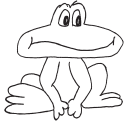



## New Skills Taught

## Lesson 1



**Review Phonics:** short vowel sounds  
long vowel sounds  
blend words  
y as in *by*  
ay as in *pay*

 **Teacher's Note:**  
Remember to make reading aloud a successful event for your student.

**Materials needed:**  
*A Tree Is Nice* by  
Janice May Udry

### Day 1

- a. Read the following literature passage to your student. Ask your student to follow you in the *Student Activity Book*.

*Come over to my house,  
I live in a boat.  
I live in a city  
of houses that float.*

*Come into my houseboat.  
Have supper with me.  
I'll give you cold rice  
and a cup of hot tea.*

*Come Over to My House* by Theodore LeSeig.  
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- b. Talk with your student about the poem. You may use the following questions to help you in your discussion.
- 1) *Do you know anyone who lives in a boat?*
  - 2) *People from different countries live in different kinds of houses. In what country do you think this person lives?*
  - 3) *Children from different countries are different in many ways. All children want friends to "come over to my house." Who do you invite to your house?*
  - 4) *No matter where we live, a home is where we live with the people whom we love. What makes your home special?*

- c. Look at the first line of the poem. Read the line to your student, or your student may read it to you. Point to the word *house*, and ask him to underline it. Tell him that the word *house* is a naming word. A naming word names a person, place, or thing. The word *house* names a thing.

Look at the second line of the poem. Read the line to your student, or your student may read it to you. Ask your student to find the naming word and underline it. **boat**  
Ask your student to find the naming word in the third line and underline it. **city** The fourth line. **houses**

- d. Ask your student to read the Short Vowel Words.

sat	hot	cup	lip	run	fed
tin	bog	pet	log	mad	ax
zip	jug	tax	gas	yak	van
quit	quiz	wit	kin	rob	dam

- e. Ask your student to look at the picture. Tell him to read each sentence and place an X beside the sentence which best describes the picture.

- 1) Tim is mad.  
 2) Tim is sad.  
 3) Tim is on a mat.  
 4) Tim will run.



Ask your student to write or dictate a sentence about the picture.

- f. Read the words in the Phonics Word Box on page 2 of the *Student Activity Book* and ask your student to choose one to complete the sentences: *run hot cup sat bit*.

- 1) The man **sat** on the box.  
2) The sun is **hot**.  
3) The dog **bit** him.  
4) He will hop, and I will **run**.  
5) A mug is a **cup**.

Optional Enrichment: Using a separate piece of paper, illustrate two of the sentences above. Your student may copy the sentences under the illustrations.

## Lesson 1

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- g. Find page 5 in the *Student Activity Book*. Ask your student to cut out all the picture and word cards. Place the picture cards side by side. Ask your student to read each word and place it under the picture card that uses the same vowel sound. After this is completed, ask your student to read the words in each row. Store the cards in separate envelopes according to vowel sounds.

ă apple - sat, ham, nap, yam, cat, lad, bag, dad  
ě elephant - met, leg, ten, hen, bed, web, set, peg  
ĩ igloo - pig, bib, lid, rib, hit, tin, big, win  
õ octopus - hot, rob, top, not, log, mom, dog, job  
ũ umbrella - cub, mud, bus, rub, nut, sun, tug, fun

- h. Find page 3 in the *Student Activity Book*. Just like in the poem, your student can invite friends to his house. Ask your student to cut along the lines and fold forward. Ask him to write his name on the front, and then draw pictures of his friends inside his house. Ask him to write their names underneath. Help him with any spelling.

### Day 2

- a. Read the literature passage from *Come Over to My House* again, or your student may read it to you.
- b. The literature passage refers to *cold rice* and *hot tea*. Ask your student what he notices about the words *cold* and *hot*. Words like *cold* and *hot* have opposite meanings. These words are called **antonyms**.

Ask your student to look at the first verse of the literature passage as you read it again. Which word has an opposite meaning of *go*? Circle the word. **come** Which word has an opposite meaning of *sink*? Circle the word. **float**

- c. Tell your student the following rule to help him remember how to read some words:

When two vowels go walking, the first one usually does the talking and says his long name.

- d. Ask your student to look at the picture. Tell your student to read each sentence and place an X beside the sentence which best describes the picture.

\_\_\_ 1) I can bake a cake.      \_\_\_ 2) I like to hike.  
\_\_\_ 3) I can win a race.      X 4) I can rake.



Ask your student to write or dictate a sentence about the picture.

- e. Find page 9 in the *Student Activity Book*. Ask your student to cut out all the picture and word cards. Place the picture cards side by side. Ask your student to read each word card and place it under the picture that uses the same vowel sound. After this is completed, ask your student to read the words in each row. Store the cards in separate envelopes according to vowel sounds.

**ā** rake - bake, same, game, tame, make, made, late

**ī** bike - rise, mine, ride, dime, wise, like, nine

**ō** rose - nose, home, dome, bone, vote, cone, note

**ū** ruler - fuse, tube, duke, tune, rule, rude, mule

- f. Read the words to or with your student found in the Phonics Word Box in his *Student Activity Book*: *home, tune, kite, rose, bone*. Ask your student to choose a word from the Phonics Word Box to complete these sentences.

- 1) Nate tore his **kite**.      2) Jake will hum a **tune**.      3) Duke will run **home**.  
4) I can smell a **rose**.      5) The dog will hide his **bone**.

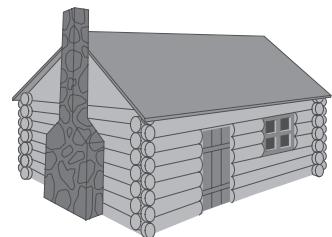
Optional Enrichment: Illustrate any two sentences above on a separate piece of paper.

- g. Read the review sight words to your student: *was were when wants*.

The following sentences contain the review sight words. Ask your student to read the sentences to you.

- 1) *When* will Jake make his kite?  
2) He *wants* to make it nice.  
3) I was sad when Jake *was* not here.  
4) Jake and I *were* pals.

- h. Tell your student that countries have different houses, often depending on the materials available and the type of climate. Ask your student to draw, on a separate sheet of paper, the type of house the literature passage describes or any other type of house he is familiar with. Suggestions: igloo, teepee, log cabin, apartment buildings, grass huts, etc. Ask him to write or dictate two sentences to you about the house he drew.



**Day 3**

- a. Read the literature passage to your student.

*In a faraway place,  
in a wide empty land,  
my house is a tent  
in the wind and the sand.*

*Come Over to My House* by Theodore LeSeig.  
Copyright © 1966 by Random House, Inc.  
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- b. Talk with your student about this verse. You may use the following questions to help you in your discussion.

- 1) *This verse describes a sandy place in a wide empty land. Where do you think this house is?* **desert**
- 2) *Do you think the tent is the same kind of tent you sleep in when you go camping?*  
**No** *How is it different?*
- 3) *Why do you think these people live in tents?* **They travel from place to place.**

- c. Tell your student that sometimes two words are joined together to make a new word. Point to the word *faraway*, and ask your student to underline it. Tell your student that this word is made up of two words. Ask him if he knows what two words make up *faraway*. **far and away** This is called a compound word.

Show your student the literature passage in **1a**. Ask him if he can find the compound word as you read the passage. Underline the word. **houseboat** What two words make up this compound word? **house and boat**

- d. A naming word names a person, place, or thing. Ask your student to circle all the naming words in today's literature passage. Read the literature passage as he circles the words. **place, land, house, tent, wind, sand**

- e. If needed, review the following phonics rules:

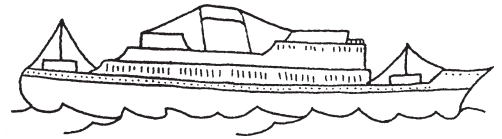
- 1) **y** at the end of a short word usually says /ī/ as in *my*
- 2) **e, i, and o** at the end of a short word usually says its long name as in *be, hi, go*  
**Teacher's Note: The word *do* is an exception to this rule and therefore is a sight word.**
- 3) **ay** at the end of a word says /ā/ as in *pay*

f. Ask your student to read the Long Vowel Words.

paid	boat	seat	stay	beet
my	ray	try	he	so

g. Ask your student to look at the picture and tell him to place an X beside the sentence which best describes the picture.

- \_\_\_ 1) I like my tie.      \_\_\_ 2) It is a nice day.  
X 3) I see a boat.      \_\_\_ 4) I play in the rain.



Ask your student to write or dictate a sentence about the picture using two naming words.

h. Ask your student to read the words in the Phonics Word Box in the *Student Activity Book*: *boat, team, tail, pie, fly*.

Complete the sentences:

- 1) The dog plays with his **tail**.
- 2) Jean plays on a **team**.
- 3) Fay hopes to go on a **boat**.
- 4) Luke bakes a **pie**.
- 5) See the kite **fly**.

Optional Enrichment: Illustrate two of the sentences.

i. Talk about the picture on page 13 of the *Student Activity Book* with your student. You may use the following questions to help you in your discussion. Ask your student to color the picture.

- 1) *How is this desert family like your family? Answers will vary.*
- 2) *How is this desert family different from your family?*



#### Day 4

a. Read the book, *A Tree is Nice*, by Janice May Udry to your student. Talk with your student about the story. You may use the following questions to help you in your discussion.

- 1) *Tell me some of the ways trees are used.*
- 2) *Do you like trees? What do you like about trees?*
- 3) *Look at the pictures again and tell me your favorite picture. Why?*
- 4) *Would you like to plant a tree?*

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- b. The title of the book is *A Tree is Nice*. What word describes the tree? Underline this word. **nice** The word *nice* is a describing word. There are other ways to describe a tree: green tree, tall tree, old tree, beautiful tree, and so on.
- c. Ask your student to think of other words to describe a *tree*. Write the words under the tree on page 14 of the *Student Activity Book* for your student, or he may write it himself with your help. He may color the tree.

**Possible answers: big, little, pretty, colorful, brown, shady, etc.**

- d. Ask your student to read the Blend Words.

church	ship	smile	track
brick	shy	smog	chase
smell	chime	bride	try

- e. Ask your student to look at the picture. Tell your student to read each sentence and place an X beside the sentence which best describes the picture.

1) Brad will go to school.      2) Chad will sail on a ship.  
 3) Dale is on the train.      4) Buck will smile at his bride.



Ask your student to write a sentence about the picture using a describing word.

Optional Enrichment: Go outside and ask your student to pick a few leaves he likes. Tell him he will make a leaf rubbing. Place the leaf between two pieces of paper and paper clip along the corners and edges. Remove the crayon wrapping and lay the crayon on its side. Show him how to rub the crayon on the paper covering the leaf. Do it lightly enough not to move the leaf about, but hard enough to make a rubbing. It may take a couple of tries before he does one he is satisfied with.

After your student has completed his leaf rubbing, display his work and allow him to talk about his design.

Variations: Try using more than one color in a single leaf rubbing. Try placing more than one leaf between the sheets. The leaves may be placed randomly or in a specific design.

**Day 5**

- a. Read *A Tree is Nice* to your student again, or ask him to tell you the story in his own words using the pictures if needed.
- b. Ask your student to read this paragraph.

It is a fine day. I see the green grass and the clear sky. My black dog runs to five men. The men play with the nice dog. My dog wants to play and play.

- c. Remind your student that a naming word names a person, place, or thing. Ask him to underline all the naming words in the above paragraph. **day, grass, sky, dog, men**
- d. Ask your student to cut out the word cards for **5d** on page 17 of the *Student Activity Book* and find all the naming words from the above passage. Ask him to fold a piece of paper in half lengthwise and glue the word cards in the right-hand column.
- e. Now, ask your student to read the paragraph again. Ask him to find the words that describe each naming word and glue those beside the naming word in the left-hand column. Tell your student that one of the naming words will have two describing words.

**fine day****green grass****clear sky****nice, black dog****five men**

- f. Ask your student to read the Blend Words:

grass

plum

crab

bless

cram

cry

spy

pluck

grade

blot

speak

stop

- g. Ask your student to look at the picture. Tell your student to read each sentence and place an X beside the sentence which best describes the picture.

\_\_\_ 1) Glen rode his black bike.

\_\_\_ 2) Jill sat on the grass.

\_\_\_ 3) Sam will chase a crab.

X 4) Stan spoke to his pal.

Ask your student to write or dictate a sentence about the picture using a describing word.



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- h. Read the review sight words to your student: *come from good happy*.

The following sentences contain the review sight words. Ask your student to read them to you.

- 1) Chad, *come* sit with me on the grass.                      2) Brad will be *happy* to see us.  
3) We are *good* pals.    4) The note is *from* Stan.

- i. Find page 16 in the *Student Activity Book*. Tell your student that if he looks closely at a tree, he will see branches that spread out from the trunk. We can draw a picture to show how our family is like a tree. Help your student complete the family tree by writing the family members' names.

Optional: On a separate piece of paper, make a family tree with pictures from photographs and glue them on the appropriate places. Or, your student may choose to draw the pictures. If more branches are needed for siblings, aunts, and uncles, etc., add more lines and boxes accordingly.

- j. Find page 17 in the *Student Activity Book*. Ask your student to cut out the six sections of words for **5j**. Cut out the four words from one section and review with your student how to put them in alphabetical order. To put words in alphabetical order, look at the first letter of each word. Using the first letter of each word, put the words in the same order as the alphabet. Ask your student to do one section of words at a time, being sure not to mix with another section. Keep the word cards in different envelopes or paper clip them together.

<b>ape</b>	<b>bag</b>	<b>big</b>	<b>fit</b>	<b>red</b>	<b>cap</b>
<b>bug</b>	<b>him</b>	<b>fat</b>	<b>get</b>	<b>sat</b>	<b>lap</b>
<b>cap</b>	<b>pop</b>	<b>met</b>	<b>hot</b>	<b>top</b>	<b>nap</b>
<b>dog</b>	<b>rat</b>	<b>sun</b>	<b>is</b>	<b>us</b>	<b>sap</b>