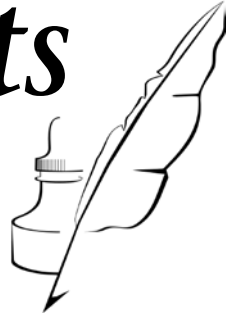


# *Learning Language Arts Through Literature*



THE BLUE  
TEACHER BOOK  
3rd Edition

By

Debbie Strayer

and

Susan Simpson



Common Sense Press  
*Simple to teach. Easy to learn.*

---

The *Learning Language Arts Through Literature* series:

*The Blue Book* - 1st Grade Skills

*The Red Book* - 2nd Grade Skills

*The Yellow Book* - 3rd Grade Skills

*The Orange Book* - 4th Grade Skills

*The Purple Book* - 5th Grade Skills

*The Tan Book* - 6th Grade Skills

*The Green Book* - 7th Grade Skills

*The Gray Book* - 8th Grade Skills

*The Gold Book - World Literature* - High School Skills

*The Gold Book - American Literature* - High School Skills

*The Gold Book - British Literature* - High School Skills

∞ Our thanks to Debbie Ward for her work on the 3<sup>rd</sup> edition of this book. ∞

Copyright ©1998 by:

Common Sense Press of Melbourne LLC

3121 Skyway Circle, Suite A

Melbourne, FL 32934

[www.commonsensepress.com](http://www.commonsensepress.com)

All rights reserved. No part of this book may be reproduced in any form without written permission from Common Sense Press.

Cover Design: Kate White, 2017

Cover art: Nongkran\_ch/Bigstock.com

Printed in the United States of America.

Rev 01/2019

Printed 12/2017

ISBN 978-1-929683-49-9

---

## Introduction



Welcome to *Learning Language Arts Through Literature, The Blue Book*, which is part of *The Common Sense Reading Program*. While this title may seem simple, it accurately describes the program.

We think *The Common Sense Reading Program* is the simplest, most effective method for reading instruction available today. The easy-to-use format is both understandable for the teacher and enjoyable for the student. The authors relied heavily on Dr. Ruth Beechick's principles, as outlined in *A Home Start in Reading*. This sound and proven process ensures that the necessary phonics skills are taught, while also adding higher order thinking skills usually overlooked by other programs.

We are honored to be a part of the process that will introduce your student to the wonderful world of reading using the common sense approach. We thank Dr. Ruth Beechick for her help and encouragement.

---

# THE COMMON SENSE READING PROGRAM



## Foundation

This program provides step-by-step assistance for teachers as they guide their student through beginning reading instruction. In order to determine which skills to present in this program, the authors drew from their own classroom teaching, from experience teaching their own students to read, and from the excellent information obtained from *A Home Start in Reading* by Dr. Ruth Beechick.

## Structure

*The Blue Book* is the first part of *The Common Sense Reading Program*.\* The teaching process has been arranged in four parts:

- Part I - Readiness (2 lessons)
- Part II - Short Vowels (17 lessons)
- Part III - Consonant Blends and Short Vowels (5 lessons)
- Part IV - Long Vowels (12 lessons)

These four parts are presented in 36 lessons. It is expected that each lesson will take one week, thus providing 36 weeks of instruction, which is equivalent to the common 180 day school year.

Each of the 36 weekly lessons is divided into five days. Though this may seem overly structured to some teachers, the purpose is to provide all the support necessary for a task that could otherwise feel intimidating — teaching your student to read. Feel free to make adjustments as needed to fit this plan of instruction to your particular situation.

\***The Red Book Common Sense Press Reading Program** is the 2<sup>nd</sup> grade program which continues instruction.

## Readers

**The Blue Book Common Sense Reading Program** is unique in that the instruction and materials enable your student to read right away using the readers included in this program. Included in **The Blue Book Complete Program** are 28 readers your student will enjoy in and of themselves, as well as using them as a basis for instruction. Students receive the satisfaction of reading a “whole” book early on, rather than waiting months for this experience as in other programs.

---

The authors' approach to reading instruction is to introduce a few sounds at a time and then provide the opportunity for your student to read a book utilizing those sounds in words. Three sets of readers are included with imaginative stories in each book. They are sequentially organized to allow your student to use and review previously developed skills.

The three sets of readers are:

- *Successful Reading for Beginners - Short Vowel Readers*  
by Yuriko Nichols
- *Successful Reading for Beginners - Bridge Readers*  
by Debbie Strayer
- *Successful Reading for Beginners - Long Vowel Readers*  
by Yuriko Nichols

Certainly, the literature component of this program makes it distinctive and uniquely appealing. First graders should be frequently reminded that a reason for all the work they are doing in phonics is the joy of reading wonderful books. Teachers appreciate that included in the literature instruction are the important thinking and reasoning skills that develop young minds, as well as the reading instruction itself.

The complete **Blue Book Common Sense Reading Program** includes these components, each necessary for the program. **The Blue Teacher Book** and **The Blue Student Book** cannot be used alone:

*The Blue Teacher Book* (available in print or ebook)

*The Blue Student Activity Book* (consumable: available in print or ebook)

Materials Packet (available in print or ebook)

28 Readers (3 sets) designed for the program (available in print)

13 *Real Book Read Alouds* (available from the library or purchased)

---

## Additional Literature Used In Lessons

**Real Book Read Alouds** used in many weekly lessons can be easily obtained at libraries and bookstores. For your convenience the books are listed in the order in which they are used.

*Who Took The Farmer’s Hat?* Nodset, Joan L.  
*Goodnight Moon.* Brown, Margaret Wise.  
*The Story of Ferdinand.* Leaf, Munro.  
*Caps For Sale.* Slobodkina, Esphyr.  
*The Snowy Day.* Keats, Ezra Jack.  
*Bedtime For Frances.* Hoban, Russell.  
*The Little House.* Burton, Virginia Lee.  
*Old Hat New Hat.* Berenstain, Stan and Jan.  
*Make Way For Ducklings.* McCloskey, Robert.  
*Tale of Peter Rabbit.* Potter, Beatrix.  
*Blueberries For Sal.* McCloskey, Robert.  
*Mike Mulligan and His Steam Shovel.* Burton, Virginia Lee.  
*The Runaway Bunny.* Brown, Margaret Wise.

If a **Real Book Read Aloud** is unavailable to you or you desire to substitute a book, here are some general questions that would apply to any book you may choose:

*What did you like best about the story? Why? (recall)*  
*Where did the story take place? Time of day? Day of week? ( setting)*  
*Who are the main characters in the story? What do they want? (characters)*  
*Do they have a problem? Is the problem solved? (characters)*  
*Name two things about the character. (sad, happy, nice, kind, etc.)*  
*What happened at the beginning of the story? The middle? The end? (sequencing of events)*  
*Which character would you like to be? Why? (higher order thinking)*  
*Do you think the story is real or imaginary? (higher order thinking)*  
*Does the title fit what happened in the story? (higher order thinking)*  
*Retell the story. (higher order thinking)*

## Student Activity Book and Materials Packet

The final aspect of **The Blue Book Common Sense Reading Program** is contained in the **Student Activity Book and Materials Packet**. Here you will find all the materials needed to make sound/picture cards, consonant and vowel cards, game cards, puppets, activities, and letter dice games. These are referred to in the lessons, with specific references to make them easy to find. A full description is found in your **Student Activity Book and Materials Packet** itself.

---

This aspect of **The Blue Book Common Sense Reading Program** is very important, because it is through “doing” that students practice and enjoy their newly learned skills. One favorite is the “Head, Tummy, Toes” card game, which practices identifying beginning, middle, and ending sounds. We are also fortunate to be able to include the letter dice game developed by Dr. Ruth Beechick and mentioned in her book, *A Home Start in Reading*.

A list of the materials needed is given at the beginning of each lesson. You may choose to cut out all the letter and word cards from the **Materials Packet** at one time, being sure to keep them in a safe place for future use, or you may cut the cards out as they are used in the program.

The binding of the **Student Activity Book** is designed so that the pages are easily removed. Simply grasp the top right corner of a page, and gently pull it out as you would remove a piece of paper from a pad.

The **Blue Student Activity** is consumable but the **Materials Packet** can be reused. Both products are available in print and ebook form.

The back cover of the **Student Activity Book** is a special page for your student. It contains the Book Covers for your student’s Reading Chart, which shows your student’s reading progress. Cut the cover at the line and store it in a safe place. The Reading Chart (found in the **Student Activity Book**) is used throughout the lessons and after your student masters a reader, you are instructed to glue the Book Cover to the Reading Chart.

## **Assessments**

Interspersed among the lessons are five **Assessments**. Easy-to-use directions are provided for their administration and evaluation of results. These tools help you assess your student’s ability to hear and identify phonics skills. Later in the program, the assessments expand to include assessing a student’s ability to hear phonetic sounds and correctly write the words made up by those sounds.

The goal of these assessments is to obtain information about your student’s progress in order to determine how you, the teacher, can better assist your student. It is not necessarily recommended that these assessments be used for grading purposes, as that might put undue pressure on your student. As Dr. Beechick says:

*“Blending skill is one of those things you cannot hurry in students. You can’t sternly shake your finger at Johnny or promise him cake if he gets it right. All you can do is give him opportunities to learn it, and one day you will see he is beginning to catch on. That’s a great day. The major hurdle to reading is about to be crossed. Nurture his beginning skill. Help it grow.”*

- From *A Home Start in Reading*, by Dr. Ruth Beechick, Arrow Press, p.9

---

# THE INTEGRATED LANGUAGE APPROACH



The preceding description of **The Blue Book Common Sense Reading Program**, outline the organization and components of the program. This section will explain the various curriculum needs that are met through this one program.

**The Blue Book Common Sense Reading Program** uses the integrated language approach, which incorporates phonics, reading, spelling, handwriting, introductory grammar, and higher order thinking skills. Instruction is more efficient and effective when presented in this manner.

## Phonics

Phonics instruction is of prime importance at the first grade level. In **The Blue Book Common Sense Reading Program**, phonics instruction is systematically addressed. This portion of the program, **The Blue Book**, covers the appropriate first grade elements of consonant sounds, short and long vowel sounds, and consonant blends. The instruction is introduced in the readers, and the corresponding lessons include activities throughout the week to reinforce that instruction. Letter cards, word wheels, flip books, letter dice games, and other activities make the work of phonics effective and fun.

## Reading

Reading instruction usually consists of vocabulary development, sequencing and comprehension skills. The **Blue Book Common Sense Reading Program** addresses these by examining and responding to the content of the readers on Day 1 of the weekly lesson. This is usually done again on Day 4 when the **Real Book Read Aloud** literature is read to your student and evaluated in areas such as meaning and application. The **Real Book Read Aloud** literature comes from two sources: classic first grade storybooks and **Story Folders** found in the **Blue Student Activity Book**.

**The Blue Book** offers two opportunities to develop the student's vocabulary and thinking skills. Optional vocabulary words are included in the Bridge and Long Vowel readers. Use this as a chance to review the words in context and discuss their meanings.

Beginning in Part 2 you will find Blended Words highlighted indicating good choices for vocabulary study.

## Spelling

The curriculum area designated for spelling usually consists of examining words grouped by a phonics concept, such as the word family **-at** or lists of words arranged by the "common word" approach. Both approaches are used to teach spelling in the **Blue Book Common Sense Reading Program**.



---

The student reads, hears, speaks, and writes words constantly throughout this program using phonics concepts as well as identifying and reading sight words. If a teacher still feels the need to address spelling separately, lists could be drawn from the phonics lessons, sight words, or any area of difficulty the student may have. In such cases, no more than 3-6 words a week are recommended as a separate task in addition to the lessons.

## **Handwriting**

The handwriting models used in the lessons are unique and were developed exclusively for Common Sense Press. Using **Natural Common Sense Handwriting**, skills are developed throughout this program in various activities. Students learn to write in a smooth, gentle manner which will provide an easy transition to cursive.

The weekly lessons themselves include instruction in the formation of lower case and upper case letters as well as practice for previously presented letters. The introduction of each letter coincides with phonics instruction. All handwriting pages are found in the **Blue Student Activity Book**. Additionally, a reproducible blank handwriting page and picture page are included. Use these pages for extra practice and encourage him to use the picture page to create his own sentences and illustrate.

## **Grammar**

Commonly taught grammar skills are addressed throughout the **Blue Book Common Sense Reading Program**. These include beginning instruction in such areas as capitalization, punctuation, introduction to nouns, verbs, etc. The skills are pointed out in the literature and then applied through writing and other activities.

## **Higher Order Thinking Skills**

As students hear a story, discuss it, or express their thoughts about it, thinking skills are developing. This program maximizes the use of the stories to build thinking skills by presenting discussion questions and activities. This provides groundwork for understanding the writing process. All readers and writers must learn to go through this process, so the steps involved in higher order thinking are vital and should be considered every bit as important as phonics instruction.

## **Summary**

You are now ready to begin Part I of the lessons in **Learning Language Arts Through Literature**, the **Blue Book**, which is the first part of the **Common Sense Reading Program**. You may find it helpful to review the front section of the book from time to time during the year. We hope you will enjoy this program and find it effective and enjoyable for your student, the beginning reader.

---

## Table of Contents



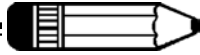
	Page
Part 1: Lessons 1-2	1
Part 2: Lessons 1-8	12
Assessment 1	51
Part 2: Lessons 9-17	54
Assessment 2	93
Part 3: Lessons 1-5	96
Assessment 3	121
Part 4: Lessons 1-6	124
Assessment 4	154
Part 4: Lessons 7-12	157
Assessment 5	185
Appendix	
Story Strip	190
Story Chart	191
Double Story Chart	192
Triple Story Chart	193
Skills Index	194
Real Book Read Alouds	200

## **Introduction to Part 1 - Readiness**

“Readiness” activities are essential to prepare students for more directed reading instruction. The emphasis of this section is activities that utilize visual discrimination, auditory discrimination, and critical thinking.

Craft supplies necessary to Part 1 of the program: index cards, paper (lined, unlined, construction), craft sticks, crayons, markers, green and yellow highlighter, scissors, glue, staples and stapler, old magazines or catalogs.





**Phonics:** initial sound of names

**Reading Skills:** comprehension, evaluation of story, left to right progression, story recall, details, riddles

**Handwriting:** shapes, writing letter of first name

**Creative Expression:** drawing pictures, decorating a sign

**Higher Order Thinking Skills:** sequencing, categorizing, describing shapes, drawing inferences, interpreting illustrations

**Teacher's Note:**

This course requires each student have a copy of the *Blue Student Activity Book (SAB)*

**Materials Needed:**

index cards

craft supplies

*Who Took the Farmer's Hat* by Joan L. Nodset

SAB pages 1-6

## Day 1

- a. We are ready to begin an exciting 36 weeks of reading and language arts instruction. Tell your student that we will be doing activities to help him get ready to read. Find the Shape Cards on the first three rows of page 1 in the *Student Activity Book*. Cut apart the Shape Cards and give your student one set.
- b. Talk about the shapes with your student, encouraging him to use words to tell what the shapes look like. This may spark some imaginative answers.
- c. Show your student the second set of Shape Cards, and ask him to match them so that they are in pairs.
- d. Ask your student to move all the circular pairs (pictures that are round or have circles inside them) to one side and the pictures using lines to the other side.
- e. Ask your student to choose a Circle Shape Card and a Line Shape Card that he likes. Give him a piece of drawing paper, and ask him to copy the shapes. After he has done that to his satisfaction, ask him to draw a picture from one of the shapes. Example: a circle shape becoming a balloon or a line shape becoming a fence or a house. (Keep these shape drawings to be used next week.)

## Day 2

- a. Find the set of White Letter Cards on pages 1-3 in the *Student Activity Book*. Cut out these cards for your student.

- b. Ask your student what he thinks the shapes on the cards are called.

letters

Tell your student that we are going to make patterns with the letters. We are not trying to make words. If your student seems anxious about not being able to read, please assure him that we are going to make patterns with the letters and that there is nothing to read.

- c. Place the White Letter Cards in this pattern:

x o x o

Ask your student to find the same White Letter Cards and put them in the same order.

Place these White Letter Cards in this pattern:

t w t w

Ask your student to find the same White Letter Cards and put them in the same order.

- d. Make the next pattern, and ask your student to continue the pattern by choosing the letters that come next:

a l a l a l  
f e f e f e

Try a few more patterns with the letters you have, and ask your student to continue the pattern by choosing the letters that come next.

- e. Ask your student to make up a pattern for you to complete. Encourage him to use just two shapes or letters for his pattern. If he seems to fully understand this concept, you may want to try three letter patterns.

### Day 3

- a. Before you begin the **Handwriting** instruction, show your student how to hold a pencil, how to slant the paper and hold it with the non-writing hand. Ask your student to sit up straight with his feet flat on the floor when writing.

**Note:** Your student may use an adult size pencil or the fatter child-size one.

- b. Look at page 5 of the *Student Activity Book*. Using unlined paper, make the shape used on each line, and allow your student ample practice time for each shape. Introduce all four shapes.
- c. Talk with your student about how things can be part of a group. Read each list to your student, and ask to what group the things on the list belong:
- |                                 |                        |
|---------------------------------|------------------------|
| red, green, yellow, blue, pink  | colors                 |
| oranges, bananas, apples, pears | fruit or things to eat |
| bears, dogs, horses, tigers     | animals                |
- d. Provide your student with magazines, catalogs, or other materials he can use to cut out pictures. Ask him to cut out pictures of things that go together, like different kinds of toys, or different foods. Using drawing paper, write the main idea word in the middle of the page, such as *food*. Draw a box around the word. Ask your student to glue the pictures of food around the word. Then ask your student to draw lines from the pictures to the word. Here are some other possible main ideas: dogs, clothes, cars, plants. Ask your student to make at least two group pictures.
- e. After he has made his groups, ask him to look at each group and draw a circle around his favorite thing in each group and tell you why it is his favorite.

#### Day 4

- a. Read the book, *Who Took the Farmer's Hat?*, to your student.
- b. Give your student the book, and ask him to retell the story using the pictures.
- c. Discuss the book with your student:
- 1) *The person who draws the pictures for a book is called an illustrator. The illustrator for **Who Took the Farmer's Hat?** helps us understand the story better with the pictures. Find the first picture. Look at the farmer's face. What does his face look like? Does he look like a nice man? Why do you think that?*
  - 2) Turn the page - *How do you know from the picture that the wind took the hat?*
  - 3) Turn the page - *The story doesn't tell us where the farmer looked for his hat, but the picture does. Where did he look?*
  - 4) Turn the page - *Where else did he look?*
  - 5) Turn the page - *How does the illustrator show us that the squirrel is talking? Do you think that is a good way to show it? Why do you think that?*

- 6) Turn the page - *Look at the expression on the farmer's face and the goat's face. How do you think they feel?*
- 7) Turn the page - *How does the illustrator show which objects are underwater and which ones are on top of the water?*
- 8) *Let's look at the rest of the pictures and talk about the expressions, how you feel about them, and how the illustrator used them to help tell the story.*
- 9) *What do you like about this story? Why do you like it?*
- 10) *Was there anything you didn't like about the story? Why didn't you like it?*

**Teacher's Note:** Please use this pattern to discuss the illustrations in the other **Real Book Read Aloud** books used in *The Blue Book Program*.

- d. Read these riddles to your student, and using the book, ask him to tell which animal is speaking:

*I saw a silly, round, brown boat. Who am I?*

duck

*I saw a flat, round, brown hill in a tree. Who am I?*

fly

*I saw a fat, round, brown bird in the sky. Who am I?*

squirrel

*I saw a big, round, brown mouse hole in the grass. Who am I?*

mouse

*I saw a funny, round, brown flowerpot. Who am I?*

goat

*I saw a nice, round, brown nest. Who am I?*

bird

- e. Using old magazines, catalogs, or newspapers, have your student cut out pictures of hats. Using a large piece of paper with the word *hats* written at the top, ask him to glue the pictures on the paper.
- f. Ask your student to complete page 5 in the *Student Activity Book*. Do not be concerned about your student tracing the shape exactly. Ask him to trace it close to the lines. This should be a comfortable process for your student, not a laborious one.

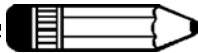
## Day 5

- a. Ask your student to tell you his name. Ask him if he knows what sound begins his name. Does he know the letter that makes that sound? If he does not know, tell him, and write

his name on a piece of paper, using a capital letter at the beginning and small letters for the rest.

- b. Using a large piece of paper, draw the first letter of your student's name in a large capital form in the middle of the paper. Tell your student what the letter says. For example, **J** says /j/, like *Jenny*.
- c. Along with your student, think of other words that start like your student's name, such as jelly, jam, jump, jacks, etc. Come up with as many as possible.
- d. Ask your student to decorate the letter on his paper or to draw a picture using the letter as the shape, or any other use of his letter as the basis for his art work. For example, an **A** could be made into a house, or an **O** could be made into a ball. Purely decorative drawings are also acceptable.
- e. As your student is drawing, ask him to describe what he is drawing and what it is going to be. Make observations describing what he has already done. Your student may want to make drawings for other family members or friends.
- f. Ask your student to trace the shapes on page 6 in the *Student Activity Book* and then color the picture. He may want to add more items to the picture.





**Reading Skills:** left to right progression, comprehension, evaluation of story, making lists

**Handwriting:** drawing shapes

**Creative Expression:** craft activities, illustrating sentences

**Higher Order Thinking Skills:** lists, sequencing events, auditory discrimination, personal application, character development, moral of a story

## Day 1

- a. In the second week of our readiness unit, our goal is to reinforce behaviors that will assist your student's ability to read. Using an easy reader, show your student the direction we move when reading a book, which is to move from front to back. Ask your student to show you the beginning point in a small book, and using the pictures, move to the end of the book, telling the story.
- b. The next step is to reinforce the way we move from left to right as we read. Show your student a page out of a book with only a few sentences on it. Ask your student to put his finger on the beginning of the sentence. Ask him to move his finger along the line until it ends. Do the same for any other lines on the page. Don't be concerned with periods. We are showing the way our eyes move when we read.
- c. Using a page out of a newspaper, magazine, or some other printed material that can be written on, ask your student to show you where he thinks reading on that page will start. Ask him to color over the first word with a green crayon, showing where we start, like a race car.
- d. Ask your student to follow the lines (starting from the left each time) until he gets to the end or finish line. When your student gets to the end of the page, ask him to color over that word with a red crayon, showing it is time to stop. This activity may seem unnecessary, but it is valuable to establish this movement or to review it if your student already has this established.

### Materials Needed:

Index cards

craft supplies

- construction paper
- newspaper, clay, pudding or sand

easy reader

SAB pages 7-12

- e. Repeat this process with two or three passages. Complete the lesson by reading a favorite book or two. We want to connect all the work and effort with the reward of an interesting and enjoyable experience — reading.

### Day 2

- a. As well as learning to recognize shapes and letters visually, another aspect of beginning reading lies in encouraging your student to develop auditory skills, or the ability to discriminate between sounds. We will devote today's lesson to this topic; however, these kinds of activities are beneficial to your student at any time. Go around the room identifying familiar objects and the sounds they make. Examples: pencil sharpener, telephone, pages turning. Quiet listening time may be needed to hear all the sounds that are common to your student. After a period of listening and talking about the sounds, ask your student to dictate a list of sounds heard under the title *Inside*.
- b. Find an outside location for listening. Repeat the above procedure, making a list under the title *Outside*. Talk about the sounds that are different and the sounds that are the same from the *Inside* list.
- c. Choose another location to listen to sounds such as the city or town. (If this is not physically possible, recall the sights and sounds for your student and discuss what you might hear.) Repeat the list using the procedure described above.
- d. Now that you have established the sounds that may be heard, help your student evaluate the sounds further. Discuss with your student which sounds on his list are usually loud or soft. Establish a big dot as the signal to be written next to loud sounds and a small dot for soft sounds. Discuss with your student what sounds should have dots and whether they should be big or small.
- e. Find objects within your room that make sounds, and play a "Name That Sound" game. Place the objects behind a chair or counter. Take turns making the sounds while the other person guesses what the sound is and whether it is loud or soft.

### Day 3

- a. Review the shapes your student drew on unlined paper last week, Day 1. Allow him to practice these shapes again on another piece of unlined paper.
- b. Be sure to assist your student to correctly hold his pencil, position his paper properly, and sit up correctly.

- c. Provide the *Student Activity Book* for your student. Turn to page 7 and show your student how to trace the shapes and then make the shapes himself. Ask him to complete that page.
- d. On an index card, or larger card if necessary, write your student's name, using correct formation. If this is a first introduction, just ask your student to trace the letters with his finger, under your guidance. If he is familiar with writing his name, then have him trace with his finger, following correct letter formation, and then write his name on unlined paper. He may repeat this procedure several times.
- e. Ask your student to make the shapes in Step 3 or his name out of clay. He can also write the shapes or his name in pudding that is on a plate, or sand in a box or outside.

#### Day 4

- a. Find the Story Folder for, "The Lion and the Mouse," on pages 9-10 of the *Student Activity Book*. Cut out and fold as illustrated. Read it to your student, allowing him to look at the pictures as you read.
- b. Discuss the story with your student:
  - 1) *Tell me what you remember about the lion.*
  - 2) *Tell me what you remember about the mouse.*
  - 3) *What did you like about the story? Why?*
  - 4) *Was there anything you didn't like about the story? If yes, tell me more about that.*
- c. Ask your student to cut out the four pictures found on page 11 in the *Student Activity Book*. Talk to your student about each picture in random order:
  - 1) *What do you see in the picture?*
  - 2) *What happened in this part of the story?*
  - 3) *Do you remember when that happened in the story?*
- d. Ask your student to put the four pictures in the correct order for the story. If he has difficulty with this process, put down one picture and talk about it. Then add one after it that does not fit, and ask him if this comes next. Then put another picture in its place and repeat the question. Continue the process one picture at a time until your student has the pictures in the correct order.

**Note:** Use this procedure any time your student is sequencing pictures.

Ask him to retell the story using the pictures. Your student may color the pictures and glue them on a Story Chart or a Story Strip (See Appendix pages 190-191). The Story Chart or Strip can be put on a table or wall. Your student may like to tell the story to someone else.

- e. Discuss the author's purpose with your student:

*The man who made up this story lived a long time ago. He told the story so people could learn a lesson. The lion learned that we all need help sometimes, and even small creatures can help us. Is that true for people, too? How can small people help others?*

Use a piece of paper to make a list with your student of ways he can help others. Be sure to number each item:

- Ex: 1. Clean your room.  
2. Send a drawing to Grandma.

Talk to your student about the ways he is helpful. It is a good time to praise him.

- f. Ask your student to complete page 8 in the *Student Activity Book*.

## Day 5

- a. An important skill involved in reading is sequencing, or putting words or events in the proper order. Discuss with your student the order in which he completes a routine event, such as going to bed or getting up in the morning. Encourage your student to describe the events for you in terms of things happening first, second, and third; or first, next, and last.
- b. As your student describes the events, write them down on strips of paper or index cards. Ask him to draw a picture for each one so he can easily identify the sentence. Read the sentences for him, and ask him to put them in the correct order. He may number them to show the correct order, or sequence, of the events.
- c. Complete an activity with your student that proceeds in several steps, such as making a sandwich or making the bed. Discuss the steps with your student as you complete them.
- d. Discuss the process for the above activity, asking your student to dictate sentences describing the events. Write these down on index cards and ask your student to draw a picture so he can easily identify the sentence. Now your student can put them in order.

- e. Other simple and fun sequencing activities are to cut simple three frame comic strips out of the comics section of the newspaper. Read and discuss the comic and illustrations with your student. Then cut them apart, and ask your student to put them in the correct order, reading any captions for your student. If this seems too easy, move to comics with more subtle changes in the frames or one with four frames.

### Introduction - Part 2

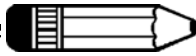
#### Letter Sounds, Short Vowel Sounds

Now you will begin the process of gently introducing your student to the components of reading. We will introduce short vowel sounds and the common consonant sounds in Part 2. We believe this approach is in keeping with the developmental needs of beginning readers.

*Many people teach only the short sound of a vowel at first. And later when your student can blend well, they introduce additional sounds. This makes sense for two reasons. The first reason is that it minimizes your student's memory task. With only a few letters and sounds he can actually "read" by blending sounds together into words. And he is not confused with a lot of other sounds in his memory that he is not using yet. It's another shortcut; it gets you directly to the heart of the task. (From **A Home Start in Reading** by Ruth Beechick, Arrow Press, 1985)*



Craft supplies necessary to Part 2 of the program: index cards, paper (lined, unlined, construction), craft sticks, crayons, markers, green and yellow highlighter, scissors, glue, staples and stapler, old magazines or catalogs.



**Phonics:** a, n, r, t, decoding new words

**New Sight Words:** a, to

**Reading Skills:** reading aloud, comprehension, story recall

**Handwriting:** a, n, r, t; tracing words, copying words, small motor skills

**Grammar:** periods, capital letters for proper nouns, adjectives, sentence formation

**Creative Expression:** retelling stories, drama, descriptions, puppet play

**Research:** parts of a newspaper

**Higher Order Thinking Skills:** sequencing, real and make-believe, compare and contrast characters, character development, moral of a story, personal application

## Day 1

- a. Read *Nat Ran. Ann Ran.* to your student, including the New Sounds page in the front of the reader and the Sight Words on page 9.
- b. Read the story to your student a second time. Make your voice go down and pause at the end of each sentence. Ask him to listen and raise his hand when you pause in your reading. Give the reader to your student, and ask him to retell the story in his own words.
- c. Look at a few pages and read them asking your student if he sees a mark on the page that tells us when to stop reading. We are introducing the use of the period. It's all right if he doesn't know what the period is or what it does; the purpose of this activity is to introduce the concept of punctuation and the period in particular.
- d. On an index card, write a period ( . ). Show your student how to make a period and where to put it. Using a crayon or marker, ask him to find each period in our story and trace it, or make another period on top of it. If you prefer he not write on the book, he can locate the periods in the story and point to them.
- e. Find the activity sheet for this lesson on page 13 in the *Student Activity Book*. Ask your student to color and cut out the circular pictures of Nat, Ann, and the rat. He may glue them on construction paper or a popsicle stick.

### Materials Needed:

SV Reader #1 –  
*Nat Ran. Ann Ran.*

Blue and Pink Letter  
Cards

Gray Sound / Picture  
Cards

Yellow Sight Word Cards:  
*a, to*

index cards

craft supplies

construction paper

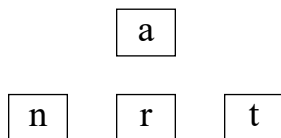
newspaper

SAB pages 13-20

- f. Using the reader if necessary, have your student retell the story using his puppets. Keep these puppets for future lessons.
- g. Teach your student the correct formation of **a**, **n**, **r**, and **t**, using page 15 in the *Student Activity Book* as a guide. Make the letters and period in the air first and then on unlined paper. Limit the practice to five formations of each on the unlined paper. As your student writes each letter, ask him to say the sound it makes.

## Day 2

- a. Show your students the sounds on New Sounds page in the front of the reader, *Nat Ran. Ann Ran.* Using the Gray Sound/Picture Cards, ask him to locate the cards that match the sounds listed.
- b. Tell your student the pronunciation of each sound, using the picture as your guide. For example, say “This is /**n**/ as in *nest*.”
- c. Ask your student to find the Blue Consonant Letter Cards and the Pink Vowel Letter Cards that match the Gray Sound/Picture Cards.
- d. Arrange the Blue Consonant Letter Cards and the Pink Vowel Letter Cards he chose in this order:



As you point to each card, say the sound. Start with the vowel **a**. Say the short sound of **a**. Then slide your finger from the **a** to the **t**, and say the word *at*.

Have your student say the word each time you point to the **a** and the **t**. You may need to blend the sounds several times for him. That’s all right to do--as he hears you make the sounds and blend them, his ability to do the same will increase.

The second step is to begin with a consonant letter, such as **r** and move to the **a** and back to a consonant letter, such as **t**. As you move your finger, pronounce the sounds, saying the word *rat*.

When blending the name *Ann*, tell your student that the name is spelled with two **n**’s, but has the same sound as **n**. Again, you may need to blend the sounds several times for him. That’s all right.



The first lesson should consist of blending these words:

rat	ran	Ann (ann)
an	at	Nat (nat)

After your student reads the words, write them on index cards. Tell your student that when writing the name of a person, we use a capital letter. Write the people's names with capital letters on the index cards. Code the index cards in the upper right corner with 2-1, for Part 2, Lesson 1. (These index cards will be referred to as the Blended Word Cards.)

Nat <sup>2-1</sup>
--------------------

- e. Using the Blended Word Cards you made in the above activity, ask your student to locate those words in the story and place the Blended Word Card under it.
- f. Find the activity sheet for this lesson on page 13 in the *Student Activity Book*. Cut out the three rectangular pictures and mix them up. Ask your student to put them in the order of the story. Ask him to use the reader to see if he is correct. He may color the pictures and glue them on a Triple Story Chart. (See Appendix.)
- g. Find page 15 in the *Student Activity Book*, and ask your student to complete it. Remember, do not be concerned with the letters being written exactly on the line. This is a process that takes time.

### Day 3

- a. Read the Blended Word Cards made yesterday. Have your student read and blend with you or after you.
- b. Introduce the Yellow Sight Word Cards for this lesson: *a, to*. Read them to your student and have him read them to you. Ask your student to find the sight words in *Nat Ran. Ann Ran.* and either highlight them with a yellow marker, underline them with a yellow crayon, or point to them.
- c. Standing on the other side of the room, ask your student to watch what you do. Run to the other side of the room. Write on a chalkboard or paper: *Mom ran.* Ask your student to do as you just did. Ask him what he could write about what he just did. He should write his own name first and then the word *ran*. Show him the index card with the period and tell him to put a period at the end of the sentence. Congratulate him on composing his first sentence.

- d. Ask your student to copy the Blended Word Cards on unlined paper.

#### Day 4

- a. Look at page 9 of *Nat Ran. Ann Ran.* On this page, you will find a list of new words and sight words for the reader. Read the lists to your student, then ask him to read the words. If he has difficulty with a word, write it on an index card. Ask your student to use the index card to find that word in the reader and then say it aloud.
- b. Find page 17 of the *Student Activity Book* about “The Race of the Decade.” Point out to your student that it is written like a newspaper.
- c. Read the newspaper name, headline, and article to your student. Discuss the story with your student:
- 1) *What do you remember about the tortoise?*
  - 2) *What do you remember about the hare?*
  - 3) *Is this story real or make believe? How do you know?*
  - 4) *The man who made up this story lived a long time ago. He wrote the story to teach people a lesson. In this story the tortoise won the race because he kept going even when it looked like he couldn't win. Is there something you have to do that is hard for you? What can you learn from the tortoise?*
  - 5) *What did you like about the story?*
  - 6) *Was there anything you didn't like about the story? If yes, tell me more about that.*
- d. Review the newspaper parts with your student again.
- 1) *Can you find the newspaper name?*
  - 2) *Can you find the newspaper headline?*
  - 3) *Can you find the newspaper article?*
- e. Use a local newspaper and find the newspaper name, headline, and article.
- f. Find page 16 in the *Student Activity Book*, and ask your student to trace the sentence and begin coloring the picture.

#### Day 5

- a. Find pages 225 in the *Student Activity Book*. Today, your student will read this week's reader aloud to you. When he has done this, find the correct Book Cover Cut-Out on the back cover for the Reading Chart and help him put it on the correct place. Take time to celebrate.
- b. Review the story, “The Race of the Decade,” by looking at the pictures (page 17 in the *Student Activity Book*).

- c. Talk about the characters Slowly and Speedy.
- 1) *Show me how Slowly moved.*
  - 2) *Tell me how Slowly talked.*
  - 3) *What else do you think Slowly might say or do?*
  - 4) *Show me how Speedy moved.*
  - 5) *Tell me how Speedy talked.*
  - 6) *What else do you think Speedy might say or do?*

With two or three people, act out the story. One person can be Slowly, one person can be Speedy, and one person can be Wiser.

- d. Find page 19 in the *Student Activity Book*. Ask your student to think of words to describe Speedy. Write each word under the “Hare” picture.

Ask your student to think of words to describe Slowly. Write each word under the “Tortoise” picture.

- e. Talk to your student about the ways these two characters are alike and how they are different. Suggestions:

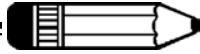
Alike

animals  
eat  
move  
want to win race

Different

type of animal  
what they eat  
one fast - one slow  
how they race

- f. Ask your student to complete page 16 in the *Student Activity Book* by copying the sentence on the bottom line and complete coloring the picture. You may want to display this paper to encourage your student.



**Phonics:** s, c, f, decoding new words, review, initial sounds

**New Sight Words:** and, the

**Reading Skills:** reading aloud, sequencing, comprehension, story recall

**Handwriting:** s, c, f; tracing words, copying words, small motor skills, review words

**Creative Expression:** retelling stories, craft activities, puppet play

**Research:** matching letters

**Higher Order Thinking Skills:** compare and contrast plots, illustrating text

**Materials Needed:**

SV Reader #2 -  
*The Fat Cat*

Blue and Pink Letter  
Cards

Gray Sound / Picture  
Cards

Yellow Sight Word Cards:  
*and, the*

index cards

craft supplies  
□brad

SAB pages 21-26

**Day 1**

- a. Read *The Fat Cat* to your student, including the sounds on the New Sounds page in the front of the reader and the Sight Words on page 9.
- b. Read the story to your student a second time. Give the reader to him, and ask him to retell the story in his own words.
- c. Find the circular pictures of the “fat cat” and the “tan cat” on page 21 in the *Student Activity Book*. Ask your student to color, cut out, and glue them onto construction paper or popsicle sticks.
- d. Have your student retell the story using the Ann, Nat, and cat puppets. Review *Nat Ran. Ann Ran.* using the reader.
- e. Ask your student how the events in *The Fat Cat* were different from *Nat Ran. Ann Ran.* How was the story the same? Discuss these aspects of the two readers. Comparing the readers would be a good way of determining what is the same and what is different.
- f. Teach your student the correct formation of **s**, **c**, and **f** using page 23 in the *Student Activity Book* as a guide. Make the letters in the air first and then on unlined paper. Limit the practice to five formations of each letter on the unlined paper. As your student writes each letter, ask him to say the sound it makes.

**Day 2**

- a. Show your student the sounds introduced on the New Sounds page in the front of the reader, *The Fat Cat*. Using the Gray Sound/Picture Cards, ask him to locate the cards that match the sounds listed.
- b. Tell your student the pronunciation of each sound, using the picture as your guide. For example, say “This is /n/ as in *nest*.”
- c. Ask your student to find the Blue Consonant Letter Cards and the Pink Vowel Letter Card that match the Gray Sound/Picture Cards.
- d. Arrange the Blue and Pink Letter Cards he chose in this order:

			a			
s	c	f	n	t	r	

As you point to each letter, say the sound. Start with the vowel **a**. Say the short sound for **a**. Then slide your finger from the **a** to the consonant letters, to make *at* or *an*. (avoid teaching **ar** words at this time.)

The second step is to begin with a consonant letter, such as **s** and move to the **a** and back to a consonant letter, such as **t**. As you move your finger, pronounce the sounds, saying the word *sat*. You may need to blend the sounds several times for him. That’s all right to do--as he hears you make the sounds and blend them, his ability to do the same will increase. This lesson should include blending these words:

cat          sat          fat          tan

as well as words from the last lesson:

at          an          rat          ran

After he pronounces the new blended words, write them on index cards. Remember to code these 2-2 on the upper right hand corner.

- e. Using the Blended Word Cards written today, ask him to find those words in the story. Locate the words, and place the index card under the matching word.

- f. Find the activity sheet for this lesson on page 21 in the *Student Activity Book*. Ask your student to cut apart the three pictures. Mix up the pictures and ask your student to put them in the order in which they happened. Have your student use the reader to see if he was correct. He may color the pictures and glue them on a Triple Story Chart or plain paper. (See Appendix.)
- g. Find page 23 in the *Student Activity Book*, and ask your student to complete it.

### Day 3

- a. Read the Blended Word Cards made yesterday. Ask your student to read and blend with you, or after you.
- b. Introduce the Yellow Sight Word Cards for this lesson: *and, the*. Read the words to your student, and ask him to read them to you. Ask him to find the sight words in *The Fat Cat* and either highlight them with a yellow marker, underline them with a yellow crayon, or point to them.
- c. Using the Blended Word Cards and the Yellow Sight Word Cards from *Nat Ran. Ann Ran.* and *The Fat Cat*, ask your student to choose two or three pages from the readers and line up the Blended Word Cards and the Yellow Sight Word Cards exactly like the words on the pages. (If the words *A* and *The* beginning with capital letters confuse your student, avoid these sentences.) Ask him to read the words or read them to him. Either procedure is acceptable, and the one that your student is most comfortable with is the one that should be chosen.
- d. Ask your student to copy the new Blended Word Cards on unlined paper and draw a picture for any words that can be illustrated.

### Day 4

- a. Look at pages 9-10 of *The Fat Cat*. On these pages, you will find a list of New Words, New Sight Words, and Review Words for the reader. Read the lists to your student, then ask him to read the words. If he has difficulty with a word, write it on an index card. Ask your student to use the index card to find that word in the reader, and then say it aloud.
- b. Find page 25 in the *Student Activity Book*. Cut out the two wheels for the Cat Word Wheel and follow the directions on the page. Ask your student to color the cat on the top wheel.

- c. Trace the letters on the bottom wheel that have been introduced in the program. As new letters are introduced in this program, trace over those letters, and use them to make words.

**How to use the Word Wheel:**

Move the top wheel until a traced letter shows up in the window. Ask your student to say the word. Continue until all the traced letters are used and your student can correctly say all the words. Keep these word wheels for future use.

**Variation:** Give your student the Cat Word Wheel and ask him to turn it, make words, and copy them on paper. He can make lists of rhyming words with the Word Wheel.

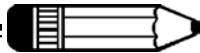
- d. Find page 24 in the *Student Activity Book*, and ask your student to begin work on it.

**Day 5**

- a. Today, your student will read this week’s reader aloud to you. When he has done this, find the correct Book Cover Cut-Out for the Reading Chart and help him put it on the correct place. Take time to celebrate.
- b. Using the Gray Sound/Picture Cards we have worked with so far, ask your student to look in the book, *Who Took The Farmer’s Hat?* or another animal book. Find animals or things that start with those letters/sounds.
- c. The teacher should make a list, either on chalkboard or paper, of the animals or things your student finds for each letter. Arrange the list under headings for each letter:

a            n            t            r            s            c            f

- d. Ask your student to look for two words in the books that start with each letter. Student or teacher can copy them onto the list, placing them under the correct letter heading. Read the words to your student as he finds them, or he may read them to you.
- e. Find the Gray Sound/Picture Cards and the matching Blue Letter Cards for the letters worked with so far. Play a “Concentration” or “Memory Game.” Turn all the cards face down. Take turns choosing two cards to see if they match. If they do match, the player says the sound of the letter and keeps the cards. If they don’t match, the cards are returned to the game face down. Continue play until all pairs are made.
- f. Ask your student to complete page 24 in the *Student Activity Book*.



**Phonics:** decoding new words, review

**New Sight Words:** here, is, big, little, I, are

**Reading Skills:** comprehension, plot, story recall, evaluation of story

**Handwriting:** tracing words, copying words, review

**Creative Expression:** story illustrating, story telling, puppet drama, retelling stories, puppet play

**Higher Order Thinking Skills:** sequencing, interrupting illustrations, character description, personal application, plot summary

**Materials Needed:**

Blue and Pink Letter Cards

Previously Blended Word Cards

Yellow Sight Word Cards:  
*here, is, big, little, I, are*

index cards

craft supplies

Nan and Ann puppets

*Goodnight Moon* by  
Margaret Wise Brown

SAB pages 27-32

**Day 1**

- a. Locate Story 1 on pages 27-29 in the *Student Activity Book*. Cut out the pages, and put them in order listed below. You can clip it together at the corner to make a booklet. Place the sight word page on top of the booklet. Do not staple, because we will be putting these pages in order. Read Story 1 to your student, including the sight words.

Listed below is the correct order of the pages:

The cat and rat are here.

Here is the big cat.

Here is the little rat.

The little rat ran.

The big cat ran. I ran.

The little rat sat.

The big cat sat. I sat.

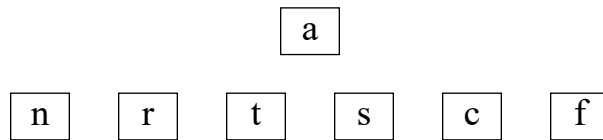
- b. Discuss the story with your student:
  - a) *What happens in the story?*
  - b) *The rat has a problem in the story. What is the problem?*
  - c) *How did the story end? How did this solve the rat's problem?*
- c. Ask your student to be the illustrator, or artist, for this book. He can draw pictures that go with the sentences or cut them out of magazines. Put the illustrations right on the booklet pages. If the pages are too small, cut out the sentences and glue them on larger sheets of paper.



- d. Ask your student to put the pages in order. Once you have determined that they are in the correct order, you can staple them with the sight word page as page one.
- e. Reread the story with the illustrations included. Ask your student how he thinks the illustrations help us understand the story.
- f. Use colored paper to make a cover for the book. Ask your student to title the story and illustrate the cover.

## Day 2

- a. Arrange the Blue Consonant Letter Cards and the Pink Vowel Letter Card that have been introduced like this:



- b. Go through the blending process for these words:

fan          cat          rat          sat          ran

- c. Mix up all the Blended Word Cards, and make a stack face down. Choose a card. Without letting your student see the card, ask him to blend the word by pointing to each letter using the Blue and Pink Letter Cards as you say it. If he is incorrect, say the word again and demonstrate blending it correctly by pointing to each letter.
- d. After you have gone through the stack and blended each word with the Blue and Pink Letter Cards, ask your student to choose five Blended Word Cards without looking at them. Read each word to him at least twice. Allowing him to look at the Blue and Pink Letter Cards, have him write the word you say on unlined paper.
- e. After he finishes writing the word, give him the Blended Word Card so he can check his work. Encourage him to make any needed corrections. Making corrections is a **positive** part of the process and should not be made to seem negative.
- f. Find page 31 in the *Student Activity Book*, and ask your student to begin working on it.

### Day 3

- a. Introduce the Yellow Sight Word Cards for this lesson: *here, is, big, little, I, are*. Show them to your student and read them to him. Go through the stack a second time.
- b. Ask your student to choose a Yellow Sight Word Card and find the word in Story 1. Using a yellow marker or crayon, underline or highlight the word each time it is found. Have your student read the word, or read it to him when he finds it.

Find page 31 in the *Student Activity Book*, and ask your student to complete it.

### Day 4

- a. Review the Yellow Sight Word Cards for this lesson.
- b. Read the book, *Goodnight Moon*, to your student.
- c. Give your student the book, and using the pictures, ask him to retell the story.
- d. Discuss the book with your student:
  - 1) *The illustrator uses color on some pages and not on others. Which ones are color?*  
*Every other one.*
  - 2) *Why do you think the illustrator did that?*
  - 3) *What did you like about this story? Why?*
  - 4) *Was there anything you didn't like about it? If yes, then tell me more about that.*
- e. Tell your student that the little rabbit in this story has a special way of saying goodnight. Discuss with your student the process the little rabbit goes through to settle down. Point out the clock to your student, and tell him how many minutes pass as it gets later.
- f. Discuss with your student the process he goes through to get ready for bed and what special things he has in his room. Make a list of the things to which your student would say goodnight. Write the list in the same manner as the book; for example, goodnight puppy, goodnight doll, etc. Read the list for your student, then ask your student to read it with you.
- g. Find page 32 in the *Student Activity Book*, and ask your student to begin work on it.

**Day 5**

- a. Today, your student will read Story 1 aloud to you. Take time to celebrate.
- b. Get out the Nat and Ann puppets. Your student may retell the story of *Nat Ran. Ann Ran.* using the puppets.
- c. Talk about Nat and Ann. Encourage your student to share his observations about Nat and Ann.
  - 1) *How do they look?*
  - 2) *Do they look nice or mean? Why do you think so?*
  - 3) *Do they seem to be friends? Why do you think so?*
- d. Ask your student to make up a story about Nat and Ann. Possible situations they could use are going for a walk, playing a game, meeting someone new, etc. Your student may want to choose his own topic. Encourage him to talk his story through.
- e. Ask your student to tell you his story so you can write it down for him. After he has told you his story to **his** satisfaction (some may be short, three to four sentences, while others may be longer—both are acceptable), read his story back to him.
- f. Have your student draw a picture to go with his story, or he can act out his story using his puppets. Encourage him to find other “props” for his puppet show. Enjoy his dramatic debut.
- g. Ask your student to complete page 32 in the *Student Activity Book*.