



TEACH YOUR CHILD LESSONS

BeginningReads

Set 6

The nine books in this set all relate to animal body parts. After reading each group of three books, words are added to the 100 Wonderful Words Sheet, and students complete a writing activity using words from the three books. When students have read all 9 books in the set, they read the Reader's Theater piece which gives them additional practice reading words from all nine books, and decoding words that have the same spelling pattern as words they know.

To prepare for reading lessons, download and print all the Set 6 materials:

- Nine books downloadable at www.textproject.org/BeginningReads
 - › “Where Is a Snail’s Nose?” (6-1)
 - › “Beaks” (6-2)
 - › “Elephant’s Trunk” (6-3)
 - › “Stomp! Stomp! Stomp!” (6-5)
 - › “Snail’s Foot” (6-6)
 - › “Bird’s Feet” (6-7)
 - › “High in the Sky” (6-9)
 - › “Eyes on Top” (6-10)
 - › “Elephant Eyes” (6-11)
- Print-only versions of these nine books
- Reader’s Theatre “We Love Animals!” (6-12)
- Word Magic Sheets (6-1; 6-2; 6-5; 6-6; 6-9; 6-10)
- 100 Wonderful Word Sheets (6-3; 6-7; 6-11)
- Writing Sheets (6-3; 6-7; 6-11)

If you are beginning your instruction with Set 6, you will also need to print the last 100 Wonderful Word Sheet from Set 5 (100 Wonderful Words 5-11).

“WHERE IS A SNAIL’S NOSE?” (6-1)

A snail can smell leaves to eat. Here is one eating the leaves on a plant.

A snail can smell a safe place to hide. Here it is hiding.

A snail does not have a nose. But it can smell. A snail uses its skin to smell.

First Reading of “Where Is a Snail’s Nose?”

- Read the title, “Where Is a Snail’s Nose?”, to your student, and have him predict what the book will be about. Have your student find the words—*snail*, *nose*—in the book.
- Talk with your student about what is happening in the pictures. Where is the snail? What is it doing? Then have him scan the text, and find the words *skin*, and *smell*.
- After finding the title, and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have him finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word.

- Give your student Word Magic Sheet 6-1. Have him read the words *all*, *will*, and *walk*, and identify the underlined patterns, a-l-l, i-l-l, and a-l-k.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *still* *stall* *stalk* *chill* *chalk*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes, and say the following words: *talk* *tall* *fall* *fill* *grill*. As you say each word have him decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell, and read all the rhyming words in each column.

“a-l-l, all; s-t-a-l-l, stall; t-a-l-l, tall; f-a-l-l, fall”

“w-i-l-l, will; s-t-i-l-l, still; c-h-i-l-l, chill; f-i-l-l, fill; g-r-i-l-l, grill”

“w-a-l-k, walk; s-t-a-l-k, stalk; c-h-a-l-k, chalk; t-a-l-k, talk”

By doing lots of magic word lessons, your student will learn that you can read, and spell lots of words by thinking of words you know that rhyme, and have the same spelling pattern.

Word Magic 6-1

all	will	walk

“BEAKS” (6-2)

Birds have beaks, not noses. Some birds have huge beaks. Some birds have little beaks. This bird has a huge beak. But a huge beak does not mean that a bird can smell well. Many birds cannot smell very well. Birds use their eyes to find food to eat.

Silent Reading, and Comprehension Check

Before reading this new book, have your student reread “Where Is a Snail’s Nose?”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “Beaks”

- Read the title, “Beaks”, to your student, and have him predict what the book will be about. Have your student find the title words—beak, and “Beaks”—in the book.
- Talk with your child about what is happening in the pictures. Point out that the bird has a beak instead of a nose. Have him scan the text, and find the words noses, eyes, smell, and bird.
- After finding the title, and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word.

- Give your student Word Magic sheet 6-2. Have your student read the words *look*, *black*, and *make*, and identify the underlined patterns, o-o-k, a-c-k, and a-k-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *brake brook crook crack took*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes, and say the following words: *back bake book shook shake*. As you say each word, have him decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell, and read all the rhyming words in each column.

“l-o-o-k, look; b-r-o-o-k, brook; c-r-o-o-k, crook; t-o-o-k, took; b-o-o-k, book;

s-h-o-o-k, shook”

“m-a-k-e, make; b-r-a-k-e, brake; b-a-k-e, bake; s-h-a-k-e, shake”

“b-l-a-c-k, black; c-r-a-c-k, crack; b-a-c-k, back”

By doing lots of magic word lessons, your student will learn that you can read, and spell lots of words by thinking of words you know that rhyme, and have the same spelling pattern.

Word Magic 6-2

look	black	make

“ELEPHANT’S TRUNK” (6-3)

An elephant’s nose is called a trunk. It can smell things just like you can smell things with your nose.

Look at the elephant grab leaves to eat with its trunk. Can you eat with your nose?

Look at the elephant as it says “Hi” with its trunk. Can you say “Hi” with your nose?

Silent Reading, and Comprehension Check

Before reading this new book, have your student reread “Where Is a Snail’s Nose?”, and “Beaks”. For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “Elephant’s Trunk”

- Read the title, “Elephant’s Trunk”, to your student, and have him predict what the book will be about. Have your student search for the words—*elephant, trunk*—in the book.
- Talk with your student about what is happening in the pictures. What is the elephant doing with its trunk? Then have him scan the text, and find the words *hi, eat, and smell*.
- After finding the title, and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (6-3), and have him find, and pronounce the new bold words, *here, eat, find, and your*. Have him reread “Where Is a Snail’s Nose?”, “Beaks”, and “Elephant’s Trunk”, and find these new words in these books.

Point to these words in the books, *hide, skin, called, say*. Have your student find the words on the 100 Wonderful Words Sheet that rhyme, and have the same spelling pattern: *ride, in, all, play*.

Writing, and Rereading Without Pictures

- Have your student reread “Where Is a Snail’s Nose?”, “Beaks”, and “Elephant’s Trunk” in the versions without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence, and figure out the word by thinking about what word would have these letters, and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words Sheet, and read all the words on that sheet.
- Give him Writing Sheet 6-3. Have him identify the pictures, and read the picture words. Talk with him about the different body parts the animals have. Have him write some

sentences that tell how these animals use their body parts to smell, find food, and eat. Help your student spell words that are not picture words or on his 100 Wonderful Words Sheet.

100 Wonderful Words (6-3)

A	and	am	are	at	all		
B	black	but	big				
C	can	come	children				
D E	down	do	did			eat	
F	for	from	find				
G	go	get					
H	have	he	has	here			
I J	it	is	in		just		
K L			like	little	look		
M N	my	make				not	
O	of	on	off	out			
P Q R	play				run	ride	
S	some	see	stop	she			
T	the	this	to	they	these		
U V	up			very			
W	we	with	was	walk	what	will	
X Y Z		you	your				

Writing and Rereading Without Pictures

These animals all have different body parts. Write some sentences about how these animals use their body parts to smell, find food, and eat. Ask your tutor or parent to help with other words you need to spell.



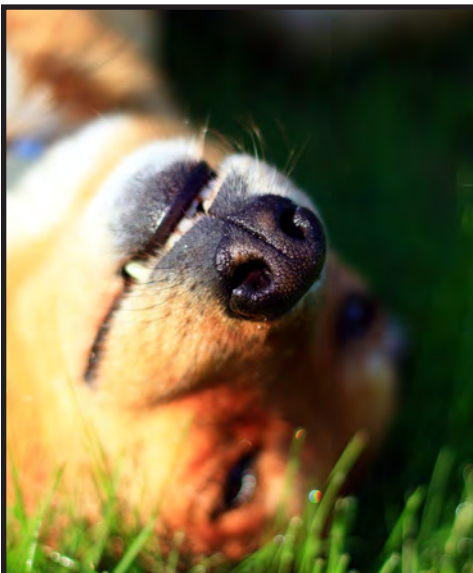
snail



elephant



bird



nose



beak



feet



eyes



skin

“STOMP! STOMP! STOMP!” (6-5)

Elephants have feet just like you and me. They have four feet. I only have two.
 See elephants have nails on their feet too! They only have two or three. I have five.
 I put on my boots. Elephants do not need boots to stomp, stomp, stomp in the rain.

First Reading of “Stomp! Stomp! Stomp!”

- Read the title, “Stomp! Stomp! Stomp!”, to your student, and have her predict what the book will be about. Have your student search for the title word—*stomp*—in the book.
- Talk with your student about what is happening in the pictures. Have her count the nails on the elephant’s feet, and find the words *elephants*, *feet*, and *nails*.
- After finding the title, and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student the Word Magic sheet 6-5. Have your student read the words *eat*, *at*, and *not*, and identify the underlined pattern, e-a-t, a-t, and o-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *treat trot beat bat spot*
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes, and say the following words: *hat hot heat cheat chat*. As you say each word, have her decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell, and read all the rhyming words in each column.

Word Magic 6-5

eat	at	not

“SNAIL’S FOOT” (6-6)

Look at my pet snail move. See how my snail uses its one foot to move from place to place?
 Look at my snail move upside down! See how my snail leaves its slime behind him?
 I find my snail by looking for its slime. There is my snail!

Silent Reading, and Comprehension Check

Before reading this new book, have your student reread “Stomp! Stomp! Stomp!”. For the rereading, ask the child to read it “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

First Reading of “Snail’s Foot”

- Read the title, “Snail’s Foot”, to your student, and have her predict what the book will be about. Have your student find the title words—*snail*, *foot*—in the book, and point to, and say these words.
- Talk with your child about what is happening in the pictures. Tell your student that snails leave slime behind them when they move, and have your student words *slime*, and *move*.
- After finding the title, and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student the Word Magic sheet 6-6. Have your student read the words *did*, *ride*, and *find*, and identify the underlined patterns, i-d, i-d-e, and i-n-d.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *slid slide side bride mind*
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes, and say the following words: *hid hide kid kind wide*. As you say each word, have her decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell, and read all the rhyming words in each column.

Word Magic 6-6

did	ride	find

“BIRD’S FEET” (6-7)

Birds have many kinds of feet. Ducks have feet that help them swim.

Eagles have feet that help them grab onto parts of trees. They can sit at the top of the tree and not fall down.

My feet do not let me swim as fast as ducks or stay in trees like eagles. But I have feet that let me run and hop!

Silent Reading, and Comprehension Check

Before reading this new book, have your student reread “Stomp! Stomp! Stomp!”, and “Snail’s Foot”. For the rereading, ask the child to read it “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

First Reading of “Bird’s Feet”

- Read the title, “Bird’s Feet”, to your student, and have her predict what the book will be about. Have your student find the title words—*birds*, *feet*—each time they occur in the text, and point to, and say these words.
- Talk with your student about what is happening in the pictures. Have her identify the eagle, and the duck, and find the words *eagles*, and *ducks*.
- After finding the title, and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have her finish the sentence. Then, help her figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (6-7), and have your student find, and pronounce the new bold words, *there*, *that*, and *how*. Have her quickly reread “Stomp! Stomp! Stomp!”, “Snail’s Foot”, and “Bird’s Feet”, and find these words in these three books.

Writing, and Rereading Without Pictures

- Have your student reread “Stomp! Stomp! Stomp!”, “Snail’s Foot”, and “Bird’s Feet” in the version without pictures. If your student can’t figure out a word or mispronounces a word, have her reread the sentence, and figure out the word by thinking about what word would have these letters, and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words Sheet, and read all the words on that sheet.
- Give her Writing Sheet 6-7. Have her identify the pictures, and read the picture words. Have her write three or four sentences about how these animals use their feet. Tell her to use the picture words, and 100 Wonderful Words Sheet for spelling support. Help her spell any word that is not a picture word, and is not on the 100 Wonderful Words Sheet.

100 Wonderful Words (6-7)

A	and	am	are	at	all		
B	black	but	big				
C	can	come	children				
D E	down	do	did			eat	
F	for	from	find				
G	go	get					
H	have	he	has	here	how		
I J	it	is	in		just		
K L			like	little	look		
M N	my	make				not	
O	of	on	off	out			
P Q R	play				run	ride	
S	some	see	stop	she			
T	the	this	to	they	these	there	that
U V	up			very			
W	we	with	was	walk	what	will	
X Y Z		you	your				

Writing 6-7

Snails, elephants, birds, and people all have feet. What do you use your feet for? What do the other animals use their feet for? Write some sentences about how you, and these animals use their feet, and how they move. Ask your tutor or parent to help with other words you need to spell.



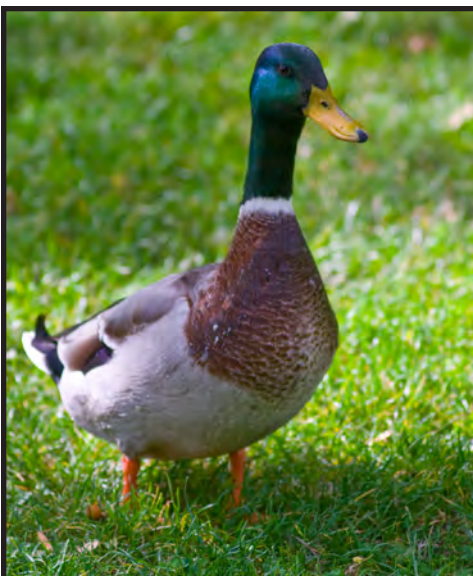
snail



elephant



bird



duck



beak



feet

“HIGH IN THE SKY” (6–9)

An eagle flies high in the sky. It is looking for food to eat. Can an eagle smell a fish as it flies high in the sky?

No, an eagle cannot smell a fish from high in the sky.

An eagle uses its eyes to find food to eat. It can see the fish.

First Reading of “High in the Sky”

- Read the title, “High in the Sky”, to your student, and have him predict what the book will be about. Have your student search for the words, *high*, and *sky*, and find these words in the book.
- Talk with your student about what is happening in the pictures. Tell your child that the eagle is looking for fish to eat, and then have him find the words *eagle*, and *fish*.
- After finding the title, and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student Word Magic sheet 6-9. Have your student read the words *how*, *play*, and *my*, and identify the underlined patterns, o-w, a-y, and y.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *try tray cow chow shy*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes, and say the following words: *now play plow wow way*. As you say each word, have him decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell, and read all the rhyming words in each column.

Word Magic 6-9

how	play	my

“EYES ON TOP” (6-10)

Some snails have two eyes. Other snails have more than two eyes. But all snails have their eyes on top of stalks.

The stalks with eyes can bend. They can move up or down. They can move from side to side.

The snail moves its head slowly. The eyes on the top of stalks lets a snail see all around it.

Silent Reading, and Comprehension

Before reading this new book, have your student reread “High in the Sky”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “Eyes on Top”

- Read the title, “Eyes on Top”, to your student, and have him predict what the book will be about. Have your student find the words—*eyes*, *on*, *top*—in the book.
- Talk with your child about what is happening in the pictures. Tell him that a snail’s eyes are on top of stalks, and have him find the words *snails*, and *stalks*.
- After finding the title, and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student Word Magic Sheet 6-10. Have your student read the words *how*, *down*, and *find*, and identify the underlined patterns, o-w, o-w-n, and i-n-d.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *clown crown plow blind grind*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes, and say the following words: *cow now brown kind town*. As you say each word, have him decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell, and read all the rhyming words in each column.

Word Magic 6-10

how	down	find

“ELEPHANT EYES” (6-11)

The elephant is the biggest animal that lives on land. The ears and nose of an elephant are huge.

An elephants’ eyes are not huge like its ears and nose. An elephant’s eyes are just a little bigger than your eyes.

You can see better than an elephant. But you cannot hear things as well as an elephant. You cannot smell things as well as an elephant.

Silent Reading, and Comprehension

Before reading this new book, have your student reread “High in the Sky”, and “Eyes on Top”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “Elephant Eyes”

- Read the title, “Elephant Eyes”, to your student, and have him predict what the book will be about. Have him find the words, *elephant*, and *eyes* in the book.
- Talk with your student about what is happening in the pictures. Remind him that an elephant’s trunk is its nose. Have him notice that the elephant’s nose, and ears are huge, and then scan the text, and find the words *ears*, *nose*, and *huge*.
- After finding the picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters, and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (6-11), and have him find, and pronounce the new bold words, *fish*, *move*, *more*, and *thing*. Have him reread “High in the Sky”, “Eyes on Top”, and “Elephant Eyes”, and find these words in these books.

Writing, and Rereading Without Pictures

- Have your student reread “High in the Sky”, “Eyes on Top”, and “Elephant Eyes” in the version without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence, and figure out the word by thinking about what word would have these letters, and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words Sheet, and read all the words on that sheet.
- Give him Writing Sheet 6-11. Have him write some sentences to tell how these animals use their ears, eyes, and noses to help them find food. Have him use his 100 Wonderful

Words Sheet, and the picture words for spelling support. Help him spell any word that is not a picture word, and is not on the 100 Wonderful Words Sheet.

100 Wonderful Words (6-11)

A	and	am	are	at	all		
B	black	but	big				
C	can	come	children				
D E	down	do	did			eat	
F	for	from	find	fish			
G	go	get					
H	have	he	has	here	how		
I J	it	is	in		just		
K L			like	little	look		
M N	my	make	move	more		not	
O	of	on	off	out			
P Q R	play				run	ride	
S	some	see	stop	she			
T	the	this	to	they	these	there	that
	thing						
U V	up			very			
W	we	with	was	walk	what	will	
X Y Z		you	your				

Writing 6-3

These animals all have different body parts. Write some sentences about how these animals use their body parts to smell, find food, and eat. Ask your tutor or parent to help with other words you need to spell.



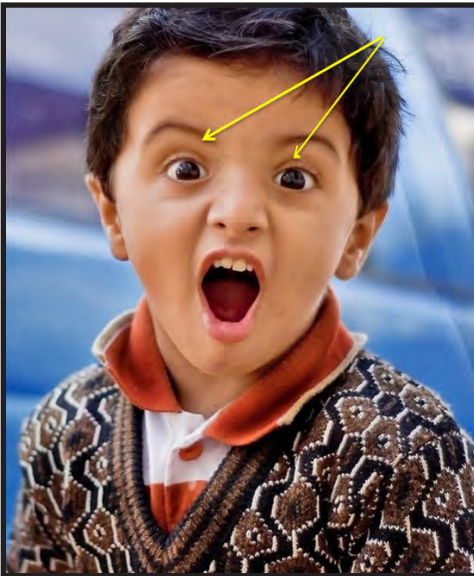
snail



elephant



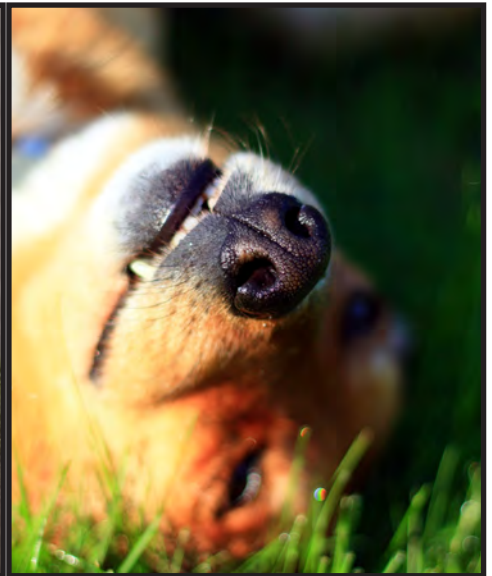
eagle



eyes



ears



nose

READER'S THEATER "WE LOVE ANIMALS!" 6-10 (CULMINATING ACTIVITY FOR SET 6)

The Reader's Theater piece is intended for you, and your student to read together, and provides additional practice reading common words, and decoding words that rhyme with known words.

- Begin the lesson by reading the title, and having your student read the title with you. Next, have your student take out her most recent 100 Wonderful Words Sheet, and refer to it to highlight all the words on the 100 Wonderful Words Sheet that are in the text.
- Once these words are highlighted, underline the words three, pet, pets, cat, got, an, flying, sky, land, than, hide, top, skin, lot, stalks, side, and so. Have your student find the words on her 100 Wonderful Words Sheet that have the same spelling pattern as the words you underlined, and use these words (*see*, *get*, *at*, *not*, *can*, *my*, *and*, *in*, *ride*, *walk*, *stop*, and *go*) to decode the rhyming words.
- Once the words are highlighted, and underlined, let your student decide if she wants to be Reader 1 or Reader 2, and read the play together. Read it a second time, switching parts.

"We Love Animals!"

Reader 1: Do you like animals?

Reader 2: I love animals. I have three pets. I have two dogs, and a cat.

Reader 1: I do not have any pets. But I got to pet an eagle at the zoo once. I like eagles.

Reader 2: Really?

Reader 1: Yes, did you know that eagles use its eyes to find food to eat? When the eagle is flying high in the sky it can see a fish in the water!

Reader 2: I got to pet an elephant at the zoo once. Did you know that elephants are the biggest animal that lives on land? It has huge ears, and a huge nose. But its eyes are just a little bigger than your eyes. I like elephants a lot.

Reader 1: I like elephants, too. Look! Do you see what I see?

Reader 2: It's a snail!

Reader 1: I like to look at snails. Did you know that snails do not have a nose like we do?

Reader 2: Can it smell?

Reader 1: Yes. It uses its skin to smell. It can smell leaves to eat, and a safe place to hide. Some snails have two eyes, and some snails have more than two eyes!

Reader 2: Look at the snail bend its eyes!

Reader 1: Yes, and the snail's eyes are on top of stalks. The stalks can bend up, and down, and from side to side, too.

Reader 2: So they can see all around!

Reader 1: I love animals!

Reader 2: I do, too!

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