

Lesson 34

Materials: reading manual, index cards, pen, gray crayon, and black crayon.

Instructions: Today the child will review the *sh* sound as in *ship*. He will read the following words that begin with the *sh* sound: *ship*, *shake*, and *shock*. He will read the following words that end with the *sh* sound: *wish*, *cash*, and *mash*. He will review the following sight words: *they*, *was*, *what*, *you*, *is*, *do*, and *to*.

The child will review the *ang* sound (as in *rang*) by reading the following words: *rang*, *sang*, *bang*, and *hang*. He will review the *ong* sound (as in *song*) by reading the following words: *song*, *long*, *gong*, and *dong*.

He will review the *cks* sound made by the letter *x* by reading the following words: *tax*, *fix*, *fox*, *wax*, *mix*, and *box*. He will also review the *ind* sound (as in *find*) by reading the following words: *find*, *mind*, *kind*, and *wind*.

The child will read the following story and complete a variety of exercises based on the story.

Title: "The Big Box"

Story: *I have a box. You have a box. They have a big box. What is in the big box?*

We are no longer using clues to assist the child with reading the copy work. It is important for the child to read the text located in this segment of the lesson even if he does not copy the sentences. This will give him an opportunity to practice reading text printed in a regular type.

Dialogue: Look at the letters below. What sound do these letters make? (*sh* as in *ship*.)

sh

Good. These letters say *sh*.

Read the following words that have the *sh* sound at the beginning.

ship

shake

shock

Read the following words that have the *sh* sound at the end.

wish

cash

mash

Read the sight words below.

they

was

what

you

is

do

to

Look at the letters below. What sound do these letters make? (*ang* as in *rang*.)

ang

Very good! They make the *ang* sound. Read the words below that have the *ang* sound.

rang

sang

bang

hang

Look at the letters below. What sound do these letters make? (*ong* as in *song*.)

ong

Very good! They make the *ong* sound. Read the words below that have the *ong* sound.

song

long

gong

dong

Look at the letter below. What sound does this letter make? (*cks* as in *fox*.)

x

Good! It makes the *cks* sound.

Read the following words that have the *cks* sound.

tax

fix

fox

wax

mix

box

Look at the letters below. What sound do these letters make? (*ind* as in *find*.)

ind

Very good! They make the *ind* sound.

Read the words below that have the *ind* sound.

find

mind

kind

wind

Read the story below. Then I will show you a picture to go with the story.

"The Big Box"

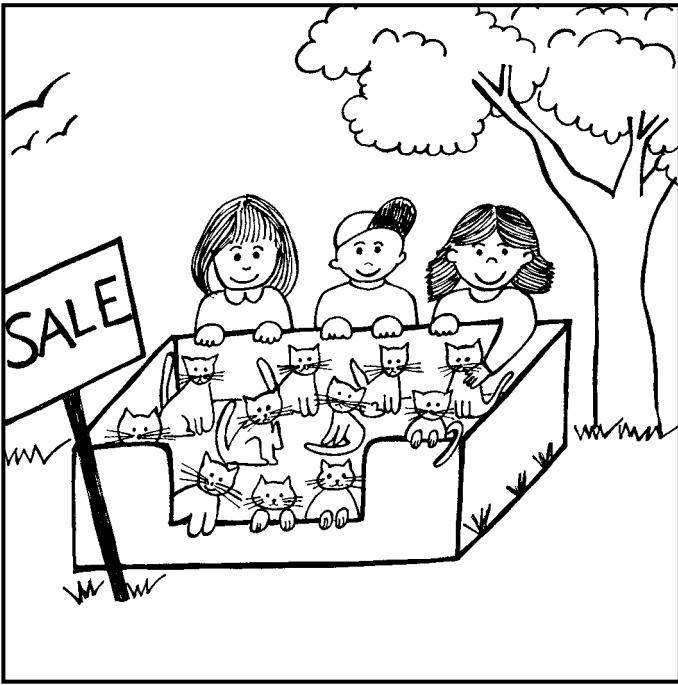
I have a box.

You have a box.

They have a big box.

What is in the big box?

Now I will show you a picture of the box.



Look at the picture. What is in the big box? That's right, kittens are in the big box. What do you think the children are doing with the kittens? Yes, they are selling the kittens.

Can you read the sign by the big box? What does it say? That's right. It says *SALE*.

I am going to write the words from one of the sentences you just read on index cards.

(Have the child watch as you write each card with a pen. Label the first card with the lesson number for future use.)

What

is

in

the

big

box?

I am going to underline the sight words with a black crayon. Today our sentence has three sight words. Can you tell me what they are? I am going to

trace over the *iii* sounds (as in *pig*) and the *ooo* sound (as in *hot*) with a gray crayon.

Can you tell me what we call the special mark at the end of the sentence? That's right. It is called a question mark. We use it when someone asks a question.

Read the sentence. Great! Now I will mix the cards, and you can put them in proper order to make the sentence again.

(Assist the child with putting the cards in proper order.)

Now read the sentence.

(Note: We are no longer using clues to assist the child with reading the copy work. It is important for the child to read the text located in this segment of the lesson even if he does not copy the sentences. This will give him an opportunity to practice reading text printed in a regular type.)

Copy Work: (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

*What is in the
big box?*

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together.

(Review material between lessons.)

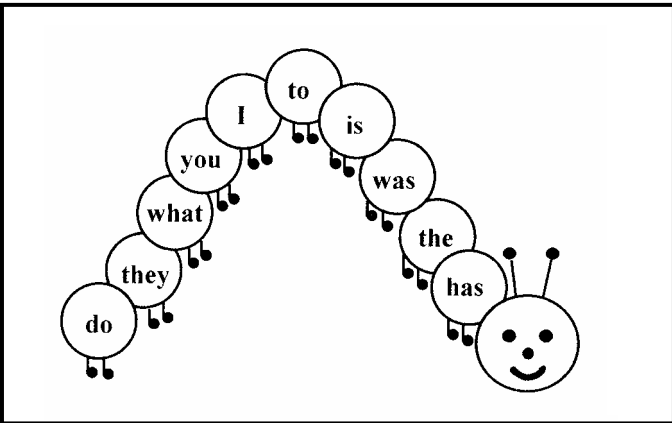
Lesson 35

Materials: reading manual, index cards, pen, gray crayon, black crayon, *Sight Word Worm* pattern found on page 510 of the Appendix, and 11 construction paper circles.

Instructions: Today the child will review the following sight words: *to, is, do, the, what, you, was, they, has,* and *I*. He will complete an activity to help him learn his sight words. He will make a *Sight Word Worm*.

In preparation for today's lesson, trace or photocopy the *Sight Word Worm* pattern found in the Appendix on page 510. Cut 11 circles out of construction paper using the pattern as a guide. Write one sight word on each colored circle. Draw a face on the large circle. (See diagram below.)

Glue the circles on a large piece of paper to form a worm. A half of a sheet of poster board works well. Pipe cleaners may be used to make the antenna or they can be drawn with a black crayon or marker. Draw feet to complete the worm. More circles can be added as the child is introduced to new sight words.



Next the child will review the *sh* sound as in *ship* by reading the following words: *ship, shop, dish, shack, shine, shame,* and *mash*.

The child will be introduced to the long vowel sound for the letter *o* as in *hope*. This will be referred to as the bold *o* sound and will be represented with a bold letter as shown below.

O

He will read the following words containing the bold *o* sound: *hope, rope, note, vote, cone, bone, home, dome, coke, joke, rose, hose, boat, goat, toad,* and *road*.

The child will read the following story and complete a variety of exercises based on the story.

Title: "*The Toad*"

Story: *The toad sat on the bank. His home is in the lake. The toad sang a song. The toad likes his home.*

We are no longer using clues to assist the child with reading the copy work. It is important for the child to read the text located in this segment of the lesson even if he does not copy the sentences. This will give him an opportunity to practice reading text printed in a regular type.

Dialogue: Read the sight words below.

to is do

the what you

was they has

I

(Retrieve the construction paper circles you made for today's lesson.)

Today you are going to make a *Sight Word Worm*. I have written the sight words listed above on the circles. We will use these circles to make the worm's body. The larger circle is for the worm's head. You can help me glue the circles on the poster board to make the worm. Then we can add feet and antenna.

(Assist the child in making the worm as shown in the diagram at the beginning of the lesson.)

Now look at the *Sight Word Worm*, and read the sight words to me. Very

good! Now when you learn a new sight word, we will add it to the worm. One day he will be very long!

Look at the letters below. What sound do these letters make? (*sh* as in *ship*.)

sh

Very good! These letters make the *sh* sound.

Read the words below that have the *sh* sound.

ship **sh**op di**sh**

shack **sh**ine

shame ma**sh**

Now you are going to learn a new sound. Look at the letter below. This bold letter makes the *o* sound (as in *hope*).

o

Say *o* (as in *hope*) as I point to the letter. Very good!

Now read the following words that have the bold *o* sound. Remember, the dotted letters are silent. They make no sound. I will read the first word for you. It is *hope*.

h**o**p...

r**o**p...

n**o**t...

v**o**t...

c**o**n...

b**o**n...

h**o**m...

d**o**m...

c**o**k...

j**o**k...

r**o**s...

h**o**s...

b**o**at

g**o**at

t**o**ad

r**o**ad

Read the story below. Then I will show you a picture to go with the story.

The **TO**ad

The **to**ad sat **o**n the bank.

His **h**ome is in the lake.

The **toad** sang a song.

The **toad** likes his home.

Now I will show you a picture of the toad.



Look at the picture. What is the toad sitting on? Yes, he is sitting on a lawn chair. Does he look comfortable? Name four things the toad has to help him to feel comfortable. That's right, he has a lawn chair, an umbrella, sunglasses, and a cool drink. What do you think he might be drinking? What kinds of drinks do you like to have when it is hot?

I am going to write the words from one of the sentences you just read on index cards.

(Have the child watch as you write each word with a pen. Label the first card with the lesson number for future use.)

The

toad

likes

his

home.

I am going to underline the sight word with a black crayon. Today our sentence has one sight word. What is it? I am going to trace over the bold **o** sounds (as in *hope*) with a black crayon. I am also going to trace over the bold **i** sound (as in *bike*) with a black crayon. I will trace over the *iii* sound (as in *pig*) with a gray crayon.

I will make dotted lines over the letter **a** in the word *toad*. I will make dotted lines over the letter **e** in the word *likes*. I will also make dotted lines over the letter **e** at the end of the word *home*. Can you tell me why I dotted these letters? That's right. They are silent. They make no sound.

Read the sentence. Great! Now I will mix the cards, and you can put them in proper order to make the sentence again.

(Assist the child with putting the cards in proper order. Remind him, if necessary, a sentence begins with an uppercase letter and ends with a period or other form of punctuation.)

Now read the sentence.

(Note: We are no longer using clues to assist the child with reading the copy work. It is important for the child to read the text located in this segment of the lesson even if he does not copy the sentences. This will give him an opportunity to practice reading text printed in a regular type.)

Copy Work: (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters.)

Now you can copy what I wrote.

The toad likes
his home.

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together.

(Review material between lessons.)

Lesson 36

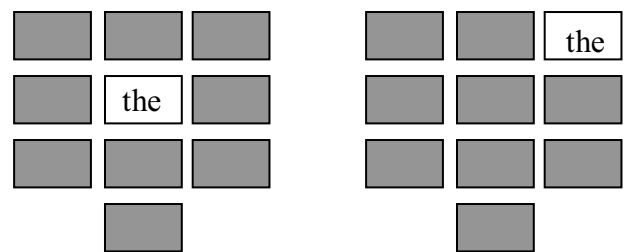
Materials: reading manual, index cards, pen, gray crayon, black crayon, and one construction paper circle.

Instructions: Today the child will review the following sight words: *the, has, was, to, I, you, do, is, what, and they*. He will play a game to help him review his sight words. The game is called *Sight Word Memory*. In preparation for today's lesson, write each sight word on an index card. Make two identical sets of sight word cards.

Place the cards face down on the table in random order as shown in the diagram below, being sure to keep each set separate. The object of the game is to match a sight word card from one set with the same sight word card from the other set.

Have the child turn over one card from the set on the right. Then have him turn over one card from the set on the left. Encourage him to read the words on the cards as he turns them over. If the cards match, he can place them together face up on the table. If the cards do not match, he must turn both cards face down and leave them in their places.

Have the child turn over another card from the set on the right. Then have him turn over another card from the set on the left. Continue playing until all the cards have been matched. (To simplify the game, use only half of the cards at one time.)



He will also be introduced to the new sight word *are*. Cut a circle out of construction paper. Write the new sight word *are* on the circle. Have the child glue the circle on the *Sight Word Worm* when you introduce the new word.

The child will review the bold **o** sound as in *hope*. He will read the following words with the bold **o** sound: *soap, moan, coat, roam, robe, mole, pole, and rode*. He will also be introduced to some additional words containing the bold **o** sound as in

old by reading the following words: *old, cold, mold, hold, bold, sold, fold, gold, and told.*

The child will read the following story and complete a variety of exercises based on the story. This story is part one in a series of four stories about some farm animals and a rose.

Title: "The Goat"

Story: *The goat had a hat. The hat was old. The hat had a rose on it. The goat ate the hat. The goat gave the rose to the pig.*

We are no longer using clues to assist the child with reading the copy work. It is important for the child to read the text located in this segment of the lesson even if he does not copy the sentences. This will give him an opportunity to practice reading text printed in a regular type.

Dialogue: Today we are going to play a game. It is called *Sight Word Memory*. (Retrieve the cards you prepared for today's lesson.)

I have two sets of cards. Each card has a sight word written on it. Both sets of cards are the same. I am going to lay the cards on the table. I will put one set of cards face down on the right side of the table and one set of cards face down on the left side of the table. (See diagram on previous page.)

Turn over one card from the set on the right. (Point to the set.) Leave the card you have chosen face up in its place. Read the sight word on the card. Now turn over a card from the set on the left. (Point to the set.) Leave this card face up in its place also. Read the sight word on this card. Are the words the same, or are the words different?

(If the words are the same, have the child put the cards together face up on the table. If the words are different, have him turn the cards face down and

leave them in their places. Continue playing until all cards are matched.)

Now you are going to learn a new sight word. It is the word *are*. (Point to the word at the top of the page.)

are

Say *are* as I point to the word. Very good! Let's add the new word to your *Sight Word Worm*.

(Retrieve the circle you prepared earlier with the word *are* written on it. Have the child frequently review the sight words on the *Sight Word Worm*. Have him read the words in random order.)

Read the words below with the bold *o* sound (as in *hope*). Remember, the dotted letters are silent. They make no sound.

*s**o**.p*

*m**o**.n*

*c**o**.t*

*r**o**.m*

*r**o**.b*

*m**o**.l*

*p**o**.l*

*r**o**.d*

The next word also has the bold *o* sound. It is the word *old*.

(Point to the word as you say it. Slowly sound it out again emphasizing each letter sound. The letters *l* and *d* may be difficult for the child to blend together.)

old

The following words also have the same sound as the word *old*. Read the words.

cold

mold

hold

bold

sold

fold

gold

told

Very good!

Read the story below, and then I will show you a picture to go with the story.

"The GOat"

The *gOat* *had a hat.*

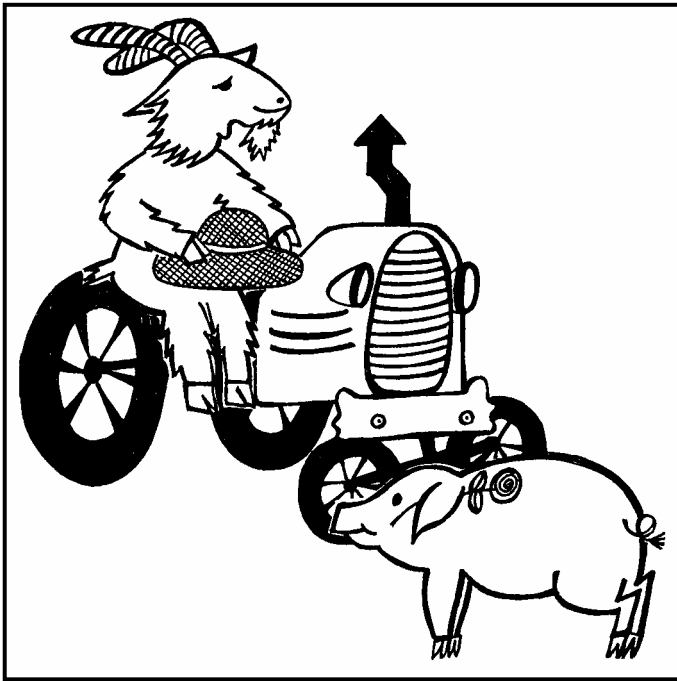
The *hat* was *old.*

The *hat* *had a ros* on *it.*

The *gOat* *at* the *hat.*

The *gOat* *gav* the *ros* to the *pig.*

Now I will show you a picture of the goat.



Look at the picture. On what is the goat sitting? Yes, he is sitting on a tractor. Do you think he likes the hat? Would you like to eat a hat? No, you would not like to eat a hat. Goats eat many strange things.

This goat did not want to eat the rose. To whom did he give the rose? Do you think the pig wants to eat the rose? What do you think the pig wants to do with the rose? That's right. The pig put the rose behind its ear.

I am going to write the words from one of the sentences you just read on index cards.

(Have the child watch as you write each word with a pen. Label the first card with the lesson number for future use.)

The goat gave

the rose to the

pig.

I am going to underline the sight words with a black crayon. Today our sentence has four sight words. Three of the sight words are the same. What are they?

I am going to trace over the bold **o** sounds (as in *hope*) with a black crayon. I am also going to trace over the bold **a** sound (as in *cake*) with a black crayon. I will trace over the *iii* sound (as in *pig*) with a gray crayon.

I will make dotted lines over the letter *a* in the word *goat*. I will also make dotted lines over the letter *e* in the words *gave* and *rose*. Can you tell me why I dotted these letters? That's right. They are silent letters.

Read the sentence. Very good! Now I will mix the cards, and you can put them in proper order to make the sentence again.

(Assist the child with putting the cards in proper order. Remind him, if necessary, a sentence begins with an uppercase letter and ends with a period or other form of punctuation.)

Now read the sentence.

(Note: We are no longer using clues to assist the child with reading the copy work. It is important for the child to read the text located in this segment of the lesson even if he does not copy the sentences.

This will give him an opportunity to practice reading text printed in a regular type.)

Copy Work: (The copy work is optional for children who have difficulty with writing.) (You may now encourage the child to copy the sentence directly from the model below. If this is too difficult, continue as directed.)

I will write the sentence you just read on a piece of paper.

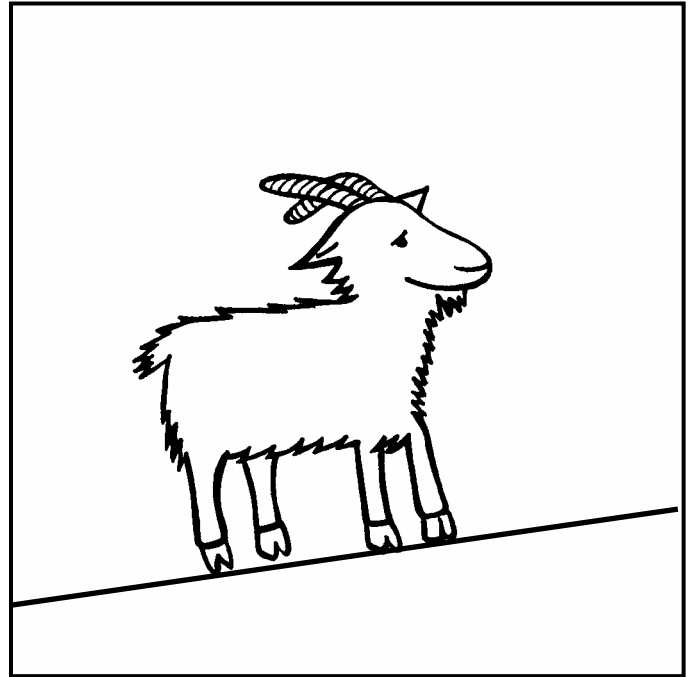
(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters.)

Now you can copy what I wrote.

*The goat gave
the rose to the
pig.*

I would like for you to read the sentence once more. Very good! I would like for you to draw a picture to go with your sentence. Here is a picture of a goat you can draw.

(Assist the child with drawing the picture if necessary. The picture has been drawn with bold lines so the child may trace it if he likes.)



Make up a sentence about the goat you drew. Tell me the sentence, and I will write it on a piece of paper. Now you can copy the sentence at the bottom of your picture.

(Draw lines if necessary for the child to write his sentence at the bottom of his picture.)

Read the sentence you just wrote.

Now let's read a book together.

(Review material between lessons.)