

Lesson 54

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: *does, do, are, they, want, put, from, come, some, could, would, and should*. He will be introduced to the new sight words *there* and *where*. Prepare two construction paper circles with the new sight words written on them.

He will be introduced to the *sc* sound as in *scat*. He will read the following words containing the *sc* sound: *scat, scan, scab, scoff, scale, and scope*.

He will also be introduced to *sk* sound as in *skate*. He will read the following words containing the *sk* sound: *skin, skill, skip, skit, skim, skate, bask, mask, disk, and risk*.

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

Title: "Joe and Jill"

Story: *Joe and Jill like to play. Joe can skate. Jill can skate. They can skate on the tile. They can go fast. They wear pads. They play safe. They like to skip rope. They can skip fast. Top can not skate. Top can not skip. He can not play. He is sad.*

Joe said to Top, "Come here. Come to me. You and I can play tag. We can play in the grass. I will take off the skates."

Jill said, "Can I play tag in the grass?"

Joe said, "Yes, you can play. You can tag me and Top."

Dialogue: Read the sight words below.

does do are

they want put

from come some

could would

should

Look at the new sight word. It is the word *there*. (Point to the word below.)

there

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

Now look at the next new sight word. It rhymes with *there*. Can you read this new sight word? (Point to the word below.)

where

Read the two new sight words again.

there where

Read the sentences below that contain the new sight words.

"Where is the

frog?" said Tom.

"He is there," said

Jack. "He is in the

pond. He is wet."

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

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

You will notice the letters that make the *sc* sound (as in *scat*) have a gray ring around them. This is to help you see the letters more easily.

sc

Say *sc* as I point to the letters.

Now read the following words that have the *sc* sound. The first word is *scat*.

scat

scan

scab

scoff

scal

scop

Look at the letters below. These letters also make the *sk* sound (as in *skate*). (Point to the letters as you make the sound.)

You will notice the letters that make the *sk* sound (as in *skate*) have a gray ring around them. This is to help you see the letters more easily.

sk

Say *sk* as I point to the letters.

Now read the words below that have the *sk* sound. The first word is *skin*

skin

skill

skip

skit

skim

skate

Sometimes the *sk* sound comes at the end of words. Read the words below. The first word is *bask*.

bask

mask

disk

risk

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

“Jo and Jill”

Jo and Jill like to play.

Jo can skate. Jill can skate.

They can skate on the tile.

They can go fast. They wear pads.

They play safe.

They like to skip rope.

They can skip fast.

Top can not skate.

Top can not skip.

He can not play. He is sad.

Joe said to Top, "Come here.

Come to me. You and I can play tag.

We can play in the grass.

I will take off the skates."

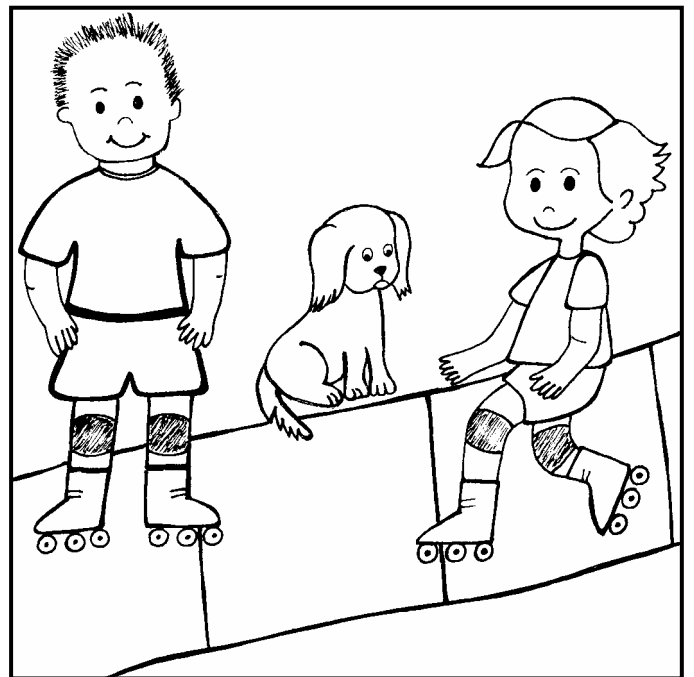
Jill said, "Can I play

tag in the grass?"

Joe said, "Yes, you can play.

You can tag me and Top."

Now I will show you a picture of Joe, Jill and Top.



Look at the picture. What are Joe and Jill wearing on their knees? That's

right. They are wearing kneepads. Why are they wearing kneepads? That's right. They wear them to protect their knees if they fall.

Who is Top? Yes, he is the dog in the story. Do you think he wants the children to play with him?

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.)

They can skate.

on the tile.

They can go

fast.

(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 two different sight words. Can you tell me what they are?

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

I will trace over the bold *a* sound (as in *cake*) with a black crayon. I will also trace over the bold *i* sound (as in *bike*) and the bold *o* sound (as in *hope*) with a black crayon.

I will make dotted lines over the letter *e* in the word *skate* and over the letter *e* in the word *tile*. 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 *sk* sound (as in *skate*) in the word *skate*. I will also draw a gray ring around the *st* sound (as in *mist*) in the word *fast*.

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.

(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.

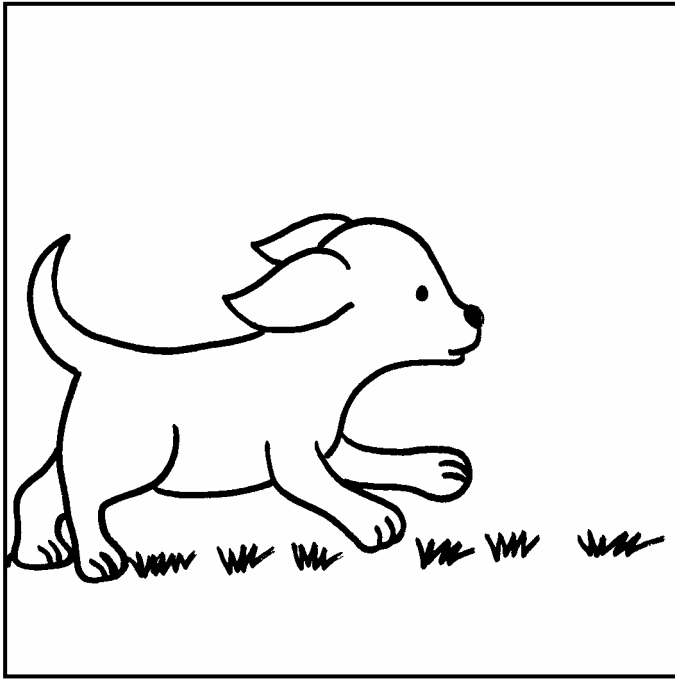
(Neatly write the sentences with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

They can skate
on the tile. They
can go fast.

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 dog 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 dog 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 55

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, should, would, want, could, there, and where.*

He will be introduced to the *sm* sound as in *smoke*. He will read the following words containing the *sm* sound: *smoke, smell, smack, smock, smash, smear, and smile.*

He will also be introduced to the *sp* sound as in *spill*. He will read the following words containing the *sp* sound: *spill, spin, speck, spend, spot, speak, speed, spank, spoke, and spike.*

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

Title: "The Big Fire"

Story: Fred said, "Can you smell the smoke?"

Pam said, "Yes, I can smell the smoke. Is it a fire?"

Fred said, "Let's go see."

They ran to the smoke. It was not a fire. It was Dad. Dad had meat on the grill.

Dad said, "Could you smell the meat?"

Fred and Pam spoke, "We could smell the smoke. We are glad it is not a fire."

Dad said, "Fred, get the milk. Pam, get the bread. It is time to eat."

Dialogue: Read the sight words below.

from come some

should would

want could

there where

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

You will notice the letters that make the *sm* sound have a gray ring around

them. This is to help you see the letters more easily.

sm

Say *sm* as I point to the letters above. Now read the words below that have the *sm* sound (as in *smoke*). The first word is *smoke*.

smok

smell

smack

smock

smash

smear

smile

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

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

sp

Say *sp* as I point to the letters above. Now read the words below that

have the *sp* sound (as in *spill*). The first word is *spill*.

spill

spin

speck

spend

spot

speak

speed

spank

spoke

spike

Read the words below. (Assist the child with reading any unfamiliar words. These words will appear in today's story.)

milk

fire

Fred

let's

grill

glad

bread

meat

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

"The Big Fire"

Fred said, "Can you **smell** the **smoke**?"

Pam said, "Yes, I can **smell** the **smoke**."

Is it a fire?"

Fred said, "Let's go see."

They ran to the smoke.

It was not a fire. It was Dad.

Dad had meat on the grill.

Dad said, "Could you smell the meat?"

Fred and Pam spoke,

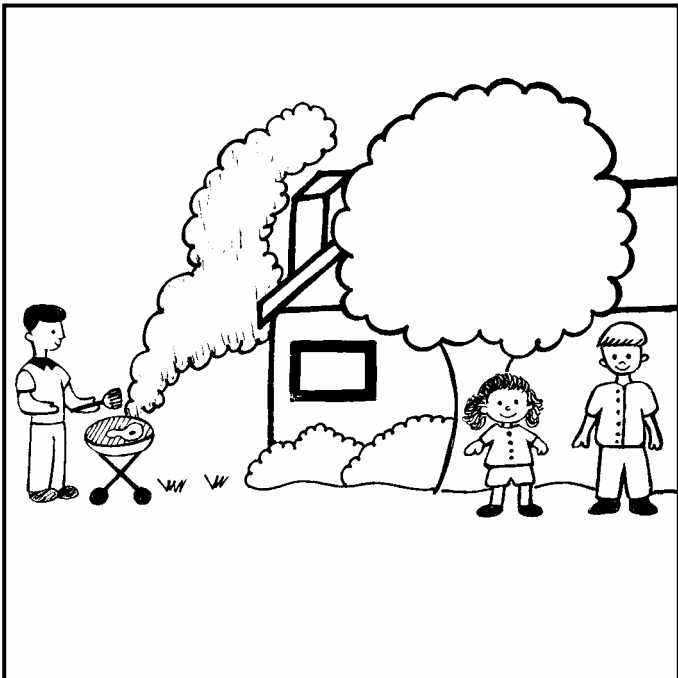
"We could smell the smoke.

We are glad it is not a fire."

Dad said, "Fred, get the milk.

Pam, get the bread. It is time to eat."

Now I will show you a picture of Fred and Pam looking at the smoke.



Look at the picture. Can you see why Fred and Pam are worried? What do they see? That's right, they see smoke coming from behind the house. What is making the smoke? That's right, it is the grill. What is Dad cooking on the grill?

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.)

Dad had meat

on the grill.

Dad

said,

"Could

you

smell

the

meat?"

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

I will trace over the bold *e* sounds with a black crayon. I will make dotted lines over the letter *a* in the word *meat*. 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 draw a gray ring around the *gr* sound (as in *grass*) in the word *grill*. I will also draw a gray ring around the *sm* sound (as in *smoke*) in the word *smell*.

Dad said, "Could you smell the meat?" (Point to the index cards containing this sentence.) Remember, when a person speaks we put the words he says in quotation marks. (Point to the quotation marks.)

What do we call the mark at the end of the second sentence? (Point to the question mark.) That's right, we call that a

question mark. We use this mark when someone asks a question.

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.

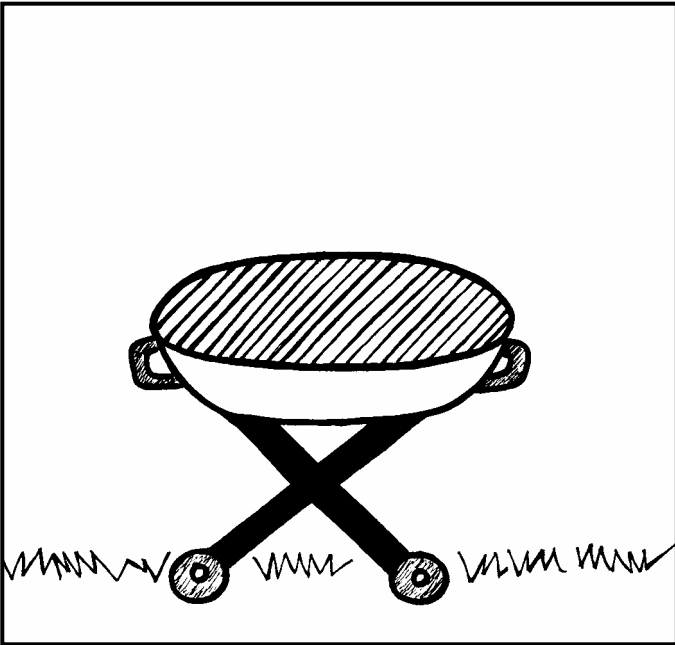
Dad had meat
on the grill.

Dad said, "Could
you smell the
meat?"

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 grill 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 grill 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 56

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: *could, should, would, from, come, some, there, where, said, what, and they*. He will be introduced to the new sight word *your*. Prepare one construction paper circle with the new sight word written on it.

He will also be introduced to the *sn* sound as in *snake*. He will read the following words containing the *sn* sound: *snake, snail, sneeze, sneak, snap, snag, snack, and snip*.

The child will be introduced to the *sw* sound as in *sweet*. He will read the following words containing the *sw* sound: *sweet, sweep, swine, swell, swam, and swish*.

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

Title: "*The Swine and the Snake.*"

Story: *The swine said to the snake, "What is your name?"*

The snake said, "It is Sam. What is your name?"

The swine said, "It is Pig Pen."

Sam said, "Do you want to play a game?"

Pig Pen said, "Yes, I would like to play a game."

Sam said, "We can play hide and seek. I will hide. I can swish in the grass."

The snake hid in the grass. The swine could not find him.

Pig Pen said, "Where are you? I can not find you"

Sam said, "Here I am. I am green. The grass is green. Can you see me?"

Pig Pen said, "Yes, I can see you."

Dialogue: Read the sight words below.

could

should

would

from

come

some

there

where

said

what

they

Today you will learn a new sight word. The word is *your*. (Point to the word as you say it.)

your

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

Now read the sentence below with the new sight word *your*.

What is your

name?

Let's add the new sight word 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 letters below. These letters make the *sn* sound (as in *snake*). (Point to the letters as you make the sound.)

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

sn

Say *sn* as I point to the letters above. Now read the words below that have the *sn* sound (as in *snake*). The first word is *snake*.

snake

snail

sneez

sneak

snap

snag

snack

snip

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

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

sw

Say *sw* as I point to the letters above. Now read the words below that have the *sw* sound (as in *sweet*). The first word is *sweet*.

sweet

sweep

swim

swell

swam

swish

Read the words below.

(Assist the child with reading any unfamiliar words. These words will appear in today's story.)

pen

seek

find

swish

her

green

grass

Sam

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

The swin and the Snake

The swin said to the snake,

What is your name?

The snake said, It is Sam.

What is your name?

The swin said, It is Pig Pen.

Sam said, Do you want

to play a game?

Pig Pen said, Yes, I would

like to play a game.

Sam said, We can play

hid and seek. I will hid.

I can swish in the grass.

The snake hid in the grass.

The swin could not find him.

Pig Pen said, Where are you?

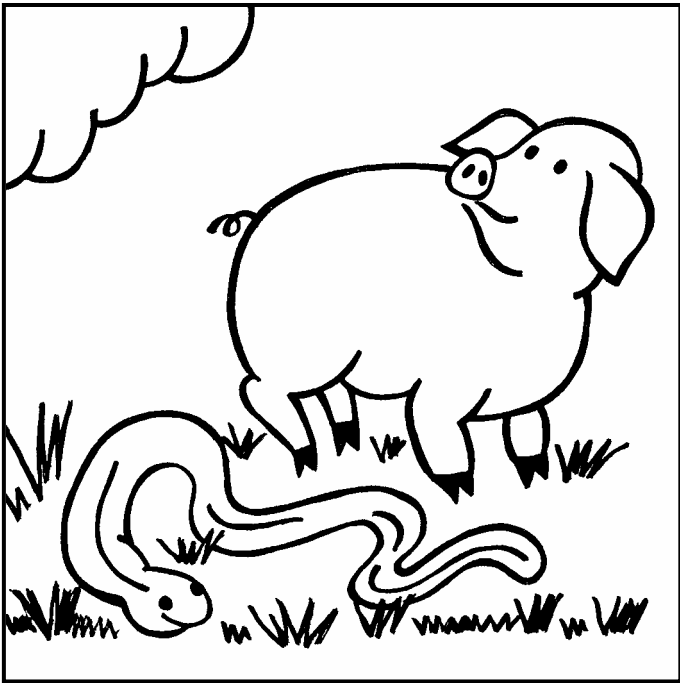
I can not find you."

Sam said, "Here I am. I am green."

The grass is green. Can you see me?"

Pig Pen said, "Yes, I can see you."

Now I will show you a picture of the swine and the snake.



Look at the picture. What are the swine and the snake playing? That's right. They are playing hide and seek. Why do you think the swine is having a hard time finding the snake? That's right. The snake is hiding in the grass.

Do you think the snake would be hard to find if he was green like the grass? Maybe you could color the snake and the grass green. Then the snake would really be hard to find. What color would you make the swine?

Do you like to play hide and seek? Where is your favorite place to hide?

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 snake hid

in the grass.

The swine could

not find him.

(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 two different sight words. Can you tell me what they are?

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

I will trace over the bold **a** sound (as in *cake*) with a black crayon. I will also trace over the bold **i** sounds (as in *bike*) with a black crayon.

I will make dotted lines over the letter **e** in the word *snake* and over the letter **e** in the word *swine*. 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 **sn** sound (as in *snake*) in the word *snake*. I will also draw a gray ring around the **gr** sound (as in *grass*) in the word *grass* and around the **sw** sound (as in *sweet*) in the word *swine*.

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.)

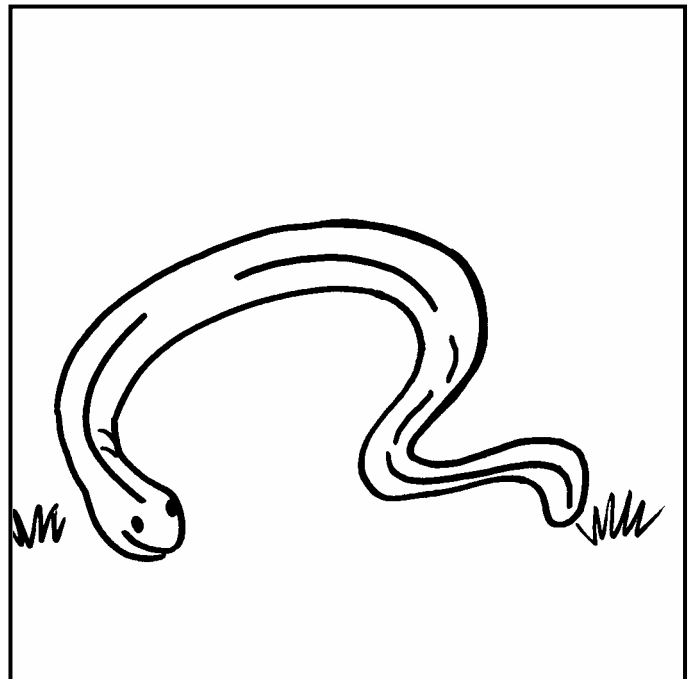
Now you can copy what I wrote.

The snake hid
in the grass. The
swine could not
find him.

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 snake 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 snake 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.