

TEACH YOUR CHILD LESSONS

BeginningReads

Level 1

The nine books in this set all relate to breakfast food. 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 books. Students also learn the sounds for all the common beginning letters and associate these sounds with a picture. 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 1 materials:

- Nine books downloadable at <http://www.textproject.org/BeginningReads>
 - › “Buns and Jam” (1-1)
 - › “A Lot of Food” (1-2)
 - › “Breakfast” (1-3)
 - › “Milk and Buns” (1-5)
 - › “Eggs and Milk” (1-6)
 - › “On My Face” (1-7)
 - › “Eat It Up” (1-9)
 - › “Mix It Up” (1-10)
 - › “Cut It Up” (1-11)
- Reader's Theatre Let's Make “Breakfast” (1-12)
- Letter-Sound Picture Sheets (1-2; 1-5; 1-6; 1-7; 1-9; 1-10)
- 100 Wonderful Word Sheets (1-3; 1-7; 1-11)
- Writing Sheets (1-3; 1-7; 1-11)

“BUNS AND JAM” (1-1), AND “A LOT OF FOOD” (1-2)

Read the title, “Buns and Jam”, to your student and have him identify the “Buns and Jam” in the picture. Tell him that jam is another name for jelly and buns are a type of bread. Read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you. On the last page, have him notice that the jam is now spread on the buns and that yum is another word for yummy or delicious.

Have your student look at the pictures in “A Lot of Food” and point to and name the pictures, milk, jam, and buns. Read the title, “A Lot of Food”, to your student and have him read the title to you. Read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

“BREAKFAST” (1-3)

Read the title, “Breakfast”, to your student and have him read the title to you. Have him name the breakfast foods in the picture—*buns*, *jam*, *eggs*, *ham*. Read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

Learning Beginning Sounds

Give your student Letter-Sound Pictures sheet 1-3. Have him name the pictures and read the words, *buns*, *jam*, and *milk*. Have him point to the first letter of each word and say the sound for that letter. Tell him that the other words on this page all begin with a *b* like *buns*, a *j* like *jam*, or an *m* like *milk*. Have him name each picture and decide if it begins with the same sound as *buns*, *jam*, or *milk*. Have him write a *b*, *j* or *m* in the blank to complete each word. When all the words are written, have him read the words that begin with *b*, *j*, and *m*. Notice that they all begin with the same letter and same sound.

100 Wonderful Words

Give your student the first 100 Wonderful Word sheet (1-3) and the three books he has already read. Tell him that we call this a 100 Wonderful Word sheet because he will soon have 100 words he can read and spell. Have him count the words to see how many words he now has. Tell him that after every three books, he will get a new 100 Wonderful Words sheet with new words from the books added. Have him find and draw a circle around the words *and*, *it*, *of*, *on* in “Buns and Jam”, “Breakfast”, and “A Lot of Food”. Then have him reread these three books.

Writing

Give your student Writing Sheet 1-3. Have him read the words, *and*, *of*, *on*. Then have him write one of these words in each blank to tell about the picture.

LETTER SOUND PICTURES 1-3

Write the first letter for these picture words. Use *buns*, *jam*, and *milk* to help you decide.



buns



jam



milk



_ouse



_eep



_oy



_onkey



_all



_us



_acket



_an



_eans



_anana



_oon



_oat

100 Wonderful Words (1-3)

A	and						
B							
C							
D E							
F							
G							
H							
I J	it						
K L							
M N							
O	of	on					
P Q R							
S							
T							
U V							
W							
X Y Z							

Writing 1-3

Write a word in the blank to tell about the picture.

and of on



jam _____ buns



jam _____ buns



a lot _____ milk



a lot _____ buns

“MILK AND BUNS” (1-5)

Read the title, “Milk and Buns”, to your student and have him read the title to you. Talk about the picture on each page. Then, read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

Learning Beginning Sounds

Give your student Letter-Sound Pictures Sheet 1-5. Have him name the pictures and read the words, *cat*, *dog*, *fish*, and *milk*. Have him point to the first letter of each word and say the sound for that letter. Tell him that the other words on this page all begin with a *c* like *cat*, a *d* like *dog*, an *f* like *fish*, or an *m* like *milk*. Have him name each picture and decide if it begins with the same sound as *cat*, *dog*, *fish*, or *milk*. Have him write a *c*, *d*, *f* or *m* in the blank to complete each word. When all the words are written, have him read the words that begin with *c*, *d*, *f*, and *m*. Notice that they all begin with the same letter and same sound.

LETTER SOUND PICTURES 1-5

Write the first letter for these picture words. Use *cat*, *dog*, *fish*, and *milk* to help you decide.



cat



dog



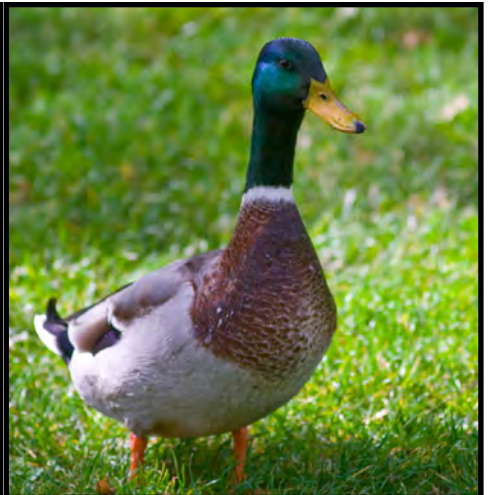
fish



milk



_ake



_uck



_orn



_onkey



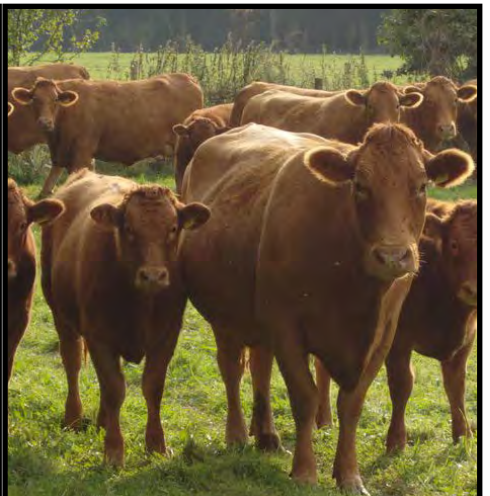
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_oon

“EGGS AND MILK” (1-6)

Have your student point to the “Eggs and Milk” in the picture and ask him what color they are. Read the title, “Eggs and Milk”, to your student and have him read the title to you. Talk about the picture on each page. Then, read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

Learning Beginning Sounds

Give your student Letter-Sound Pictures Sheet 1-6. Have him name the pictures and read the words, *run*, *kick*, *hill*, and *fish*. Have him point to the first letter of each word and say the sound for that letter. Tell him that the other words on this page all begin with an *r* like *run*, a *k* like *kick*, an *h* like *hill*, or an *f* like *fish*. Have him name each picture and decide if it begins with the same sound as *run*, *kick*, *hill*, or *fish*. Have him write an *r*, *k*, *h*, or *f* in the blank to complete each word. When all the words are written, have him read the words that begin with *r*, *k*, *h*, and *f* and notice that they all begin with the same letter and same sound.

LETTER SOUND PICTURES 1-6

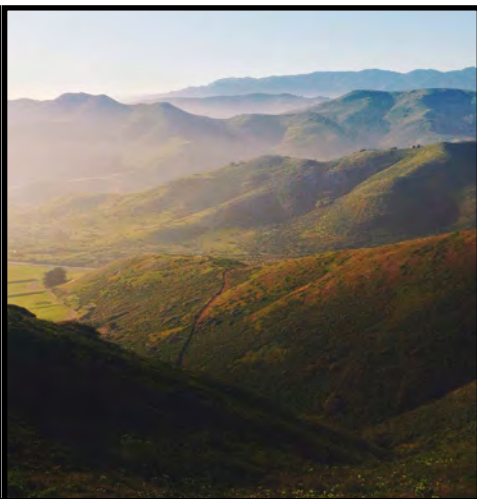
Write the first letter for these picture words. Use *run*, *kick*, *hill*, and *fish* to help you decide.



run



kick



hill



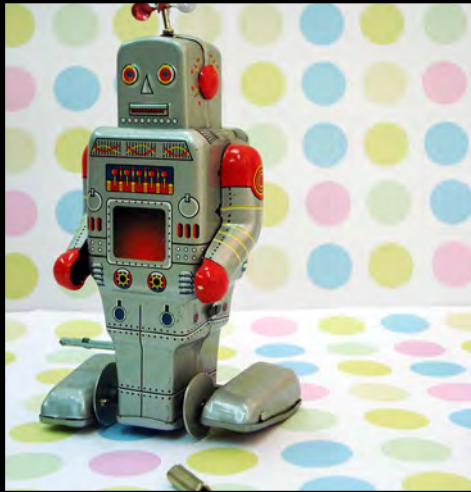
fish



_ain



_ite



_obot



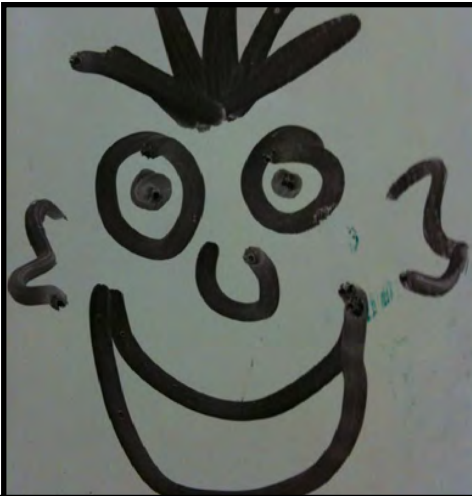
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_at



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_ouse



_ive



_ake



_orse

“ON MY FACE”! (1-7)

Read the title, “On My Face”, to your student and have him read the title to you. Talk about the picture on each page. Then, read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

Learning Beginning Sounds

Give your student Letter-Sound Pictures Sheet 1-7. Have him name the pictures and read the words. Then have him write an *s*, *w*, *h*, or *g* in the blank to complete each word. When all the words are written, have him read the words that begin with *s*, *w*, *h*, and *g* and notice that they all begin with the same letter and same sound.

100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (1-7). Have him read all seven words. Then give him the three books he has just read. Have him find and draw a circle around the words *am*, *is*, *in*, and, *it*, *of*, on in “Milk and Buns”, “Eggs and Milk”, and “On My Face”. Then have him reread these three books.

Writing

Give your student Writing Sheet 1-3. Have him read the words, and, *in*, *on*. Then have him write one of these words in each blank to tell about the picture.

LETTER SOUND PICTURES 1-7

Write the first letter for these picture words. Use *sun*, *water*, *hill*, and *garden* to help you decide.



sun



water



hill



garden



_ocks



_indow



_atch



_agon



_oup



_at



_itch



_irl



_ix



_even



_orse

100 Wonderful Words (1-7)

A	and	am					
B							
C							
D E							
F							
G							
H							
I J	it	is	in				
K L							
M N							
O	of	on					
P Q R							
S							
T							
U V							
W							
X Y Z							

Writing 1-7

Write one of these words in the blank to tell about the picture.

and in on



milk _____ the cup.



milk _____ the cup.



egg _____ face



milk _____ face



egg _____ milk



jam _____ buns

“EAT IT UP” (1-9)

Read the title, “Eat It Up”, to your student and have him read the title to you. Talk about the picture on each page. Then, read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

Learning Beginning Sounds

Give your student Letter-Sound Pictures Sheet 1-9. Have him name the pictures and read the words. Then have him write an *s*, *p*, *n*, or *t* in the blank to complete each word. When all the words are written, have him read the words that begin with *s*, *p*, *n*, *t*, and notice that they all begin with the same letter and same sound.

LETTER SOUND PICTURES 1-9

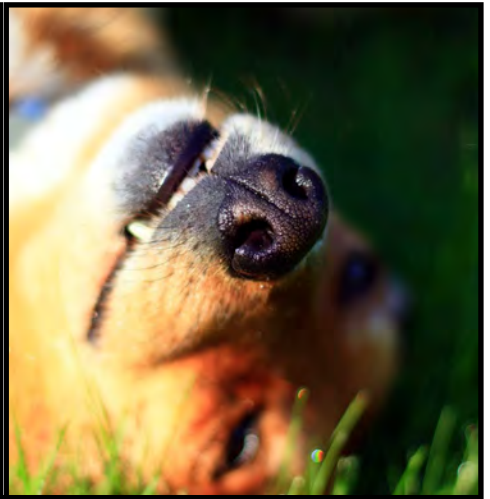
Write the first letter for these picture words. Use *sun*, *pencil*, *nose* and *teacher* to help you decide.



sun



pencil



nose



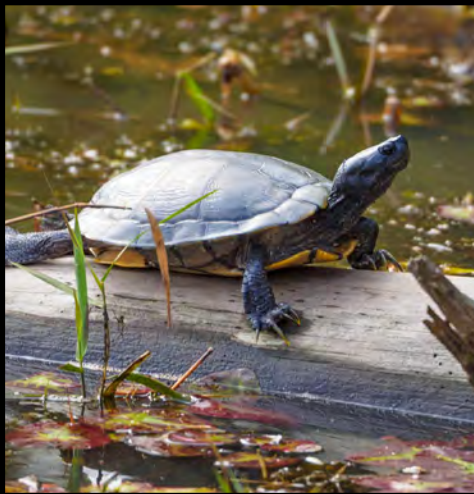
teacher



_enguin



_ail



_urtle



_et



_ig



_ine



_an



_ent



_ix



_even



_est

“MIX IT UP” (1-10)

Read the title, “Mix It Up”, to your student and have him read the title to you. Talk about the picture on each page. Then, read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

Learning Beginning Sounds

Give your student Letter-Sound Pictures Sheet 1-10. Have him name the pictures and read the words. Then have him write *a*, *v*, *y*, *z*, or *l* in the blank to complete each word. When all the words are written, have him read the words that begin with *v*, *y*, *z*, *l*. Notice that they all begin with the same letter and same sound.

LETTER SOUND PICTURES 1-10

Write the first letter for these picture words. Use *van*, *yellow*, *zebra*, and *light* to help you decide.



van



yellow



zebra



light



_ipper



_oyo



_ero



_arn



_acuum



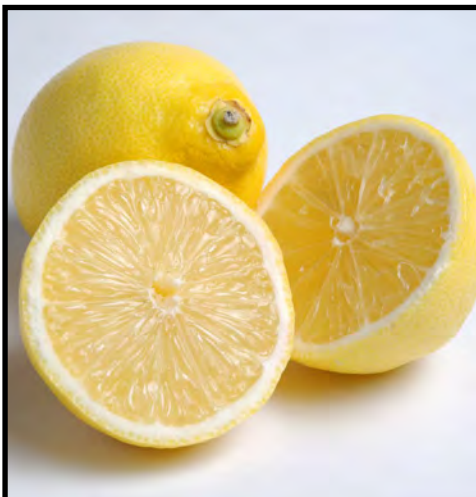
_iolin



_ion



_oo



_emon



_eaf



_amp

“CUT IT UP” (1-11)

Read the title, “Cut It Up”, to your student and have him read the title to you. Talk about the picture on each page. Then, read each page to your student, pointing to each word as you read it. Have him point to the words and read each page to you.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (1-11). Have him read all ten words. Then give him the three books he has just read. Have him find and draw a circle around the words, *some*, *the*, *we*, *am*, *is*, *in*, and, *it*, *of*, *on* in “Eat It Up”, “Mix It Up”, and “Cut It Up”. Then have him reread these three books.

Writing

Give your student Writing Sheet 1-3. Have him read the words, *is*, *the*, *we*. Then have him write one of these words in each blank to tell about the picture.

100 Wonderful Words (1-11)

A	and	am					
B							
C							
D E							
F							
G							
H							
I J	it	is	in				
K L							
M N							
O	of	on					
P Q R							
S	some						
T	the						
U V							
W	we						
X Y Z							

Writing 1-11

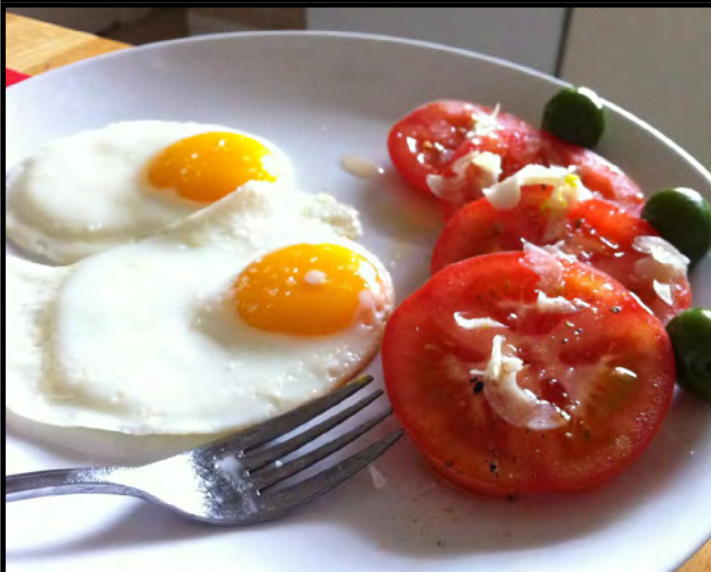
Write one of these words in the blank to tell about the picture.

is the we



The jam _____ on the
bun.

The milk _____ in the
cup.



The eggs are on
_____ plate.

Now _____ eat
breakfast.

READER'S THEATER LET'S MAKE BREAKFAST (CULMINATING ACTIVITY FOR SET 1)

The Reader's Theater piece is intended for you and your student to read together and provides additional practice reading common words from Set 1 books.

- 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 play.
- Once the words are highlighted, read the play to your student stopping to let her read the words she has just highlighted. 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.

Let's Make Breakfast!

Reader 1: Get **some** eggs.

Reader 2: Why not cake?

Reader 1: No, not for breakfast. Get **some** ham.

Reader 2: Why not cake?

Reader 1: No, not for breakfast. Fry **the** ham and eggs.

Reader 2: **We** need **some** buns and jam and milk.

Reader 1: Yes.

Reader 2: **We** have a lot **of** food to eat for breakfast.

Reader 1: When **we** eat **it** all up, **we** will be full.

Reader 2: Yes, no need for cake for breakfast.

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