

## Lesson 96

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

**Instructions:** In today's lesson, the child will review the following sight words: *caught, watch, people, there, your, and they.*

The child will review various sounds learned so far by reading the following words: *thick, think, thorn, this, landed, wanted, needed, counted, knock, knee, knit, know, night, might, bright, and high.*

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

Title: "The Funny Bunny"

Poem: *Once there was a bunny named Fred,*

*He wore his socks upon his head.*

*And you might think that this is silly,*

*But Fred did not like his ears to get chilly.*

*Now Fred is kind and Fred is nice,*

*He some times stops to help the mice.*

*One snowy day when Fred was out,*

*He could hear a mouse child shout.*

*Fred ran to see what was the matter,*

*For he could hear a noisy clatter.*

*He saw six mice upon the cliff,*

*And they were cold and they were stiff.*

*He wrapped them in his funny socks,*

*And helped them climb down from the rocks.*

*They said, "We used to think that you were silly*

*But you have made us not so chilly."*

*Fred took the mice right to the house,*

*Where they were met by Mama Mouse.*

*She said, "Thanks for bringing back my mice,*

*You are kind and you are nice."*

**Dialogue:** Read the sight words below.

caught

watch

people

there

your

they

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

thick

think

thorn

this

Read the words below that have the *eed* sound at the end of the word (as in *landed*).

landed

wanted

needed

counted

Read the words below that have the *nnn* sound (as in *knee*).

knock

knee

knit

know

Read the words below that have the bold *i* sound (as in *night*).

night

might

bright

high

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

(Assist the child with reading any difficult words.)

upon

ears

chilly

nice

bunny

snowy

matter

noisy

clatter wrapped  
greeted bringing  
thanks

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

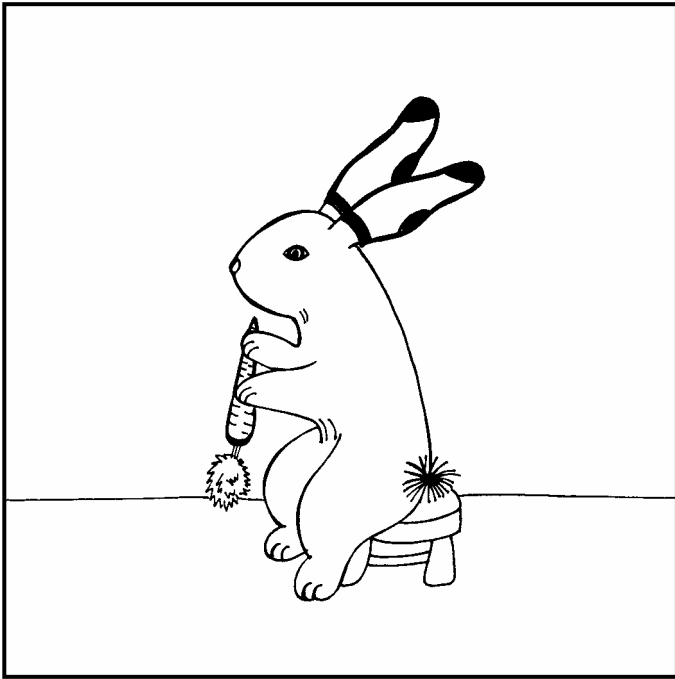
(Note: We are no longer underlining the following sight words: *I, the, is, to, said, was, has, you, Papa, Mama, do, of, and they*. We are no longer dotting the letter *k* in the blend *ck*. We are no longer dotting the letter *y* as in *way* or the letter *w* as in *crow*. We are no longer drawing a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

### “The Funny Bunny”

Once there was a bunny named Fred,  
He wore his socks upon his head.  
And you might think that this is silly,  
But Fred did not like his  
ears to get chilly.  
Now Fred is kind and Fred is nice,  
He some times stops to help the mice.  
One snowy day when Fred was out,  
He could hear a mouse child shout.  
Fred ran to see what was the matter,  
For he could hear a noisy clatter.  
He saw six mice upon the cliff,  
And they were cold and

they were stiff.  
He wrapped them in his funny socks,  
And helped them climb  
down from the rocks.  
They said, "We used to think  
that you were silly,  
But you have made us not so chilly."  
Fred took the mice  
right to the house,  
Where they were met by Mama Mouse.  
She said, "Thanks for  
bringing back my mice,  
You are kind and you are nice."

Now I will show you a picture of  
the bunny.



Look at the picture. What does Fred have on his ears? Yes, he has a pair of socks on his ears. Why does Fred wear socks on his ears? That's right. He wears socks on his ears to keep them warm.

What did Fred use to help the cold mice? That's right. He used his funny socks. Do you think the mice will laugh at his funny socks anymore? No, they are probably glad Fred wears those funny socks.

Next, I will write four lines from the poem 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.)

Once there was

**a** **bunny** **nam<sup>ed</sup>**

**Fred,**

**He** **wor<sup>ed</sup>** **his**

**socks** **upon** **his**

**he<sup>ed</sup>**.

**And** **you** **might**

**think** **that** **this**

**is** **silly,**

**But** **Fred** **did**

**not** **lik<sup>ed</sup>** **his** **ear<sup>s</sup>**

**to** **get** **chilly.**

(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 new sounds that have been recently introduced.)

Today I will underline three different sight words. Read the sight words as I underline them.

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

I will trace over the bold **a** sounds (as in *cake*), the bold **e** sounds (as in *heat*), and the bold **i** sounds (as in *bike*) with a black crayon. I will trace over the bold **e** sound (as in *baby*) made by the letter *y* in the words *bunny*, *silly*, and *chilly*.

I will make dotted lines over the letter *e* in the words *named*, *wore*, and *like*. I will make dotted lines over the letter *a* in the word *head* and in the word *ears*. I will also make dotted lines over the letter *g* and the letter *h* in the word *might*. Can you tell me why I dotted these letters? That's right. I dotted them, because they are silent. They make no sound.

Next, I will draw a gray ring around the *or* sound (as in *corn*) in the word *wore*. I will draw a gray ring around the *th* sound (as in *thick* or *this*) in the word *think* and in the word *this*. I will also draw a gray ring around the *ch* sound (as in *chip* and *patch*) in the word *chilly*.

Read the lines from the poem. Find the card with the word *Fred* and the card with the word *head*. These words rhyme. Can you find two other words in these lines that rhyme? Yes, the words *silly* and *chilly* rhyme.

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

I will write the lines from the poem you just read on a piece of paper.

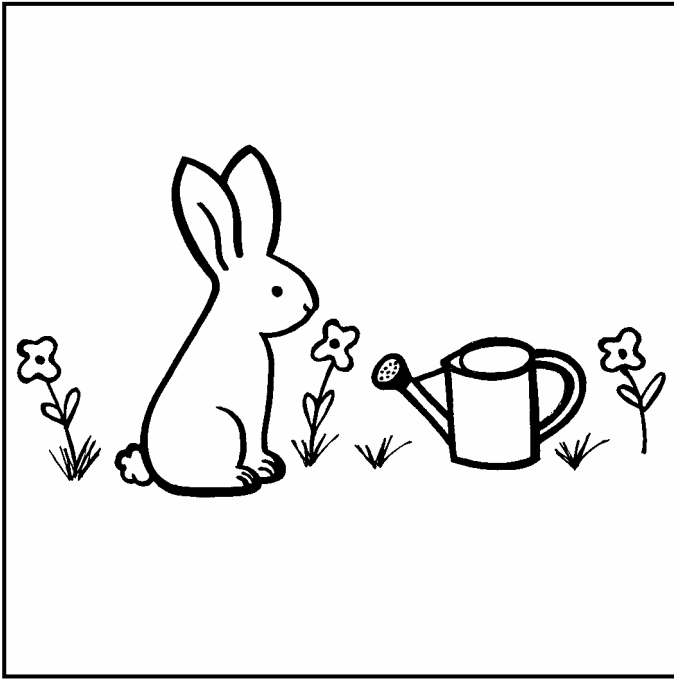
(Neatly write the sentences with a pen, paying close attention to letter spacing and formation.)

Now you can copy what I wrote.

Once there was  
a bunny named  
Fred,  
He wore his  
socks upon his  
head.  
And you might  
think that this is  
silly,  
But Fred did not  
like his ears to  
get chilly.

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 rabbit 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 rabbit 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.)

(Beatrix Potter wrote a number of wonderful books about rabbits and mice. Two of my favorites are *The Tale of the Flopsy Bunnies* and *Two Bad Mice*. These are available at your public library.)

## Lesson 97

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

**Instructions:** In today's lesson, the child will review the following sight words: *learn*, *taught*, *caught*, *two*, and *new*. He will be introduced to three new sight words. Prepare three construction paper circles with the new sight words written on them. These new sight words are proper names that will be used in today's story. The names are *Gideon*, *Hannah*, and *Sarah*. We realize these names may prove difficult at first, so you may need to prompt the child with the correct names as he reads the story.

This lesson begins with chapter one of a twelve-chapter story entitled *Gideon's Gift*. You will read one chapter from this story to the child during each lesson. (The chapter to be read is included in each lesson.)

The child will then read a simple adaptation of the chapter to you. This adaptation has been written with the print clues we have been using in the previous lessons. In this manner, the child can participate in reading a story of higher literary quality.

After completing these twelve lessons, you will be encouraged to read a chapter book to the child and devise sentences pertaining to each chapter that he can read aloud to you. In essence, you will be creating an adaptation of the story. Naturally, letter combinations will occur to which he has not yet been introduced. You can use this opportunity to teach new letter combinations and the sounds they make.

A list additional phonics rules can be found in the Appendix. A list of suggested books to use to formulate these new reading exercises can also be found in the Appendix.

Eventually the child will be able to read more lengthy books on his own or with little guidance from you. The goal of reading is to enable the child to read material that is truly valuable to his life. This includes fiction as well as non-fiction material.

Next, you will read aloud chapter one from the story *Gideon's Gift*. Then the child will read the

following adaptation from the chapter and complete a variety of exercises based on this adaptation.

Chapter title: "Gideon Wants to Read"

Story: Gideon wanted Josh to read a book to him.

Josh said, "I read that book to you two times."

"I know," said Gideon.

Gideon wanted to learn to read.

Gideon said, "I want to learn to read all by my self."

Hannah said, "Ask Mama to teach you to read."

"Mama taught us all to read," said Sarah.

Yes, Gideon would ask Mama. He would ask Mama to teach him to read. But, could he learn how to read?

Gideon stood by Mama's bed room door.

Mama said, "Come in Gideon. I want to talk to you."

Gideon stepped into the room.

Dialogue: Read the sight words below.

learn                      taught

caught                      two

new

Look at the new sight word below.

This word is a person's name. The name is Gideon. (Point to the name as you read it.)

Today we are going to begin reading a story about a boy named Gideon.

Gideon

Say Gideon as I point to the name.

Very good! Next, I will show you another new sight word. This sight word is also a person's name. The name is Hannah. (Point to the name as you read it.)

Hannah is one of Gideon's sisters. He has three sisters. Hannah is the oldest sister.

Hannah

Say Hannah as I point to the name.

Very good! Guess what? I have another new sight word for you. This sight word is also a person's name. The name is Sarah. (Point to the name as you read it.) Sarah is one of Gideon's three sisters too. She is the middle sister.

Sarah

Say Sarah as I point to the name.

Great! Now you have learned three new names. Let's look at the names again and see if you can remember what they are. Try to read the names below. I will help you if you need it.

Hannah

Gideon

Sarah

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

Read the sight word below.

want

If we add the letter s to this word we get the word wants. Read the word below as I point to it.

wants

If we add the letters ed to the word want we get the word wanted. Read the word below as I point to it.

wanted

Very good!

Now read the words below. They will appear in today's story.

(Assist the child with reading any difficult words.)

taught

learn

stood

Mama

read

room

Josh

would

could

all

my

self

by

into

wanted

Now, I am going to read a story to you about a boy named Gideon. This story takes place in America in the early 1900s. I am going to read chapter one today. After I read chapter one, you will read some sentences about the chapter to me.

(Read the following story aloud to the child.)

## Chapter One

### "Gideon Wants to Read"

"Josh, read this book to me. Will you please?" asked Gideon.

"I read that book to you already two times today!" exclaimed Josh.

"I know," said Gideon as he hung his head, "I wish I could read *all by myself*."

"Ask Mama to teach you," said Hannah as she gently touched Gideon's shoulder.

"You know she taught us all to read when we were about your age," Sarah added kindly.

Gideon knew Mama had taught them all to read. She taught Josh first. He was the oldest. Mama was determined all of her children would get an education, even if they couldn't go to school.

Mama and Papa had bought an apple orchard when they were first married. They knew they would be far away from any schools. But Mama always said, "First you learn to read. Then you read to learn."

Yes, she taught Josh to read first, then Hannah, then Sarah, then Rachel, and then Benjamin. Now, Gideon wanted to learn to read too. He loved looking through the special birthday books that belonged to his brothers and sisters. He knew about how Josh had learned to read, before Gideon was even born, and about how Mama and Papa had let him choose a special book for his birthday.

Then they did the same for Hannah when she learned to read. Well, after that, it became a family tradition. Gideon thought each book was beautiful. He carefully examined them nearly every day. His brothers and sisters had read their books to him many, many, times, but he never grew tired of listening to the stories. Mama teased that he would wear out the pages and cause the print to fade.

Gideon was much younger than the other children. He could always find someone who was willing to read to him, but now that wasn't enough. Sure, he loved it when Mama read aloud to the family each day. That was special, but Gideon wanted to read all by himself too. He wanted to feel grown up like his brothers and sisters.

Yes, that's what he would do. He would ask Mama to teach him to read, but could he really learn how? All those letters in the books looked jumbled together. Gideon thought about it some more. "Maybe Mama hasn't taught me to read yet, because she thinks I can't do it."

He stood at her bedroom door and hesitated to enter. Suddenly a voice came from inside the room.

"Gideon, is that you?" Mama asked. "Come on in. I've been meaning to talk to you about something."



Gideon slowly opened the door and stepped inside the bedroom.

That ends chapter one of our story. Now I want you to read some sentences that tell us a little bit about chapter one. 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, was, has, you, Papa, Mama, do, of, they,* and *want*. 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.)

### Gideon Wants to Read

Gideon wanted Josh to read a book to him.

Josh said, "I read that book to you two times."

"I know," said Gideon.

Gideon wanted to learn to read.

Gideon said, "I want to learn to read all by my self."

Hannah said, "Ask Mama to teach you to read."

"Mama taught us all to read," said Sarah.

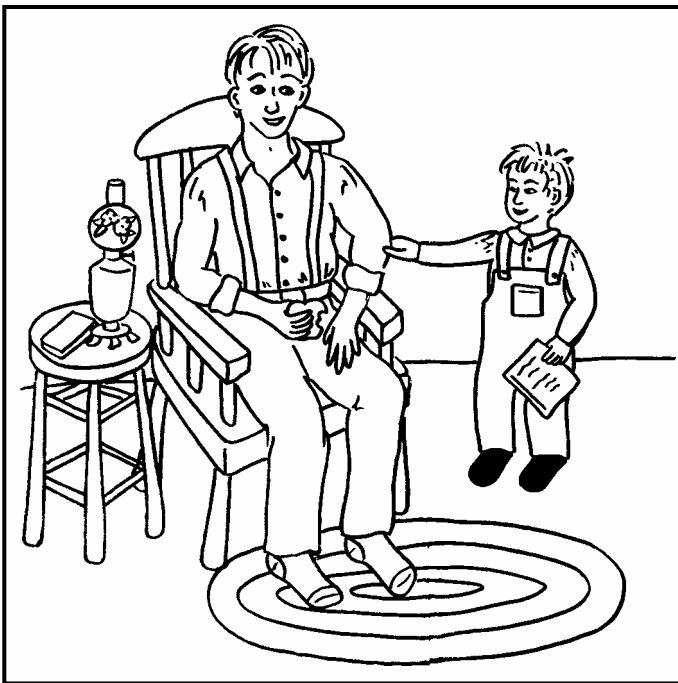
Yes, Gideon would ask Mama. He would ask her to teach him to read.

*But, could he learn how to read?  
Gideon stood by Mama's bedroom door.*

*Mama said, "Come in Gideon. I want to talk to you."*

*Gideon stepped into the room.*

Now I will show you a picture of Gideon and his big brother, Josh.



Look at the picture. What is Gideon holding? Yes, he is holding a book. He is asking his big brother, Josh, to read the book to him. Can Gideon read yet? No, he cannot. Does he want to learn to read? Yes, he wants to learn to read. The story tells us Gideon likes to look at the special books that belong to his brothers and sisters. Why are these

books special? That's right. Each child received a special book for his birthday when he learned to read.

Who taught each of the children to read? Yes, their mother taught them to read. Were the children able to go to school? No, they were not able to go to school. Why were they not able to go to school? That's right. They lived too far from any school. Where did they live? Yes, they lived on a farm that had an apple orchard.

Next, I will write four of the 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.)

*Gideon* *wanted* *to*  
*learn* *to* *read.*  
*Gideon* *said,* *"I*  
*want* *to* *learn* *to*

read all by my  
self."  
Hannah said, "Ask  
Mama to teach  
you to read."  
"Mama taught us  
all to read,"  
said Sarah.

(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 new sounds that have been recently introduced.)

We have a lot of sight words to underline today. Read the sight words as I underline them.

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

I will trace over the bold *e* sounds (as in *heat*) with a black crayon. I will make dotted lines over the *a* in the words *read* and *teach*. 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 *all* sound (as in *ball*) in the word *all*. I will also draw a gray ring around the *ch* sound (as in *chip* and *patch*) in the word *teach*.

I will place a gray dot over the letter *y* in the word *by* and in the word *my*. Can you tell me why I put a gray dot over these letters? That's right. I put a gray dot over them, because the letter *y* makes the bold *i* sound in these words.

Read the sentences. Great! Now find the index cards with the quotation marks on them. Why do we use these special marks? That's right. We use them when a character is speaking. You will find these special marks are used twice in this passage. Who is speaking here? That's right. Gideon is speaking first, and then Hannah is speaking.

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.

*Gideon wanted to  
learn to read.*

*Gideon said, "I want to learn to read all by myself."*

*Hannah said, "Ask Mama to teach you to read."*

*"Mama taught us all to read," said Sarah.*

I would like for you to read the sentences once more. Very good!

Make up a few sentences describing Gideon. Tell me the sentences, and I will write them on a piece of paper. You may draw a picture to go with your sentences if you like.

Now you can copy one of your sentences 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 sentences you dictated to me.

Now let's read a book together.

(Review material between lessons.)

## Lesson 98

**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: *learn, where, there, taught, caught, people, new, Gideon, Hannah, and Sarah*. He will be introduced to two new sight words: *brother* and *mother*. Prepare two construction paper circles with the new sight words written on them. If you find your *Sight Word Worm* growing too large, begin a new one.

He will review the *aw* sound as in *saw* by reading the following words: *saw, paw, flaw, draw, thaw, and claw*.

He will review the *ing* sound as in *taking* and *hopping* by reading the following words: *kneeling, mixing, mopping, raking, running, reading, spelling, and batting*.

He will review the *th* sound as in *thick* or *this* by reading the following words: *thick, thing, thank, this, these, than, and those*.

He will review the *er* sound as in *her* when it is added to the end of a word such as *sister* by reading the following words: *sister, supper, dinner, rubber, gutter, after, rafter, and bigger*.

You will read chapter two from the story *Gideon's Gift*. Then the child will read the following adaptation from the chapter and complete a variety of exercises based on this adaptation.

Chapter title: "*Lessons for Gideon*"

Story: *Gideon saw his Mama. She was kneeling on the floor. She was kneeling by the old trunk. She took some things out of the trunk. She took out some books.*

*Mama said, "Do you know what these are? These are books for reading and spelling. My big sister taught me to read and spell with these books. I taught your sisters to read and spell with these books. I taught your brothers to read and spell with these books. I will teach you to read and spell too."*

*"Do you really think I can learn to read?" asked Gideon.*

*"Yes," said Mama. "We will start after supper."*

Dialogue: Read the sight words below.

learn                      where  
there                      taught  
caught                    people  
new                        Gideon  
Hannah                Sarah

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

brother

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

Now look at the next sight word. It sounds like *brother*, but it begins with the letter *m*. Can you guess what the word is? (Point to the word.)

mother

Very good! It is the word *mother*.  
Read the sentence below that has the two new sight words.

My mother and  
my brother went  
for a walk.

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

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

aw

That's right. The letters make the *aw* sound.

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

saw                      paw  
flaw                    draw  
thaw                    claw

Read the words below that have the *ing* sound (as in *sing*).

knelling              mixing  
mopping              raking  
running                reading  
spelling                batting

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

th

That's right. The letters make the *th* sound.

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

thick                    thing  
thank                    this  
these                    than  
those

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

*sister*      *supper*

*dinner*      *rubber*

*gutter*      *after*

*rafter*      *bigger*

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

(Assist the child with reading any difficult words.)

*after*      *trunk*

*know*      *taught*

*supper*      *sister*

*floor*      *start*

*really*      *lessons*

Now I am going to read chapter two from *Gideon's Gift*. After I read chapter two, you will read some sentences about the chapter to me.

(Read the following chapter from the story aloud to the child.)

## Chapter Two

### "Lessons for Gideon"

Mama was kneeling beside the old leather trunk at the foot of her bed. She was carefully taking out her treasures. First, the old quilt made by her great-grandmother, Pearl, and then the little stuffed calico dog she had made as a child. Merely a few strands of yarn held the dog's head in place.

Then she took out a package, neatly wrapped in brown paper and tied firmly with string. She smoothed her hands over the paper. It crinkled under her touch. She deftly untied the strings, and then she sat quietly for a moment.

"Do you know what's in here?" she asked Gideon.

"It looks like a box, or maybe books," he said as he edged closer to the slim figure kneeling on the floor.

"That's right," Mama said. "These are books. They are special books. Three of the books are readers and one is a speller. My big sister, Loraine, taught me to read and spell with these books. When I was a little mite, I would sit and watch her like a hawk as she studied her lessons. I kept asking her what all the letters meant. I was so persistent she taught me to read. She said I had a knack for reading. It came easy for me. God gives special gifts and abilities to each person. It is up to us to use our gifts wisely."

Gideon wondered what his special gift could be, but he was too afraid to ask Mama, for fear he didn't have one.

"Now, Gideon," continued Mama, "I taught all the other children to read and spell with these books. We live too far from town for you children to go to school. If you apply yourself, you can learn anything you desire. I will teach you to read and spell. First, you learn to read, and then you read to learn. Do you understand what that means?"

Gideon had heard Mama say that many times before.

"It means you can educate yourself," Mama said. "I told you I learned to read when I was very little, and you may think that is special. And it is. But, your papa didn't learn to read until he was thirteen. And that was special too. Do you know why that was special?"

"No," answered Gideon. "Wasn't that a little old for him to be learning to read?"

"Well, ordinarily so," replied his mother, "but Papa never had anyone teach him to read. You see, his pa died when he was six years old. He couldn't

go to school, because his ma needed him to help around the farm. He had three younger brothers and two older sisters. The older children helped their ma with all the chores. There was so much to do that schooling was put aside.”

“Papa’s ma didn’t neglect her duty as a mother. She knew the Lord commanded her to bring up her children to be good Christians. She felt the best way to do this was to memorize passages from the Bible. Each night his ma would read aloud from the gospels. She encouraged the children to learn key verses, but your papa has an incredible memory. Did you know he memorized the Sermon on the Mount by the time he was nine years old?”

“Goodness,” said Gideon, “that’s chapter’s five, six, and seven of the Gospel according to Matthew.”

Gideon knew Papa had memorized many passages from the Bible. Gideon remembered Papa reciting Scripture as they worked in the orchard ever since he was a small boy.

“But how did Papa teach himself to read?” Gideon wondered aloud.

“Well,” began Mama, “one day your papa’s ma sent him to town to buy something. Everyone in town was in an uproar. Papa asked, ‘What’s going on?’ Someone handed him a newspaper and said, ‘Just read this!’”

“Your papa did not want to admit he couldn’t read. He purposed in his mind right then and there that he would learn to read. When he got home that evening, he took down the big family Bible and turned to the Sermon on the Mount. Since he had memorized it years before, he could make out the words. It was not easy, but after working diligently every evening, he learned to read in only one month. Why, he is even a better speller than I am!”

“Wow,” said Gideon. “Mama, do you think I really can learn to read too?”

“Of course you can,” Mama replied quickly, “And we will begin after supper.”

That ends chapter two of our story. Now I want you to read some sentences that tell us a little bit about chapter two. 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, was, has, you, Papa, Mama, do, of, they, and want*. 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.)

## “Lessons for Gideon”

Gideon saw his Mama. She was  
kneeling on the floor. She was  
kneeling by the old trunk. She took  
some things out of the trunk. She  
took out some books.

Mama said, "Do you know what  
these are? These are books for  
reading and spelling. My big sister  
taught me to read and spell with  
these books. I taught your sisters  
to read and spell with these books.  
I taught your brothers to read and  
spell with these books. I will teach  
you to read and spell too."

"Do you really think I can learn  
to read?" asked Gideon.

"Yes," said Mama. "We will start  
after supper."

Now I will show you a picture of  
Mama.





Look at the picture. What is Mama doing? Yes, she is kneeling on the floor. What is she holding in her hands? Yes, she is holding some books. What kind of books are these? That's right. Three of the books are readers, and one is a speller.

What is Mama going to do with these books? Yes, she is going to teach Gideon to read and spell. Do you think Gideon wants to learn to read?

Next, I will write four of the 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.)

Mama said, "I

will teach you

to read and

spell too."

"Do you really

think I can

learn to read?"

asked Gideon.

"Yes," said Mama

"We will start

after supper."

(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 new sounds that have been recently introduced.)

We are only underlining two sight words today. Read the sight words as I underline them.

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

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

I will make dotted lines over the letter *a* in the words *teach*, *read*, and *really*. I will also make dotted lines over the letter *e* in the word *asked*. 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 *ch* sound (as in *chip* and *patch*) in the word *teach*. I will draw a shaded gray ring around the *oo* sound (as in *boot*) in the word *too*. I will draw a gray ring around the *th* sound (as in *thick* or *this*) in the word *think*.

I will draw a gray ring around the *ar* sound (as in *car*) in the word *start*. I will also draw a gray ring around the *er* sound (as in *her*) in the word *after* and in the word *supper*.

Read the sentences. Great! Find the index cards with the quotation marks on them. Why do we use these special marks? That's right. We use them when a character is speaking. You will find these special marks are used four times in this passage. Who are the characters speaking here?

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.

*Mama said, "I will teach you to read and spell too."*

*"Do you really think I can learn to read?" asked Gideon.*

*"Yes," said Mama. "We will start after supper."*

I would like for you to read the sentences once more. Very good!

Make up a few sentences about Mama. Tell me the sentences, and I will write them on a piece of paper. You may draw a picture to go with your sentences if you like.

Now you can copy one of your sentences 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 sentences you dictated to me.

Now let's read a book together.

(Review material between lessons.)