

Now let's read a book together.

(An interesting poem to read to the child is entitled "Block City" by Robert Louis Stevenson. You can find this at your public library.)

(Review material between lessons.)

Lesson 46

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

Instructions: In today's lesson, the child will read the following words containing the bold **e** sound as in *heat*: *me, she, year, fear, eat, seat, east, feast, deal, seal, meet, and feet*.

The child will review the *bl* sound as in *black* by reading the following words: *block, bloat, blaze, and bleed*. He will review the *pl* sound as in *play* by reading the following words: *play, plate, pleat, and plot*.

He will review the *kw* sound as in *queen* by reading the following words: *queen, quick, quack, and quake*. He will review the *st* sound as in *stop* by reading the following words: *steam, stack, stove, and stay*. He will review the following sight words: *does, they, what, some, come, put, and was*.

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

Title: "The Quick Seal"

Story: *The seal can play. The seal can play on the block. The seal can eat. The seal can eat the fish. The fish is on the plate. Can you see the seal? The seal is quick.*

Dialogue: Read the words below. These words have the bold **e** sound (as in *heat*).

me

she

year

fear

eat

seat

east

feast

deal

seal

meet

feet

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

bl

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

block

blot

blaze

bleed

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

pl

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

play

plate

pleat

plot

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

qu

Very good! They make the *kw* sound.

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

queen

quick

quack

quake

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

st

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

steam

stack

stove

stay

Read the sight words below.

does

they

what

some

come

put

was

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

The **Quick** seal

The seal can **play**.

The seal can **play** on the **block**.

The seal can **eat**.

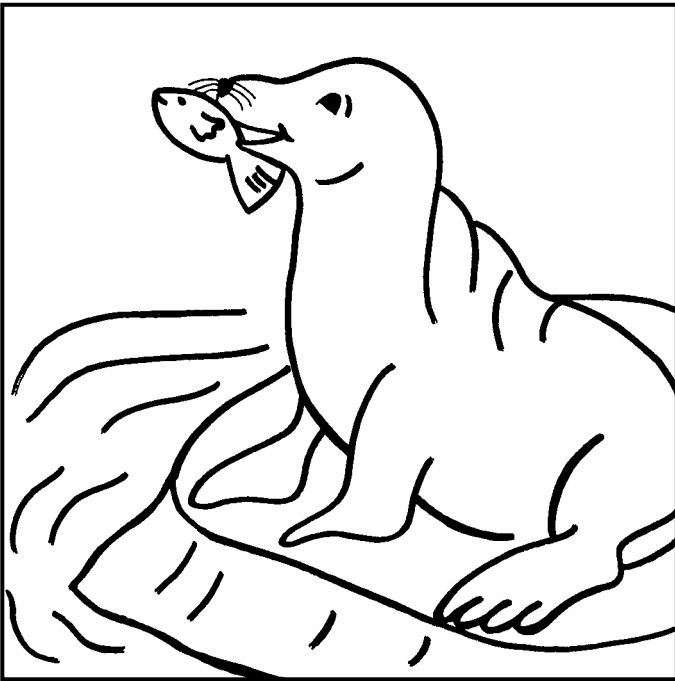
The seal can eat the fish.

The fish is on the plate.

Can you see the seal?

The seal is quick.

Now I will show you a picture of the seal.



Look at the picture. What is the seal doing? Yes, he is eating the fish and floating on a block of ice. Have you ever seen a seal at the zoo? Seals are very good at doing tricks. They are smart like dogs too.

Baby seals are born on land, but they can swim and dive almost immediately after they are born. Seals are excellent swimmers. They live in cold waters. Seals have a thick layer of fat that helps to keep them warm.

I am going to write the words from two 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 seal can

play on the

block.

The seal can

eat.

I am going to underline the sight words with a black crayon. I will trace over the bold **e** sounds (as in *heat*) with a black crayon. I will trace over the bold **a** sound (as in *cake*) with a black crayon.

I am going to trace over the *aaa* sounds (as in *cat*) with a gray crayon. I will also trace over the *ooo* sounds (as in *hot*) with a gray crayon.

I will make dotted lines over the letter *a* in the words *seal* and *eat*. I will make dotted lines over the letter *y* in the

word *play* and over the letter *k* in the word *block*. Can you tell me why I dotted these letters? That's right. I dotted them, because they are silent. They make no sound.

I will draw a gray ring around the *pl* sound (as in *play*) in the word *play*, and I will draw a gray ring around the *bl* sound (as in *black*) in the word *block*.

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

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

Now read the sentences.

(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 sentences directly from the model below. If this is too difficult, continue as directed.)

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

(Neatly write the sentences 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.)

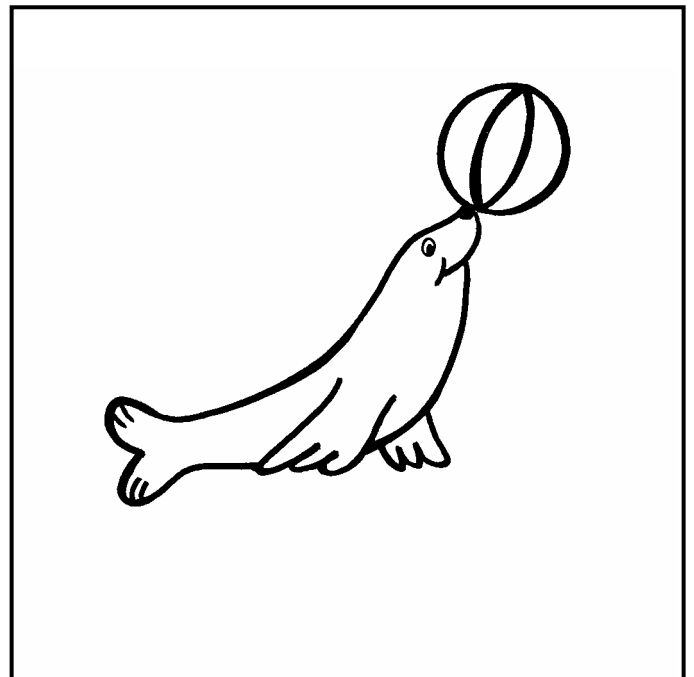
Now you can copy what I wrote.

The seal can
play on the
block.

The seal can
eat.

I would like for you to read the sentences once more. Very good! I would you like for you to draw a picture to go with your sentences. Here is a picture of a seal 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 seal 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.)

Lesson 47

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

Instructions: In today's lesson, the child will review the following sight words: *the, has, to, I, you, do, is, of, come,* and *some*. He will be introduced to the new sight word *from*. Prepare a construction paper circle with the new sight word written on it.

He will be introduced to the short vowel sound for the letter *e*. This letter makes the *eee* sound as in *wet*. It will appear in a gray print as shown below.

e

The child will learn to read the following words containing the *eee* sound as in *wet*: *net, met, pet, bet, wet, get, vet, fell, well, bell, yell, tell, yes, mess, bless, less, vest, nest, test, west, zest, went, sent, bent, shed, led, fed,* and *red*.

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

Title: "*The Red Vest*"

Story: *It was cold. It was wet and cold. The man and the dog went to the shed. They went to get a mop. The man had on a vest. His vest was black. The dog had on a vest. His vest was red. They did not get cold. They did not get wet.*

Dialogue: Read the following sight words:

the has to I
you do is of
come some

Look at the word below. It is a new sight word. It is the word *from*. (Point to the word as you read it.)

from

Say *from* as I point to the word.

Very good!

Did you notice the new sight word rhymes with two of the sight words you already learned? Listen as I read the sight words below. (Point to each word as you read it.)

come some from

We say these words rhyme, because they have the same sound. Now, read the sight words as I point to each word. (Point to the sight words in random order.)

Very good!

Let's add the new sight word *from* to your *Sight Word Worm*. (Have the child frequently review the sight words on the *Sight Word Worm*. Have him read the words in random order.)

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

e

Great! This letter makes the bold *e* sound.

What color is this letter? That's right, it is black.

Next, you will learn a new sound. Look at the letter below. Notice this letter is gray. It says *eee* (as in *wet*). (Point to the letter as you say its sound. Be sure to emphasize the *eee* sound as in *wet*, as it is difficult to hear.)

e

The word below has the *eee* sound (as in *wet*). The word is *set*. (Point to the word as you read it.)

set

Read the word as I point to it.

(Point to the word *set*.)

Very good! Now read the following words that have the *eee* sound (as in *wet*). I will read the first word for you. It is *net*.

net **met** **pet**

bet **wet** **get**

vet **fell** **well**

bell **yell** **tell**

That was great! Now read some more words with *eee* sound (as in *wet*). I will read the first word for you. It is *yes*.

yes **mess**

bless **less**

vest **ne**st

test **we**st

zest **went**

sent **bent**

shed **led**

fed **red**

That was a lot of work. You did a great job reading all of those words.

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

"The Red Vest"

It was cold.

It was wet and cold.

The man and the dog

went to the shed.

They went to get a mop.

The man had on a vest.

His vest was black.

The dog had on a vest.

His vest was red.

They did not get cold.

They did not get wet.

Now I will show you a picture of
the man and the dog.



Look at the picture. Why did the man and the dog go to the shed? Why do you think the man wanted a mop? Why do you think the man and the dog had on vests? That's right, they had on vests, because it was cold. Have you ever seen a real dog wearing a vest? What is funny about the way the dog is walking? Do real dogs walk this way? No, they do not. This is a pretend story.

The story said they did not get cold, and they did not get wet. What kept them from getting wet? That's right, the man had an umbrella. Do you think that maybe the man had a leak in his roof, and he needed to get the mop to clean up the water?

I am going to write the words from two 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 man and

the dog went to

the shed.

They went to

get a mop.

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

I am going to trace over the *aaa* sounds (as in *cat*) with a gray crayon. I will also trace over the *ooo* sounds (as in *hot*) and the *eee* sounds (as in *wet*) with a gray crayon.

I will trace over the bold **a** sound (as in *cake*) with a black crayon. I will draw a gray ring around the *sh* sound (as in *ship*) in the word *shed*.

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

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

Now read the sentences.

(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 sentences directly from the model below. If this is too difficult, continue as directed.)

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

(Neatly write the sentences 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.)

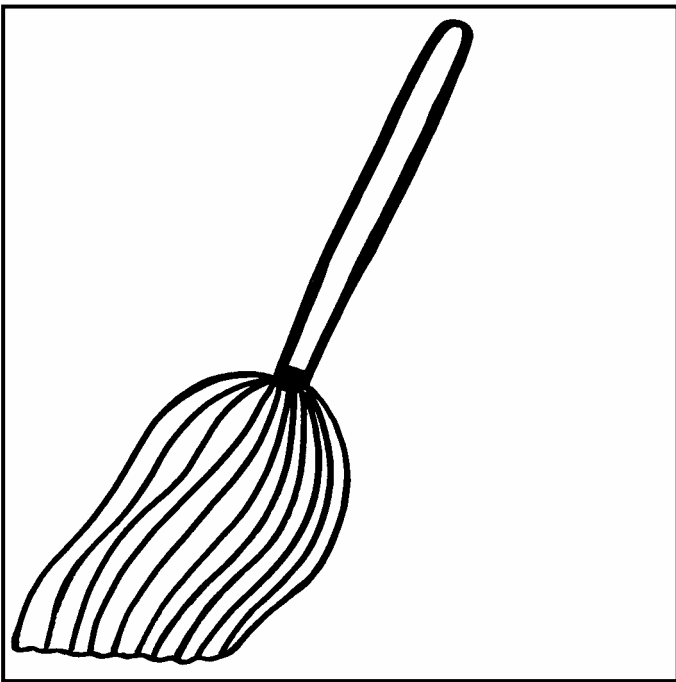
Now you can copy what I wrote.

The man and
the dog went to
the shed.

They went to
get a mop.

I would like for you to read the sentences once more. Very good! I would like for you to draw a picture to go with your sentences. Here is a picture of a mop 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 mop 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.)

Lesson 48

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

Instructions: In today's lesson, the child will review the following sight words: *the, has, to, I, you, do, is, of, come, some,* and *from*.

He will review the *eee* sound as in *wet* by reading the following words: *read, head, dead, stead, deaf, lead, bear, wear, tear,* and *pear*.

The child will also be introduced to the *cl* sound as in *clap*. He will read the following words containing the *cl* sound: *clear, clean, climb, close, clank, clang, clay, clash, cliff,* and *clock*.

He will also be introduced to the *sl* sound as in *slap*. He will read the following words containing the *sl* sound: *slap, slack, sled, slip, slosh, slay, sleeve, slate, slide,* and *slope*.

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

Title: "The Big Black Bear"

Story: *The bear is at the lake. He is big and black. He will climb on the rock. He will slide in the lake. He will get wet. The bear will get a fish. He will eat it. He will go home. The bear lives in a den.*

Dialogue: Read the sight words below:

the has to
I you do
is of come
some from

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

e

Very good! This letter says *eee*.

Now read the words at the top of the page that have the *eee* sound.

Remember, the dotted letters are silent. They make no sound.

reead

heead

deead

steead

deeaf

leead

beear

wear

teear

peear

That's great! You are learning to read really well.

Look at the letters below. These letters make the *cl* sound (as in *clap*). (Point to the letters as you make the sound.)

You will notice the letters that make the *cl* sound have a gray ring around them. This is to help you see the letters more easily.

cl

Say *cl* as I point to the letters above.

Now read the words below that have the *cl* sound. The first word is *clear*.

clear

clean

climb

close

clank

clang

clay

clash

cliff

clock

Look at the letters below. These letters make the *s/* sound (as in *slap*). (Point to the letters as you make the sound.) You will notice the letters that make the *s/* sound have a gray ring around them. This is to help you see the letters more easily.

s/

Say *s/* as I point to the letters above.

Now read the words below that have the *s/* sound. The first word is *slap*.

slap

slack

sled

slip

slosh

slay

sleeve

slate

slide

slope

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

"The Big Black Bear"

The bear is at the lake.

He is big and black.

He will climb on the rock.

He will slide in the lake.

He will get wet.

The bear will get a fish.

He will eat it.

He will go home.

The bear lives in a den.

Now I will show you a picture of the bear.



Look at the picture. Did you know bears are good fishermen? They catch fish with their paws and their teeth. Have you ever seen a bear at the zoo? They can grow to be very large. Do you think bears can swim? Yes, they are good swimmers too.

I am going to write the words from two 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 bear is at

the lake.

He is big and

black.

I am going to underline the sight words with a black crayon. Today our sentences have only two different sight words. Can you tell me what they are?

I am going to trace over the *eee* sound (as in *wet*) and the *aaa* sounds (as in *cat*) with a gray crayon. I will also trace over the *iii* sound (as in *pig*) with a gray crayon.

I will trace over the bold *a* sound (as in *cake*) and the bold *e* sound (as in *heat*) with a black crayon.

I will make dotted lines over the letter *a* in the word *bear* and over the letter *e* in the word *lake*. I will also make dotted lines over the letter *k* in the word *black*. Can you tell me why I dotted these letters? That's right. I dotted them, because they are silent. They make no sound.

I will draw a gray ring around the *b* sound (as in *black*) in the word *black*.

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

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

Now read the sentences.

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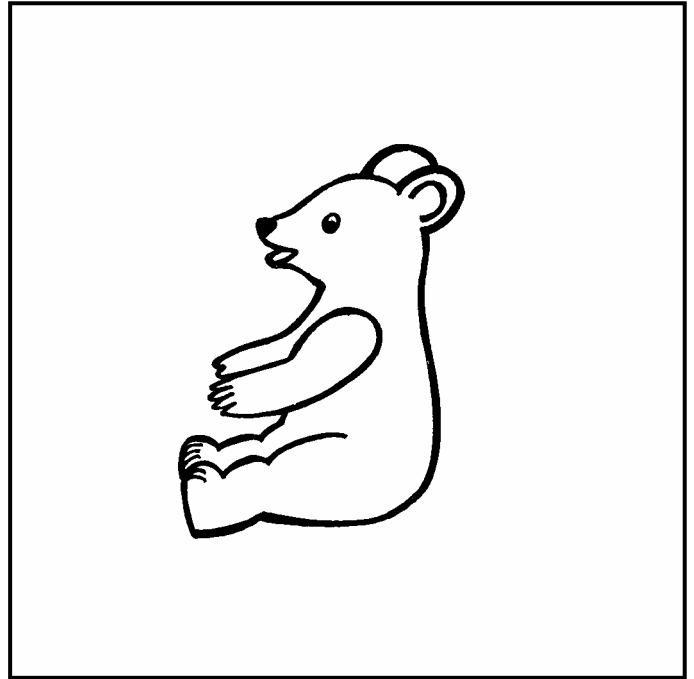
Now you can copy what I wrote.

*The bear is at
the lake.*

*He is big and
black.*

I would like for you to read the sentences once more. Very good! I would you like for you to draw a picture to go with your sentences. Here is a picture of a bear 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 bear 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.)