

Reader Study Guide



READING BASICS

AN EARLY READER SERIES

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USING THE STUDY GUIDE

This study guide has been produced for those who wish to use the set of *Reading Basics* readers for developing reading and comprehension skills. These stories can be read in any order that matches student ability and interest. The instructions and activities for each story appear in the same order as the stories do in the Readers.

In each Reader, there is a list of **Instant Words** that are located after the Table of Contents.

Ways to Use Instant Words:

- The first goal should be for the student to properly pronounce each word without having to attack it several times.
- When the student can accurately read every word orally without error, the next goal should be increasing speed while maintaining accuracy; a reasonable goal should be at a rate of approximately 120 syllables per minute. Reading with a metronome set at the student's starting rate and increasing it in 10-beat increments works very well.
- Tracking is another skill which can be developed through the use of Instant Words. Play follow-the-leader by instructing the student to read down column one, up column two, down column three, and up column four. Create your own patterns, both vertical and lateral; you can even give them names.
- Scanning for quick find is another skill to be developed through use of these lists. Have the student read every other word, every third word, etc. Read every word with a *th* sound, short /a/ sound, etc. Read the words which have another shorter word in them (e.g. *as* in *has*; *or* in *work*; *on* in *one*).
- The word lists can also be used for sentence building. Have students make up sentences using words from the list. See how many they can create.

Enjoy the Enrichment Provided by Instant Words.

DOG IN THE TUB — READER 1

Talk with the children about their new readers. Tell them that they will want to keep the readers as nice as they can. They can keep them in a special place. They will want to read the stories again and again.

Give *Reader 1* to the children and give them a few minutes to look at the pictures. They will want to talk about what they see.

A Map

Tell students you need to go somewhere, but you don't know how to get there. What should you do? Have them share ideas and list them. If map isn't suggested, give hints or suggest it. Show examples of different kinds of real maps.

Read the story "A Map" in *Reader 1*, then ask the following questions:

"What kind of map was found?" (flat)

"Where do you think it was found?" (varied answers)

"What will the map do?" (tell me where to go) Discuss parts of a map.

(direction, symbols, etc.) Draw a map on the board or a piece of paper.

Have students contribute ideas.

Have the students find the short vowel words.

The Sun

Ask students to describe the sun. List their answers. Ask them what kind of activities they like to do when it is hot and sunny outside. Survey students: How many like to be outside when it is hot? Record answers.

Read the story “The Sun” in *Reader 1* together, then ask the following questions:

- “What is this story about?” (the sun)
- “Where will the speaker sit?” (on a mat in the sun)
- “Why does the speaker say the sun is NOT fun?” (hot)
- “What does the speaker do to make the sun fun again?” (hat, fan)

Have students find the short vowel words.

Dog in the Tub

Survey students to find out how many have a dog. Ask them what they need to do to care for their dog. List their responses. If giving their dog a bath isn’t shared, then add it to the list as your idea. Discuss experiences with giving a dog a bath.

Read the story “Dog in the Tub” in *Reader 1*, then ask the following questions:

- “Who is going to get a bath?” (the dog)
- “Do you think it’s a big dog or a little dog?”
- “How do you know?” (big, Bill offered to help)
- “What does the word “kerplop” tell?” (the sound of being dropped in the tub)
- “Who do you think got wet?” (answers may vary—all of them)
- “What will happen next?” (accept all reasonable answers)

Have students find the short vowel words.

COTTON CANDY — READER 2

The Red Ball

Read the story “The Red Ball” in *Reader 2*.

Have the children look at the picture and tell what is happening.

Have them read the title. Ask the children if they see a ball in the picture. Write the word *ball* on the board. Have the children read it. Write the word *go* on the board. Have a child use it in a sentence.

Have the children read the story silently. Have the children read the story aloud.

Ask these questions:

“What is the girl’s name?”

“What does Jan have?”

“What color is it?”

“What does she do with it?”

“Who will call Jan?”

“What will Jan do?”

“What happens to the ball?”

“Is it a ball?”

Have the children find the short /a/ words. Write them on the board. Have the children find the color word.

The Mess

Read the story "The Mess" in *Reader 2*.

Present the word *do* to the children. Write it on the board. Have the children read it.

Have the children look at the picture. Have them tell about experiences they have had with spilling something. Have them tell if they cleaned it up.

Have the children read the story silently.

Ask these questions:

"What is the mess?"

"Do we know who did it?"

"Where was Dan?"

"Where was Kim?"

"Who do you think will clean it up?"

"Can you guess who did it?"

"How can you tell who spilled the paint?" (These are cat tracks. Dog tracks would have claw marks showing.)

Have the children find the *wh* words. Have the children find the *th* words.

OATS ARE FOR GOATS — READER 3

Kelly's Daisies

Ask students about activities they do with their family. Ask if there are things they only do certain times of the year. List their responses and then give time to share a few experiences. Ask how many have gone camping with their family. Survey students to find out many like and dislike camping. Have students tell you things that are necessary to take on a camping trip. List their responses.

Tell students they're going to read a story about Kelly. Tell them to listen carefully and to see if Kelly likes to go camping.

Read the story "Kelly's Daisies" in *Reader 3*, then answer the following questions:

"When does Kelly's family go camping?" (spring)

"Where do they go?" (Pine Lake)

"How long do they stay at Pine Lake?" (one week)

"Did Kelly like to go camping?" (yes)

"How do you know?" (she couldn't wait)

"What did she like to do?" (gather pine cones and look at wild flowers)

"What did she want to do?" (pick some daisies for her yellow vase at home)

"Did she pick them?" (no—she understood what her mother said)

"What did she do instead?" (painted a picture of the daisies)

"Do you think she did the right thing?" "Why?" (accept reasonable explanations)

"Why is she going to pack her paper and paints first this year?" (she wants to be ready to paint more pictures, she remembers last year's picture)

Have students find long vowel words. (*Pine, Lake, week, green, way, trees, okay, take, gave, cones, wild, sunshine, smile, daisies, home, vase, paper, paints, later, painting, white, made*)

Nonsense Poem

Find “Nonsense Poem” in *Reader 3*.

Read the title to the children. Ask if anyone knows what nonsense is. Tell them they are going to listen to a poem that does not mean anything but is just for fun. Tell them to listen for the rhyming words.

Read the poem. Ask what was funny about it. Ask if this could really happen. Have the children give the rhyming words and write them on the board. Have the children read the list.

Read the poem again and have the children read it with you.

Write a nonsense poem as a group. Have the children give ideas and rhyming words. Write the suggestions on the board and see which ones could be used. Often if you begin with a first line, the children will be able to finish the poem. You may prefer to write several two-line poems instead of one longer one.

Read nonsense poems and limericks.

FLYING MY KITE — READER 4

Sisters

Read “Sisters” in *Reader 4*.

Ask the children how many of them have a brother or a sister. Have several children tell about their relationships. Do they get along with their brother or sister? Do they fight?

Have the children read the story silently.

Ask questions similar to these:

“What are some of the things that the sister helps her to do?”

“Is the sister kind to her younger sister?”

“Do the sisters play together?”

“What is a tale?”

“When do the sisters tell tales?”

“Does the sister help her to do what is right?”

“How does the younger sister show her thanks?”

Have the children find the vowel digraph words in the story. Remind them that a vowel digraph will have two vowels together.

Have the children find the words with *ay*, *ai*, and *ey*. Have them find the long vowel words that end in silent /e/.

Waiting for Grandma

Ask children to share what they like to do with Grandma (or Grandpa). Take a poll to see how many have grandmas who live out of state. How many have gone to visit? Does Grandma come to visit you? Share feelings about these visits.

Give students a cloud-shaped paper. (Put a plane in the sky.) Have students write one sentence telling their favorite thing to do with their Grandma. (If they don't have a grandma, substitute with another relative.) Display students' sentences on the sky background.

Show students 3 cut-out dolls: Julie, Grandma Joan, and Aunt Sue. Tape the characters to the blackboard so they can be seen. Tell students these are characters mentioned in our story: "Waiting for Grandma."

Write these words on the board and discuss their meaning: *replied, exclaimed, flight, delayed, patient, suggested, idea.*

Read the story "Waiting for Grandma" in *Reader 4* together, then answer the following questions:

"What is Julie doing?" (waiting for her grandma)

"Who is with her?" (Aunt Sue)

"Where are they waiting?" "How do you know?" (home; later she gets her paints and paper)

"Why is Grandma Joan going to be late?" (it's raining, her flight is delayed)

"How is Julie feeling?" (anxious, impatient)

"What does Aunt Sue suggest she do?" (paint a picture)

"Does Julie like this idea?" "How do you know?" (yes; she had a big smile, "I like that idea.")

Find long /a/ and long /i/ words. (*wait, cried, five, plane, fly, rain, flight, delayed, rain, patient, while, trying, why, paint, arrives, like, time, smile*)

THE GOLD COIN — READER 5

Bobo, the Clown

Read the story “Bobo, the Clown” in *Reader 5*.

Show the children several pictures of clowns or make a bulletin board display of these pictures. Ask what a clown is and where you would go to see one. Let the children share their experiences with clowns.

Present the words *Bobo*, *knows*, *laugh*, *goes*, and *clown*, and have each one used in a sentence. Be sure the children know the meaning of each word.

Ask the children to look at the picture and tell what they see. Have them read the title.

Let the children read the story silently. Have them read each paragraph aloud.

Have the children find each word with the long /o/ sound. Have the children find and read words with the short /o/ sound, and words that have an /o/ that is neither long nor short. Tell the children that you will be talking about Bobo in the next lesson, also.

Snoopers

Ask students to tell you what the five senses are. (sight, smell, taste, touch, hearing) Tell them to concentrate on the sense of smell and think of all their favorite smells. List them on the board. Tell them most animals have a better sense of smell than we do. Today's story is about Snoopers, a basset hound who has a good sense of smell.

Write these words on the board: *basset hound, ground, droopy, eyesight, town, corner, younger, nibble, owner, alert, intruder, sniffer, critter*. Have students read and learn the meaning of each word.

Read the story "Snoopers" in *Reader 5* together, then ask the following questions:

"Who does Snoopers belong to?" (Mr. Jordan)

"Where does Snoopers spend most of his time?" (at the feed store)

"What do we know about Snoopers?" (slow, poor eyesight and hearing, the best sniffer in town)

"How does he alert his owner when there is trouble?" (howls)

"Is Snoopers old or young?" (old)

"Does he chase away the critters these days?" (probably not—he's even slower)

"What do the critters do to stay away from him?" (they use the back door)

Find words with *oo*. (*Snoopers, droopy, good*)

Find words with *ou/ow* (as in *cow*). (*ground, hound, out, town, mouse, loud, howl*)

Find words with *ou/ow* (as in *slow*). (*low, slow, owner, slower, know*)

Find *r*-controlled words. (*Jordan, or, sniffer, store, corner, first, younger, critters, other, farmers, alert, owner, intruder, slower, are, porch*)



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