

# TEACH YOUR CHILD LESSONS

## BeginningReads

### Level 4

The nine books in this set all relate to vehicles. 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.

To prepare for reading lessons, download and print all the Level 4 materials:

- Nine books downloadable at [www.textproject.org/BeginningReads](http://www.textproject.org/BeginningReads)
  - › “It’s Time to Go” (4-1)
  - › “Red and Green” (4-2)
  - › “On and Off” (4-3)
  - › “Van or Bus” (4-5)
  - › “Just Right” (4-6)
  - › “Big and Little” (4-7)
  - › “School” (4-9)
  - › “Trucks” (4-10)
  - › “Trucks, Vans, and Buses” (4-11)
- Print-only versions of these nine books
- Reader’s Theatre “Going to School”
- Word Magic Sheets (4-1; 4-2; 4-5; 4-6; 4-9; 4-10)
- 100 Wonderful Word Sheets (4-3; 4-7; 4-11)
- Writing Sheets (4-3; 4-7; 4-11)

If you are beginning your instruction with Set 4, you will also need to print the last 100 Wonderful Words sheet from Set 3 (100 Wonderful Words 3-11).

## “IT’S TIME TO GO” (4-1)

It’s time. It’s time. It’s time to ride in the van.  
It’s time. It’s time. It’s time to ride on the bus.  
It’s time. It’s time. “It’s Time to Go” to school!

Download the entire Level 4 of *BeginningReads* student texts at  
[www.textproject.org/BeginningReads](http://www.textproject.org/BeginningReads)

### First Reading of “It’s Time to Go”

- Read the title, “It’s Time to Go”, to your student and have him predict what the book will be about. Have your student find the title words—*it’s*, *time*, *to*, *go*—each time they occur in the book and point to and say each word.
- Talk with your student about what is happening in the pictures. Where are the children? What are they doing? Have him point to the pictures of the van and the bus. Then have him scan the text and find the words *van* and *bus*.
- 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.
- When your student has finished reading the book, have him locate the words *the*, *in*, *on*, and *to* on his most recent 100 Wonderful Words sheet (3-3) and count how many times these words occur in this book.
- Point to the word *van* in the book and have your child find the word with the same spelling pattern (*can*) on his 100 Wonderful Words sheet. Have him pronounce both words, *can* and *van*, and notice that these words rhyme and have the same spelling pattern, a-n.

### 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 4-1. Have him read the words *all*, *at*, and *it* and identify the underlined patterns, a-l-l, a-t, and i-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *sat* *sit* *call* *small* *tall*
- 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: *bit bat fat fit fall*. 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-t, at; s-a-t, sat; b-a-t, bat; f-a-t; fat”
  - “i-t, it; b-i-t, bit; s-i-t, sit; f-i-t, fit”
  - “a-l-l, all; c-a-l-l, call; s-m-a-l-l, small; t-a-l-l, tall; f-a-l-l, fall”

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 4-1

all	at	in

## “RED AND GREEN” (4-2)

The light is red. The van stops. The truck stops.  
The light is green. The van goes. The truck goes.  
Red light, stop. Green light, go.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “It’s Time to Go” (4-1). 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 “Red and Green”

- Read the title, “Red and Green”, to your student and have him predict what the book will be about. Have your student find the title words—*red*, and, *green*—each time they occur in the book and point to and say these words.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the light, the van and the truck and then scan the text and find the words *light*, *van*, and *truck*.
- 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.
- When your student has finished reading the book, have him locate the words *the* and *is* on his most recent 100 Wonderful Words sheet and count how many times these words occur in this book.
- Point to the word *van* in the book and have your child find the word with the same spelling pattern (*can*) on his 100 Wonderful Words sheet. Have him pronounce both words, *can* and *van* and notice that these words rhyme and have the same spelling pattern, a-n.

### Word Magic

- Give your student Word Magic sheet 4-2. Have your student read the words *at*, *am*, and *all* and identify the underlined patterns, a-t, a-m, a-l-l.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *hat ham hall mall small*
- 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: *rat ram tram call ball*. 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-t, at; h-a-t, hat; r-a-t, rat”

“a-m, am; h-a-m, ham; r-a-m, ram; tr-a-m, tram;”

“a-l-l, all; ha-l-l, hall; ma-l-l, mall; s-m-a-l-l, small; c-a-l-l, call; b-a-l-l, ball”

Word Magic 4-2

am	at	all

## “ON AND OFF” (4-3)

The bus stops. The children get on the bus.

The bus goes and goes. It goes and goes.

The bus stops. The children get off the bus. It's time for school.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “It's Time to Go” and “Red and Green”. 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 “On and Off”

- Read the title, “On and Off”, to your student and have him predict what the book will be about. Have your student search for the title words—*on*, *and*, *off*—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 your student point to the pictures of the children, and the bus. Then have him scan the text and find the words *children* and *bus*.
- 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.
- When your student has finished reading the book, have him locate the words *the*, *and*, *on*, and *it* on his most recent 100 Wonderful Words sheet and count how many times these words occur in this book.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (4-3) and have him find and pronounce the new bold words, *go*, *off*, *ride*, and *stop*. Have him reread “It's Time to Go” (4-1), “Red and Green” (4-2), and “On and Off” (4-3) and find these four new words in these books.



## 100 Wonderful Words (4-3)

A	and	am	are	at	all		
B	black						
C	can						
D E	down						
F							
G	go						
H	have	he	has				
I J	it	is	in		just		
K L			like				
M N	my					not	
O	of	on	off				
P Q R	play				run	ride	
S	some	see	stop				
T	the	this	to				
U V	up						
W	we	with	was	walk			
X Y Z		you					

**Writing and Rereading Without Pictures**

- Have your student reread “It’s Time to Go” (4-1), “Red and Green” (4-2) and “On and Off” (4-3) 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 4-3. Have him identify the pictures and read the picture words. Talk with him about how he comes to school and how he gets home. How do his friends come to school and get home? Have him write two or three sentences about this, using the 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.

## “VAN OR BUS” (4-5)

Some days, Mom and I go in the van. Mom drives. I ride.

Some days, Mom and I go on the bus. I ride.

But Mom does not drive the bus. Mom rides too.

### First Reading of “Van or Bus”

- Read the title, “Van or Bus,” to your student and have her predict what the book will be about. Have your student search for the title words—*van*, *or*, *bus*—each time they occur in the text and point to and say each word.
- Talk with your student about what is happening in the pictures. Who are the people? What are they doing? Have your student point to the pictures of the mom. Then have her scan the text and find the word *mom*.
- 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.
- When your student has finished reading the book, have her locate the words *not*, *go*, *ride*, and *rides* on her most recent 100 Wonderful Words sheet and count how many times these words occur in this book.

### Word Magic

- Give your student the Word Magic sheet 4-5. Have your student read the words *like*, *ride*, and *my* and identify the underlined pattern, i-k-e, i-d-e, and y.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *hike* *hide* *cry* *strike* *spy*
- 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: *try* *fly* *side* *slide* *bike*. 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.
  - “l-i-k-e, like; h-i-k-e, hike; s-t-r-i-k-e, strike; b-i-k-e, bike”
  - “r-i-d-e, ride; h-i-d-e, hide; s-i-d-e, side; s-l-i-d-e, slide”
  - “m-y, my; c-r-y, cry; s-p-y, spy; t-r-y, try; f-l-y, fly”

Word Magic 4-5

like	ride	my

## “JUST RIGHT” (4-6)

The children are going on a trip. Can they take the van?

No, the van is too small. Can they take the bus?

Yes, it is just right. All of the children can go on the trip!

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Van or Bus” (4-6). For the rereading, ask the child to read it silently “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Just Right”

- Read the title, “Just Right,” to your student and have her predict what the book will be about. Have your student find the title words—*just*, *right*—every time they occur in the text and point to and say these words.
- Talk with your child about what is happening in the pictures. Have her point to the pictures of the children, the van and the bus and then scan the text and find the words *children*, *van*, and *bus*.
- 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.
- When your student has finished reading the book, have her locate the words *are*, *can*, *go*, and *all* on her most recent 100 Wonderful Words sheet and count how many times these words occur in this book.
- Point to the word *small* in the book and have your child find the word with the same spelling pattern (*all*) on her 100 Wonderful Words sheet. Have her pronounce both words, *all* and *small*, and confirm that these words rhyme and have the same spelling pattern, a-l-l.
- Point to the word *going* in the book and have your child find the word *go* and *talk* about how *going* is the word *go* with the i-n-g ending.

### Word Magic

- Give your student the Word Magic sheet 4-6. Have your student read the words *go*, *stop*, and *ride* and identify the underlined patterns, o, o-p and i-d-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *no* *glide* *hop* *wide* *crop*

- 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: *drop so top hide bride*. 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.

“g-o, go; n-o, no; s-o, so”

“s-t-o-p, stop; h-o-p, hop; c-r-o-p, crop; d-r-o-p, drop; h-o-p, hop; ”

“r-i-d-e, ride; g-l-i-d-e, glide; w-i-d-e, wide; h-i-d-e, hide; b-r-i-d-e, bride”

Word Magic 4-6

go	stop	ride

## “BIG AND LITTLE” (4-7)

This bus is yellow. The big yellow bus takes me to school.  
That bus is white. The little white bus takes Mom to work.  
The big yellow bus takes me back home.  
The little white bus takes Mom back home, too.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Van or Bus” (4-5) and “Just Right” (4-6). For the rereading, ask the child to read it silently “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Big and Little”

- Read the title, “Big and Little” (4-7), to your student and have her predict what the book will be about. Have your student find the title words—*big*, *and*, *little*—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 tell what colors the two buses on the first two pages of the book are. Then have her scan the text and find the words *yellow* and *white*.
- 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.
- Point to the words *me* and *that* in the book and have your child find the word with the same spelling patterns (*he*, *we*, and *at*) on her 100 Wonderful Words sheet. Have her pronounce the words, *he*, *we*, *me* and *at*, *that* and confirm that these words rhyme and have the same spelling pattern, e, and a-t.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (4-7) and have your student find and pronounce the new bold words, *but*, *big*, *little* and *they*. Have her quickly reread “Van or Bus” (4-5), “Just Right” (4-6), and “Big and Little” (4-7) and find these words in these three books.



## 100 Wonderful Words (4-7)

<b>A</b>	and	am	are	at	all		
<b>B</b>	black	but	big				
<b>C</b>	can						
<b>D E</b>	down						
<b>F</b>							
<b>G</b>	go						
<b>H</b>	have	he	has				
<b>I J</b>	it	is	in		just		
<b>K L</b>			like	little			
<b>M N</b>	my					not	
<b>O</b>	of	on	off				
<b>P Q R</b>	play				run	ride	
<b>S</b>	some	see	stop				
<b>T</b>	the	this	to	they			
<b>U V</b>	up						
<b>W</b>	we	with	was	walk			
<b>X Y Z</b>		you					

**Writing and Rereading Without Pictures**

- Have your student reread “Van or Bus” (4-5), “Just Right” (4-6), and “Big and Little” (4-7) 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 4-7. Have her identify the pictures and read the picture words. Talk with her about the different ways people get places. Have her write three or four sentences about how she and her family and friends get places. 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.

**Writing 4-7**

How do you get to all the different places you go to? Who goes with you? Write some sentences about where you go and how you get there.



bus



truck



van



car



children



school



airplane



bike



scooter

## “SCHOOL” (4–9)

Trucks bring things to school. They bring many things like books.  
Buses bring children to school. Buses take children back home, too.  
Vans bring teachers to school. Books, children and teachers! It’s time for school.

### First Reading of “School”

- Read the title, “School,” to your student and have him predict what the book will be about. Have your student search for the title word, *school*, and find this word four times in the text.
- Talk with your student about what is happening in the pictures. How are the children getting to school? How are the books getting to school? Have your student point to the pictures of the children, the books and the teacher. Then have him scan the text and find the words *children*, *books* and *teacher*.
- 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.
- When your student has finished reading the book, have him locate the words *they*, *like*, and *to* on his most recent 100 Wonderful Words sheet and find these words in the book.

### Word Magic

- Give your student Word Magic sheet 4-9. Have your student read the words *but*, *at*, and *it* and identify the underlined patterns, u-t, a-t, i-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *cat cut hut hit hat*
- 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: *bit bat pat pit nut*. 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.

“b-u-t, but; c-u-t, cut; h-u-t, hut; n-u-t, nut”

“a-t, at; c-a-t, cat; h-a-t, hat; b-a-t, bat; p-a-t, pat”

“i-t, it; h-i-t, hit; b-i-t, bit; p-i-t, pit;

Word Magic 4-9

but	at	it



## “TRUCKS” (4-10)

There are green trucks. There are red trucks.

Some trucks are big. Some trucks are little.

All trucks are the same in one way. Trucks can take things from place to place.

### Silent Reading and Comprehension

Before reading this new book, have your student reread “School.” 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 “Trucks”

- Read the title, “Trucks” (4-10), to your student and have him predict what the book will be about. Have your student find the word, *trucks*, six times in the book.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the green truck and the red truck and then scan the text and find the words *red*, and *green*.
- 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.
- When your student has finished reading the book, have him locate the words *some*, *are*, *all*, *big*, and *little* on his most recent 100 Wonderful Words sheet and find these words in this book.
- Point to the word *way* in the book and have your child find the word with the same spelling pattern (*play*) on his 100 Wonderful Words sheet. Have him pronounce both words, *way* and *play*, and confirm that these words rhyme and have the same spelling pattern, a-y.

### Word Magic

- Give your student Word Magic Sheet 4-10. Have your student read the words *play*, *walk*, and *all* and identify the underlined patterns, a-y, a-l-k, and a-l-l.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *say stay mall small stalk*
- 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: *tall talk day way wall*. 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.

“p-l-a-y, play; s-a-y, say; s-t-a-y, stay; d-a-y, day; w-a-y, way”

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

“a-l-l, all; m-a-l-l, mall; s-m-a-l-l, small; t-a-l-l, tall; w-a-l-l, wall;



Word Magic 4-10

play	walk	all

## “TRUCKS, VANS AND BUSES” (4-11)

He comes to school in a red truck. He likes to ride in the red truck.

She comes to school in a white van. She likes to ride in the white van.

But they like the trip home, too. They get to go on the bus!

### Silent Reading and Comprehension

Before reading this new book, have your student reread “School” (4-9) and “Trucks” (4-10). 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 “Trucks, Vans and Buses”

- Read the title, “Trucks, Vans, and Buses,” to your student and have him predict what the book will be about.
- Talk with your student about what is happening in the pictures. Have your student point to the pictures of the white van, the red truck and the bus. Then have him scan the text and find the words *white*, *red*, *van*, *truck*, and *bus*.
- 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.
- When your student has finished reading the book, have him locate the words *like*, *but*, *they*, and *ride* on his most recent 100 Wonderful Words sheet and find these words in the book. Also have him find the word *likes* and notice it is the word *like* with an s ending.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (4-11) and have him find and pronounce the new bold words: *come*, *children*, *for*, and *from*. Have him reread “School” (4-9), “Trucks” (4-10), and “Trucks, Vans, and Buses” (4-11) and find these words in these books.

## 100 Wonderful Words (4-11)

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

**Writing and Rereading Without Pictures**

- Have your student reread “School” (4-9), “Trucks” (4-10), and “Trucks, Vans, and Buses” (4-11) 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 4-11. Have him identify the pictures and read the color words. Talk with him about how he goes to different places. What colors are the vehicles he rides in? Have him write three or four sentences about this, using the 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.

**Writing Sheet 4-11**

Write some sentences that tell about all the different ways you ride. Tell what colors they are, where you go in them, and who drives them.



bus



truck



van



car



bike



red





blue



green



white



yellow



purple



pink



orange



brown



black

### Reader's Theater "Going to School" (Culminating Activity for Set 4)

- 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 *no*, *van*, *small*, *me*, and *day/days*. 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 (*go*, *can*, *all*, *we/he*, *play*) 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.

### "Going to School" (Reader's Theater)

Reader 1: I **walk to** school, do **you**?

Reader 2: No, I take **the** bus or **go in** a van.

Reader 1: **Is the** bus **big** or small?

Reader 2: **It is big and** yellow. Many children **ride on the** bus. **All my** friends **ride the** bus.

**You can ride the** bus **with me**.

Reader 1: **Can** I?

Reader 2: Yes. **Some days my** mom drives me to school **in** a van. **Can I walk with you** one day?

Reader 1: Yes! One day I **can** take **the** bus **to** school **with you**, **and** then **you can** walk home **with me**.

Reader 2: Yes!

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