Third Edition

Reading Milestones

Red Level 1

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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 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).
The first three levels of the Reading Milestones series form a cohesive unit and are designed for use in initial reading instruction. The authors of Reading Milestones believe 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 first level, the Red Books, are provided in subsequent sections. However, some general principles are discussed here.

Vocabulary
Each new word 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 is not subsequently 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 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 are 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...
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 Red Books:

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.

SKILLS INCLUDED IN THE LEVEL 1 RED 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.
Vocabulary

Two to three new words are introduced in each story. A maximum of 150 new words was established for the Red Books. Each new word has only one meaning and one part of speech. (A list of the new words presented in the Red Books is provided on page 7.) 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 in the order in which they are introduced in the Red Books.

Sight words are also developed in most of the stories starting with Story 5 in the Red Level.

Decoding Skills

Two controls for decoding skills are provided in the Red 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 regular letter combinations:

<table>
<thead>
<tr>
<th>1-letter words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>a</td>
</tr>
<tr>
<td>cv</td>
<td>to, on</td>
</tr>
<tr>
<td>vcc</td>
<td>big, the, end</td>
</tr>
<tr>
<td>ccv</td>
<td>desk, Chad</td>
</tr>
<tr>
<td>vcc</td>
<td>drink, scrub</td>
</tr>
</tbody>
</table>

Six-letter verbs were allowed to provide the addition of the inflectional ending -s for third-person singular present tense verbs. These guidelines limit the vocabulary allowed both in length (one syllable only) and in type (no silent vowels are permitted on the ends of words). The second skill, chunking of units larger than the individual word, has been discussed previously. Sentence length is also controlled. In the Red Books, each sentence has two to three constituents (phrases).
Comprehension Skills
Several basic reading comprehension skills for stories in the Red Level Readers are built into the Suggested Lesson Plans and the Workbook exercises.

A brief list of the comprehension skills introduced in the Red Books is provided below:
- Classification
- Size relationships
- Following directions
- Cloze procedure variations
- Sequencing story events
- Identifying the main idea

Syntax
One new syntactic structure is introduced in each book of the Red 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 Red Books is provided below.

<table>
<thead>
<tr>
<th>Book 1</th>
<th>Intransitive verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book 2</td>
<td>Single-word <em>Who?</em> questions</td>
</tr>
<tr>
<td>Book 3</td>
<td>Contrast definite/indefinite articles</td>
</tr>
<tr>
<td>Book 4</td>
<td>Single-word <em>What?</em> questions</td>
</tr>
<tr>
<td>Book 5</td>
<td>Transitive verbs</td>
</tr>
<tr>
<td>Book 6</td>
<td>Prepositional phrases following intransitive verbs</td>
</tr>
<tr>
<td>Book 7</td>
<td>Single-word <em>Where?</em> questions</td>
</tr>
<tr>
<td>Book 8</td>
<td>Single-word <em>When?</em> questions</td>
</tr>
<tr>
<td>Book 9</td>
<td>Descriptive adjectives</td>
</tr>
<tr>
<td>Book 10</td>
<td>Expansion of descriptive adjectives, reinforcement of all syntactic structures introduced thus far</td>
</tr>
</tbody>
</table>

Upon completion of the readers and workbooks in the Red Books of *Reading Milestones*, students are ready to proceed to the second level, which has been designated the Blue Books.
New Words Introduced in Level 1

a Chad farm log pulls stands an chalk fat lunch red stops ant claps
finds man rips stops at climbs fish March rock swims ball corn frog mask
rolls swings
barn cow gets May room the bat crab girl Meow! rug throws bed
cracks grass milk runs to big crawls hall Mom scrubs truck bird Dad
hangs mop sells up
black Dee hat nest sews Urp! blows desk helps night shelf walks Boo
digs hen nuts shirt wall Bow-wow! dirt hill o’clock shop What? bowl
dog hits on sick When?
box doll holds onto sings Where? boy drown in ox sits Who? branch drinks
into pan skunk wind brings drips jam park sled winks brown duck jumps pig
slips wins
bug eats kicks pill small works bumps egg knots pink snow worm bus end
lamb plays sock yak car falls lamp pond song yard cat fan lifts
prints spills yells
Sample Pages

Two stories are provided. Each story contains sample pages from the following components:

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

Red Book 1: “The Dog”

Red Book 10: “The Fat Yak”
Red Book 1: “The Dog”
The Dog

New Words

dog
sits
swings

The dog

jumps.

The dog

runs.

The dog

sits.

The boy
swings.

The girl swings.

The dog

swings.

The dog jumps.

The dog sits.

The End
Story 3: The Dog

Prereading Activities

Table of Contents
Have the students turn to the Table of Contents page. Write the title of the story, “The Dog,” on the board and ask the students to find the title, the authors, and the page number. Tell them to locate the correct page in the book.

Title Page
Ask the students what they see in the picture. Ask, “Do you think that the boy and the girl are brother and sister? Do you think that they are friends? Why do you think that? What is by the children? Where do you think the children are?” Encourage them to respond with all possibilities: in the yard, in a park, or at school. Ask, “What do you think the story will be about?”

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

New Words
dog—Have the students describe the dog in the picture. Ask the students how many of them have dogs at home. Have them describe their dogs. Have the children look at the word, sign it, and fingerspell it three times following your model. Show them two or three pictures of different kinds of dogs. Have them identify the pictures and describe each dog. Summarize by telling them that dogs may be different in color, size, and shape. These are many ways in which all dogs are the same. Develop a word map with the students to show the characteristics that are the same for all dogs. Write the word “dogs” on the board and draw a box around it. Have the children tell you how dogs are alike. Possible responses might be four legs, two ears, two eyes, wet nose, four paws, hair, sharp teeth, eat dog food and people food, drink water, and so on. Write each response on the board and draw a box on the word “dogs,” circle each response, and draw a line connecting each response to the vocabulary word. (See Appendix E for more information on word maps.)
sits—Tell the students that the dog is sitting. Have several students demonstrate the action of sitting. To reinforce the emphasized structure in this book, write on the board “(Name) sits” after each student performs the action and discuss the new sentence. Using some of the toys in the classroom, have the students demonstrate these sentences: “The doll sits,” “The bear sits.” Pose the doll so that it is standing and ask the students if the doll is sitting. Ask a student to make the doll sit. Do the same with the teddy bear. Have the children look at the word, sign it, and fingerspell it three times following your model.

swings—Discuss the picture of the girl swinging. Ask the students if they like to swing. Ask, “Where do you swing?” (At school, at the park, at home?) Tell the students, “The object is called a swing. The girl sits on the swing and moves back and forth. The girl swings.” Have the children look at the word, sign it, and fingerspell it three times following your model.

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

- the
- girl
- jumps
- runs
- end
- boy

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

Establishing the Purpose for Reading
The boy, the girl, and the dog were standing by the swings in the title page. Remind the students what they guessed the story would be about. Tell them that you will read the story together to find out if their guesses were correct.

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.

- Pages 31 and 32

What is the dog doing? Why are there two lines by the dog’s tail? What do you think the dog will do? Read the words at the bottom of the page.

What is the dog doing now? What are the boy and girl doing? (Write the sentence “The dog jumps” on the board and have the students read it. Have the students read the word at the bottom of the page and then read the entire sentence.)

- Pages 33 and 34

Read the word at the bottom of the page. What is the dog doing? What are the children doing? What do you think the dog will do?

What did the dog do? What are the children doing? Read the word at the bottom of the page and then read the entire sentence.
Teacher's Guide

Pages 35 and 36
Read the words at the bottom of the page. What is the boy doing? What does the girl have? What do you think the girl will do?
What is the dog doing? Read the word at the bottom of the page. Why is the dog wagging its tail? Read the entire sentence.

Pages 37 and 38
Read the words at the bottom of the page. What will the boy do? What do you think the girl is doing? Does the dog want the bone? How can you tell?
What is the boy doing now? Read the word at the bottom of the page and then read the entire sentence.

Page 39
What is the girl doing? Read the sentence.

Pages 40 and 41
Read the words at the bottom of the page. What is the dog doing? Do you think the dog will swing?
Have you ever seen a dog swing? Does your dog at home swing? Do you think the dog likes to swing? Read the word at the bottom of the page and then read the entire sentence.

Page 42
What is the dog doing? Why did he jump off the swing? Read the sentence at the bottom of the page.

Page 43
What are the boy and girl doing? What is the dog doing? Read the sentence.

Page 44
What are the children doing? Are they happy? How do you know? Is the dog happy? How can you tell if dogs are happy? Read the words at the bottom of the page. What does “The End” mean?

Postreading Activities

Story Retelling
This story has several activities and may require prompts. Have the children read the story silently. Demonstrate for them how to read silently and then provide help if this is a new activity for them. (Suggestion: It is usually better not to allow the children to develop the habit of signing as they read silently. This is similar to hearing children moving their lips as they read, which interferes with the comprehension process and the development of fluency. Developing skill in silent reading with children is not easy and instantaneous. Teaching and guiding them through the development of this skill may take several months.) When they are finished re-reading, have them close their books and retell the story as a group.

Have each student retell the story. You may prompt the students during story retelling, if necessary. The following elements may be included:

1. The dog jumps and runs and sits. (The dog plays.)
2. The girl gives the dog a bone.
3. The boy and the girl swing.
4. The dog swings.
5. The dog jumps off the swing.
6. The boy, the girl, and the dog sit.

Questions About the Story

1. What does the dog do in this story?
2. Do the children like the dog? How do you know?
3. What funny thing does the dog do?
4. Why do you think the dog tried to swing?
5. Did the dog like to swing? Why or why not?
6. How did the boy, the girl, and the dog feel? What makes you think that?

Additional Activities

✦ Draw a picture of your dog (or a friend’s dog). Write a story about it.
✦ Dramatize the story.

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

Workbook Activities

Page 27
The students must read the word and select the picture that matches the word.

Pages 28, 29, and 30
Direct the students to look at the picture and then write in the missing letter(s). If they have difficulty, show them how to use the glossary in the back of their reader to help them.

Page 31
This exercise requires that the students recognize the word in print and the representation of it.
Supplemental Activities

**Literature Activity**

The following book reinforces the concept of dog:

*Clifford is a puppy days* by N. Bridwell (1989), New York: Scholastic.

Show the students the cover illustration, noting the title and author. Discuss the illustration, explaining that Clifford is a baby dog and is called a puppy. Have the students tell about their experiences with puppies and how they grow into bigger dogs. Ask them what they think this story might be about. Tell them you will read the story to them and maybe they will find out how Clifford becomes.

Read the story to the children, showing the pictures and focusing on the story for the children’s enjoyment. As you are reading, emphasize the words big and small. Discuss the predictions they made before the story was read and compare their experiences with puppies to Emily Elizabeth’s experiences with her puppy.

**Math Activity**

Using the pictures in *Clifford’s Puppy Days*, compare the size of Clifford as a puppy to the St. Bernard in the story, then compare Clifford as a puppy to the last picture in the book of Clifford as a grown dog. Compare the St. Bernard to Clifford as a grown dog, explaining that now the St. Bernard is small and Clifford is big. Have several other objects sorted in groups of two and have the students label each object in the pair as big or small. Have each child find two objects in the room, one big and one small, and explain to the other students, “I found two books. This is a small book and this is a big book.” Leave the objects displayed on a table and have the students each pick three sets to draw and label as big and small.

**Social Studies Activity**

Discuss pets with the students and how they must be cared for and treated. If you have a pet, show the children a picture and describe how you take care of your pet and how you care for it. Have the children bring pictures of their pets; each tells the other students how he or she got the pet, takes care of it, and treats it. Then have the students write and illustrate stories about their pets to display in the classroom or in the hall.

**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.
**The Dog**

**Words**

Circle the correct picture.

- **dog**
- **swings**
- **sits**
- **girl**

---

**The Dog**

**Words**

Write in the missing letters.

- **dog**
- **run**
- **got**
- **swings**
- **do**

---

**The Dog**

**Words**

Write in the missing letters.

- **ings**
- **sits**
- **og**
- **jump**
- **swing**

---

**The Dog**

**Words**

Write in the missing letters.

- **awi**
- **b**
- **swi**
- **ds**
- **gi**
The Dog

The dog swings.
The dog s____ ____________.
The d____ ____________.
The d____ ____________.

The Dog

The boy jumps.
The dog jumps.
The boy runs.
The dog runs.
The dog sits.
The girl sits.

The Dog

The Story

Cut out the pictures. Put the pictures in the correct order. Paste the pictures on the page.

This page intentionally left blank.
The Dog

The Story

Circle the picture that happened first.

1. [Picture of a swing]
2. [Picture of a dog]
3. [Picture of two children and a dog]

1

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

1

The Dog

The Story

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

The Title _______________________

[Blank space for drawing]
The Dog

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.

<table>
<thead>
<tr>
<th>Cover these words.</th>
<th>Write the words</th>
<th>Check your spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Dog

Spelling Practice

- Study each word.
- Finger spell each word three times.
- Write each word three times.

<table>
<thead>
<tr>
<th>swing</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dog</td>
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</tbody>
</table>

The Dog

Spelling Practice

- One word is spelled right.
- Two words are spelled wrong.
- Circle the word that is spelled right.
- Cover the word and write it.

<table>
<thead>
<tr>
<th>sit</th>
<th>is</th>
<th>this</th>
<th>swing</th>
<th>swung</th>
<th>swung</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The Dog

Matching Letters

- Draw a line to the same letter.

<table>
<thead>
<tr>
<th>Q</th>
<th>t</th>
<th>U</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>q</td>
<td>V</td>
<td>w</td>
</tr>
<tr>
<td>S</td>
<td>r</td>
<td>W</td>
<td>v</td>
</tr>
<tr>
<td>T</td>
<td>s</td>
<td>X</td>
<td>u</td>
</tr>
<tr>
<td>Y</td>
<td>m</td>
<td>N</td>
<td>f</td>
</tr>
<tr>
<td>Z</td>
<td>y</td>
<td>F</td>
<td>z</td>
</tr>
<tr>
<td>M</td>
<td>b</td>
<td>G</td>
<td>g</td>
</tr>
<tr>
<td>D</td>
<td>z</td>
<td>C</td>
<td>n</td>
</tr>
</tbody>
</table>
The Dog  

Matching Letters

- Circle the letters that are the same.

| m m n n | s c S s |
| n u n n | T L l l |
| a . v o | v v n u |
| p b P p | v v u V |
| Q p q q | W m W w |
| R R u r | X v x x |

---

The Dog

Study Method

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

---

The Dog

Mastery Test

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

1. ________________________

2. ________________________

3. ________________________

4. ________________________

- Record your score on the chart on page 38.
Red Book 10: “The Fat Yak”
The fat yak cracks the big bed.
The big bed falls on the rug.
The lamp falls on the big bed.
The fat yak jumps into the yard.
The fat yak jumps.
The fat yak swings on a branch.
A red bird yells.
The fat yak cracks the branch.
The red bird sings.
The fat yak falls into the pond.
The fat yak yells.
The red bird helps the fat yak.
The End
Story 5: The Fat Yak

Prereading Activities

Title Page
Have the children read the title of the story. Ask the students if they know what a yak is. Ask them what animal is in the picture. If they do not know, have them guess, encouraging them to relate the title to the picture. You may want to continue to develop the concept of yak or you may wish to develop it more fully when you present the new words for the story. Ask the students where the yak is. Do they think this will be a real or a pretend story? Why?

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

New Words
yak—Show the children the picture and the word and write it on the board. Since this is not a common animal in this country, you may want only to explain briefly that a yak is a wild ox that is found in the highlands of Tibet. It is an animal that looks like a large bull. Have the children study the word and then spell it.

fat—Show the children the picture and the word and write it on the board. Ask the children what the picture is (a fat cat). Tell them that a fat cat means that the cat is overweight; it weighs too much. Ask them if they know any other animals that are fat. Avoid as much as possible their giving names of people who are fat, especially classmates, as that can be very hurtful to the overweight child. Have them study the word, sign it, and spell it.

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

jumps on a bed cracks
big falls rug lamp into
yard swings branch red bird
sings stop pond yells helps
end the help

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

Establishing the Purpose for Reading
This is a story about a yak that is much too fat. He keeps breaking things and finally gets into trouble. Ask the children what they think the yak will do.

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.

■ Pages 59 and 60
What is the yak doing? Read the sentence. Have you ever jumped on your bed? What did your mom say? What do you think will happen to the yak?

What happened? Read the sentence. Is the yak having fun? How do you know?

■ Pages 61 and 62
What happened to the bed? Read the sentence. Is the fat yak having fun now? How do you know?

What happened to the lamp? Read the sentence. Where do you think the yak is? Why did he leave the bedroom?

■ Pages 63 and 64
Where did the yak go? Read the sentence. What is he doing? What do you think the yak will do next? Do you think he will break something else?

Read the sentence. Where is the yak? What is he doing?

■ Pages 65 and 66
What is the yak doing? Read the sentence. How do you think the bird feels? What do you think will happen?

Read the sentence. Why does the bird yell at the yak?

■ Pages 67 and 68
Did the yak go away? Were you right in your prediction? Read the sentence. What did the yak do? How do you think the bird feels now?

How does the bird feel? What is the bird doing? Read the sentence. Why is it singing?

■ Pages 69 and 70
Where did the yak fall? Read the sentence. How does the yak feel? The yak is in trouble.

Where is the yak? What’s wrong? Read the sentence. What does the yak yell? Do you think someone will help the yak? Who?
Postreading Activities

Story Retelling
Have the children reread the story silently. When they are finished, have them close their books and retell the story as a group.

Have individual students retell the story. The following elements may be included:
1. The yak jumps on the bed.
2. He breaks the bed.
3. The yak goes outside.
4. He jumps and swings on a branch.
5. The bird yells, “Stop!”
6. The branch breaks.
7. The yak falls into the pond.
8. The bird helps the yak.

Questions About the Story
1. Where does the story take place?
2. Who are the important characters?
3. What does the yak break first?
4. How does he break the bed?
5. What does the yak break next?
6. How does he break the branch?
7. What did the bird yell?
8. Where did the yak fall?
9. Who helped the yak?

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

Workbook Activities
Most of these exercises follow formats used in previous workbook activities. If necessary, refer to those pages. The following page has a new type of exercise.

■ Page 59
When looking for the pictures that do not belong, the children should consider all of the pictures on the page rather than one row at a time.
**The Fat Yak**

**Words**

1. Circle the correct picture.
   - yak
   - cracks
   - fat
   - pond

2. Look at the pictures that do not have a ✓.
   The pictures show ____________________.
   - weeks
   - holidays

3. Write in the missing letters.
   - bi__
   - ___aok
   - r__g
   - __ak
   - b__
   - ya__

4. Write in the missing letters.
   - y__k
   - f__
   - cr__ks
   - l__mp
   - br__nch
   - cl__ps
**The Fat Yak**

**Words**

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

- yak
- fat
- bed
- cracks
- falls
- big
- into
- jumps

---

**The Fat Yak**

**Phrases**

Circle the correct phrase.

- jumps
- swings
- cracks the lamp
- cracks the bed
- on the rug
- into the yard
- on a bed
- on a branch
- a bird
- the fat yak
- snap
- falls

---

**The Fat Yak**

**Phrases**

Circle the correct phrase.

- yells
- walks
- falls on the branch
- cracks the branch
- on the rug
- on a bed
- swims
- swings
- helps the fat yak
- helps the fat cat
- falls into the bed
- falls into the pond

---

**The Fat Yak**

**Sentences**

Circle the correct picture.

- A fat yak jumps on a bed.
- The big bed falls on the rug.
- The fat yak jumps.
The Fat Yak

**Sentences**

Circle the correct picture.

The lamp falls on the big bed.

The fat yak swings on a branch.

The fat yak yells.

Circle the correct sentence.

The bird falls into the pond.

The fat yak falls into the pond.

The bird helps the fat yak.

The bird cracks the branch.

A fat yak jumps on the bed.

A fat yak jumps into the yard.

---

The Fat Yak

**The Story**

Cut out the pictures. Put the pictures in the correct order. Paste the pictures on the page.

This page intentionally left blank.
The Fat Yak

The Story

Circle the picture that happened first.

1. Picture 1
2. Picture 2
3. Picture 3
4. Picture 4

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

1. Picture 5
2. Picture 6
3. Picture 7
4. Picture 8

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

The Title

Draw a picture about the story.
The Fat Yak

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.

<table>
<thead>
<tr>
<th>Cover these words.</th>
<th>Write the words.</th>
<th>Check your spelling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>yak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

The Fat Yak

Spelling Practice

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

The Fat Yak

Word Families

- Each box has a different word family.
- Write all the words you can in each family.

<table>
<thead>
<tr>
<th>_ow</th>
<th>_at</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>_oll</th>
<th>_ack</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>_ug</th>
<th>Write words with _ll.</th>
</tr>
</thead>
</table>

---

The Fat Yak

Alphabet Work

- Write the words in abc order.

<table>
<thead>
<tr>
<th>chalk</th>
<th>around</th>
<th>end</th>
<th>fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>like</th>
<th>into</th>
<th>hit</th>
<th>get</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>milk</th>
<th>red</th>
<th>number</th>
<th>pill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yak</th>
<th>well</th>
<th>sick</th>
<th>think</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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.

   ________  ________  ________
   ________  ________  ________
   ________  ________  ________
   ________  ________  ________

**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 167.