

Reading Milestones

Blue
Level 2

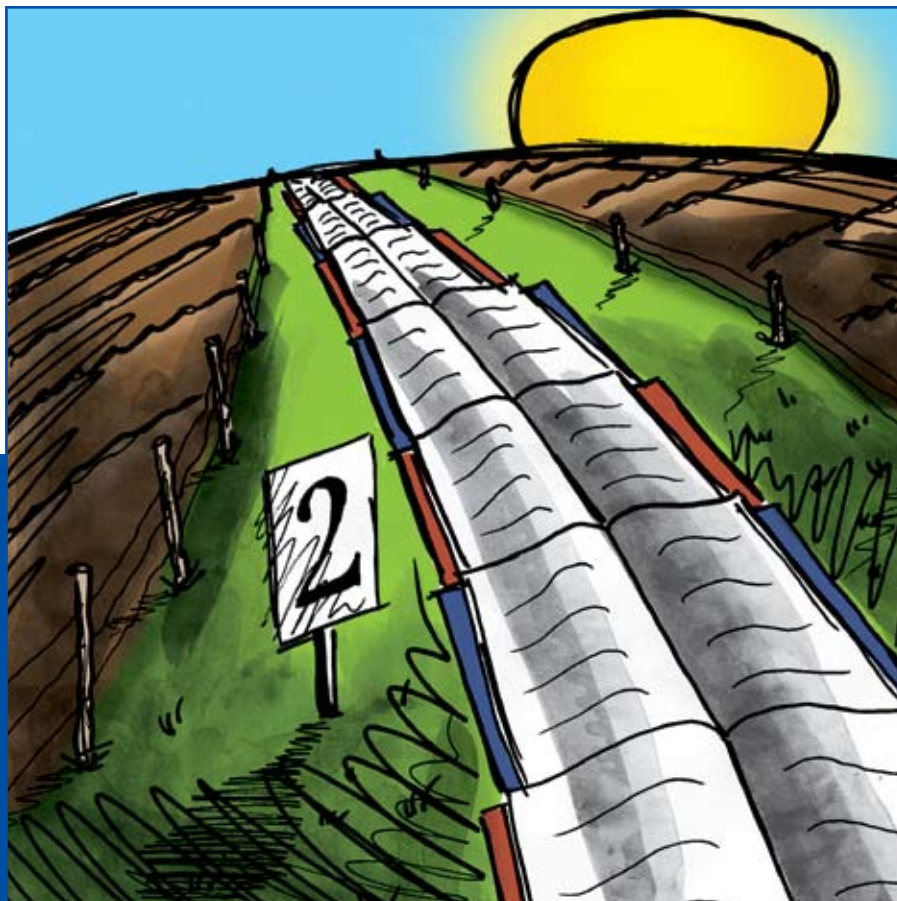
T H I R D E D I T I O N

Stephen P. Quigley

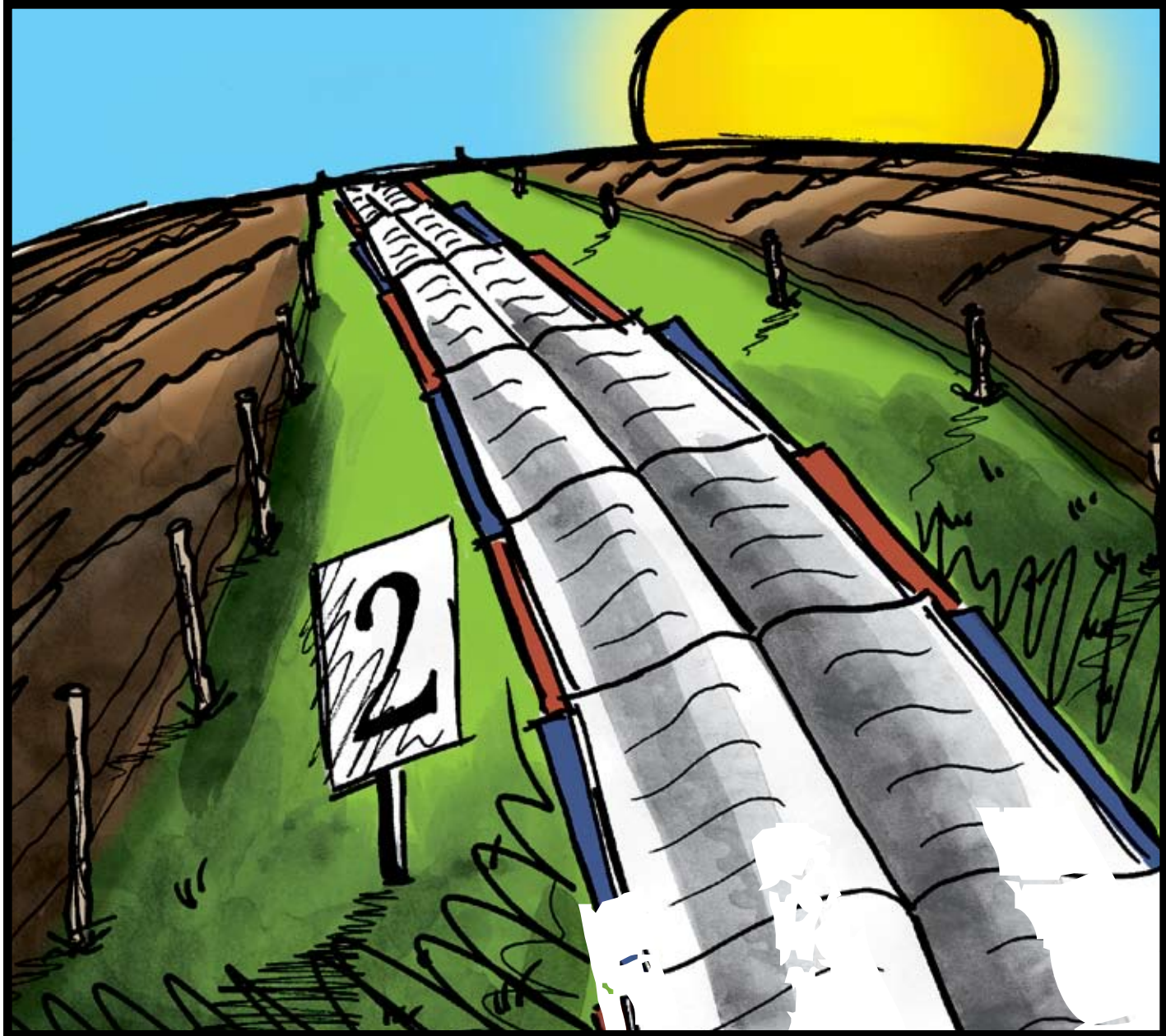
Patricia L McAnally

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Sample Booklet



Reading Milestones is the most popular reading program of its kind. This successful alternative, language-controlled program is designed to take readers from the preprimer level to approximately a fifth-grade reading level. It is especially effective for students with hearing impairments and language delays and is also widely used with students who have special language and learning needs, including individuals with learning disabilities and students learning English as a second language (ESL).

LEVELS 1, 2, 3

Reading Levels

Level 1—Red Books	Pre Primer
Level 2—Blue Books	1.0
Level 3—Yellow Books	1.5

The first three levels of the *Reading Milestones* series form a cohesive unit and are designed for use in initial reading instruction. It is the belief of the authors and editors of *Reading Milestones* that the goal of initial reading instruction must be to establish that written language represents meaning and that word identification alone does not constitute reading. Comprehension is the objective. Establishment of reading as an enjoyable experience is also an important goal of initial reading instruction. To aid in reaching these goals, new syntactic structures, vocabulary, and concepts in the first three levels of *Reading Milestones* are presented at a slower rate than in later levels. Specific controls for the second level, the Blue Books, are provided in subsequent sections. However, some general principles are discussed here.

Vocabulary

Each new word used has only one meaning and represents one part of speech. For example, once *bat* is introduced as a noun meaning a piece of wood used to hit a ball in baseball, *bat* thereafter is not used as an animal or as a verb. This restriction is maintained for the first two levels. In Level 3, however, occasionally it was necessary to use the word as more than one part of speech, e.g., *nut* as a noun (nut) and as an adjective (nut cookies). Many frequently occurring words that appear on basic reading vocabulary lists have several meanings and/or can function as various parts of speech. It should be noted that following initial introduction, inflectional changes and derivational changes of a base word are not counted as new words.

Chunking

The phrases or constituents of sentences in the first three levels are chunked, or separated from each other. The purpose of using the chunking method is to encourage students to process units larger than the single word. In each sentence, the subject is separated from the verb by several spaces, and the verb is separated from the object, prepositional phrase, or adverb by several spaces.

Syntax

One new syntactic structure is introduced in each book during the first three levels. Various aspects of the syntactic structure are introduced in each story of the book. These syntactic structures were then reinforced and expanded upon in subsequent books and levels.

Workbooks

The format of the workbooks for the first three levels of *Reading Milestones* includes skill-building exercises at the word, phrase, sentence, and story levels. Students are not required to read the directions for the exercises in the workbooks for the first three levels.

Spelling Books

The spelling program begins the development of phonological awareness and sound-spelling correspondence. It provides additional practice in word recognition to attain automaticity of sight word vocabulary and improved accuracy in word spelling, which will contribute to writing fluency.

Prerequisites

Children should be familiar with the basic concepts and pre-reading skills introduced in early literacy programs. *Reading Milestones* does not include an early literacy component. However, a multitude of such programs currently available. It is likely that school districts may already have early literacy materials or programs that can be utilized.

The authors of *Reading Milestones* recommend that in addition to basic prereading skills, the concepts and vocabulary to be read in the stories in the Red Books be pretaught. Knowledge of the language to be read is considered to be of major importance in the successful development of reading. This is especially true in the establishment of beginning reading. If the child knows the concepts and vocabulary that will be presented in written form and can use those concepts and vocabulary in interacting with others, the task of learning to read becomes that of associating print with meaning only. Decoding and comprehension, thus, become integrated into a single skill. Without a base knowledge of the concepts and vocabulary, however, the task of learning to read is splintered into two parts: learning to decode (associate print with words) and then learning to comprehend (associate words with meaning).



SKILLS INCLUDED IN THE LEVEL 2 BLUE BOOKS

The guidelines for systematic introduction of the various skills in the *Reading Milestones* program are strictly controlled in the areas of: content, vocabulary, decoding skills, comprehension skills, and syntax.

Content

The following categories were used in the selection of story content for the Blue Books:

- a) Children's story: Depicts life experiences of young children.
- b) Animal story: Depicts real animal experiences or make-believe and talking animals.
- c) Environmental or Nature story: Depicts nature events (e.g., a crab in the sand at the beach).
- d) Humorous or Slapstick story: Depicts events that are fantasy, or make-believe.
- e) Friendly ghost story: Depicts the antics of two young children dressed as ghosts.
- f) Recipe: Depicts the sequence of events involved in making something.

Vocabulary

Three to four new words are introduced in each story. A maximum of 200 new words was established for the Blue Books. Each new word has only one meaning and constitutes one part of speech.

A list of the new words presented in the Blue Books is provided here. Upon completion of all of the books at this level, teachers may wish to review the words before going on to the next level. Words are listed on the following page as they are first introduced in the Blue Books.

Decoding Skills

Two controls for decoding skills are provided in the Blue Books: (1) introduction of regular letter combinations and spelling patterns (orthographic skills), and (2) chunking of phrases to encourage processing of units larger than the individual word. The control of orthographic skills resulted in the following guidelines:

Any single-syllable word could be used except those by the syntactic control (e.g., only regular *-s* inflections are allowed for verbs with a third-person singular subject, after Book 8, *-ics* and *-es* inflections are used). The second skill, chunking of units larger than the individual word, has been discussed previously. Sentence length was also controlled in the Blue Books: Each sentence has three to four constituents (phrases).

Comprehension Skills

Several basic reading comprehension skills for the stories in the Blue Readers are built into the Suggested Lesson Plans and the Workbook exercises.

A brief list of the comprehension skills practiced in the Blue Books is provided below.

- Classification
- Size relationships
- Following directions
- Recognizing details
- Cloze procedure variations
- Sequencing story events
- Identifying the main idea
- Cause/effect relationships
- Place relationships

Syntax

One new syntactic structure is introduced in each book of the Blue Books. The six stories in each book provide reinforcement of that particular structure, provide experience with various aspects of the structure, or expand use of the structure to other functions (i.e., pragmatic uses).

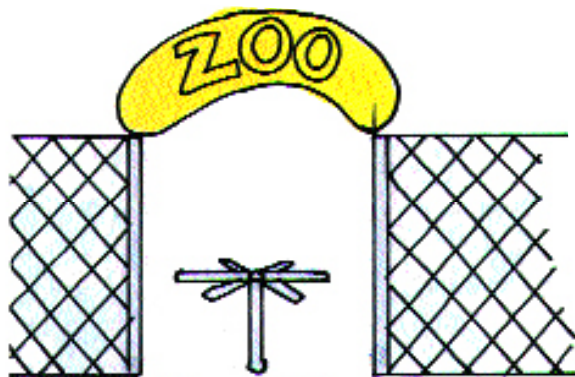
A brief list of the syntactic structures introduced in the Blue Books is provided below.

Upon completion of the readers and workbooks in the Blue Books of *Reading Milestones*, students are ready to proceed to the third level, which has been designated the Yellow Books.

Book 1	Plurals
Book 2	Single-word adverbs
Book 3	Present tense <i>to be</i>
Book 4	Negation
Book 5	Present tense <i>to have</i>
Book 6	Yes/No questions
Book 7	This and that; full-sentence Where? and What? questions
Book 8	More than one prepositional phrase per sentence; Why? questions
Book 9	Subject-position Wh- questions
Book 10	Reinforcement and expansion of all syntactic structures introduced in the Red Books and the Blue Books

New Words Introduced in Level 2

air	cold	go	lake	out	sky	tent
are	come	good	laughs	owl	sleeps	Thank you
bad	cone	green	lays	peach	slide	that
bears	cooks	ground	leaf	pie	smart	thin
bees	costs	grows	lies	planes	smell	thinks
Beth	cup	gum	locks	plates	soft	this
block	don't	Ha! Ha!	long	plums	some	through
blue	door	ham	looks	pot	soup	toast
boat	dough	hard	loud	pours	splash	tool
Bob	dry	has	low	puts	spoon	tray
boil	eyes	have	mad	rain	square	tree
boot	far	hears	makes	rides	stairs	tub
bread	fast	hides	mask	rope	steals	two
bridge	feeds	high	melts	round	steam	waits
bright	feels	hole	mix	sad	stir	wants
broom	feet	hook	moon	safe	store	wet
bush	fills	hoop	mouse	scares	stove	wheels
buzz	flour	hot	moves	seal	street	white
cake	fly	house	mud	seat	stripes	Why?
can't	food	howls	near	seeds	strong	wings
cart	forks	ice	new	sees	sun	witch
cents	four	is	no	shake	sweet	with
chair	friend	Joe	noise	sharp	tails	yes
chase	fun	juice	Oh!	shines	talk	zoo
cheese	game	kite	oil	short	tall	
clouds	gifts	knife	old	show	tastes	
clown	glad	knocks	one	skates	tea	



Reading Milestones

Blue
Level 2



Sample Pages

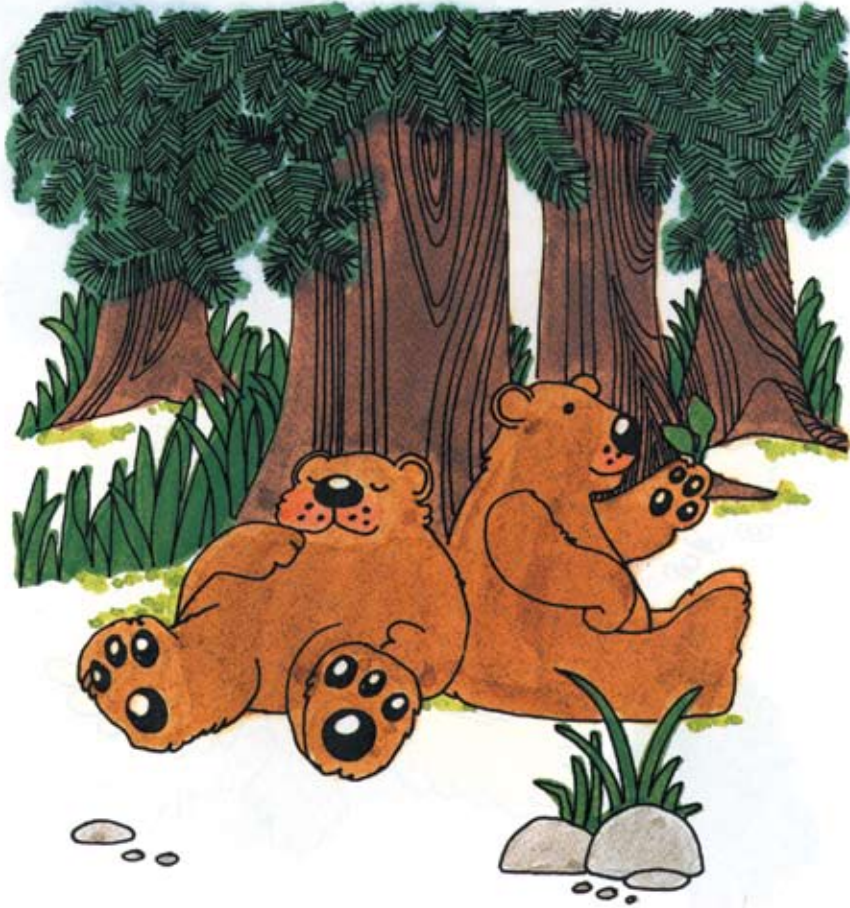
Twostoriesareprovided. Eachstorycontains sample pages from the following components:

- Reader
- Teacher's Guide
- Workbook
- Spelling Book

Blue Book 1: “The Bears”

Blue Book 10: “At The Zoo”

The Bears



15

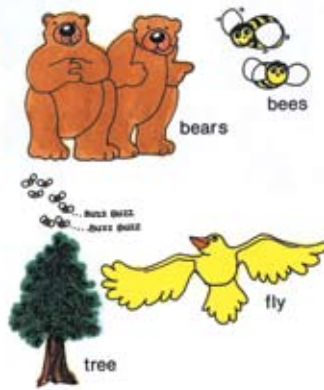
Blue Book 1: “The Bears”

The Bears



15

New Words



16



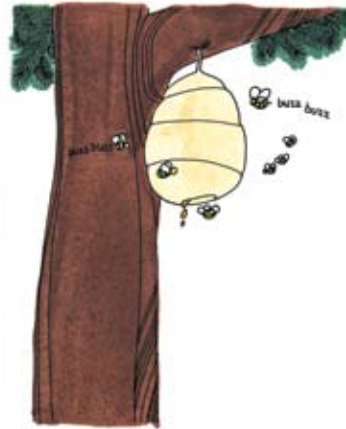
Two birds sit in a tree.

17



Two bears walk on the grass.

18



The bees buzz.

19



One bear walks to the tree.

20



The bees fly at the bears.

21



The two bears hit the bees.

22



The bees buzz.

23



The bears kick the bees.

24



The two bears run.

25



The two bears run to the pond.

26



The two bears jump in the pond.

27



The End

28

Story 2: The Bears

Prereading Activities

Title Page

After discussing the picture, have the students recall the information they know about bears. (For example, ask, "Have you ever seen bears? Where? Where do bears live? How big are bears? Can you pet a bear? What do bears like to eat?") Establish the setting for the story. Ask the students if they think the bears will be the only characters in the story. What other characters might be in the story? What do the students think will happen?

Spelling Pretest

Have the students complete the Pretest for this story and immediately correct misspelled words.

New Words

bears—Show the children the picture and the word and write it on the board. Also write the singular form of the word and explain the difference. Develop a semantic map around the word *bears* (see Appendix E). After the children have categorized the information on bears, have them study the word, sign, and fingerspell it.

bees—Show them the picture and the word and write the word on the board. Also write the singular form of the word and explain the difference. Develop another semantic map around the word *bees*. Then have the students study the word, sign, and fingerspell it.

buzz—Show the children the picture and word and write it on the board. Tell the children that this is an action word and is a noise bees make when they fly. Have them look at the first three words and notice that they all begin with *b*. Then have them look at the word *buzz*, study the letters, and without looking, sign and fingerspell the word three times.

fly—Show the children the picture and the word and write it on the board. Tell them that this is another action word. Have the children name birds that fly and write their responses on the board. Then have them name birds that don't fly (or don't fly very far) and write those names on the board (e.g., chicken, penguin, ostrich). Ask them to name insects that fly (make sure they name bees) and write their

responses on the board. Then ask them to name insects that don't fly. Ask them to think of things that are not living that fly (e.g., plane, helicopter, kite). Have them study the word, sign, and fingerspell it.

tree—Show them the picture and the word and write it on the board. Write the plural form also and explain the difference. Ask the children to relate what they know about trees. As they give information, guide them to think about what lives in trees. You may have to tell them that sometimes bees live in trees. Have them study, sign, and fingerspell the word.

Reinforced Words

These words introduced in previous stories are reinforced in this story:

two	birds	sit	in	the	walk(s)
on	grass	one	hit	kick	run
pond	jump	end	to	at	a

Spelling Practice

Have the students complete the practice pages in their spelling unit that coincides with this story.

Establishing the Purpose for Reading

Tell the students, "This story is about two bears. These bears get in trouble with some bees. What do you think will happen? Let's read the story to find out what happens to the bears."

The Story

The following page-by-page breakdown of the story includes suggested comments and questions to encourage the students to read the words while examining the pictures and making predictions.

■ Page 17

How many birds do you see in the picture? What are the birds doing?*

■ Pages 18 and 19

How many bears do you see? What are the bears doing?** Where are the bears? How do you know that?

How many bees do you see? (Establish that there are more than two so that the students will not think that the *-s* ending means only two.) Point out the words in the picture (*buzz*) and establish what they mean.** Discuss the bee hive and the honey dripping from the bottom of the hive, and the fact that there could be several more bees inside the hive.

■ Pages 20 and 21

What do the bears see? What does the bear want? How do you know that the bear wants honey?*** How many bees are flying around the hive now?

Now how many bees are there? Do the bees want the bears to eat their honey? What do the bees do?*** What do you think the bears will do?

■ Pages 22 and 23

What do the bears do?*** Is that a good thing to do—hit at the bees? What might happen?

What are the bears doing? Do the bees like that? What do the bees do?*** How many bees do you see now?

■ Pages 24 and 25

What do the bears do?***

What are the bears doing now?*** Why do you think the bears are running? Where will they go?

■ Pages 26 and 27

Were you right? Where did the bears go?*** Why did they run to the pond?

What did the bears do?*** Why did they jump into the pond?

■ Page 28

What are the bears doing? Can the bees sting them now? What do you think the bees will do? What will the bears do? Do you think the bears learned a lesson?

Postreading Activities

Story Retelling

Have the children reread the story silently. When they are finished, have individual students retell the story. The following elements may be included:

1. Two bears walk in the woods.
2. They see some bees.
3. The bears want the honey.
4. The bees fly at the bears.

5. The bears hit and kick the bees.
6. The bears run to the pond.
7. The bears jump into the water.

Questions About the Story

1. What is the title of the story?
2. What characters are in the story?
3. What is the setting?
4. What happened at the beginning of the story?
5. What happened in the middle of the story?
6. What happened at the end of the story?

Additional Activities

- ◆ Take the students to the library and find books about bears and bees to bring back to the reading center in your classroom.
- ◆ Read stories to the students about bears (e.g., *Two Little Bears* by Ylla and *The Big Honey Hunt* by Stanley and Janice Berenstain).
- ◆ Bring some honey to school and let the children eat it on bread or crackers. Write an experience story about eating honey.

Spelling Study

Have the students use the Study Method in their spelling book to practice their spelling words.

Workbook Activities

■ Page 16

The students must read the word and select the picture that matches the word.

■ Page 17

This exercise practices printing and vocabulary. Students must look carefully at each word, cover it, then write the word from memory.

■ Page 18

Students must be familiar enough with each word's spelling to be able to distinguish it from a group of scrambled letters.

■ Page 19

This exercise focuses on plural spellings. Students will see the root word, with an accompanying picture. They must write the plural form of the word.

22 Blue Book 1

■ Page 20

Students will underline the singular or plural form, according to the accompanying picture.

■ Page 21

Students will write the correct form, according to the accompanying picture.

■ Page 22

The students must look at each picture and read the phrases. They must distinguish which is the correct phrase.

■ Pages 23 and 24

The students must apply meaning to the sentence. Have them read the sentence and then circle the picture that matches it.

■ Page 25

Students must complete each sentence with the correct word from the choices given.

■ Page 26

Students should look at the picture, then read the sentences. They must decide which is the correct sentence and circle it.

■ Page 27

In this exercise students supply the initial letter of the first word and the final punctuation.

■ Page 28

This activity reinforces a simple story structure model. The students must write the title of the story, the characters, the setting, and what happened at the beginning, middle, and end of the story. If it is more appropriate, the student may draw pictures of what happened instead of writing.

■ Page 29

In this activity the students are told which picture in a sequence of three occurred first. The student must determine which events occurred second and third.

■ Page 30

If necessary, help students locate the appropriate page in the reader where the title can be found. Direct them

to write the title on the line. Encourage the students to draw a picture about their favorite part of the story.

Spelling Mastery Test

Have the students take the Mastery Test and record their scores on *My Spelling Chart*, which follows the last spelling test for this reader.

Supplemental Activities

Literature Activity

The following book relates to the story and reinforces the new words *bears* and *bees*:

Sleepy Bear by L. Dabovich (1982), New York: Dutton Children's Books.

This is a story about a bear who goes into a cave to hibernate for the winter. This book describes, in a simple manner, the changes that occur from fall to winter and from winter to spring. It can serve as a springboard for more detailed discussions and science activities with the children.

Show the children the cover illustration and have them note how this book is similar to the story in their reader. Have them identify the title and author. Read the book to the children and let them try to identify the seasons as the story progresses.

Science Activity

Find books in the library about animals that hibernate during the winter. Make a list of the animals that you discuss. In your discussion, point out what animals need to do to prepare for hibernation. For example, a bear needs to eat a lot of food so it can live off its fat during hibernation; grow a thick, warm coat; and find a cave to stay in. Have the children compare what a bear does to prepare for winter to what their families do to prepare for winter.

Math Activity

Tell the children that you will go on a bear hunt. You will hike all around the playground (or park, if you have one nearby). Before the hike, hide a teddy bear in a bush, behind a rock, or in a tree. Write direction clues (similar to a treasure hunt) that the children have to read and follow to find the bear. Tell the children that they can make snacks to take on their hike and, when they find the bear, they can sit down, rest, and have a treat. Divide the class into teams of four children each

to make their trail mix. The children are responsible for measuring, mixing, and putting equal portions into four plastic bags, one for each team member. Write the recipe on a chart, review it with the children to make sure they understand all of the words, and then let them make their trail mix.

Recipe: Each team will need a bowl, a spoon, a measuring cup, and four plastic bags. Measure and mix together $\frac{1}{4}$ cup raisins, $\frac{1}{4}$ cup peanuts, $\frac{1}{4}$ cup mini chocolate chips, and $\frac{1}{4}$ cup sunflower seeds (shelled). Pour equal portions in each of the four plastic bags.

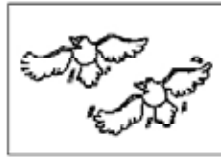
The Bears

Words

Write in the missing letters.



t_ee



_ly



be_rs



bee__



_uzz



bea_s

2

The Bears

Words

Look at each word. Cover it. Write the word.

bears

bees

buzz

fly

tree

birds

walk

3

The Bears

Words

Find the word.
Draw a box around the word.

bears

der**bears**isuc

bees

panol**bees**d

buzz

buzzi**quzz**w

fly

hmoter**ffly**

tree

fotgn**tree**

one

onstone**br**

two

twospa**ehst**

kick

kighot**kick**

4

The Bears

Words

Write the correct word.



bear

+ s →



bee

+ s →



boy

+ s →



frog

+ s →



cone

+ s →



5

The Bears

Words

Draw a line under the right word.



bear



bee



bears



bees



cone



tree



cones



trees

6

The Bears

Phrases

Write the correct word on the line.



one _____



two _____



two _____



one _____

7

The Bears

Phrases

Circle the correct phrase.



the bees
two bears



fly at the bears
kick the bees



walks
buzz



kick the bees
walk on the grass



run to the pond
hit the bees



one bear
two bears

8

The Bears

Sentences

Circle the correct picture.

Two birds sit in the tree.



The two bears jump in the pond.



The bees buzz.



9

The Bears

Sentences

Circle the correct picture.

The two bears run.



The bees fly at the bears.



Two bears run to the pond.



10

The Bears

Sentences

Write the correct word on the line.



Two _____ sit in a tree.
birds bears



Two _____ walk on the grass.
birds bears



_____ bear walks to the tree.
One Two



The _____ buzz.
bee bees

11

The Bears

Sentences

Circle the correct sentence.



Two bears run to the tree.
One bear walks to the tree.



The bees buzz.
Two bears run to the pond.



Two bears run.
Two bears jump in the pond.

12

The Bears

Sentences

Write the correct letter in the first word.
Put the correct mark at the end.



__wo bears walk on the grass__



__ne bear walks to the tree__



__he bears kick the bees__



__he two bears run to the pond__

13

The Bears

The Story

Answer the questions.

1. What is the title of the story?
2. What is the setting for the story?
3. Who are the characters in the story?
4. What happened at the beginning of the story?
5. What happened in the middle of the story?
6. What happened at the end of the story?

.....
14

The Bears

The Story

Write a 2 under what happened second.
Write a 3 under what happened third.



1



—



—



1



—



—



1



.....
15



—

The Bears

The Story

Find the **title** of the story in Blue Book 1.
Write the title on the line. Draw a picture about the story.


The Title _____

.....
16

The Bears

Blue Book 1

Pretest

-  ■ Cover the words on the left.
- Your teacher will say/sign each word one time.
- Your teacher will fingerspell the word (at normal speed) one time.
- Write the word.
- If you do not know the spelling, make a good guess.

Cover these words.	Write the words.	Check your spelling.
bear	_____	_____
bee	_____	_____
buzz	_____	_____
fly	_____	_____
tree	_____	_____


.....
3

The Bears

Blue Book 1

Spelling Practice

bear	bee	buzz	fly	tree
------	-----	------	-----	------

-  ■ Study each word.
- Fingerspell each word three times.
- Write each word three times.

bee _____

tree _____

bear _____

buzz _____


fly _____





.....
4

The Bears

Blue Book 1

Sh Words

-  ■ The picture names start with sh.
- Write the missing letters. Cover the word.
- Write the word.


	
	
	
	






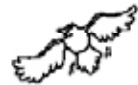
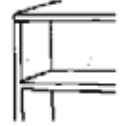
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5

The Bears

Blue Book 1

Sh Words

-  ■ Name each picture.
- Circle the pictures whose names begin with sh.


	7		6
			
			
			

.....
6

The Bears

Blue Book 1

Study Method

-  1. Cut index cards into four pieces each and make a word card for each word.
- 2. Look at each word and spell/fingerspell it.
- 3. Look at the word. Close your eyes. Spell/fingerspell the word.
- 4. Check each word after you spell it.
Was it correct? Great!
Was it wrong? Try again.
- 5. Turn the word card over and write each word three times.


_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

.....
7

The Bears

Blue Book 1

Mastery Test

-  ■ Your teacher will say, sign, or fingerspell each word.
- Write the word.


1. _____

2. _____

3. _____

4. _____

5. _____

-  ■ Record your score on the chart on page 33.

.....
8

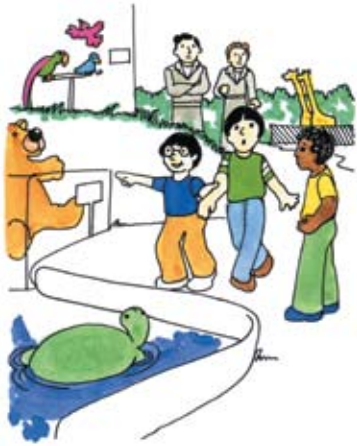
At The Zoo



15

Blue Book 10: “At The Zoo”

At The Zoo



15

New Words



16



Chad walks into the zoo.

17



Joe walks into the zoo.
A boy is with Joe.

18



19



The boys walk talk at the zoo.
The boys talk.

20



Where are the bears?
Are the bears in that yard?

Yes!

21



The brown bears play in the yard.
Chad feeds the bears.

22



Chad walks on the grass.

23



A man sells a cone to Chad.
Joe eats some nuts.

24



The boys see the seals.
The black seals throw a ball
high.

25



Chad laughs hard.
Joe laughs hard.
Bob laughs hard.

26



The boys have fun at the zoo.

27



The End

28

Story 2: At The Zoo

Prereading Activities

Title Page

Encourage the students to tell about their experiences at a zoo. Then ask them to predict what this story might be about, who the characters might be, and where the story will take place.

Spelling Pretest

Have the students complete the Pretest for this story and immediately correct misspelled words.

New Words

Bob—Show the students the picture and the word and write it on the board. Tell the students that Bob is a new character in the story "At the Zoo." Ask the students if they know anyone with the name Bob. Tell the students that *Bob* is a nickname for *Robert*. Have them look at the word and fingerspell and say it with you. Ask the students why *Bob* begins with a capital letter.

feeds—Show the students the picture and the word and write it on the board. Write on the board, "Bob feeds the dog." Ask the students what they think *feeds* means? Using the picture clue and the sentence, discuss the meaning and the students' experiences with *feeds*. Have the students identify things that they feed (e.g., birds, a baby, pets). Then have them list things that they think are not safe to feed (e.g., bears, lions). Fingerspell, sign, and say the word quickly with the students three times, then have the students look away and fingerspell it.

seal—Show the students a picture and the word and write it on the board. Ask the students if they have seen a seal. Where did they see a seal? As they tell about their experiences, have them think about the zoo as a place where we can see seals. Talk about what seals do. Have the students study the word, then sign, say, and fingerspell the word three times.

zoo—Show the students a picture and the word and write it on the board. Tell the students that the zoo is a place where animals are kept so people can see them. Ask the students if they have been to a zoo. As they discuss their experiences, write them on the board. Make a word web of things they have seen at the zoo. Ask the students if they feed animals at the zoo.

Sight Word

another—Write the word on the board. Sign, say, and fingerspell the word with the students. Then write these sentences on the board: "Bears live in the zoo. Where is another place bears live?" Tell the students that the word *another* means one more or a different idea. Have students name another place where bears live. Repeat the use of the word with Robert and Bob: "What is another name for Robert?" As the students link the concept of *another* to the word, fingerspell and say the word. Have the students write the word on their papers.

Reinforced Words

These words introduced in previous stories are reinforced in this story:

Chad	walk(s)	into	the	Joe
a	boy(s)	is	with	who
that	at	talk	where	are
bears	in	yes	yard	no
play	don't	on	grass	man
sells	cone	brown	to	eats
nuts	some	see	black	throw
ball	high	laughs	hard	have
fun	end			

Spelling Practice

Have the students complete the practice pages in their spelling unit that coincides with this story.

Establishing the Purpose for Reading

In this story Chad and some of his friends go to the zoo. What do you think they will see at the zoo? What do you think they will eat? Read the story to find out if you are right.

The Story

The following page-by-page breakdown of the story includes suggested comments and questions to encourage the students to read the words while examining the pictures and making predictions.

■ Page 17

Where is Chad? Did you go through a gate like this one when you went to the zoo?

■ Pages 18 and 19

Do you remember the name of the boy in the green shirt? Who is the boy with Joe?

(Have the students read the text in the comic bubbles.) Did Chad know Bob? How do you know? What do you think the three boys will do? Can you remember the names of all three boys?

■ Pages 20 and 21

What are the boys doing? What do you think the boys will see first?

What is Chad asking the man? Did you see the bears at the zoo? What did the bears do?

■ Pages 22 and 23

How many bears does Chad see? What is Chad doing? What does the man say to Chad? Why does the man say "Don't"? Have the students read the sign. Why can't people feed the bears?

What is Chad doing? What does the man say to Chad? Why does the man say that? Have the students read the sign. Why can't people walk on the grass?

■ Pages 24 and 25

What is Chad buying? What is Joe eating? What did you eat when you went to the zoo?

What are the boys watching? What are the seals doing? Did you see seals at the zoo? What did the seals do?

■ Pages 26 and 27

Do the three boys like the seals? How do you know?

Do you think the boys had fun at the zoo? How do you know?

■ Page 28

Where do you think the boys are going now?

Postreading Activities

Story Retelling

Have the students reread the story silently. Have them retell the story with their peers. The following elements may be included:

1. Chad, Joe, and Bob go to the zoo.
2. Chad feeds the bears.
3. The man says, "Don't!"

4. Chad walks on the grass.
5. The man says, "Don't!"
6. The boys eat.
7. The boys see the seals.
8. The boys have fun at the zoo.

Questions About the Story

1. Where does the story take place?
2. Who are the characters?
3. What two problems did Chad have?
4. What did the boys eat at the zoo?
5. What animals made the boys laugh?

Additional Activities

- ◆ Have the students make stick puppets of the characters and the animals in the story. Dramatize the story with the stick puppets.
- ◆ Take the students to the library and let them find books about zoos, bears, seals, or other animals they might see in the zoo. Read some of the books to the students. Put the books on the library table for the children to look at and read.

Spelling Study

Have the students use the Study Method in their spelling book to practice their spelling words.

Workbook Activities

These exercises follow formats used in previous workbook activities. If necessary, refer to those pages.

Spelling Mastery Test

Have the students take the Mastery Test and record their scores on My Spelling Chart, which follows the last spelling test for this reader.

Supplemental Activities

Literature Activity

The following book relates to the story:

Let's Build Our Own Zoo by F. Brandenburg (1988),
New York: Greenwillow Books.

This story is about two children who want to go to the zoo, but know it is too expensive. They decide to open their own zoo in their yard.

172 Blue Book 10

After introducing the theme of the book and discussing the title page, have the students make predictions about the story. Identify the main characters in the story, Leo and Emily.

Read the story to the students. Ask the following questions:

1. What did Leo and Emily want?
2. What problem did they have?
3. How did they try to solve the problem?
4. What was the solution?

Writing Activity

Using the answers to the previous questions, have the students write a story map.

Have the students identify the characters, and what happened in the beginning, middle, and end of the story.

Related Activities

Create a classroom zoo. Use stuffed or homemade animals, make signs, and invite other classes to visit the zoo.

Science Activity

Identify animals that live in the zoo. Discuss the purpose of a zoo. Compare and contrast pets that are kept at home and animals that are kept at the zoo.

At The Zoo

Words

Circle the correct picture.

zoo



feeds



seal



Bob



2

At The Zoo

Words

Circle the correct word.



Chad

Joe

Bob



seal

fish

sell



house

zoo

store



feet

feeds

feels

3

At The Zoo

Words

Look at each word. Cover it. Write the word on the lines.

zoo

seal

feeds

Bob

Chad

Joe

4

At The Zoo

Words

Put an X on the picture that does not belong.



Put an X on the word that does not match.

zoo

park

kitchen

5

At The Zoo

Phrases

Draw a line from each phrase to the correct picture.

walks into the zoo



feeds the bears



walks on the grass



see the seals



.....
6

At The Zoo

Phrases

Circle the correct phrase.



have fun at the zoo
have fun at the farm



feeds the bears
feeds the bees



on the zoo
on the grass



talk
eat



laugh hard
walk hard



eats some nuts
eat some cones

.....
7

At The Zoo

Phrases

Put a ✓ by the phrase that tells where.

Where?



___ Chad
___ into the zoo



___ in that yard
___ the bears



___ on the grass
___ walks



___ have fun
___ at the zoo

.....
8

At The Zoo

Sentences

Circle the correct picture.

Chad walks on the grass.



The black seals throw a ball high.



The boys have fun at the zoo.



.....
9

At The Zoo

Sentences

Circle the correct sentence.



The man sells a cone.

The girl sells a cone.



The boys run at the zoo.

The boys walk at the zoo.



The boys see the brown bears.

The boys see the seals.

10

At The Zoo

Sentences

Write the correct word on the line. Use the words in the box. You will not use all of the words.

grass boys seals with feeds



A boy is _____ Joe.



The _____ walk at the zoo.



Chad _____ the bears.



The boys see the _____.

11

At The Zoo

Sentences

Put a ✓ by each sentence that tells about the story.

_____ Chad walks into the zoo.

_____ Joe walks into the zoo.

_____ The four small boys run.

_____ Mom scrubs the corn.

_____ A man sells a cone to Chad.

_____ Joe eats some nuts.

_____ The boys see some black clouds.

_____ The boys see the seals.

12

At The Zoo

Sentences

Write the answer to the question on the line.

Where are the boys?



What plays in the yard?



Who walks on the grass?



Are the seals white?



13

At The Zoo

The Story

Put a ✓ by the characters who are in this story.



Chad _____



Bob _____



the hen _____



Joe _____

14

At The Zoo

The Story

Write a 2 under what happened second.
Write a 3 under what happened third.



1







1







1





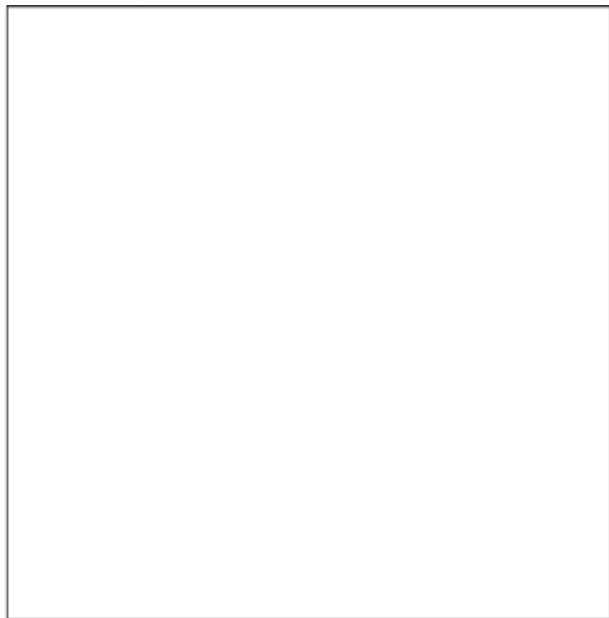
15

At The Zoo

The Story

Find the **title** of the story in Blue Book 10.
Write the title on the line. Draw a picture about the story.

The Title _____




16

At The Zoo

Blue Book 10

Pretest

-  ■ Cover the words on the left.
- Your teacher will say/sign each word one time.
- Your teacher will fingerspell the word (at normal speed) one time.
- Write the word.
- If you do not know the spelling, make a good guess.

Cover these words.	Write the words.	Check your spelling.
zoo	_____	_____
seal	_____	_____
feed	_____	_____
another	_____	_____
_____	_____	_____
_____	_____	_____


.....
139

At The Zoo

Blue Book 10

Spelling Practice

zoo	seal	feed	another		
-----	------	------	---------	--	--

-  ■ Study each word.
- Fingerspell each word three times.
- Write each word three times.

zoo _____

seal _____

feed _____


another _____


.....
140

At The Zoo

Blue Book 10

Vowel Practice

-  ■ Read each word on the left.
- Draw a line to a word with matching vowels on the right.

walk •		• spoon
zoo •		• seed
help •		• sun
feed •		• talk
clown •		• dig
fun •		• sound
big •		• brown
ground •		• melt

.....
141

At The Zoo

Blue Book 10

Word Study

-  ■ Help the boys find the animals at the zoo.

bird	duck	owl	frog	mouse	seal
fish	ox	bear	bug	lamb	pig

Find two animal names that begin with **a**.

Find two animal names that begin with **f**.

Find an animal name that rhymes with **truck**.

Find an animal name that rhymes with **house**.

Find three animal names that begin with **b**.

.....
142

At The Zoo

Blue Book 10

Study Method

1. Cut index cards into four pieces each and make a word card for each word.
2. Look at each word and spell/fingerspell it.
3. Look at the word. Close your eyes. Spell/fingerspell the word.
4. Check each word after you spell it.
Was it correct? Great!
Was it wrong? Try again.
5. Turn the word card over and write each word three times.



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

.....
143


At The Zoo

Blue Book 10

Mastery Test

1.  Your teacher will say, sign, or fingerspell each word.
2.  Write the word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1.  Record your score on the chart on page 169.

.....
144



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