

Reading Milestones

Red
Level 1

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

Stephen P. Quigley

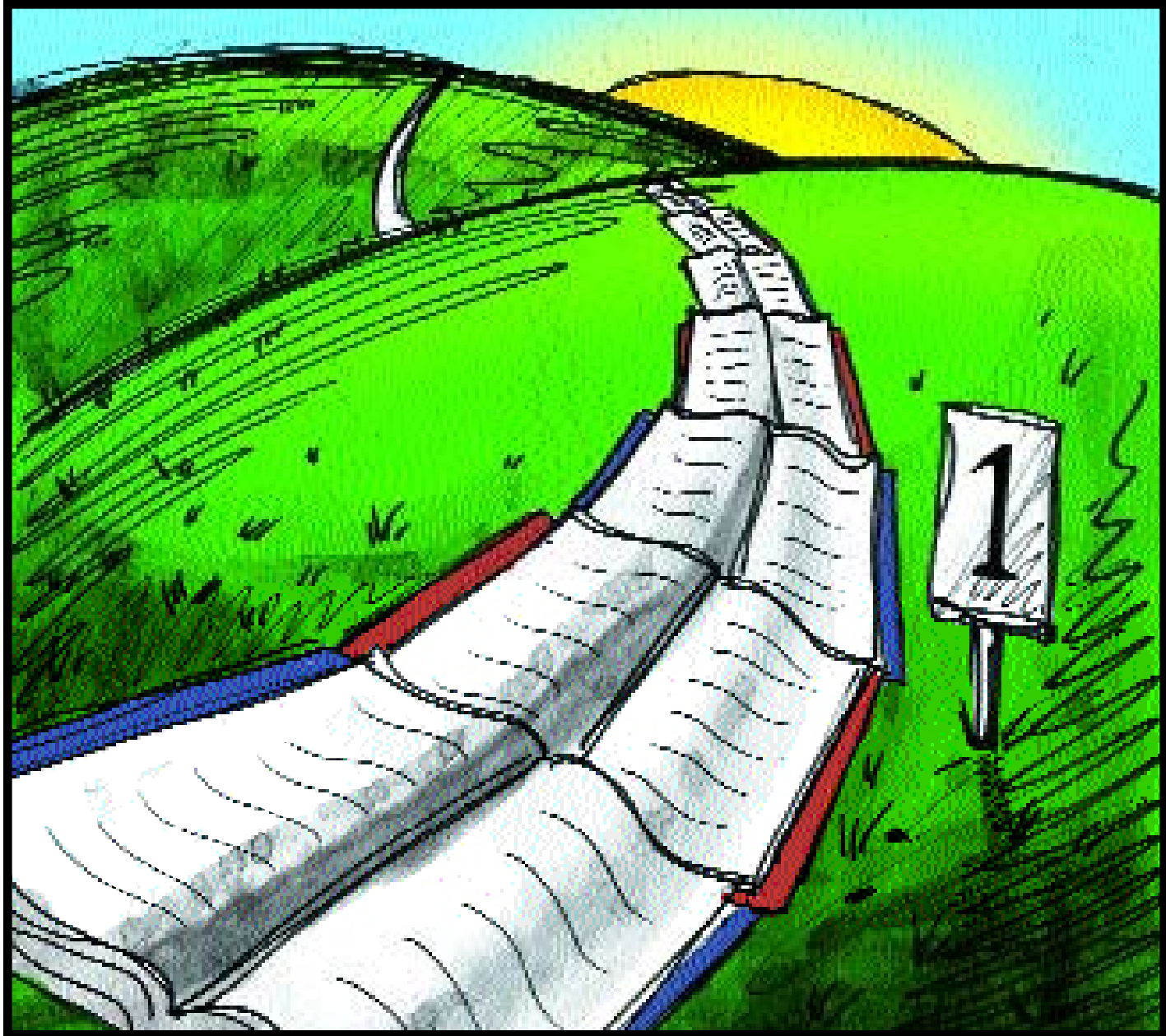
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Sample Booklet



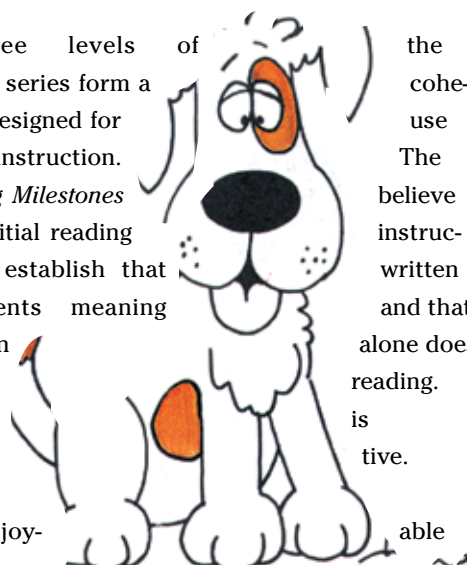
Reading Milestones is the most popular reading program of its kind. This successful, alternative language-controlled program is designed to take readers from the preprimer to approximately a fifth-grade reading level. It is especially effective for students with hearing impairments and language delays 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).

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 initial reading instruction. The authors of *Reading Milestones* believe that the goal of initial reading instruction must be to establish that 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.



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

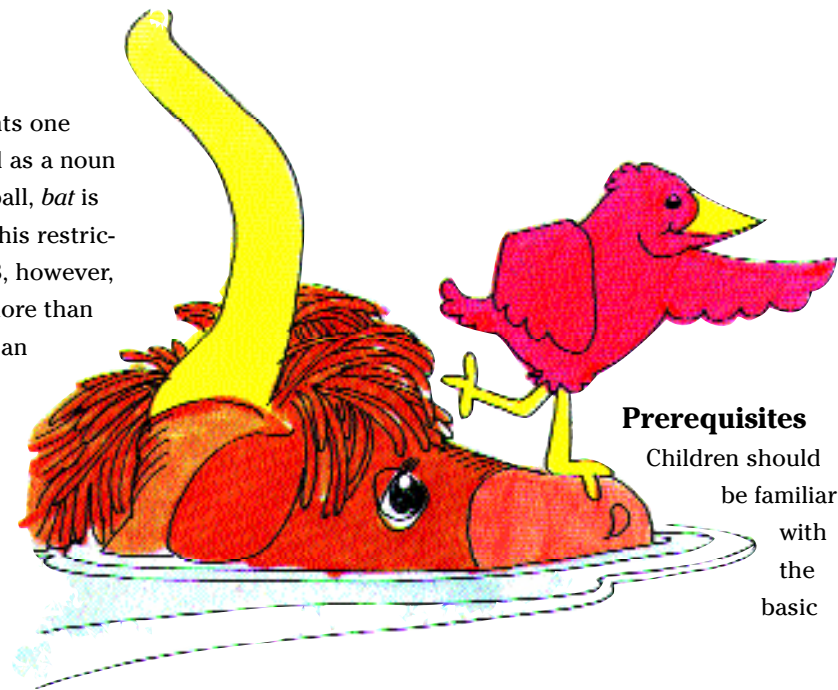
The format of the workbooks for the first three levels of *Reading Milestones* includes skill-building exercises at the word, phrase, sentence, and story levels. Students are not required to read the directions for the exercises in the workbooks for the first three levels.

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.

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.

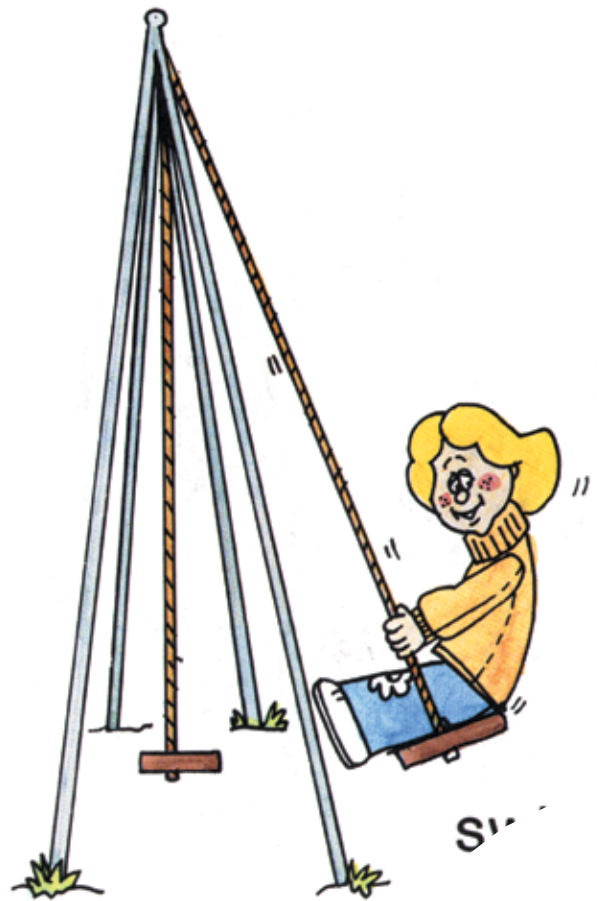


Prerequisites

Children should be familiar with the basic

concepts and prereading skills introduced in early literacy programs. *Reading Milestones* does not include an early literacy component; however, a multitude of such programs are currently available. It is likely that school districts already have early literacy materials or programs that can be used.

In addition to basic prereading skills, the authors of *Reading Milestones* recommend that the instructors preteach the concepts and vocabulary used in the Red Books' stories. Knowledge of language is of major importance in the successful development of reading. This is especially true in the establishment of beginning reading. If the child recognizes the concepts and vocabulary that will be presented in written form and can use those concepts and vocabulary while interacting with others, then the task of learning to read becomes that of associating print with meaning. Decoding and comprehension 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 (associating print with words) and then learning to comprehend (associating words with meaning).



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.

Content

The following categories were used in the selection of story content for the Red 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.



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.

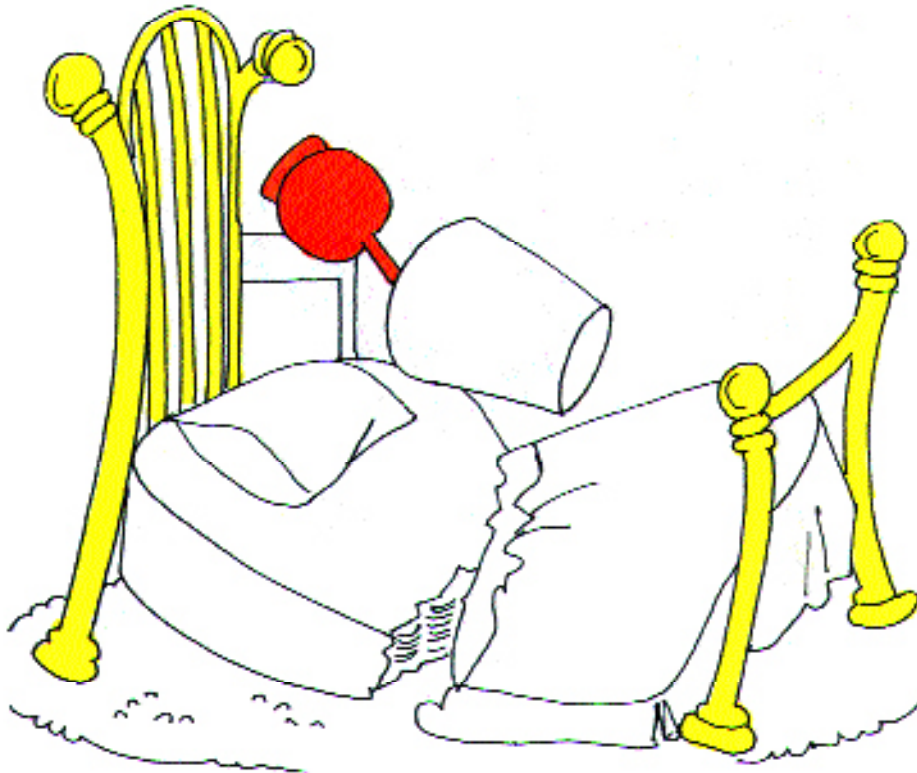
Decoding Skills

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:

				Examples
1-letter words	v			a
2-letter words	cv	vc		to, on
3-letter words	cvc	ccv	vcc	big, the, end
4-letter words	cvcc	ccvc		desk, Chad
5-letter words	ccvcc	cccvc		drink, scrub



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).

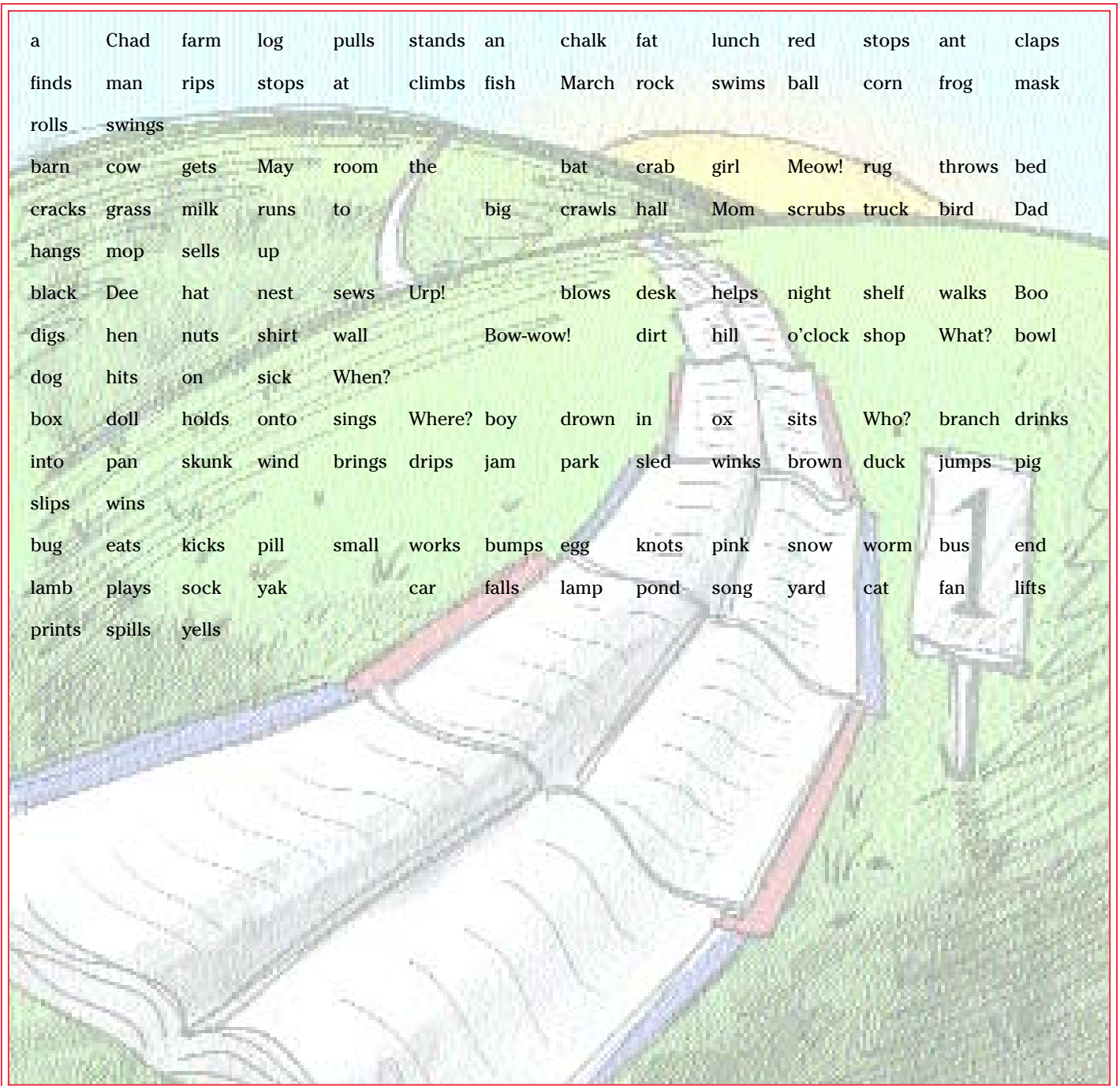
A brief list of the syntactic structures introduced in the Red Books is provided below.

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

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

Reading Milestones



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"

The Dog



29

Red Book 1: “The Dog”

The Dog



29

New Words



30

The dog



31



jumps.

32



The dog

33



runs.

34



The dog

35



sits.

36



The boy

37



swings.

38



The girl swings.

39



The dog

40



swings.

41



The dog jumps.

42



The dog sits.

43



The End

44

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. There 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 around 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	end
runs	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.

■ 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 reread 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 compre-

hension 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 rereading, 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.

■ Pages 32 and 33

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

■ Page 34

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

■ Page 35

The students practice printing in this exercise. They are required to trace each word, working up to printing each word on their own. Finally, they print the entire sentence.

■ Page 36

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

■ Pages 37 and 38

The students must sequence three events from the story. Emphasize to the students that they must cut out the pictures first, then put the pictures in the correct order. (Check to make sure each student has sequenced the pictures correctly before pasting begins.) When the pictures are in the right order, the students may paste.

■ Page 39

The students must sequence each pair of pictures. Have them look at the two pictures in the first row. Make sure that they know that these are the only two pictures that they consider at this time.

■ Page 40

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

■ Page 41

If necessary, help students locate the appropriate page in the reader where the title can be found. Encourage them 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 reinforces the concept of *dog*:

Clifford's 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 grew into bigger dogs. Have them guess how big Clifford might get. 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 big 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 treat 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.

The Dog

Words

Circle the correct picture.

dog



swings



sits



girl



27

The Dog

Words

Write in the missing letters.



d_g



run_



s_ts



g_



sw_ngs



do_

28

The Dog

Words

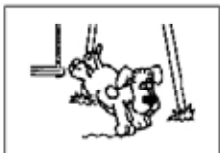
Write in the missing letters.



__ings



_its



_og



jump_



swing_



si_s

29

The Dog

Words

Write in the missing letters.



swi__s



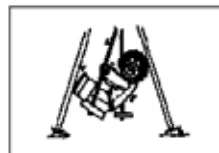
b__



d__



__s



sw____s



gi__

30

The Dog

Phrases

Draw a line from each phrase to the correct picture.

The dog



swings



sits



runs



31

The Dog

Phrases

Circle the correct phrase.



The dog
swings



The dog
sits



swings
runs



The girl
The boy



The dog
The boy



sits
swings

32

The Dog

Phrases

Circle the correct phrase.



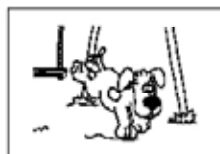
swings
boy



The girl
sits



The girl
jumps



jumps
sits



swings
The dog



The boy
The girl

33

The Dog

Sentences

Circle the correct picture.

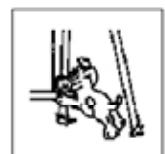
The dog jumps.



The dog sits.



The girl swings.



34

The Dog

Sentences

Trace the words.
Write the words in the blanks.



The dog swings.

The dog s_____.

The d_____.

T_____.

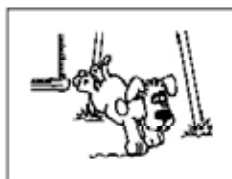
_____.

35

The Dog

Sentences

Circle the correct sentence.



The dog jumps.

The boy jumps.



The boy runs.

The dog runs.



The dog sits.

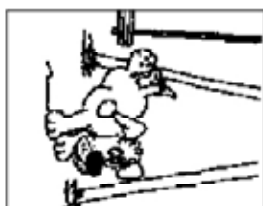
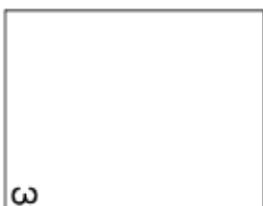
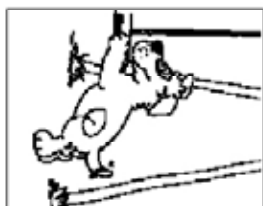
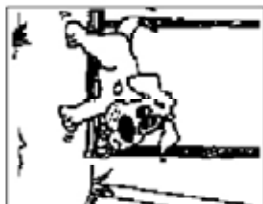
The girl sits.

36

The Dog

The Story

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



37

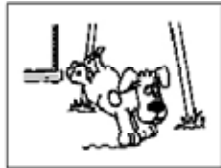
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left blank.

38

The Dog

The Story

Circle the picture that happened first.



.....
39

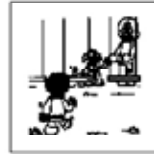
The Dog

The Story

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



1



1



1

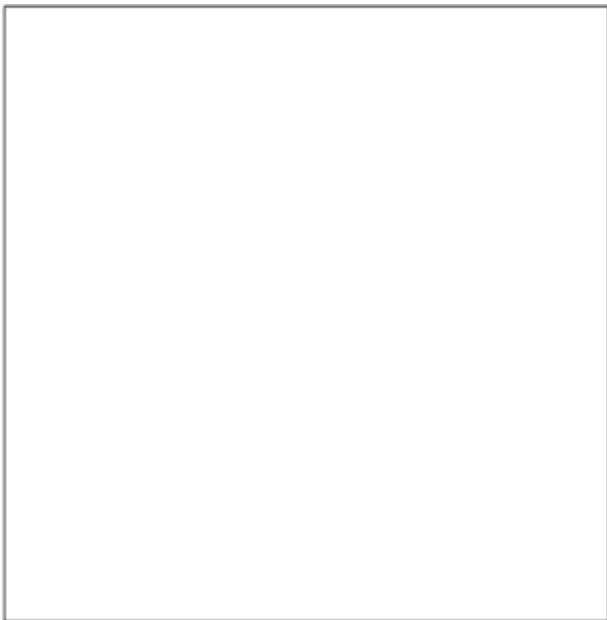
.....
40

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 _____




.....
41

The Dog

Red 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.
dog	_____	_____
sit	_____	_____
swing	_____	_____
_____	_____	_____


.....
17

The Dog

Red Book 1

Spelling Practice

dog	sit	swing	
-----	-----	-------	--

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

swing _____

sit _____


dog _____

.....
18

The Dog

Red Book 1

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.

sit is sfl _____

swing sung swong _____

god dog bog _____

-  ■ Write each word two more times.

.....
19

The Dog

Red Book 1

Matching Letters

-  ■ Draw a line to the same letter.

Q	t	U	x
R	q	V	w
S	r	W	v
T	s	X	u
Y	m	N	f
Z	y	F	e
M	b	G	g
B	z	E	n

.....
20

The Dog

Red Book 1

Matching Letters

 ■ Circle the letters that are the same.


m m n m	s c S s
n u n n	T L t t
O o u O	u u 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

.....
21

The Dog

Red Book 1

Study Method

-  1. Cut an index card into four pieces 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.


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

.....
22

The Dog

Red Book 1

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.

.....
23

The Fat Yak



Red Book 10: “The Fat Yak”

The Fat Yak



57

New Words



yak

fat

58



A fat yak jumps on a bed.

59



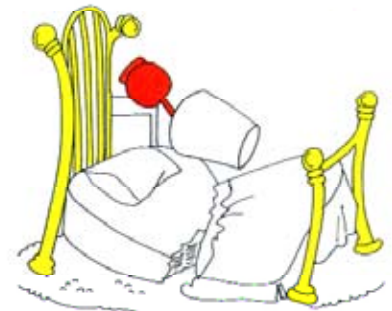
The fat yak cracks
the big bed.

60



The big bed falls
on the rug.

61



The lamp falls
on the big bed.

62



The fat yak jumps
into the yard.

63



The fat yak jumps.

64



The fat yak swings
on a branch.

65



A red bird yells.

66



The fat yak cracks the branch.

67



The red bird sings.

68



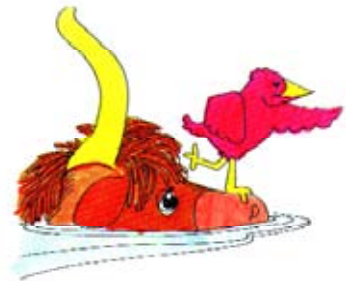
The fat yak falls into the pond.

69



The fat yak yells.

70



The red bird helps the fat yak.

71



The End

72

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 on this continent, 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 fingerspell 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 fingerspell 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 break.

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?

■ Pages 71 and 72

Who helped the yak? Read the sentence. How did the bird help?

Where is the yak going? Will he be safe? Was this story real or pretend? Why?

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.

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:

The Fat Cat Sat on the Mat by N. Karlin (1996), New York: HarperCollins.

Ms. Karlin was born in Israel and the first English sentence she learned in school was "The fat cat sat on the mat." Now she has written a children's easy-to-read book around this sentence. This book has a group of delightful characters and focuses on the word family *-at*.

Discuss the cover illustration with the children and have them identify the title, author, and illustrator (on the title page). Tell the children that this book has many words that are in the word family *-at*. After you have read the story, see how many words ending in *-at* the children as a group can list on the board.

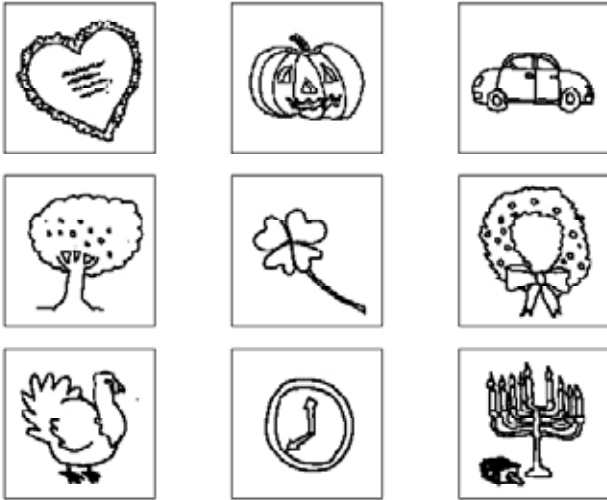
Dramatization Activity

The children should be able to read most of this book by themselves. Have them select children to play each character. Put the text on a transparency and project it on the overhead. Let the children read their parts as they dramatize the play. They may want to make simple props for their production.

The Fat Yak

Words

Put a ✓ on the pictures that do not belong.



Look at the pictures that do not have a ✓.

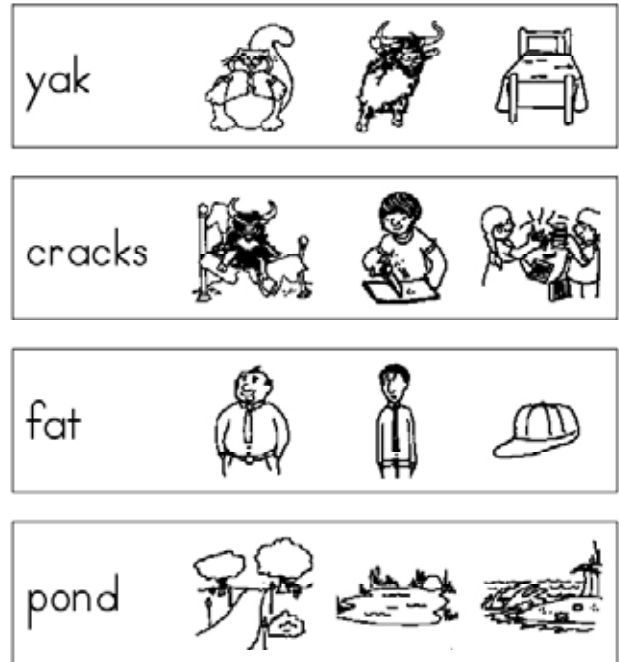
The pictures show _____ weeks _____ holidays

59

The Fat Yak

Words

Circle the correct picture.

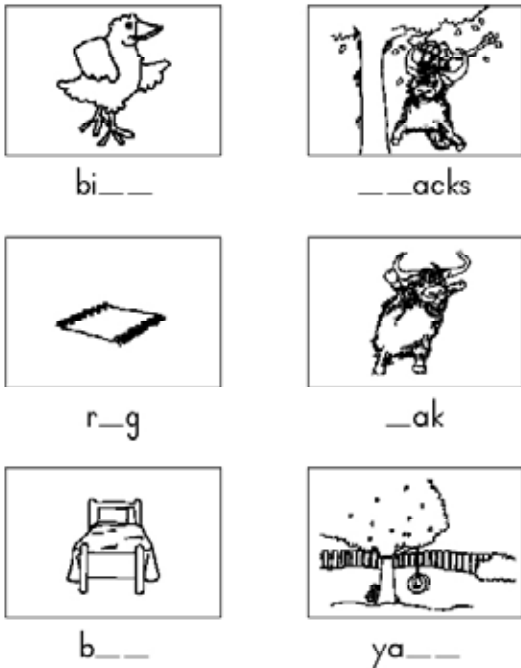


60

The Fat Yak

Words

Write in the missing letters.

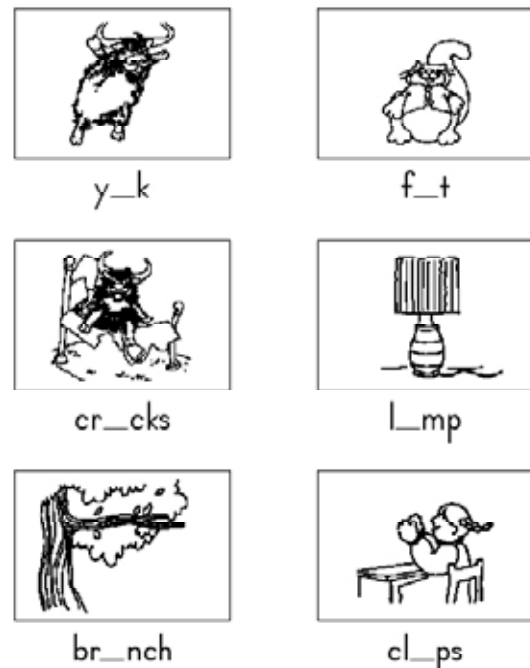


61

The Fat Yak

Words

Write in the missing letters.



62

The Fat Yak

Words

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

yak

fat

bed

cracks

falls

big

into

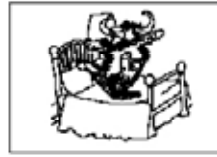
jumps

63

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



sings
falls

64

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

65

The Fat Yak

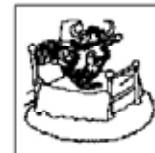
Sentences

Circle the correct picture.

A fat yak jumps on a bed.



The big bed falls on the rug.



The fat yak jumps.



66

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.



67

The Fat Yak

Sentences

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.

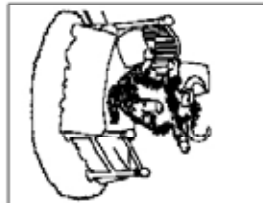
A fat yak jumps into the yard.

68

The Fat Yak

The Story

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



69

This page intentionally left blank.

70

The Fat Yak

The Story

Circle the picture that happened first.



.....
71

The Fat Yak

The Story

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



1



—



—



1



—



—



1



.....



—

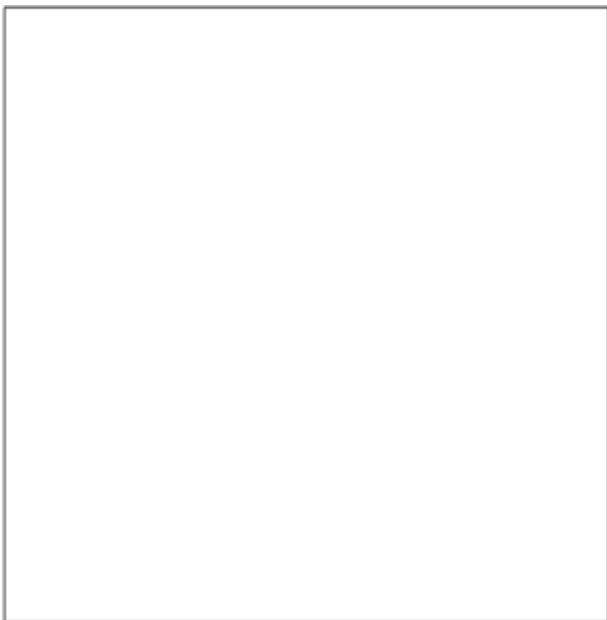
.....
72

The Fat Yak

The Story

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

The Title _____




.....
73

The Fat Yak

Red 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.
yak	_____	_____
fat	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____


.....
149

The Fat Yak

Red Book 10

Spelling Practice

yak	fat			
-----	-----	--	--	--

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

yak _____


fat _____


.....
150

The Fat Yak

Red Book 10

Word Families

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

__ow	__at
__all	__ack
__ug	 Write words with __ll.

.....
151

The Fat Yak

Red Book 10

Alphabet Work

-  ■ Write the words in abc order.


chalk	around	end	fat
_____	_____	_____	_____
like	into	hit	get
_____	_____	_____	_____
milk	red	number	pill
_____	_____	_____	_____
yak	wall	sick	think
_____	_____	_____	_____

.....
152

The Fat Yak

Red 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.


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

.....
153

The Fat Yak

Red Book 10

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.

.....
154



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