

Lesson 68

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: *should, would, could, where, there, does, you, and your*. The child will be introduced to the new sight word *who*. Prepare one construction paper circle with the new sight word written on it.

He will review the *oi* sound as in *boil* by reading the following words: *oil, soil, foil, and noise*. He will also review the *oy* sound as in *boy* by reading the following words: *toy, soy, ploy, and boy*.

The child will be introduced to the *ou* sound as in *house*. He will read the following words containing the *ou* sound: *house, mouse, out, shout, pound, sound, cloud, loud, flour, and our*.

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

Title: "The Mouse House"

Story: "Look at the house," said the boy. "It is a toy house. It is pink."

The man said, "It is not big. It is small. It is the size for a mouse."

"Does a mouse live in the house?" said the boy.

The man said, "Look in the house. Do you see a mouse?"

The boy said, "I do not see a mouse. But, I can hear a loud noise. Do you hear the sound?"

The man said, "Yes, I can hear the sound. Look in the bed room. What do you see?"

"I see one gray mouse on the rug," said the boy. "He has a drum."

Dialogue: Read the sight words below.

should

would

could

where

there

does

you

your

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

who

Say *who* as I point to the word.

Very good! Now read the sentence below that has the new sight word in it.

Who has *my hat?*

Let's add the new sight word to your *Sight Word Worm*.

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

oil

soil

foil

nois

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

toy

soy

ploy

boy

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

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

ou

Say *ou* (as in *house*) as I point to the letters above.

Very good! Now read the words at the top of the next page that have the

ou sound (as in *house*). I will read the first word for you. It is *house*.

house mouse

out shout

pound sound

cloud loud

flour our

Read the words below.

(Assist the child with any difficult words. These words will appear in the story.)

look pink live

loud gray rug

room drum hear

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

"The Mouse House"

"Look at the house," said the boy.

It is a toy house. It is pink."

The man said, "It is not big.

It is small.

It is the size for a mouse."

"Does a mouse live in the house?"

said the boy.

The man said, "Look in the house.

Do you see a mouse?"

The boy said, "I do not see a mouse.

But, I can hear a loud noise.

Do you hear the sound?"

The man said, "Yes, I
can hear the sound."

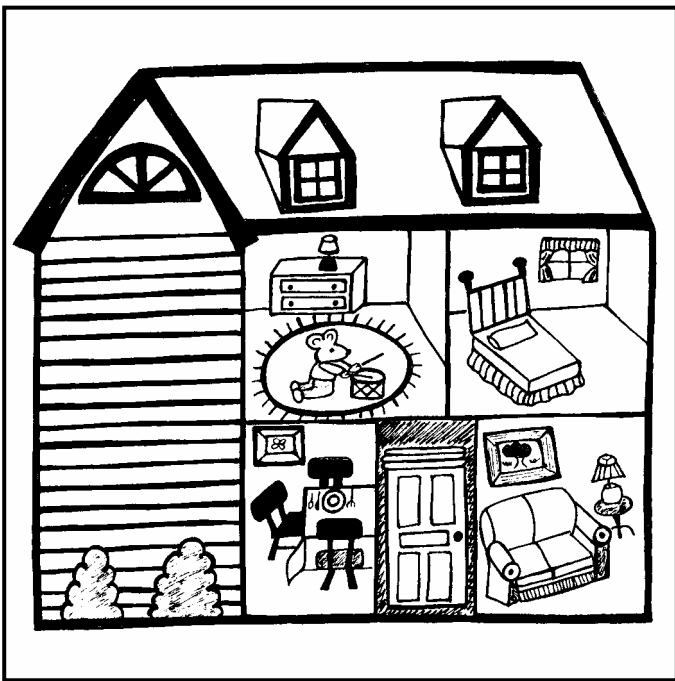
Look in the bed room."

What do you see?"

I see one gray mouse on the rug,"
said the boy."

He has a drum."

Now I will show you a picture of
the mouse in the house.



Look at the picture. Do you see the
toy house? What do you see on the rug
in the bedroom? That's right, there is a
mouse on the rug. What is he doing?

That's right he's playing a drum. Is he
being loud? How do you know? That's
right. It tells us in the story the boy
hears a loud noise.

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 boy said,

I do not see

a mouse.

But, I can

hear a loud

noise."

(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.)

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

I will trace over the *oo* sound (as in *hot*), the *uu* sound (as in *cup*), and the *aa* sound (as in *cat*) with a gray crayon.

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

I will draw a gray ring around the *oy* sound (as in *boy*) in the word *boy*. I will draw a gray ring around the *ou* sound (as in *house*) in the word *mouse* and in the word *loud*. I will also draw a gray ring around the *oi* sound (as in *boil*) in the word *noise*.

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 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 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.

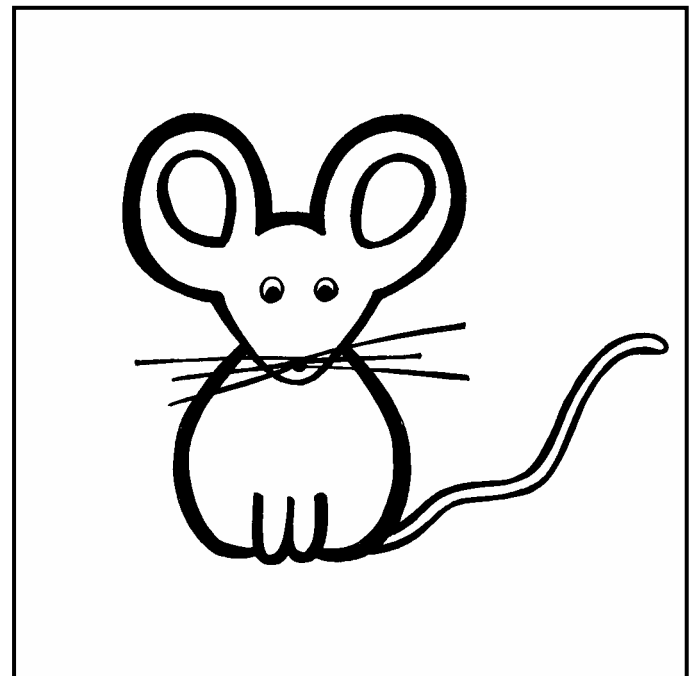
(Neatly write the sentences with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

The boy said, "I do not see a mouse. But, I can hear a loud noise."

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 mouse 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 mouse 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 69

Materials: reading manual, index cards, pen, gray crayon, black crayon, and two construction paper circles.

Instructions: In today's lesson, the child will review the following sight words: *who, come, from, some, what, they, are, was, has, do, is, said, of, put, want, many, and one*. He will be introduced to the following new sight words: *Mama* and *Papa*. Prepare two construction paper circles with the new sight words written on them. If you find your *Sight Word Worm* is growing too large, begin a new one.

The child will review the *ou* sound as in *house* by reading the following words: *out, ground, sour, spout, hound, cloud, and house*.

He will review the *all* sound as in *ball* by reading the following words: *ball, fall, mall, call, tall, and small*.

He will review the bold *i* sound made by the letter *y* as in *fly* by reading the following words: *fly, my, by, and why*.

He will be introduced to the *ar* sound as in *car*. He will read the following words containing the *ar* sound: *car, far, bar, star, park, dark, shark, bark, farm, harm, barn, yarn, hard, and yard*.

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

Title: "*Who is in the Car?*"

Story: *Papa said, "Mama, did you park the car in the barn?"*

Mama said, "No, I did not park the car in the barn."

Papa said, "Where did you park the car?"

Mama said, "I put it by the corn."

Papa said, "Come look and see. The car is in the barn."

Mama and Papa went to the barn. The car was in the barn. It was by the hay stack.

Mama said, "How did the car get in the barn? I did not park it in the barn. You did not park it in the barn."

Papa said, "Who could have put it there?"

"Let's look in the car," said Mama.

Papa said, "The cow is in the car!"

Dialogue: Read the sight words below.

who come from

some what they
are was has
do is said
of put want

many one

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

Mama

Say *Mama* as I point to the word
above. Very good!

Now let's look at another new sight
word. It is the word *Papa*. (Point to the
word as you read it.)

Papa

Say *Papa* as I point to the word
above. Very good!

Now read the sentence below with the
two new sight words.

Mama *and* Papa

have a black *cat*.

Let's add the new sight words to
your *Sight Word Worm*.

Look at the letters below. Do you
remember what sound these letters make?
(*ou* as in *house*.)

ou

Very good! They make the *ou* sound.
Read the words below that have the *ou*
sound (as in *house*).

out ound

our out

ound oud

ouse

Look at the letters below. Do you
remember what sound these letters make?
(*all* as in *ball*.)

all

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

all all

all all

all all

Read the words below. Remember,
the letter *y* makes the bold *i* sound (as in
fly).

y

y

y

y

Look at the letters at the top of the
next page. These letters make the *ar*
sound (as in *car*). (Point to the letters as you make
the sound.)

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

ar

Say ar (as in car) as I point to the letters.

Very good! Now read the words below that have the ar sound (as in car). I will read the first word for you. It is car.

car

far

bar

star

park

dark

shark

bark

farm

harm

barn

yarn

hard

yard

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

Who is in the Car?"

Papa said, "Mama, did you park
the car in the barn?"

Mama said, "NO, I did not park
the car in the barn."

Papa said, "Where did
you park the car?"

Mama said, "I put it by the corn."

Papa said, "Come look and see."

The car is in the barn."

Mama and Papa went to the barn."

The car was in the barn.

It was by the hay stack.

Mama said, "How did the
car get in the barn?"

I did not park it in the barn.

You did not park it in the barn."

Papa said, "Who could
have put it there?"

"Let's look in the car," said Mama.

Papa said, "The cow is in the car!"

Now I will show you a picture of
the cow in the car.

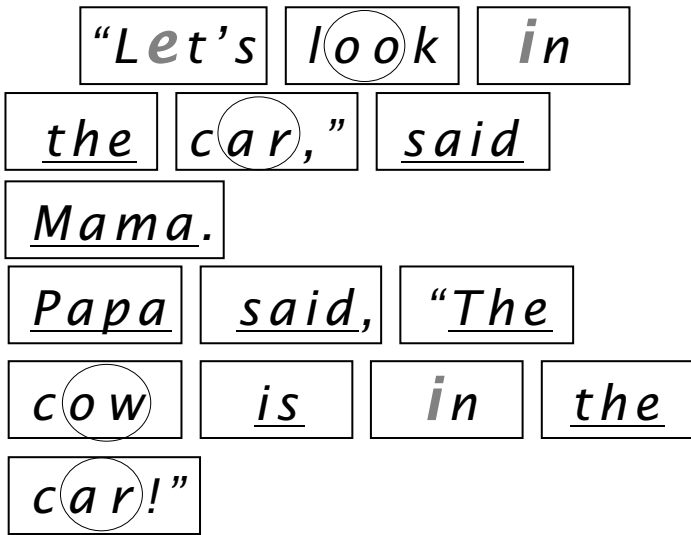


Look at the picture. Who is sitting in
the front seat of the car? That's right.
The cow is sitting in the front seat. Do
you think the farmer and his wife are
surprised to see the cow in the front
seat of the car?

Who do you think put the car in the
barn? Yes, it was probably the cow.
Can cows really drive? No, they cannot
drive. This is a pretend story.

I am going to write 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.)



(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.)

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

I will trace over the *eee* sound (as in *wet*) and the *iii* sounds (as in *pig*) with a gray crayon.

I will draw a gray ring around the *oo* sound (as in *cook*) in the word *look*. I will draw a gray ring around the *ar* sound (as in *car*) in the word *car*. I will also draw a gray ring around the *ow* sound (as in *cow*) in the word *cow*.

The second sentence ends in the word *car*. (Point to the index card.) Look at the punctuation mark at the end of the sentence. This mark is called an exclamation point. We use it when we want to show surprise or excitement.

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 some other form of punctuation.)

Now read the sentences. Be sure to read the second sentence with a surprised voice.

(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 and formation.)

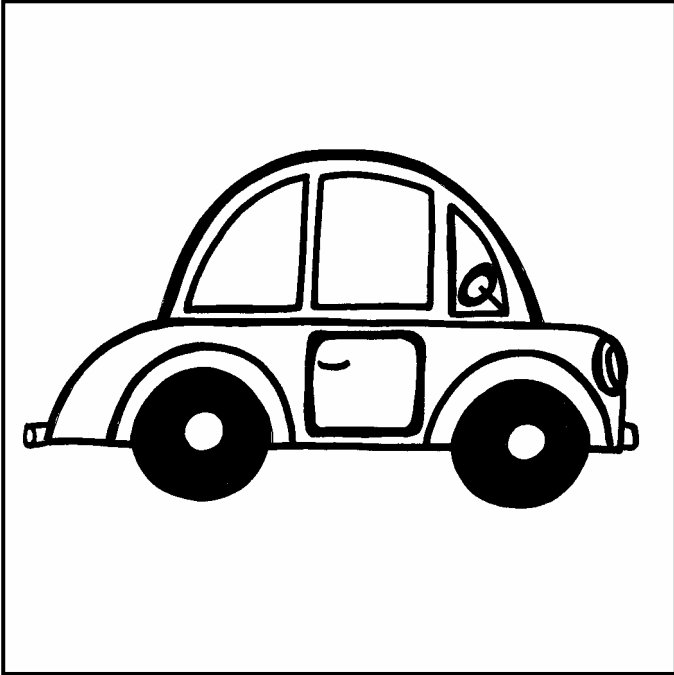
Now you can copy what I wrote.

*Let's look in
the car," said
Mama.
Papa said, "The
cow is in the
car!"*

I would like for you to read the sentences once more. Be sure to read the second sentence with a surprised voice. Very good! I would like for you to draw a picture to go with your

sentences. Here is a picture of a car 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 car 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 70

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

Instructions: In today's lesson, the child will review the following sight words: *Mama, Papa, would, one, put, does, many, should, could, there, who, and what.*

He will review the *ar* sound as in *car* by reading the following words: *car, park, card, farm, yarn, star, barn, and far.*

The child will review the *ou* sound as in *house* by reading the following words: *house, mouse, out, shout, pound, sound, cloud, loud, flour, and our.*

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

Title: "A Trip to the Park"

Story: *Mama and Papa took the boys to the park.*

The boys said, "We can go down the slide."

The boys ran to the slide.

Mama said to Papa, "Look. The boys can run fast."

Papa said, "Yes, they can run fast. I can not run fast like the boys."

The boys said, "We want to swing up to the sky."

The boys ran to the swing. They ran fast. Soon they could all hear a boom. They could all see a black cloud in the sky.

Papa and Mama said, "Quick. Run to the car. Soon it will storm."

The boys ran fast. Mama and Papa ran fast too.

Mama said to Papa, "You can run fast. You can run fast in a storm!"

Dialogue: Read the sight words below.

Mama

Papa

would

one

put

does

many

should

could

there

who

what

Look at the letters below. Do you remember what sound these letters make? (ar as in car.)

ar

Very good! They make the ar sound. Read the words below that have the ar sound (as in car).

car

park

card

farm

yarn

star

barn

far

Look at the letters below. Do you remember what sound these letters make? (ou as in house.)

ou

Very good! They make the ou sound.

Read the words below that have the ou sound (as in house).

house

mouse

out

shout

pound

sound

cloud

loud

flour

our

Read the words below.

(Assist the child with any difficult words. These words will appear in the story.)

down

slide

boys

swing

sky

storm

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

“A Trip to the Park”

Mama and Papa took the boys to the park.

The boys said,

“We can go down the slide.”

The boys ran to the slide.

Mama said to Papa,

“Look. The boys can run fast.”

Papa said, “Yes, they can run fast.”

I can not run fast like the boys.”

The boys said,

“We want to swing up to the sky.”

The boys ran to the swing.

They ran fast.

Soon they could all hear a boom.

They could all see a black

cloud in the sky.

Papa and Mama said, “Quick.”

Run to the car. Soon it will storm.”

The boys ran fast.

Mama and Papa ran fast too.

Mama said to Papa, “You can run fast.”

You can run fast in a storm!”

Now I will show you a picture of
Mama and Papa and the boys.



Look at the picture. What do you see in the sky? That's right, you can see a dark cloud and lightning.

Papa said he could not run fast like the boys. Mama said he could run fast in a storm. Why do you think Papa was able to run fast in a storm? Yes, he could run fast, because he wanted to get out of the storm.

I am going to write 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.)

Mama said to

Papa, "You can

run fast.

You can run

fast in a

storm!"

(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.)

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

I will trace over the *aaa* sounds (as in *cat*), the *uuu* sounds (as in *cup*), and the *iii* sound (as in *pig*) with a gray crayon. I will trace over the bold **a** sound with a black crayon.

I will draw a gray ring around the *st* sound (as in *mist*) in the word *fast*. I will also draw a gray ring around the *or* sound (as in *corn*) in the word *storm*.

Read the sentences. Great!

The second sentence ends in the word *storm*. (Point to the index card.) Look at the punctuation mark at the end of the sentence. What is this mark called? That's right. This mark is called an exclamation point. We use it when we want to show surprise.

Can you find the index cards with the quotation marks? When do we use quotation marks? That's right, we use them when a character is speaking. Who is speaking in these sentences?

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 some other form of punctuation.)

Now read the sentences. Be sure to read the second sentence with a surprised voice.

(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 and formation.)

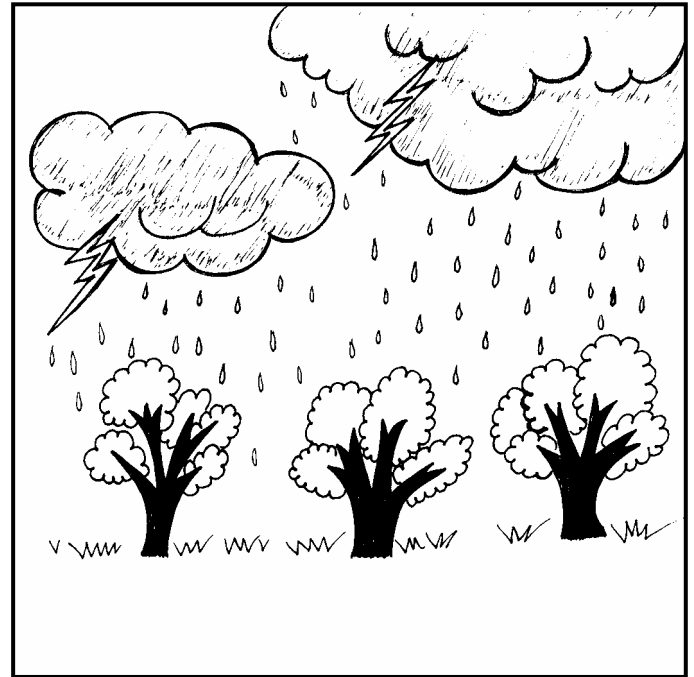
Now you can copy what I wrote.

*Mama said to
Papa, "You can
run fast. You can
run fast in a
storm!"*

I would like for you to read the sentences once more. Be sure to read the second sentence with a surprised voice. Very good!

I would like for you to draw a picture to go with your sentences. Here is a picture of a stormy sky 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 stormy sky 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.)