

Lesson 77

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: *Mama, Papa, one, many, with, water, people, who, want, and that*. He will be introduced to the sight word *two*. Prepare one construction paper circle with the new sight word written on it.

He will review the *th* sound as in *thick* or *this* by reading the following words containing the *th* sound at the beginning: *thick, thump, this, and then*. He will read the following words containing the *th* sound at the end: *bath, path, moth, and fifth*.

The child will be introduced to the *aw* sound as in *saw*. He will read the following words containing the *aw* sound: *saw, paw, jaw, claw, draw, thaw, lawn, fawn, and dawn*.

He will review the *ch* sound as in *chip* and *patch* by reading the following words: *chime, chase, choose, and cheap*.

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

Title: "The Toy Ship"

Story: *The boy said, "I can make a ship. I can make a toy ship. I can cut the wood with my saw. I can cut the wood on the lawn."*

Papa said, "I will help you. I will help you make a toy ship. Do you want a small ship or a tall ship?"

The boy said, "I would like a tall ship."

Papa said, "I will get the wood. You can get the nails and the saw."

The boy said, "Where are the tools?"

Papa said, "The tools are in the barn. The wood is in the shed."

The boy said, "I will look for the nails and the saw. I will look for them in the barn."

Papa said, "I will get the wood from the shed. I will choose a long plank."

Dialogue: Read the sight words below.

Mama

Papa

one

many

with

water

people

who

want

that

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

two

Say *two* as I point to the word.

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

I have two cats.

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

Look at the letters below. What sound do these letters make? (*th* as in *this* or *thick*.)

th

Very good! They make the *th* sound.

Read the words below that have the *th* sound (as in *this* or *thick*) at the beginning.

thick

thump

this

then

Read the words below that have the *th* sound at the end of the word.

bath

path

moth

fith

Look at the letters at the top of the next page. These letters make the *aw* sound (as in *saw*). You will notice these

letters have a gray ring around them to help you see them more easily. (Point to the letters as you make the sound.)

aw

Say aw (as in saw) as I point to the letters.

Very good! Now read the words below that have the aw sound. I will read the first word for you. It is saw.

saw

paw

jaw

claw

draw

thaw

lawn

fawn

dawn

Read the words below that have the ch sound (as in chip and patch).

chim

chas

choos

cheap

Read the words below.

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

toy

tools

cut

long

ship

choos

plank

barn

nails

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

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

"The Toy Ship"

The boy said, "I can make a ship.

I can make a toy ship.

I can cut the wood with my saw.

I can cut the wood on the lawn."

Papa said, "I will help you."

I will help you make a toy ship.

Do you want a small ship or a tall ship?"

The boy said, "I would like a tall ship."

Papa said, "I will get the wood.

You can get the nails and the saw."

The boy said, "Where are the tools?"

Papa said, "The tools are in the barn.

The wood is in the shed."

The boy said, "I will look for the nails and the saw.

I will look for them in the barn."

Papa said, "I will get the wood from the shed.

I will choose a long plank."

Now I will show you a picture of the boy and his father.



Look at the picture. What is the boy doing? Yes, he is sawing the piece of wood. What is the boy making? That's right, he is making a ship. Is he making a small ship or a tall ship? Yes, he is making a tall ship. Who is helping him? That's right, his father is helping him.

Next, I will write three 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 can make

a ship.

I can make

a toy ship.

I can cut the

wood with my

saw."

(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 we will underline the sight word *with*. Can you find the index card that has the word *with* on it?

I will trace over the *aaa* sounds (as in *cat*), the *iii* sounds (as in *pig*), and the *uuu* sound (as in *cup*) 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 *make*. Can you tell me why I dotted this letter? That's right, it is silent. It makes no sound.

I will draw a gray ring around the *oy* sound (as in *boy*) in the word *boy* and in the word *toy*. I will draw a gray ring around the *oo* sound (as in *cook*) in the word *wood*. I will also draw a gray ring around the *aw* sound (as in *saw*) in the word *saw*.

I will put a gray dot over the letter *y* in the word *my*. Can you tell me why I put a gray dot over this letter? What sound does this letter make? That's right, it makes the bold *i* sound (as in *fly*).

Read the sentences. Very good! Can you find the index cards that have the

quotation marks on them? Good, the cards with the word *I* and the word *saw* have the quotation marks on them. The boy said, "I can make a ship. I can make a toy ship. I can cut the wood with my saw." Remember, the words spoken by a character go inside the quotation marks.

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 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.)

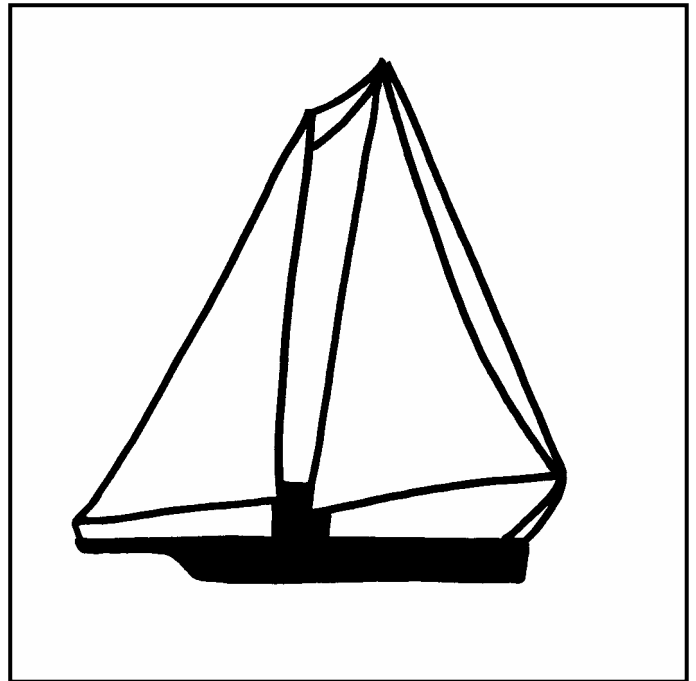
Now you can copy what I wrote.

*The boy said, "I
can make a ship.
I can make a
toy ship. I can*

*cut the wood with
my saw."*

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 toy ship 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 story about the toy ship 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 78

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

Instructions: In today's lesson, the child will review the following sight words: *what, put, they, does, one, many, with, water, people, who, want, that, and two.*

He will review the *aw* sound as in *saw* by reading the following words: *saw, law, paw, jaw, flaw, thaw,* and *hawk.* The child will review the *all* sound as in *ball* as he reads the following words: *ball, fall, small, call, and wall.*

He will review the *ch* sound as in *patch.* He will read the following words with the *ch* sound at the end: *match, latch, catch, much, such, dutch,* and *clutch.*

He will be introduced to the *alk* sound as in *talk.* He will read the following words containing the *alk* sound: *talk, walk, chalk, stalk,* and *ball.*

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

Title: "*The Small Ant and the Black Bug*"

Story: *The small ant was on the side walk. The black bug was on the side walk too. The small ant saw a big ball on the side walk.*

He said, "What is this?"

The black bug said, "It is a ball. It is a toy."

The small ant said, "Can I play with the ball?"

"No," said the black bug. "The ball is too big for you. It is too big for me. It is for people. People play with the ball. They are big."

"Look," said the small ant, "who is that in the grass?"

"That is a boy," said the black bug. "He will kick the ball. He will kick it in the grass. He will kick it to the man. The man can catch the ball."

Dialogue: Read the sight words below.

what

put

they

does

one

many

with

water

people

who

want

that

two

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

aw

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

Read the words below that have the *aw* sound (as in *saw*).

saw

law

paw

jaw

flaw

thaw

hawk

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

all

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

Read the words below that have the *all* sound (as in *ball*).

ball

fall

small

call

wall

Look at the letters below. What sound do these letters make? (*ch* as in *chip* and *patch*.)

ch

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

Read the words below that have the *ch* sound at the end. I will read the first word for you. It is *match*. (Point to the word as you read it.) Remember, the dotted letters are silent. They make no sound.

ma[·]ch

la[·]ch

ca[·]ch

mu[·]ch

su[·]ch

du[·]ch

clu[·]ch

Look at the letters at the top of the page. These letters make the *alk* sound (as in *talk*). You will notice these letters have a gray ring around them to help

you see them more easily. (Point to the letters as you make the sound.)

alk

Read the words below that have the *alk* sound (as in *talk*). I will read the first word for you. It is *talk*.

talk

walk

chalk

stalk

balk

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

(Note: We are no longer underlining the following sight words: *I, the, is, to, said, 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*. We are no longer drawing a ring around several beginning blends.)

"The *Small* Ant *and* the *Black Bug*"

The *small* ant was on the *sid[·]* *walk*.

The *black bug* was on the *sid[·]* *walk* *too*.

The *small* ant *saw* a *big*

ball on the *sid[·]* *walk*.

He *said*, "What is *this*?"

The *black bug* *said*, "It is a *ball*."

It is a *toy*."

The **small** ant said,

“**Can I play with the ball?**”

“**No,**” said the **black bug**.

“The **ball** is **too** **big** **for** you.

It is **too** **big** **for** **me**. It is **for** **people**.
People play with the ball. They are big.”

“**Look,**” said the **small** ant,

“**Who is that in the grass?**”

“**That is a boy,**” said the **black bug**.

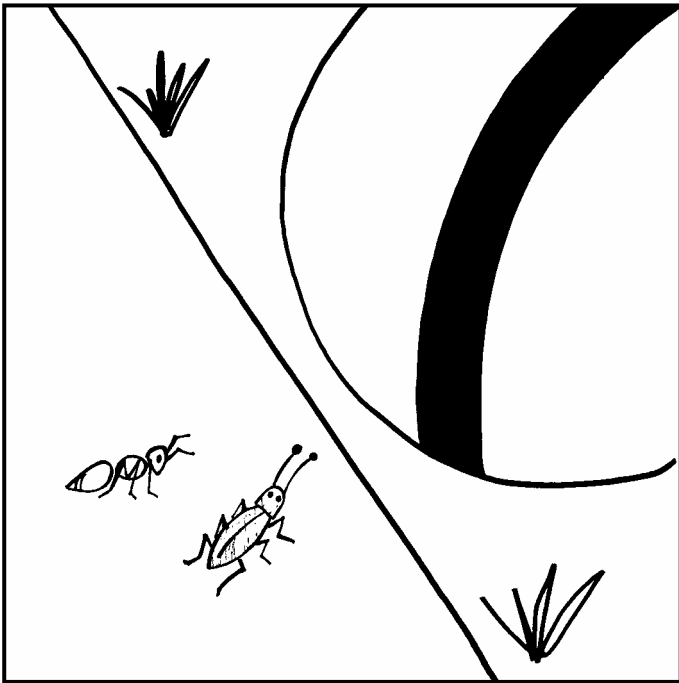
“**He will kick the ball.**”

He will kick it in the grass.

He will kick it to the man.

The man can catch the ball.”

Now I will show you a picture of
the ant and the bug.



Look at the picture. What are the small ant and the black bug looking at? That's right, they are looking at a ball. Do they look little or big next to the ball? Yes, they look very small.

What does the small ant want to do with the ball? That's right. He wants to play with the ball. Do you think he is big enough to play with the ball? No, he is too small.

Next I will write three 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 small ant
was on the side
walk.

The black bug
 was on the side
 walk too.

The small ant
 saw a big ball
 on the side
 walk.

(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 will underline the sight word *was* with a black crayon. This word appears two times in these sentences. I will trace over the *aaa* sounds (as in *cat*), the *ooo* sounds (as in *hot*), the *uuu* sound (as in *cup*), and the *iii* sound (as in *pig*) with a gray crayon.

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

I will draw a gray ring around the *all* sound (as in *ball*) in the word *small* and in the word *ball*. I will draw a gray ring around the *alk* sound (as in *talk*) in the word *walk*. I will draw a shaded gray ring around the *oo* sound (as in *boot*) in the word *too*. I will also draw a gray ring around the *aw* sound (as in *saw*) in the word *saw*.

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

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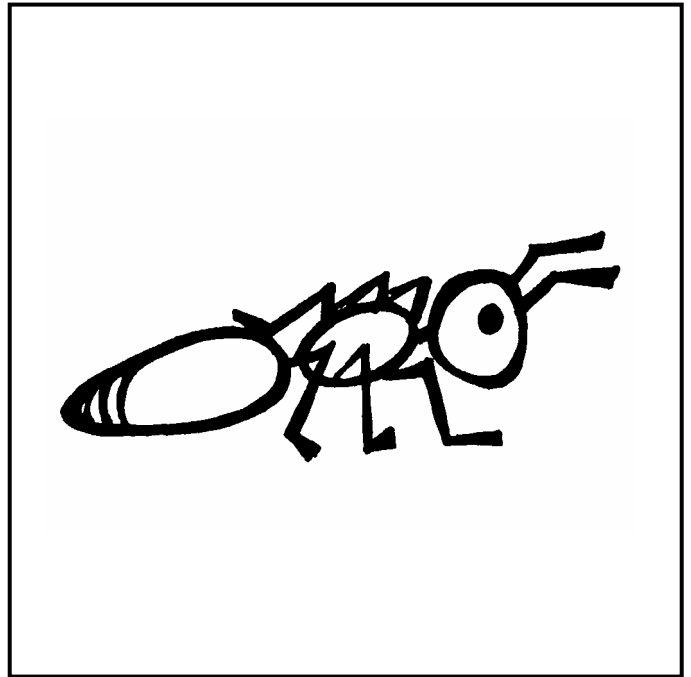
(Neatly write the sentences with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

*The small ant
was on the side
walk. The black
bug was on the
side walk too. The
small ant saw a
big ball on the
side walk.*

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 an ant 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 ant 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.)

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