

# TEACH YOUR CHILD LESSONS

## BeginningReads

### Set 7

The nine books in this set all relate to school. 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 using spelling patterns from words they know.

To prepare for reading lessons, download and print all the Set 7 materials:

- Nine books downloadable at [www.textproject.org/BeginningReads](http://www.textproject.org/BeginningReads)
  - › What Did You Do Today? (7-1)
  - › Three Apples (7-2)
  - › The Bell Rings (7-3)
  - › A Card for My Teacher (7-5)
  - › Class Pet (7-6)
  - › Maps and Globes (7-7)
  - › Art (7-9)
  - › Where are my Things? (7-10)
  - › Story Time (7-11)
- Text-only versions of these nine books
- Reader's Theatre "Friends" (7-12)
- Word Magic sheets (7-1; 7-2; 7-5; 7-6; 7-9; 7-10)
- 100 Wonderful Word sheets (7-3; 7-7; 7-11)
- Writing sheets (7-3; 7-7; 7-11)

If you are beginning your instruction with Set 7, you will also need to print the last 100 Wonderful Word sheet from Set 6 (100 Wonderful Words 6-11).

## WHAT DID YOU DO TODAY? (7-1)

I went to school today. I made new friends. We read a book about three little pigs.

Our teacher showed us how to play a new game. The game was red light, green light.

After school, I played with my best friend. I had fun at school today. I also had fun after school. I had a good day!

### First Reading of “What Did You Do Today?”

- Read the title, “What Did You Do Today?”, to your student and have him predict what the book will be about.
- Talk with your student about what is happening in the pictures. Where are the children? What are they doing? Then have him scan the text and find the words *school*, *book*, *game*, and *friends*.
- 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 7-1. Have him read the words *fish*, *thing*, and *big* and identify the underlined patterns, i-s-h, i-n-g, and i-g.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *wig* *wing* *wish* *swish* *swing*.
- 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: *dish* *dig* *rig* *ring* *bring*. 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.

“f-i-s-h, fish; w-i-s-h, wish; s-w-i-s-h, swish; d-i-s-h, dish”

“t-h-i-n-g, thing; w-i-n-g, wing; s-w-i-n-g, swing; r-i-n-g, ring; b-r-i-n-g, bring”

“b-i-g, big; w-i-g, wig; d-i-g, dig; r-i-g, rig”

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 7-1**

fish	thing	big

## THREE APPLES (7-2)

I had three apples when I went to school today. I gave one apple to my teacher. I have two apples left.

My friend likes to eat apples. I asked if he would like an apple. He said “Yes!” I have one apple left.

I ate one apple when I got home. Now, I do not have any apples left.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “What Did You Do Today?”. 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 “Three Apples”

- Read the title, “Three Apples”, to your student and have him predict what the book will be about. Have your student find the title words—*three* and *apples*—in the book.
- Talk with your child about what is happening in the pictures. Have him scan the text and find the words *teacher*, *school*, and *friend*.
- 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 7-2. Have your student read the words more, how and out and identify the underlined patterns, o-r-e, o-w, and o-u-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *sore score scout shout shore*.
- 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: *tore store cow now chore*. 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.

“m-o-r-e, more; s-o-r-e, sore; s-c-o-r-e, score; s-h-o-r-e, shore; t-o-r-e, tore; s-t-o-r-e, store”

“h-o-w, how; c-o-w, cow; n-o-w, now”

“o-u-t, out; s-c-o-u-t, scout; s-h-o-u-t, shout ”

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 7-2**

more	how	out

## THE BELL RINGS (7-3)

The bell rings. It is time to go to class. I say “Hi” to my teacher and friends.

The bell rings. It is time to eat lunch. All the children walk down the hall to eat their lunches.

The bell rings. It is time to go home. I walk to the school bus. I say “Bye” to my teacher and friends.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “What Did You Do Today?” and “Three Apples”. 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 “The Bell Rings”

- Read the title, “The Bell Rings”, to your student and have him predict what the book will be about. Have your student search for the words—*the, bell, rings*—in the book.
- Talk with your student about what is happening in the pictures. Where are the children? What are they doing? Then have him scan the text and find the words *bus, teacher, lunch, and friends*.
- 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 (7-3) and have him find and pronounce the new words, *good, said, time, and went*. Have him reread “What Did You Do Today?”, “Three Apples”, and “The Bell Rings” and find these three new words in these books.

### Writing and Rereading Without Pictures

Have your student reread “What Did You Do Today?”, “Three Apples”, and “The Bell Rings” 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 7-3. Talk with your student about what he likes to do at school and at home. Have him write a few sentences telling what he likes to do. Help your student spell words that are not on the Writing sheet or on his 100 Wonderful Words sheet.

## 100 Wonderful Words (7-3)

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

### Writing 7-3

What do you like to do at school? What do you like to do after school and on the weekends? Write a few sentences to tell about your favorite activities at school and at home. If you like, draw a picture of these things. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

<b>play</b>	<b>game</b>	<b>ride</b>	<b>bike</b>	<b>skateboard</b>
<b>sports</b>	<b>friend</b>	<b>read</b>	<b>book</b>	<b>computer</b>

## A CARD FOR MY TEACHER (7-5)

I want to make a card for my teacher. I take some pens and paper.

I cut up shapes. I put the shapes onto the paper. Then I write a note with my pen.

The note to my teacher says, “Thank you.” I hope my teacher likes the card.

### First Reading of “A Card for My Teacher”

- Read the title, “A Card for My Teacher”, to your student and have her predict what the book will be about. Have your student search for the title words—*a, card, for, my, teacher*—in the book.
- Talk with your student about what is happening in the pictures. Have her read the words, *Thank You*, on the note the child writes on the teacher’s card. Then have her scan the text and find the words *pen*, and *paper*.
- 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 7-5. Have your student read the words *time*, *am*, and *and* and identify the underlined pattern, *i-m-e*, *a-m*, and *a-n-d*.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *band brand Pam spam crime*
- 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: *dime dam land lime stand*. 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 7-5**

time	am	and

## CLASS PET (7-6)

The class wants a class pet. Some children want a pig. But a pig is too big for a class pet. Some people want a dog for a class pet. But a dog will be sad when the class goes home. How about fish? Fish will not be sad when we go home. Everyone in the class likes fish!

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “A Card for My Teacher”. 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 “Class Pet”

- Read the title, “Class Pet”, to your student and have her predict what the book will be about. Have your student find the title words—*class*, *pet*—in the book and point to and say these words.
- Talk with your child about what is happening in the pictures. Have her identify the animals and find the words *dog*, *pig*, and *fish*.
- 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 7-6. Have your student read the words *went*, *but*, and *eat* and identify the underlined patterns, e-n-t, u-t, and e-a-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *bent beat shut sent spent*.
- 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: *dent tent nut neat cheat*. 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 7-6**

went	but	eat

## MAPS AND GLOBES (7-7)

Our teacher has a globe of the world. We use the globe to learn about the world.

We find places on the globe where it is very cold. We also find places where it is very hot.

We find our town on the globe. Our town is a little dot on the globe. But it is the best place of all.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “A Card for My Teacher”, and “Class Pet”. 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 “Maps and Globes”

- Read the title, “Maps and Globes”, to your student and have her predict what the book will be about. Have your student find the word, *globe*, each time in the book.
- Talk with your student about what is happening in the pictures. Have her scan the text and find the words *place*, *places*, and *world*.
- 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 (7-7) and have your student find and pronounce the new bold words, *about*, *best*, *teacher*, and *want*. Have her quickly reread “A Card for My Teacher”, “Class Pet”, and “Maps and Globes” and find these words in these three books.

### Writing and Rereading Without Pictures

- Have your student reread “A Card for My Teacher”, “Class Pet”, and “Maps and Globes” 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 7-7. Talk with your student about what she thinks make good pets to have at home and at school. Have her write a few sentences about pets. Help your student spell words that are not on the writing sheet or on her 100 Wonderful Words sheet.

## 100 Wonderful Words (7-7)

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

### Writing 7-7

Do you have a pet? Does your class have a pet? What do you think makes a good pet for home? What would be a good pet for school? Write a few sentences to tell what you think about pets. If you like, draw a picture of these pets. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

<b>dog</b>	<b>cat</b>	<b>fish</b>	<b>horse</b>	<b>gerbil</b>
<b>bird</b>	<b>pig</b>	<b>turtle</b>	<b>iguana</b>	<b>hamster</b>

## ART (7-9)

In art class, we get to paint. I paint a picture of me playing with my dog.

In art class, we cut out shapes from paper. I cut out lots of stars. I make a picture of me looking at the stars.

In art class, we make things with clay. I shape my clay into a tray. I love art class!

### First Reading of “Art”

- Read the title, “Art”, to your student and have him predict what the book will be about. Have your student find the title word, *art*, in the book.
- Talk with your student about what is happening in the pictures. Have him scan the text and find the words *paint*, *picture*, *shapes*, *stars*, and *clay*.
- 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 7-9. Have your student read the words best, went, and just and identify the underlined patterns, e-s-t, e-n-t, and u-s-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: tent test bent bust chest
- 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: rust trust rent sent must. 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 7-9**

best	went	just

## WHERE ARE MY THINGS? (7-10)

Where is my pencil? I need it to write my name. I write my name at the top of the paper.

Where is my red pen? I need it to draw a picture of my red ball. I like to play with my red ball.

Where is my paper? I need to give it to my mom. It says I had a good day at school.

### Silent Reading and Comprehension

Before reading this new book, have your student reread “Art”. 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 “Where Are My Things?”

- Read the title, “Where Are My Things?”, to your student and have him predict what the book will be about. Have your student find the words, where, and my, in the book.
- Talk with your child about what is happening in the pictures. Then have him scan the text, and find the words *pen*, *pencil*, *paper*, and *picture*.
- 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 7-10. Have your student read the words best, but, and just and identify the underlined patterns, e-s-t, u-t, and u-s-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *nut nest shut pest chest*
- 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: *rest rut rust trust crust*. 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 7-10**

best	but	just

## “STORY TIME” (7-11)

Everyone loves story time at school. The children love to hear the teacher read to them. On some days, the teacher picks the book. On some days, the children pick the book. All the children sit still when the teacher reads. At the end of the book, all the children clap.

### Silent Reading and Comprehension

Before reading this new book, have your student reread “Art” and “Where are my Things?”. 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 “Story Time”

- Read the title, “Story Time”, to your student and have him predict what the book will be about. Have him find the words, *story*, and *time* in the book.
- Talk with your student about what is happening in the pictures. Then have your student scan the text and find the words *children*, and *teacher*.
- 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 (7-11) and have him find and pronounce the new bold words, *had*, *star*, *pick*, and *where*. Have him reread “Art”, “Where Are My Things?”, and “Story Time” and find these words in these books.

### Writing and Rereading Without Pictures

- Have your student reread “Art”, “Where Are My Things?”, and “Story Time” 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 7-11. Talk with your student about what art activities he likes to do. Have him write a few sentences telling what he likes to do. Help your student spell words that are not on the Writing sheet or on his 100 Wonderful Words sheet.

## 100 Wonderful Words (7-11)

A	and	am	are	at	all	about	
B	black	but	big	<b>best</b>			
C	can	come	children				
D E	down	do	did			eat	
F	for	from	find	fish			
G	go	get	good				
H	have	he	has	here	how	<b>had</b>	
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	<b>pick</b>			run	ride	
S	some	see	stop	she	said	<b>star</b>	
T	the	this	to	they	these	there	that
	thing	time	teacher				
U V	up			very			
W	we	with	was	walk	what	will	went
	want	<b>where</b>					
X Y Z		you	your				

## Writing 7-11

Do you like art? Do you like to draw pictures? Do you like to paint or make things out of clay. Write a few sentences to tell about your favorite art activities. If you like, draw a picture of these things. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

<b>art</b>	<b>draw</b>	<b>paint</b>	<b>picture</b>	<b>pen</b>
<b>pencil</b>	<b>marker</b>	<b>crayon</b>	<b>clay</b>	<b>shape</b>

## READER'S THEATER "FRIENDS" 7-12 (CULMINATING ACTIVITY FOR SET 7)

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 day, me, books, sat, clay, ball, fun, hot, 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 (play, he, we, look, at, all, run, 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.

### "Friends"

Reader 1: What did you do today?

Reader 2: I went to school. What did you do?

Reader 1: I went to school, too. It was my first day at my new school.

Reader 2: Did you make friends?

Reader 1: Yes. I made two new friends. They helped me do many things. They showed me how to play a new game. They also showed me the books they like to read. I sat with them at lunch. At the end of the day, they showed me where my bus stops.

Reader 2: It's good to have the help of friends. At my school I have two friends, too.

Reader 2: Did you have art class today?

Reader 1: Yes. We make things out of clay. Did you play with your friends outside?

Reader 2: Yes. We all played ball. That was fun! Did you play outside?

Reader 1: We played outside. It was so hot in the class that the teacher had story time outside. We all love to hear the teacher read.

Reader 2: What kind of book is he reading?

Reader 1: It's a book about a dog that can read and write! The dog goes to school. My friends and I love the story. Did your teacher read to the class today?

Reader 2: Yes. My teacher read a book about stars. I like the stars. I am going to read more about them. One of my friends is going to write a book on stars. I am going to help.

Reader 1: It's good to have friends.

Reader 2: Yes, and it's good to have you for a friend.

Reader 1: You, too.