

Lesson 88

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

Instructions: In today's lesson, the child will review the following sight words: *learn, new, caught, taught, that, who, water, want, two, once, many, and what.*

The child will review the bold **u** sound as in *cute* by reading the following words: *use, fuse, mute, lute, rule, and mule.*

He will also review the bold **e** sound as *baby* by reading the following words: *happy, puppy, funny, hobby, Billy, and penny.*

The child will review the *sss* sound as in *face* by reading the following words: *space, lace, place, brace, mice, rice, nice, and spice.*

The child will read the following story and complete a variety of exercises based on the story. This is part one of a three-part story.

Title: "Will Baby Bird Learn to Fly?"

Story: *Mama Bird said, "Today you will learn to fly."*

Baby Bird said, "I do not want to learn to fly. I want to sit and eat."

Mama Bird said, "You must learn to fly. You can not sit and eat all day."

Baby Bird said, "Flying is too hard. It is too hard for me. I want to sit and eat."

Daddy Bird was flying in the sky. He landed in the nest.

Daddy Bird said, "Are you ready to learn to fly?"

Baby Bird said, "It is too hard for me. I want to sit and eat."

Daddy Bird said, "What do you want to eat?"

Baby Bird said, "I want a fat bug."

Daddy Bird said, "I can not get a fat bug. I need to rest."

Daddy Bird went to sleep.

Baby Bird said, "Mama, I want a fat bug."

Mama Bird said, "I can not get a fat bug. I must fix the nest. I must get some new sticks."

Dialogue: Read the sight words below.

learn

new

caught

taught

that

who

water

want

two

once

many

what

Look at the letter below. What sound does this bold letter make? (*u* as in *cute*.)

u

Very good! It makes the bold *u* sound.

Read the words below that have the bold *u* sound (as in *cute*).

us

fus

mut

lut

rul

mul

Look at the word below. It is the word *baby*. (Point to the word as you read it.)

baby

Read the words below that have the bold *e* sound at the end of the word as in *baby*.

happy

puppy

funny

hobby

Billy

penny

Look at the next word. The letter *c* has a gray ring around it. That is because this letter makes a special

sound. It makes the *sss* sound (as in *face*). (Point to the letter *c* as you make the *sss* sound.)

face

The word is *face*. (Point to the word as you read it. Emphasize the *sss* sound.)

Read the words below that have the *sss* sound. Remember, the letter *c* with the gray ring around it makes the *sss* sound.

space

lace

place

brace

mic

ric

nic

spic

Read the story below, and then I will show you a picture to go with the story. This is the first part of a three-part story.

(Note: We are no longer underlining the following sight words: *I*, *the*, *is*, *to*, *said*, *was*, *has*, and *you*. We are no longer dotting the letter *k* in the blend *ck*. We are no longer dotting the letter *y* as in *way* or the letter *w* as in *crow*. We are no longer drawing a ring around several beginning blends.)

“*Will Baby Bird Learn to Fly?*”

Mama Bird said,

“*To day you will learn to fly.*”

Baby Bird said,

“*I do not want to learn to fly.*

I want to sit and eat.”

Mama Bird said, “You must learn to fly.

You can not sit and eat all day.”

Baby Bird said, “Flying is too hard.

It is too hard for me.

I want to sit and eat.”

Daddy Bird was flying in the sky.

He landed in the nest.

Daddy Bird said,

“Are you ready to learn to fly?”

Baby Bird said, “It is too hard for me.

I want to sit and eat.”

Daddy Bird said,

“What do you want to eat?”

Baby Bird said, “I want a fat bug.”

Daddy Bird said,

“I can not get a fat bug.

I need to rest.”

Daddy Bird went to sleep.

Baby Bird said,

“Mama, I want a fat bug.”

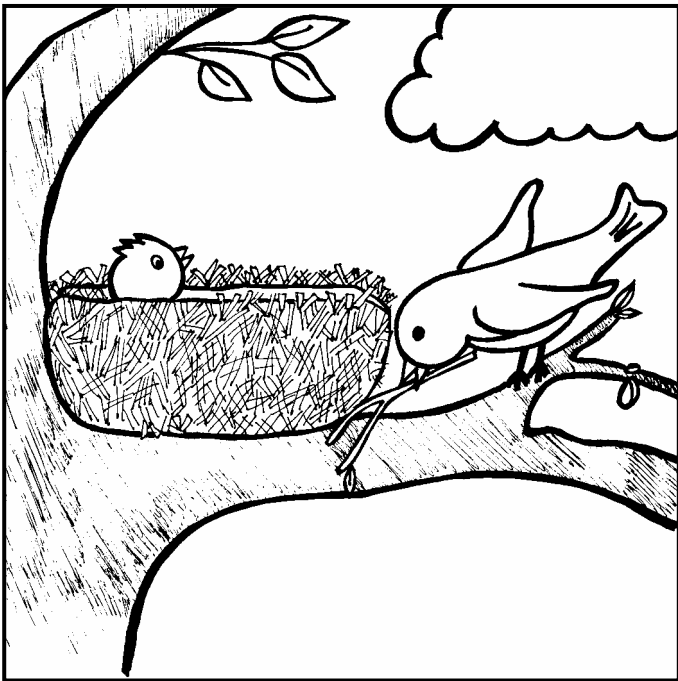
Mama Bird said,

“I can not get a fat bug.

I must fix the nest.

I must get some new sticks."

Now I will show you a picture of Baby Bird and Mama Bird.



Look at the picture. What is Mama Bird doing? Yes, she is gathering sticks. Why is she gathering sticks? That's right, she is gathering sticks to fix the nest. Often birds will use sticks, moss, and leaves to build their nests. They will even use manmade materials such as yarn, string, or bits of cloth they find on the ground.

Next I will write four sentences from the story 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.)

Baby Bird said,
"Mama, I want
a fat bug."

Mama Bird said,
"I can not get
a fat bug.
I must fix
the nest.
I must get
some new sticks."

(Note: You may eliminate some of the print clues from the index cards with which your child is familiar. Be sure to include the print clues for sounds that have been recently introduced.)

Today, I will underline four different sight words. Can you read the sight words as I underline them?

I will trace over the *aaa* sounds (as in *cat*) and the *uuu* sounds (as in *cub*) with a gray crayon. I will also trace over the *ooo* sound (as in *hot*), the *iii* sounds (as in *pig*), and the *eee* sounds (as in *wet*) with a gray crayon.

I will trace over the bold **a** sounds (as in *cake*) with a black crayon. I will trace over the bold **e** sound (as in *baby*) made by the letter *y* in the word *baby* with a black crayon.

Next, I will draw a gray ring around the *ir* sound (as in *girl*) in the word *bird*.

Read the sentences. Great! Find the index cards that have the quotation

marks on them. Why do we use these special marks? That's right. We use them when a character is speaking. Which characters are speaking in this passage?

Now I will mix the cards, and you can put them in the 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 some 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 sentence 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 and formation.)

Now you can copy what I wrote.

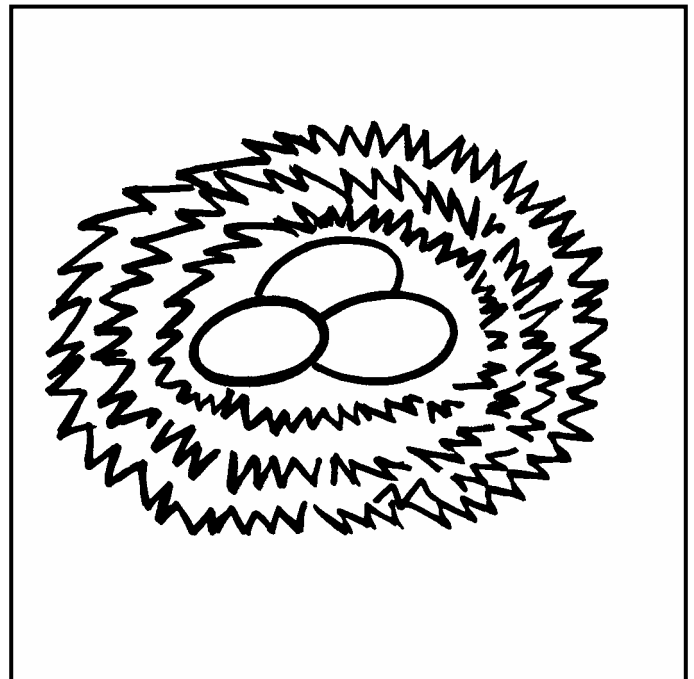
*Baby Bird said,
"Mama, I want a
fat bug."*

*Mama Bird said,
"I can not get a
fat bug. I must
fix the nest. I*

*must get some
new sticks."*

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 nest 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.)



(Note: You may choose to encourage the child to dictate a short story to you about the picture he drew instead of only one sentence.)

Make up a story about the nest you drew. Tell me the story, and I will write it on a piece of paper. Now you can copy one sentence from your story 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 story you dictated to me. Now let's read a book together.

(Review material between lessons.)

Lesson 89

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

Instructions: In today's lesson, the child will review the following sight words: *new, taught, caught, where, there, water, people, two, and that.*

The child will review various sounds learned so far by reading the following words: *cow, town, clown, chow, snow, blow, grow, flow, boil, foil, noise, coin, toy, joy, boy, and Troy.*

The child will read the following story and complete a variety of exercises based on the story. This is part two of a three-part story.

Title: "Will Baby Bird Get a Bug?"

Story: *Baby Bird was sad. Daddy Bird was sleeping. Mama Bird was looking for new sticks.*

Baby Bird said, "I want to eat a fat bug."

Baby Bird looked down at the grass. He saw a fat bug.

"I can not get that fat bug," he said. "I can not fly down to the grass. It is too hard for me."

Then Baby Bird saw a flash in the sky. He saw a bird fly down to the grass. The bird ate the fat bug. The bird was a baby bird too.

Baby Bird said, "How did that baby bird learn to fly? I am bigger than that baby bird."

Mama Bird landed in the nest. She had a stick in her beak. A fat bug was on the stick. Baby Bird saw the fat bug. Mama Bird did not see the fat bug.

Mama Bird said, "I need to rest. That stick is big."

Mama Bird went to sleep. Baby Bird said, "Now I can sit and eat. I can eat the fat bug."

The fat bug fell from the nest. It fell in the grass!

Dialogue: Read the sight words below.

new taught

caught where

there water

people two

that

Read the words below that have the *ow* sound (as in *cow*).

cow

town

clown

chow

Read the words below that have the bold *o* sound (as in *snow*).

snow

blow

grow

flow

Read the words below that have the *oi* sound (as in *boil*).

boil

foil

noise

coin

Read the words below that have the *oy* sound (as in *boy*).

toy

joy

boy

Troy

Read the words below. These words will appear in the story.

(Assist the child with reading any difficult words.)

sleeping

down

learn

stick

sky

beak

looked

flash

Read the story below, and then I will show you a picture to go with the story. Today you will read more about Baby Bird.

(Note: We are no longer underlining the following sight words: *I, the, is, to, said, was, has, you, Papa, and Mama*. We are no longer dotting the letter *k* in the blend *ck*. We are no longer dotting the letter *y* as in *way* or the letter *w* as in *crow*. We are no longer drawing a ring around several beginning blends.)

“Will Baby Bird Get a Bug?”

Baby Bird was sad.

Daddy Bird was sleeping.

Mama Bird was looking for new sticks.

Baby Bird said,

“I want to eat a fat bug.”

Baby Bird looked down at the grass.

He saw a fat bug.

“I can not get that fat bug,” he said.

“I can not fly down to the grass.

It is too hard for me.”

Then Baby Bird saw a

flash in the sky.

He saw a bird fly down to the grass.

The bird ate the fat bug.

The bird was a baby bird too.

Baby Bird said,
“*How* *did* *that* *baby* *bird* *learn* to fly?
I *am* *bigger* *than* *that* *baby* *bird*.”

Mama Bird landed in the nest.

She had a stick in her beak.

A fat bug was on the stick.

Baby Bird saw the fat bug.

Mama Bird did not see the fat bug.

Mama Bird said, “I need to rest.

That stick is big.”

Mama Bird went to sleep.

Baby Bird said,

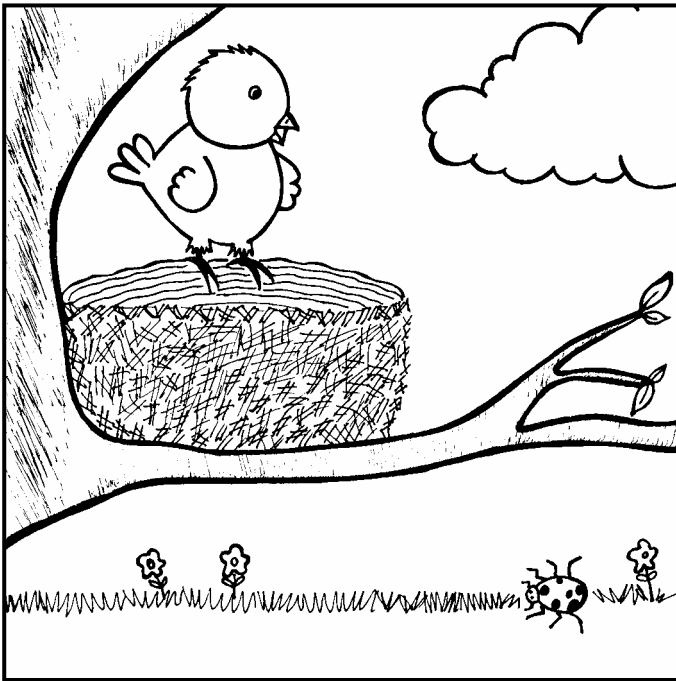
“*Now* I can sit and eat.

I can eat the fat bug.”

The fat bug fell from the nest.

It fell in the grass!

Now I will show you a picture of
Baby Bird.



Look at the picture. Baby Bird is looking at the bug that fell from the nest. Do you think Baby Bird is sad the bug fell? Yes, he is probably very sad.

Why doesn't Baby Bird fly down and get the bug? That's right, he is afraid to try to fly. Have you ever been afraid to try something new? Maybe you were afraid to try to skate or ride a bike.

Next, I will write four sentences from the story 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.)

Baby **B**ird said,

"**N**ow I can sit

and eat.

I can eat the

fat bug."

The fat bug fell

from the nest.

It fell in the

grass!

(Note: You may eliminate some of the print clues from the index cards with which your child is familiar. Be sure to include the print clues for sounds that have been recently introduced.)

Today, I will underline one sight word. Read the sight word as I underline it.

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

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

I will make dotted lines over the letter *a* in the word *eat*. This word appears two times. 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 trace over the bold **e** sound (as in *baby*) made by the letter *y* in the word *baby* with a black crayon.

Next, I will draw a gray ring around the *ir* sound (as in *girl*) in the word *Bird*. I will also draw a gray ring around the *ow* sound (as in *cow*) in the word *Now*.

Read the sentences. Very good! Find the index cards that have the quotation marks on them. Why do we use these special marks? That's right. We use them when a character is speaking. Which character is speaking in this passage?

Find the index card with the comma. Very good! What does the comma tell us to do? That's right. It tells us to pause before reading the next part of the sentence. A comma is used before quotation marks. (Point to the beginning quotation mark on the index card with the word *Now*.)

Find the index card with the exclamation point. Why do we use this special mark? That's right. We use it when we want to show surprise or excitement. Do you think *Baby Bird* was surprised when the bug fell in the grass?

Now I will mix the cards, and you can put them in the 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 some 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 sentence 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.

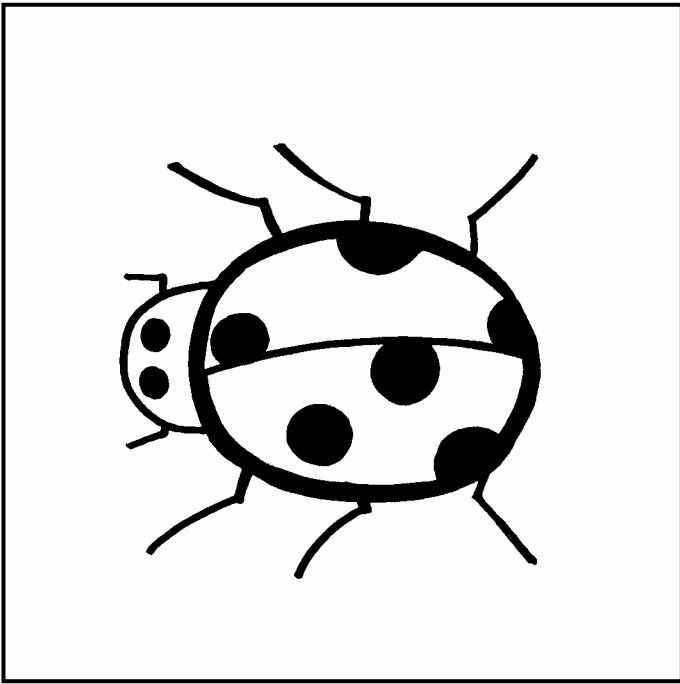
(Neatly write the sentences with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

Baby Bird said,
"Now I can sit
and eat. I can
eat the fat bug."
The fat bug fell
from the nest. It
fell in the grass!

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 bug 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.)



(**Note:** You may choose to encourage the child to dictate a short story to you about the picture he drew instead of only one sentence.)

Make up a story about the bug you drew. Tell me the story, and I will write it on a piece of paper. Now you can copy one sentence from your story 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 story you dictated to me.

(Assist the child by reading any difficult words for him. If the story is long, have him read part of it and you read part of it.)

Now let's read a book together.

(Review material between lessons.)

Lesson 90

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

Instructions: In today's lesson, the child will review the following sight words: *from, come, some, one, once, learn, and who.*

The child will review various sounds learned so far by reading the following words: *shirt, girl, bird, skirt, burn, turn, burp, curve, her, verse, perk, term, bigger, faster, slower, and harder.*

The child will read the following story and complete a variety of exercises based on the story. This is part three of a three-part story.

Title: "Baby Bird Gets a Bug"

Story: *Baby Bird looked down at the fat bug. The fat bug was in the grass.*

Baby Bird said, "I will not cry. I will be brave. I will learn to fly."

Baby Bird climbed up on the side of the nest. He flapped his wings. He could not fly.

Baby Bird said once more, "I will not cry. I will be brave. I will learn to fly."

This time he flapped his wings. He hopped up and down. Still he could not fly.

Baby Bird said once more, "I will not cry. I will be brave. I will learn to fly."

This time he flapped his wings. He hopped up and down. Then he jumped in to the air. Now he could fly. Mama Bird woke up. Daddy Bird woke up. They saw a flash in the sky. They saw a bird fly down to the grass. The bird ate the fat bug. The bird was a baby. It was Baby Bird!

Dialogue: Read the sight words below.

from

come

some

one

once

learn

who

Read the words below that have the *ir* sound (as in *bird*).

shirt

girl

bird

skirt

Read the words below that have the
ur sound (as in *turn*).

burn

turn

burp

curve

Read the words below that have the
er sound (as in *her*).

her

verse

perk

term

Read the words below that have the
er sound at the end of the word (as in
bigger).

bigger

faster

slower

harder

Read the words at the top of the
page. These words will appear in the
story.

(Assist the child with reading any difficult
words.)

brave

looked

climbed

flapped

flash

sky

hopped

more

jumped

woke

air

ate

Read the story below, and then I will
show you a picture to go with the
story. This is the last part of the story
about Baby Bird.

(Note: We are no longer underlining the
following sight words: *I, the, is, to, said, was, has,*
you, Papa, and Mama. We are no longer dotting the
letter *k* in the blend *ck*. We are no longer dotting the
letter *y* as in *way* or the letter *w* as in *crow*. We are
no longer drawing a ring around several beginning
blends.)

"Baby Bird gets a Bug"

Baby Bird looked down

at the fat bug.

The fat bug was in the grass.

Baby Bird said, "I will not cry.

I will be brave. I will learn to fly."

Baby Bird climbed up on
the side of the nest.

He flapped his wings. He could not fly.

Baby Bird said once more,
“I will not cry. I will be brave.
I will learn to fly.”

This time he flapped his wings.
He hopped up and down.

Still he could not fly.

Baby Bird said once more,
“I will not cry. I will be brave.
I will learn to fly.”

This timehe flapped his wings.
He hopped up and down.

Then he jumped in to the air.
Now he could fly.

Mama Bird woke up.

Daddy Bird woke up.

They saw a flash in the sky.

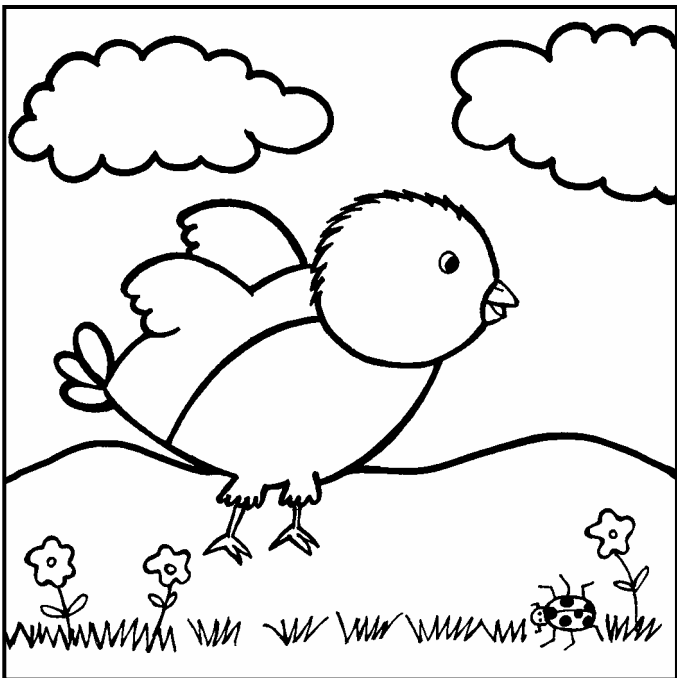
They saw a bird fly down to the grass.

The bird at the fat bug.

The bird was a baby.

It was Baby Bird!

Now I will show you a picture of Baby Bird.



Look at the picture. Baby Bird is flying down to the grass. What will Baby Bird do? That's right, he will eat the fat bug. Do you think Baby Bird is happy now? Why is he happy? What did he learn to do? How did this help him? Do you think his mama and daddy are happy?

Next, I will write four sentences from the story 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.)

They saw a

bird fly down

to the grass.

The bird at

the fat bug.

The bird was

a baby.

It was Baby

Bird!

(Note: You may eliminate some of the print clues from the index cards with which your child is familiar. Be sure to include the print clues for sounds that have been recently introduced.)

(We will not underline any of the sight words today, as the child should be familiar with the sight words used in the passage.)

I will trace over the *aaa* sounds (as in *cat*) and the *uuu* sound (as in *cub*) 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* sounds (as in *cake*) with a black crayon. I will make dotted lines over the letter *e* in the word *ate*. Can you tell me why I dotted this letter? That's right. I dotted it, because it is silent. It makes no sound.

I will trace over the bold *e* sound (as in *baby*) made by the letter *y* in the word *baby* with a black crayon. Next, I will draw a gray ring around the *aw* sound (as in *paw*) in the word *saw*. I will draw a gray ring around the *ir* sound (as in *girl*) in the word *bird*. I will also draw a gray ring around the *ow* sound (as in *cow*) in the word *down*.

Next, I will place a gray dot over the letter *y* in the word *fly*. Can you tell me why I did this? That's right. I placed the gray dot over the letter *y*, because it makes the bold *i* sound.

Read the sentences. Great! Find the index card with the exclamation point. Why do we use this special mark? That's right. We use it when we want to show surprise or excitement. Do you think Mama Bird and Daddy Bird were surprised when they saw Baby Bird fly down to the grass and eat the bug?

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

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 sentence 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.

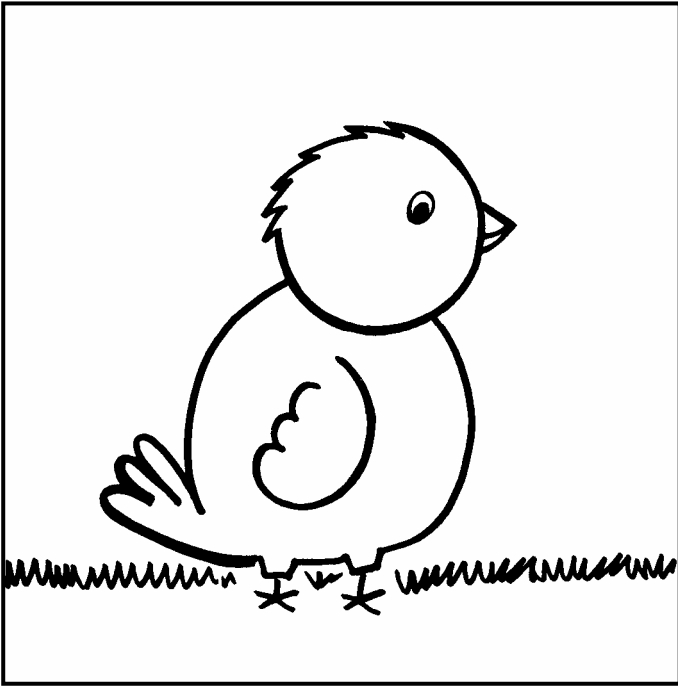
(Neatly write the sentences with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

*They saw a bird
fly down to the
grass. The bird
ate the fat bug.
The bird was a
baby. It was Baby
Bird!*

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 baby bird 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.)



(Note: You may choose to encourage the child to dictate a short story to you about the picture he drew instead of only one sentence.)

Make up a story about the bird you drew. Tell me the story, and I will write it on a piece of paper. Now you can copy one sentence from your story 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 story you dictated to me.

(Assist the child by reading any difficult words for him. If the story is long, have him read part of it and you read part of it.)

Now let's read a book together.

(Review material between lessons.)