



Teach Your Child to
READ & SPELL

Open-Access Texts and Lessons for Parents and Tutors

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**OPEN-ACCESS TEXTS AND LESSONS FOR
PARENTS AND TUTORS**

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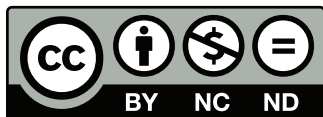
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CHAPTER I

YOU CAN TEACH YOUR CHILD TO READ

Learning to read and write are critically important goals for all children. Some children achieve these goals with little difficulty and progress rapidly in school. Other children struggle with reading and writing throughout their school years. Getting behind in reading triggers many well-intended but often negative events. Children are often sent out of the classroom for a special reading class. These children who get 30 minutes of “extra” reading instruction outside the classroom rarely catch up with their friends in the classroom. Part of the problem is that the “extra” instruction provided these children is not really extra since the children are missing 30 minutes of the instruction that happens in their classroom. A deeper, more lasting issue for most children is the message they get about themselves as readers. The daily walk down the hall to the special reading room is proof positive that they are not succeeding in reading—and thus in school.

Not progressing in reading is the major reason children are retained in the early grades. Most children who are “held back” and repeat a grade do not become good readers the next year and being retained further convinces children that they are not good readers. Children who are retained usually think of themselves as “dumb” and this is often reinforced by other children who tease them about having to “stay back.”

Children who struggle in reading are often eventually classified as learning disabled or dyslexic. They enter the “special education” system where again they receive instruction outside the classroom and rarely catch up to their peers.

I (Pat) taught first grade for the first three years of my teaching life. I also taught fourth grade and was myself one of those special reading teachers to whom kids trudged down the hall for daily visits. Currently, I teach literacy courses at Wake Forest University and supervise my students as they tutor children who are behind in reading. For 50 years, I have worried about the children who have difficulty learning to read. I have talked with countless desperate parents who plead

with me to recommend a tutor or point them to a program which they can use to teach their child to read. By the time they come to me, their child is often several years behind and “hates reading.” It is heartbreaking to have to tell these parents I have no tutors or programs I can recommend. But, this book (I hope!!!) will change that. In this book, and on the TextProject website, you will find the texts and instruction you need to teach your child to read.

I (Freddy), too, have been a primary-level teacher and a teacher educator in universities over the past 45 years. I’ve watched how texts for beginning readers have changed over this time. In fact, because of some ill-informed policies in the late 1980s, texts for beginning readers include many unique or different words which are not repeated. The presence of many different words that aren’t repeated creates a challenging task for beginning and struggling readers. This trend inspired me to start TextProject.org—an open-access website that provides free, downloadable resources for supporting beginning and struggling readers.

I’ve spent the past 25 years, in particular, studying the kinds of texts that give young children a solid start in reading and that give struggling readers the extra support they need to become great readers. I’ve identified the core vocabulary that beginning and struggling readers need to read automatically and meaningfully.

This work has led me to create several sets of text that are available for free download at textproject.org. One set of texts—*BeginningReads*—is specifically aimed at beginning readers. Three sets of texts—*FYI for Kids*, *Talking Points for Kids*, and *SummerReads*—are aimed at ensuring that struggling readers get the reading opportunities they’ve missed.

Pat and I believe all children have the right to become great at reading. In this book, we have combined her knowledge of how to teach beginning and struggling readers effectively and my knowledge of texts to create this guide to give children the extra boost they need to become great readers.

The chapters in this book will help you decide which level of text your child should begin with to make the most rapid progress in reading. Children who are not yet reading and children learning English probably need to begin with the Set One texts in *BeginningReads*. Older children usually have some reading ability and don’t need to read the easiest texts. Chapter Three will show you how to determine which level of *BeginningReads* texts your child should begin with. Chapter Four contains sample lessons for Set Four of *BeginningReads*. In this chapter, you will see how you can use the *BeginningReads* to teach sight words, phonics and comprehension strategies.

Older children who can read the highest level of *BeginningReads* texts but who struggle with reading often have difficulty understanding and remembering what they read. You can use the *FYI for Kids* one-page magazine articles to teach your child how to comprehend and summarize informational text and to increase the number of words they can recognize and have meaning for. Some struggling readers can read and comprehend short texts but not longer texts, especially chapter books. *Talking Points for Kids*, and *SummerReads* are longer texts which will help your child develop reading stamina. In Chapter Five, you will find sample texts and instruction for *FYI for Kids*, *Talking Points for Kids*, and *SummerReads*. Texts and suggestions for instruction for all *BeginningReads*, *FYI for Kids*, *Talking Points for Kids*, and *SummerReads* can be found on the website—textproject.org.

CHAPTER II

HOW BEGINNING READS LESSONS HELP YOUR CHILD OVERCOME READING ROADBLOCKS

If you think about it, it's astonishing that anyone learns to read! Reading is an incredibly complex task. You look at some funny little marks on a page and figure out what spoken words they are. Then you have to put the words together and figure out what they mean. If you need to tell someone what you read or answer some questions about what you read, you have to remember what you read. Since your brain can't remember everything, you have to decide what is important enough to remember. Since your brain remembers things better if you organize them, you have to pay attention to how the different facts you read relate to one another. All these processes have to be happening simultaneously in your brain! If there is a breakdown in any of these processes, reading comes to a halt. In this chapter, we will explain what your brain must orchestrate in order to read and what hazards and roadblocks beginning readers encounter. We will share some common concerns expressed by parents of struggling readers and explain how the *Beginning Reads* texts and lessons are designed to help your child get off to a more successful start in reading.

My child knows the sounds for all the letters but won't try to sound out words when he is reading.

Knowing the common sound for most letters is critical for learning to read. But in English, many letters, especially the vowels, can represent different sounds depending on what letters follow them. Do the following short test to convince yourself that the letter-sound system in English is quite complex. Read the words aloud in the table that follows (Table 2.1) and decide which ones are real words and which ones are made-up words.

Could you pronounce all the words? Did you recognize some as real words and decide that others were probably not real words? Actually, these are all real—

though uncommon—words. Your ability to pronounce them demonstrates that you have quick and accurate phonics skills. Phonics is simply the relationship between letters and sounds and it is your understanding of these relationships that allows you to pronounce words you have never before heard or seen.

Table 2.1. Real or made-up words?

maw	shoat
spate	marmot
blain	wallaby
wrack	sarcophagus
weal	mansplaining

Now think about how you pronounced the words. Did *maw* rhyme with *saw* and *claw*? Did *spate* rhyme with *gate* and *skate* and *blain* rhyme with *train* and *rain*? Did *wrack* rhyme with *back* and begin with the same sound as *wreck* and *wrestle*? In English, letters have predictable sounds—but only if you look at groups of letters. The sound of the vowel is determined by the letters that follow the vowel. (This is not true in other languages such as Spanish in which the five vowels always have the same sound regardless of the surrounding letters. Imagine how much easier it is to learn to read and spell words in Spanish!) The variability of the vowels is what makes English a challenging language to learn to read and spell. Look again at the words in Table 2.1.

Perhaps you remember being taught to sound out words by deciding if the vowel had a short or long sound and then pronouncing the word with that sound. Pronounce the words in the list again and determine where you hear the short sound of *a* as in *apple* or the long sound of *a* as in *ape*.

In the 12 words in Table 2.1, there are 12 *a*'s. The short sound of *a* occurs two times—in *wrack* and the first *a* in *mansplaining*. The long sound of *a* occurs three times, in *spate*, *blain*, and the last *a* in *mansplaining*. The other 7 *a*'s have neither the long nor the short sound but a sound determined by their position in the word and the letters that follow. This variability of vowel sound applies to all five English vowels. The sounds of the vowels are determined by their position in the word and the letters that follow and only about half the time do vowels have the long or short sounds.

Children who are taught to sound out words a letter at a time do fine with the words they are given to practice with but when they try sounding out words

when reading a book, they encounter many words in which the sounds they have learned do not work. Children do need to learn the common sounds for the letters whose sounds are quite consistent but teaching children to use the long or the short vowel sound will only work for them half the time! Once children try sounding out words in the books they want to read and find it doesn't work for lots of words, they give up and just skip the word or—worse—quit reading!

In the *Beginning Reads* lessons, you will help your child learn to decode and spell words based on spelling patterns. When your child has learned the word *ride*, you will help her see that she can decode and spell other words that end in i-d-e. We call these lessons Word Magic Lessons because children learn that they can change a word into another word simply by changing the beginning letters. Once you can read and spell *ride*, you can also read and spell lots of rhyming words including *side*, *wide*, *hide*, *tide*, *slide*, *glide*, and *bride*. To see how Word Magic lessons work, go to page 27 in Chapter 4.

My child forgets simple little words like *of*, *was*, *said* and *they* even though she has read them many times.

In English, there are about 100 common words that make up half of the words in everything you read and write. Here is the previous sentence, with the common words bolded.

In English, there are about 100 words that make up half of the words in everything you read and write.

This 20 word sentence contains 11 of the most common words. Most of these common words are abstract connecting words which don't really mean anything by themselves. It is very hard for the brain to remember meaningless things, including words such as **the**, **there**, **are**, **about**, **that**, and **of**. Many children who struggle with reading can easily remember words that have meaning for them—*fish*, *ride*, *helicopter*, *puppy*—but struggle with the common little connecting words.

In addition to their lack of meaning, many of the most common words are not decodable based on vowel rules or patterns. **Said**, for example ought to be spelled like **red** and **bed**—and that is the way many struggling readers spell it! **Wuz**, **uv**, **frum**, **thay** and **hav** are common misspellings in the writing of many struggling readers.

These abstract and often irregularly spelled common words make reading

and writing a very difficult task for many beginning readers.

The *Beginning Reads* texts and lessons address this problem in several ways. The texts themselves were written to provide lots of repetition with the most common words. In addition, after reading every three books, your child will get a new 100 Wonderful Word sheet to which three or four new words have been added. After reading the books in Level Nine, this sheet will be complete and will contain 100 words which are wonderful because they include the troublesome common words (*of, they, said*) and example words for the most common rhyming patterns (*play, walk, all, ride*). Before reading a new book, your child will find some of the words on her 100 Wonderful Words sheet in the text. When your child writes, she will use this sheet to help with the spelling of irregular words. To see how the 100 Wonderful Words sheets teach your child to read and spell these important words, go to page 31 in Chapter 4.

My child reads very fast and often reads words that don't make sense or skips words he doesn't know.

Unfortunately, this is the unintended consequence of the way reading is currently being tested in many schools. Years ago, a law commonly called *Reading First* was passed by Congress. This law mandated that there be regular assessment of how well children were reading. In some schools, children were periodically asked to read aloud to the teacher and then summarize what they had read or answer questions about it. This procedure gave the teacher a good indication of how children were progressing in reading. It also took a lot of time to test each child individually.

To save time, many schools adopted a testing procedure that was quick and easy. Each child read a passage aloud for one minute. That child's score was the number of words correctly read in one minute. The score was graphed and children were encouraged to try to beat their previous score each time they were tested.

This "words correct per minute" measure has had disastrous consequences for reading instruction—and particularly for struggling readers. The children quickly learned that if you stopped and tried to figure out a word or if you went back and self-corrected an error, you would waste precious seconds of that minute! To score well on the test, you should read as fast as you could and skip any words that might slow you down! Once they started reading this way for the assessment, many children who struggled with reading also read this way when reading on their own. Stopping to figure out new words when you are reading and self-

correcting errors when you realize the word you read did not make sense at the end of a sentence are behaviors children must develop to progress in reading.

The *BeginningReads* lessons are designed to help children unlearn the bad habits of skipping words and ignoring meaning. Before reading each selection, you will prompt your child to talk about what is happening in the pictures and to identify words which might be hard for him to decode but which are obvious if you connect the pictures with the letters and sounds you know. When your child can't pronounce or mispronounces a word, you will not correct him immediately or tell him the troublesome word. Rather, you will have your child finish the sentence and then help him to figure out the word by thinking about what word would "have these letters and make sense in the sentence." Your child will then reread the sentence before continuing to read the rest of the page.

It is not easy to "bite your tongue" and not correct an error or give help with the troublesome word immediately. But it is essential. Good readers are constantly monitoring what they read to make sure it makes sense. A child who is in the habit of reading fast, skipping words and ignoring meaning will not become a good reader until he gets in the habit of self-monitoring.

My child reads quite well aloud but she can't read silently and doesn't remember much of what she read.

This is probably another unintended consequence of the "one-minute" reading assessments. The only thing that matters on these tests is how many words you can read correctly in one minute. The tests contain no check to see what the child has comprehended. In many schools, children's daily reading instruction consists of reading aloud to practice for these tests. Children learn what they are taught. If they don't read silently, they will not learn to read silently and "think the words in their minds." If there is no discussion or questioning after reading, some children will focus all their attention on pronouncing the words and not think about what the words mean.

The lessons in *BeginningReads* suggest that for the first reading, you have your child read the text aloud. This allows you to monitor her reading and help her learn to self-monitor her reading. In the next lesson, before reading the new book, have your child quickly reread the previous book or two. This time, ask your child to read the text to herself and then tell you what she read on each page. With continued practice rereading text and knowing that you are expecting her to retell what she has read, your child will develop the ability to read silently and will learn

to juggle the two big tasks of reading—figuring out the words and comprehending what the words mean.

My son can read but he hates to read and won't read unless I force him to!

This is a common concern for parents of children who generally do well in school but who refuse to read anything except what they have to! It is not surprising that children who are constantly being tested on the number of words they can read in a minute or have to take computer-based tests on what they read come to see reading as a chore and not something they enjoy. Boys generally prefer informational text and if most of their school reading is spent reading stories, they are likely to conclude that reading is not for them.

If your son can read and comprehend the Set 10 passage, “Melting Ice,” in Chapter 3, then *BeginningReads* books are too easy for him. You may want to have him read some of the *FYI for Kids* articles, *SummerReads*, and *Talking Points for Kids* also available at textproject.org. There are five sets of *FYI for Kids* articles. Each set contains 16—18 one-page articles on high-interest topics with photos that will engage your child. Volume one, the easiest *FYI for Kids* texts, contain articles on drums, video games, living on the moon, and seeing-eye dogs.

SummerReads—which can be used in any season—are also intended to provide high-interest reading materials. There are three sets of *SummerReads*. Each set contains seven three-chapter books. Set D, intended to get students ready for fourth grade, contains books about lakes, birds, thunderstorms, swimming, hats, melons, and Labor Day.

Talking Points for Kids get children thinking about topics they have strong opinions on. “School Time” makes the case for and against extending the school day or year. “Living in Zoos” tackles the thorny issue of whether it is fair to the animals to spend their lives in captivity. “Television Time” confronts the issues related to the amount of time today’s kids spend watching TV. The articles in *Talking Points for Kids* all end with a “What Do You Think?” page on which students get to express their opinions and the reasoning behind these opinions.

You will find suggestions for using the *FYI for Kids* articles, *SummerReads* books, and *Talking Points for Kids* to increase your child’s comprehension, vocabulary and stamina in Chapter 5.

CHAPTER III

FINDING THE “JUST RIGHT” BEGINNINGREADS LEVEL


BeginningReads has 10 sets of texts. Set One texts are the simplest texts. Here is the first book in Level 1 and Level 10.

Beginning Reads Level 1 Book 1

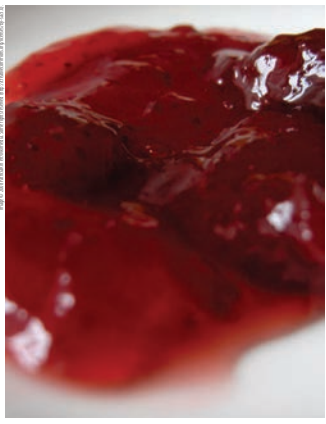
Buns and Jam



For more information about *BeginningReads*, visit www.textproject.org/beginningreads



Buns



Jam




Jam on buns. Yum!

Beginning Reads Level 10 Book 1


Spring




For more information about *BeginningReads*, visit www.textproject.org/beginningreads



Spring is a busy time on a farm. Many animals on a farm have their babies in the spring. Sheep are one of these animals.



A mother sheep is called an ewe. Her baby is called a lamb. Ewes have their lambs in the spring.



Ewes need to eat lots of plants to make milk for their lambs. Spring is a time when there are lots of plants for ewes to eat.

As you can see, texts in Level 10 are considerably harder than texts in Level 1. If your child has no reading skills or is just beginning to read in English, start with the books in Level 1. If your child can read and comprehend the Level 10 text, the *BeginningReads* texts are too easy for her. The *FYI for Kids* magazine articles, *SummerReads* chapter books, and *Talking Points for Kids* would be more appropriate. Suggestions for moving your child forward in reading with the *FYI for Kids* articles, the *SummerReads* books, and the *Talking Points for Kids* books can be found in Chapter 5.

If your child is not a total beginning reader but the texts in Level 10 are too hard, you need to know which set of texts to begin with. This chapter will help you determine the “just right” level of texts to begin with.

For children who are just beginning to read, finding the “Goldilocks” level of text is critical. If the text has too many words they don’t know or if they have to stop and figure out too many words, they get discouraged and frustrated. Their comprehension suffers because their brain is using all its capacity to decode words, leaving little or no capacity to put together the meanings of the words. Children who are reading text that is too hard don’t read fluently. Their reading lacks expression and they read words one at a time, sounding like they are reading a list of words. Children who are reading text that is too hard seldom self-correct their errors. They read a word that makes no sense in a sentence and just go on reading.

If the text is too easy and they can already read all or almost all the words, they do not grow in their ability to figure out words. The “just right” level of text is the level at which a child can read almost all the words, can understand and remember what he has read and sound like a good reader.

Determining which set of *BeginningReads* to begin with is the most important decision you will make for your child. At the end of this chapter, there are nine pages (pages 15 to 23) that are there to help you decide which level of *BeginningReads* is the best one for you to use with your child.

Each text is the last text in that set of texts. “Do You See My Pet?” is the last text in Level 2. “Melting Ice” is the last text in Level 10. Imagine your child reading each text aloud to you. Choose the text in which you think your child, with no help from you, would be able to read correctly almost all the words, missing only one or two. This is the text you would begin your testing with. If you are not sure, begin with an easier text so that your child gets off to a successful start.

Before you use these texts to help you pick the right level for your child, explain to your child what he will be doing and why. Here is a possible script. Modify it to suit your child.

“We are going to do some lessons together which will turn you into a great reader! To become a great reader, you have to read some books that are just right for you. Books are too hard if there are a lot of words you don’t know yet. When you read books and you don’t know a lot of the words, you can’t remember what you read. Books are too easy if you know all the words already. Learning new words is one of the ways you become a great reader and if you already know all the words, you can’t learn any new ones.”

“I am going to give you something to read that I think might be just right for you. You are going to read it aloud to me and I can’t help you with any words. If you have trouble with a word, try to figure it out or just skip it. When you have finished reading, I will ask you to tell me everything you remember without looking back at what you read.”

“If the first text you read is too easy—you knew all or almost all the words and remembered almost everything. I will give you a harder text to read. If the first text was too hard—there were many words you couldn’t figure out or you can’t remember what you read—I will give you an easier text to read. We will keep reading texts until we find the one that is just right for you.”

Give your child the text you have decided is most apt to be just right. Listen as your child reads it aloud. Do not give any help. If he miscalls a word, bite your tongue and ignore it. If he stops for a few seconds on a word and then looks pleadingly at you for help, tell him to just skip that word and go on. Remind him that you and he are trying to find his “just right” text, not too easy and not too hard. As your child is reading, notice what he does. Does his reading sound like he is reading a book or reading words in a list—one word at a time rather than in phrases? If he reads a word that doesn’t make sense, does he correct his reading when he gets to the end of the sentence and realizes it didn’t make sense? Count the errors or skipped words.

When your child finishes reading, take the text away and ask him to tell you everything he remembers. When your child has told you everything he remembers, think about his reading and decide if it seemed too easy or too hard. Use these guidelines:

Too Easy: Read all words correctly and remembered everything or almost everything.

Too Hard: Misread or skipped 3 or 4 words and didn't self-correct.

Or Read very slowly, without phrasing, like reading a list.

Or Did not remember most of what he read.

If you decide that the text was probably too hard because he missed too many words or read without phrasing or did not remember most of what he read, have him read the text that is one level easier. Continue until you find the level where your child can read almost all the words, with appropriate phrasing and remembers most of what he read. This is the “Goldilocks” level of text—not too hard and not too easy—just right for becoming a “super reader.”

If you decide that the text was probably too easy, repeat these procedures with the next level of text. Continue having your child read until you find the level at which his word pronunciation or phrasing or comprehension breaks down. When you get to the level of text which is too hard, you will know that the text at the previous level is the “just right” starting point.

BeginningReads Level 2

Do You See My Pet?

My pet is not a dog. It is not a cat. My pet can fly. It is green.

I see my pet! It is a bird!

BeginningReads Level 3

Pick a Game

Will picks a game. We run and run. Will wins the game.

Ben picks a game. We hop and hop. Ben wins the game. I pick a game. We read and read. We all win at this game!

BeginningReads Level 4

Trucks, Vans, and Buses

He comes to school in a red truck. He likes to ride in the red truck. She comes to school in a white van. She likes to ride in the white van. But they like the trip home, too. They get to go on the bus!

BeginningReads Level 5

Trees

Trees are plants that grow from seeds just like corn and sunflowers do. This pine tree was once a pine seed. Trees need water and sun to grow. They grow for a very long time. They grow for much longer than corn or sunflowers do. This pine tree has been growing for a very long time. But it came from one pine seed.

BeginningReads Level 6

Elephant Eyes

The elephant is the biggest animal that lives on land. The ears and nose of an elephant are huge. An elephants' eyes are not huge like its ears and nose. An elephant's eyes are just a little bigger than your eyes. You can see better than an elephant. But you cannot hear things as well as an elephant. You cannot smell things as well as an elephant.

BeginningReads Level 7

Story Time

Everyone loves story time at school. The children love to hear the teacher read to them. On some days, the teacher picks the book. On some days, the children pick the book. All the children sit still when the teacher reads. At the end of the book, all the children clap.

BeginningReads Level 8

Playing in the Snow

I love to play in the snow. I ride my sled down hills. Sometimes, I give my dog a ride on my sled. I love to make a snowman out of snow. Sometimes, I make a snow dog that looks like my dog. I love to play in the snow. But, sometimes, I go inside to warm up. My dog likes to go inside too!

BeginningReads Level 9

On the Go

All whales spend their lives in the ocean. White whales are able to live in very cold water. They spend part of each year close to the North Pole. Southern right whales live only where the water is warm. Southern right whales never live where the water is cold. Gray whales spend part of the year in cool water. They move to warmer water when it starts to get too cold.

BeginningReads Level 10

Melting Ice

Winter is so cold in some places that the lakes freeze. But only the top part of the lake freezes. Under the ice, fish still swim in the water. The fish eat plants or bugs that are also under the ice. In the spring, the ice on top of the lake melts. When all of the ice melts, people can see the fish that lived under the ice in the winter.

CHAPTER IV

BEGINNINGREADS LESSONS

The *BeginningReads* texts contain the most common abstract connecting words such as *the, of, have, and was* as well as words that are both highly concrete and phonetically regular—words such as *dog, cat, pet, and big*. Each set has nine 4-page books that share a set of concepts. This repetition of the words helps beginning readers learn to immediately recognize many common words. Each book is provided as a double-sided PDF ready for printing.

Lessons are included for each book. These lessons include suggestions for helping your child successfully read the book. Before reading a new book, children reread the previous book. This reading is done silently so that children develop the ability to read to themselves. After they have read a page or a book, ask them to tell you what they read on that page to be sure that they are focusing on comprehension as they read.

Phonics skills are taught as children participate in Word Magic Lessons. In Word Magic Lessons, children learn how to use words they know such as *like, ride, and my* to decode and other words that rhyme and have the same spelling pattern such as *hike, hide, try, and slide*.

As children complete three books, they are given a new 100 Wonderful Words sheet that contains 3 or 4 important words from the three books they have just read and all the previous important words. After every three books, children do a writing activity. They use pictures of words related to the topic and their 100 Wonderful Word sheet to spell words.

When students complete Set Nine, this sheet will contain 100 words. We call these words “wonderful” because they include the most common words and words which have the most common spelling patterns.

After reading all nine topically-related books in a set, you and your child can participate in a reader’s theater activity. This simple play has two parts and provides additional repetition with the words and concepts included in this set of books.

100 Wonderful Words (9-3)

A	and	am	are	at	all	about	
	around	above					
B	black	but	big	best	because		
C	can	come	children	coat	cold	cool	
D E	down	do	did			eat	each
F	for	from	find	fish	fast	farm	
G	go	get	good				
H	have	he	has	here	how	had	
I J	it	is	in		just		
K L	keep		like	little	look	live	
M N	my	make	move	more	many	not	night
O	of	on	off	out	other		
P Q R	play	pick	place		run	ride	rain
S	some	see	stop	she	said	star	snow
T	the	this	to	they	these	there	that
	thing	time	teacher				
U V	up	under		very			
W	we	with	was	walk	what	will	went
	want	where	when	white	water		
X Y Z		you	your				

All materials including lessons, 4-page books, print-only versions, Word Magic sheets, 100 Wonderful Words sheets, Writing Sheets and Reader's Theaters, can be accessed and printed from the [TextProject website](#). Here is an example for Set 4 of what you will find there.

SAMPLE LESSONS FOR VEHICLES (LEVEL 4)

The nine books in this set all relate to vehicles. After reading each group of three books, words are added to the 100 Wonderful Words sheet and students complete a writing activity using words from the three books. When students have read all 9 books in the set, they read the Reader's Theater piece which gives them

additional practice reading words from all nine books.

To prepare for reading lessons, download and print all the Level 4 materials:

- Nine books downloadable at www.textproject.org/BeginningReads
 - › “It’s Time to Go” (4-1)
 - › “Red and Green” (4-2)
 - › “On and Off” (4-3)
 - › “Van or Bus” (4-5)
 - › “Just Right” (4-6)
 - › “Big and Little” (4-7)
 - › “School” (4-9)
 - › “Trucks” (4-10)
 - › “Trucks, Vans, and Buses” (4-11)
- Print-only versions of these nine books
- Reader’s Theatre “Going to School”
- Word Magic Sheets (4-1; 4-2; 4-5; 4-6; 4-9; 4-10)
- 100 Wonderful Word Sheets (4-3; 4-7; 4-11)
- Writing Sheets (4-3; 4-7; 4-11)

If you are beginning your instruction with Set 4, you will also need to print the last 100 Wonderful Words sheet from Set 3 (100 Wonderful Words 3-11).



“IT’S TIME TO GO” (4-1)

It’s time. It’s time. It’s time to ride in the van.

It’s time. It’s time. It’s time to ride on the bus.

It’s time. It’s time. “It’s Time to Go” to school!

Download the entire Level 4 of *BeginningReads* student texts at www.textproject.org/BeginningReads

First Reading of “It’s Time to Go”

- Read the title, “It’s Time to Go”, to your student and have him predict what the book will be about. Have your student find the title words—*it’s*, *time*, *to*, *go*—each time they occur in the book and point to and say each word.

- Talk with your student about what is happening in the pictures. Where are the children? What are they doing? Have him point to the pictures of the van and the bus. Then have him scan the text and find the words *van* and *bus*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have him finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *the*, *in*, *on*, and *to* on his most recent 100 Wonderful Words sheet (3-3) and count how many times these words occur in this book.
- Point to the word *van* in the book and have your child find the word with the same spelling pattern (*can*) on his 100 Wonderful Words sheet. Have him pronounce both words, *can* and *van*, and notice that these words rhyme and have the same spelling pattern, a-n.

Word Magic

This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word.

- Give your student Word Magic Sheet 4-1. Have him read the words *all*, *at*, and *it* and identify the underlined patterns, a-l-l, a-t, and i-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *sat sit call small tall*
- Have your student put each word on his word Magic Sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *bit bat fat fit fall*. As you say each word have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the word magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“a-t, at; s-a-t, sat; b-a-t, bat; f-a-t; fat”

“i-t, it; b-i-t, bit; s-i-t, sit; f-i-t, fit”

“a-l-l, all; c-a-l-l, call; s-m-a-l-l, small; t-a-l-l, tall; f-a-l-l, fall”

By doing lots of Magic Word lessons, your student will learn that you can read and spell lots of words by thinking of words you know that rhyme and have the same spelling pattern.

Word Magic 4-1

all	at	in

RED AND GREEN (4-2)

The light is red. The van stops. The truck stops.

The light is green. The van goes. The truck goes.

Red light, stop. Green light, go.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “It’s Time to Go” (4-1). For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “Red and Green”

- Read the title, “Red and Green”, to your student and have him predict what the book will be about. Have your student find the title words—*red*, and, *green*—each time they occur in the book and point to and say these words.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the light, the van and the truck and then scan the text and find the words *light*, *van*, and *truck*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *the* and *is* on his most recent 100 Wonderful Words sheet and count how many times these words occur in this book.
- Point to the word *van* in the book and have your child find the word with the same spelling pattern (*can*) on his 100 Wonderful Words sheet. Have him pronounce both words, *can* and *van* and notice that these words rhyme and have the same spelling pattern, a-n.

Word Magic

- Give your student Word Magic sheet 4-2. Have your student read the words *at*, *am*, and *all* and identify the underlined patterns, a-t, a-m, a-l-l.
- As your student watches, write each of the following words on a small

sticky note but do not pronounce these words: *hat ham hall mall small*

- Have your student put each word on his word Magic Sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *rat ram tram call ball*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.
 - “a-t, at; h-a-t, hat; r-a-t, rat”
 - “a-m, am; h-a-m, ham; r-a-m, ram; tr-a-m, tram;”
 - “a-l-l, all; ha-l-l, hall; ma-l-l, mall; s-m-a-l-l, small; c-a-l-l, call; b-a-l-l, ball”

Word Magic 4-2

am	at	all

“ON AND OFF” (4-3)

The bus stops. The children get on the bus.

The bus goes and goes. It goes and goes.

The bus stops. The children get off the bus. It’s time for school.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “It’s Time to Go” and “Red and Green”. For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “On and Off”

- Read the title, “On and Off”, to your student and have him predict what the book will be about. Have your student search for the title words—*on*, *and*, *off*—each time they occur in the text and point to and say these words.
- Talk with your student about what is happening in the pictures. Have your student point to the pictures of the children, and the bus. Then have him scan the text and find the words *children* and *bus*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *the*, *and*, *on*, and *it* on his most recent 100 Wonderful Words sheet and count how many times these words occur in this book.

100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (4-3) and have him find and pronounce the new bold words, *go*, *off*, *ride*, and *stop*. Have him reread “It’s Time to Go” (4-1), “Red and Green” (4-2), and “On and Off” (4-3) and find these four new words in these books.

100 Wonderful Words (4-3)

A	and	am	are	at	all	
B	black					
C	can					
D E	down					
F						
G	go					
H	have	he	has			
I J	it	is	in		just	
K L			like			
M N	my					not
O	of	on	off			
P Q R	play				run	ride
S	some	see	stop			
T	the	this	to			
U V	up					
W	we	with	was	walk		
X Y Z		you				

Writing and Rereading Without Pictures

- Have your student reread “It’s Time to Go” (4-1), “Red and Green” (4-2) and “On and Off” (4-3) in the versions without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 4-3. Have him identify the pictures and read the picture words. Talk with him about how he comes to school and how he gets home. How do his friends come to school and get home? Have him write two or three sentences about this, using the 100 Wonderful Words sheet and the picture words for spelling support. Help him spell any word that is not a picture word and is not on the 100 Wonderful Words sheet.

Writing 4-3

Write some sentences that tell how you and your friends come to school and get home.



bus



truck



van



car



children



school

VAN OR BUS (4-5)

Some days, Mom and I go in the van. Mom drives. I ride.

Some days, Mom and I go on the bus. I ride.

But Mom does not drive the bus. Mom rides too.

First Reading of Van or Bus

- Read the title, “Van or Bus,” to your student and have her predict what the book will be about. Have your student search for the title words—*van*, *or*, *bus*—each time they occur in the text and point to and say each word.
- Talk with your student about what is happening in the pictures. Who are the people? What are they doing? Have your student point to the pictures of the mom. Then have her scan the text and find the word *mom*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have her locate the words *not*, *go*, *ride*, and *rides* on her most recent 100 Wonderful Words sheet and count how many times these words occur in this book.

Word Magic

- Give your student the Word Magic sheet 4-5. Have your student read the words *like*, *ride*, and *my* and identify the underlined pattern, i-k-e, i-d-e, and y.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *hike* *hide* *cry* *strike* *spy*
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *try* *fly* *side* *slide* *bike*. As you say each word, have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the word magic sheet.

- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.
 - “l-i-k-e, like; h-i-k-e, hike; s-t-r-i-k-e, strike; b-i-k-e, bike”
 - “r-i-d-e, ride; h-i-d-e, hide; s-i-d-e, side; s-l-i-d-e, slide”
 - “m-y, my; c-r-y, cry; s-p-y, spy; t-r-y, try; f-l-y, fly”

Word Magic 4-5

like	ride	my

JUST RIGHT (4-6)

The children are going on a trip. Can they take the van?

No, the van is too small. Can they take the bus?

Yes, it is just right. All of the children can go on the trip!

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Van or Bus” (4-6). For the rereading, ask the child to read it silently “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

First Reading of *Just Right*

- Read the title, “Just Right,” to your student and have her predict what the book will be about. Have your student find the title words—*just, right*—every time they occur in the text and point to and say these words.
- Talk with your child about what is happening in the pictures. Have her point to the pictures of the children, the van and the bus and then scan the text and find the words *children, van, and bus*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have her locate the words *are, can, go, and all* on her most recent 100 Wonderful Words sheet and count how many times these words occur in this book.
- Point to the word *small* in the book and have your child find the word with the same spelling pattern (*all*) on her 100 Wonderful Words sheet. Have her pronounce both words, *all* and *small*, and confirm that these words rhyme and have the same spelling pattern, a-l-l.
- Point to the word *going* in the book and have your child find the word *go* and *talk* about how *going* is the word *go* with the i-n-g ending.

Word Magic

- Give your student the Word Magic sheet 4-6. Have your student read the words *go*, *stop*, and *ride* and identify the underlined patterns, o, o-p and i-d-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *no glide hop wide crop*
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *drop so top hide bride*. As you say each word, have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the word magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.
 “g-o, go; n-o, no; s-o, so”
 “s-t-o-p, stop; h-o-p, hop; c-r-o-p, crop; d-r-o-p, drop; h-o-p, hop; ”
 “r-i-d-e, ride; g-l-i-d-e, glide; w-i-d-e, wide; h-i-d-e, hide; b-r-i-d-e, bride”

Word Magic 4-5

go	stop	ride

BIG AND LITTLE (4-7)

This bus is yellow. The big yellow bus takes me to school.
That bus is white. The little white bus takes Mom to work.
The big yellow bus takes me back home.
The little white bus takes Mom back home, too.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Van or Bus” (4-5) and “Just Right” (4-6). For the rereading, ask the child to read it silently “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

FIRST READING OF BIG AND LITTLE

- Read the title, “Big and Little” (4-7), to your student and have her predict what the book will be about. Have your student find the title words—*big*, *and*, *little*—each time they occur in the text and point to and say these words.
- Talk with your student about what is happening in the pictures. Have her tell what colors the two buses on the first two pages of the book are. Then have her scan the text and find the words *yellow* and *white*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have her finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.
- Point to the words *me* and *that* in the book and have your child find the word with the same spelling patterns (*he*, *we*, and *at*) on her 100 Wonderful Words sheet. Have her pronounce the words, *he*, *we*, *me* and *at*, *that* and confirm that these words rhyme and have the same spelling pattern, e, and a-t.

100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (4-7) and have your student find and pronounce the new bold words, *but*, *big*, *little* and *they*. Have her quickly reread “Van or Bus” (4-5), “Just Right” (4-6), and “Big and Little” (4-7) and find these words in these three books.

100 Wonderful Words (4-7)

A	and	am	are	at	all	
B	black	but	big			
C	can					
D E	down					
F						
G	go					
H	have	he	has			
I J	it	is	in		just	
K L			like	little		
M N	my					not
O	of	on	off			
P Q R	play				run	ride
S	some	see	stop			
T	the	this	to	they		
U V	up					
W	we	with	was	walk		
X Y Z		you				

Writing and Rereading Without Pictures

- Have your student reread “Van or Bus” (4-5), “Just Right” (4-6), and “Big and Little” (4-7) in the version without pictures. If your student can’t figure out a word or mispronounces a word, have her reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give her Writing Sheet 4-7. Have her identify the pictures and read the picture words. Talk with her about the different ways people get places. Have her write three or four sentences about how she and her family and friends get places. Tell her to use the picture words and 100 Wonderful Words sheet for spelling support. Help her spell any word that is not a picture word and is not on the 100 Wonderful Words sheet.

Writing 4-7

How do you get to all the different places you go to? Who goes with you? Write some sentences about where you go and how you get there.



bus



truck



van



car



children



school



airplane



bike



scooter

SCHOOL (4-9)

Trucks bring things to school. They bring many things like books.
Buses bring children to school. Buses take children back home, too.
Vans bring teachers to school. Books, children and teachers! It's time for school.

First Reading of *School*

- Read the title, "School," to your student and have him predict what the book will be about. Have your student search for the title word, *school*, and find this word four times in the text.
- Talk with your student about what is happening in the pictures. How are the children getting to school? How are the books getting to school? Have your student point to the pictures of the children, the books and the teacher. Then have him scan the text and find the words *children*, *books* and *teacher*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *they*, *like*, and *to* on his most recent 100 Wonderful Words sheet and find these words in the book.

Word Magic

- Give your student Word Magic sheet 4-9. Have your student read the words *but*, *at*, and *it* and identify the underlined patterns, u-t, a-t, i-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *cat cut hut hit hat*
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.

- Give your student 5 sticky notes and say the following words: *bit bat pat pit nut*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.
 - “b-u-t, but; c-u-t, cut; h-u-t, hut; n-u-t, nut”
 - “a-t, at; c-a-t, cat; h-a-t, hat; b-a-t, bat; p-a-t, pat”
 - “i-t, it; h-i-t, hit; b-i-t, bit; p-i-t, pit;

Word Magic 4-9

but	at	it

TRUCKS (4-10)

There are green trucks. There are red trucks.

Some trucks are big. Some trucks are little.

All trucks are the same in one way. Trucks can take things from place to place.

Silent Reading and Comprehension

Before reading this new book, have your student reread “School.” For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of Trucks

- Read the title, “Trucks” (4-10), to your student and have him predict what the book will be about. Have your student find the word, *trucks*, six times in the book.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the green truck and the red truck and then scan the text and find the words *red*, and *green*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *some*, *are*, *all*, *big*, and *little* on his most recent 100 Wonderful Words sheet and find these words in this book.
- Point to the word *way* in the book and have your child find the word with the same spelling pattern (*play*) on his 100 Wonderful Words sheet. Have him pronounce both words, *way* and *play*, and confirm that these words rhyme and have the same spelling pattern, a-y.

Word Magic

- Give your student Word Magic Sheet 4-10. Have your student read the words *play*, *walk*, and *all* and identify the underlined patterns, a-y, a-l-k, and a-l-l.

- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *say stay mall small stalk*
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *tall talk day way wall*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the word magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.
 - “p-l-a-y, play; s-a-y, say; s-t-a-y, stay; d-a-y, day; w-a-y, way”
 - “w-a-l-k, walk; s-t-a-l-k, stalk; t-a-l-k, talk”
 - “a-l-l, all; m-a-l-l, mall; s-m-a-l-l, small; t-a-l-l, tall; w-a-l-l, wall;

Word Magic 4-8

play	walk	all

TRUCKS, VANS AND BUSES (4-11)

He comes to school in a red truck. He likes to ride in the red truck.

She comes to school in a white van. She likes to ride in the white van.

But they like the trip home, too. They get to go on the bus!

Silent Reading and Comprehension

Before reading this new book, have your student reread “School” (4-9) and “Trucks” (4-10). For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of *Trucks, Vans and Buses* (4-11)

- Read the title, “Trucks, Vans, and Buses,” to your student and have him predict what the book will be about.
- Talk with your student about what is happening in the pictures. Have your student point to the pictures of the white van, the red truck and the bus. Then have him scan the text and find the words *white*, *red*, *van*, *truck*, and *bus*.
- After finding the picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *like*, *but*, *they*, and *ride* on his most recent 100 Wonderful Words sheet and find these words in the book. Also have him find the word *likes* and notice it is the word *like* with an *s* ending.

100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (4-11) and have him find and pronounce the new bold words: *come*, *children*, *for*, and *from*. Have him reread “School” (4-9), “Trucks” (4-10), and “Trucks, Vans, and Buses” (4-11) and find these words in these books.

100 Wonderful Words (4-11)

A	and	am	are	at	all	
B	black	but	big			
C	can	come	children			
D E	down					
F	for	from				
G	go					
H	have	he	has			
I J	it	is	in		just	
K L			like	little		
M N	my					not
O	of	on	off			
P Q R	play				run	ride
S	some	see	stop			
T	the	this	to	they		
U V	up					
W	we	with	was	walk		
X Y Z		you				

Writing and Rereading Without Pictures

- Have your student reread “School” (4-9), “Trucks” (4-10), and “Trucks, Vans, and Buses” (4-11) in the version without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 4-11. Have him identify the pictures and read the color words. Talk with him about how he goes to different places. What colors are the vehicles he rides in? Have him write three or four sentences about this, using the 100 Wonderful Words sheet and the picture words for spelling support. Help him spell any word that is not a picture word and is not on the 100 Wonderful Words sheet.

Writing Sheet 4-11

Write some sentences that tell about all the different ways you ride. Tell what colors they are, where you go in them, and who drives them.



bus



truck



van



car



bike



red



blue



green



white



yellow



purple



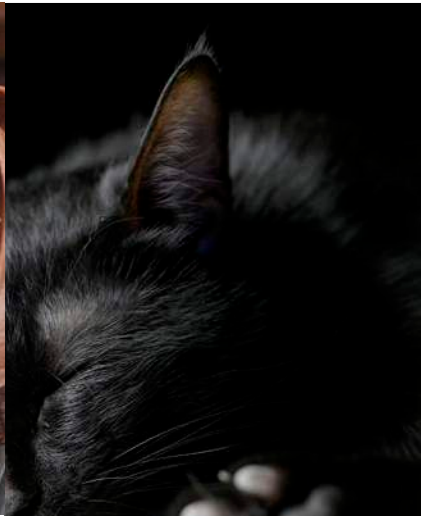
pink



orange



brown



black

Reader's Theater "Going to School" (Culminating Activity for Set 4)

- The Reader's Theater piece is intended for you and your student to read together and provides additional practice reading common words and decoding words that rhyme with known words.
- Begin the lesson by reading the title and having your student read the title with you. Next, have your student take out her most recent 100 Wonderful Words sheet and refer to it to highlight all the words on the 100 Wonderful Words sheet that are in the text.
- Once these words are highlighted, underline the words *no*, *van*, *small*, *me*, and *day/days*. Have your student find the words on her 100 Wonderful Words sheet that have the same spelling pattern as the words you underlined and use these words (*go*, *can*, *all*, *we/he*, *play*) to decode the rhyming words.
- Once the words are highlighted and underlined, let your student decide if she wants to be Reader 1 or Reader 2 and read the play together. Read it a second time, switching parts.

"Going to School" (Reader's Theater)

Reader 1: I walk to school, do you?

Reader 2: No, I take the bus or go in a van.

Reader 1: Is the bus big or small?

Reader 2: It is big and yellow. Many children ride on the bus. All my friends ride the bus. You can ride the bus with me.

Reader 1: Can I?

Reader 2: Yes. Some days my mom drives me to school in a van. Can I walk with you one day?

Reader 1: Yes! One day I can take the bus to school with you, and then you can walk home with me.

Reader 2: Yes!

CHAPTER V

INCREASING YOUR CHILD'S VOCABULARY, COMPREHENSION AND STAMINA

If your child can read and comprehend the texts in Level Ten *Beginning Reads*, she is ready for some longer, more challenging texts. TextProject provides three groups of text, *FYI for Kids*, *Talking Points for Kids*, and *Summer Reads* that will help your child add new word meanings to her vocabulary and build her comprehension skills. These texts will also help your child build reading stamina—the ability to read and comprehend longer texts. Here is a description of these three sets of engaging texts and suggestions for how you can use them with your child.

FYI FOR KIDS

FYI for Kids is a collection of engaging and high-quality magazine articles which will help your child build vocabulary and teach her the comprehension skills needed to understand informational text. There are five sets of *FYI for Kids* texts. Each level contains 16-18 one-page articles. Read the articles on the next page, “Working Dogs” (Volume 1) and “Counting Endangered Animals” (Volume 5), and decide which one you think would be harder for your child to read.

There are approximately 4,000 words that make up 90% of the words in everything we read. We call these 4,000 words the Core Vocabulary. Children need a lot of practice and repetition with these 4,000 words so that they can quickly recognize them and learn their meanings. Only one percent of the words in “Working Dogs” and the 15 other texts in this easiest volume of *FYI for Kids* are rare words—words not in the 4,000 word Core Vocabulary. In contrast, five percent of the words in “Counting Endangered Animals” and other articles in the hardest volume of *FYI for Kids* are rare words. “Counting Endangered Animals” contains 18 words not in the 4,000 word Core Vocabulary and would be harder for most children to read than “Working Dogs” which contains only 4 rare words.

Working Dogs

volume 1
issue 4



Dogs make great pets. You can run with them. You can play ball with them. You can teach them tricks. One of their most important jobs is to make you happy.

Some dogs, though, have real jobs. Their work is to help people do things they can't do on their own. One type of working dog is the Seeing Eye dog. Seeing Eye dogs are specially trained to help people

who are blind. The dogs help people lead independent lives by keeping them safe on the streets.

Seeing Eye dogs begin their training when they are puppies. They live with a volunteer family for about a year. In that time, the family gives the puppy lots of love and teaches it basic commands. The family also takes the puppy to many different places to help it feel comfortable with new people and in new places.

After they are about a year old, Seeing Eye dogs begin their training. They learn how to walk in a harness and how to safely lead a person. They learn to stop at

curbs, stay away from things that might trip a person, and keep the person from bumping into others.

Seeing Eye dogs also learn not to obey a command that might lead a person into danger. For example, if a person tries to walk in front of a car, the dog will stop or put his or her body in front of the person.

When a Seeing Eye dog is wearing a harness, it is working, so you shouldn't try to pet, feed, or talk to it. The dog needs to focus on keeping the person safe. If you would like to pet the dog, ask the person if it's okay.

These dogs help people who are blind live and travel about on their own. They help people hold jobs, shop, and visit others. They help people lead independent lives. Seeing Eye dogs do a very important job.



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Counting Endangered Animals

volume 5
issue 2



Counting animals in the wild is a hard job. To get a hint of how hard it is, try to count all of the birds in a park near you. The difficulty of counting doesn't stop

the International Union for Conservation of Nature and Natural Resources, though. This group publishes a list of the world's endangered animal and plant species.

People from all over the world work with the union to track and count endangered species. Counting endangered animals is hard because some animals are so rare that even scientists hardly ever see them. Other animals live in such large areas that finding them is almost impossible without modern technology. Here are two ways scientists count endangered animals.

Florida panthers are an endangered species. While these big cats once roamed the southeastern United States, only thirty to fifty panthers are left in the wild. Scientists use dogs to sniff them out. After netting a panther, scientists put a radio collar around its neck.

Airplanes with special antennas then pick up signals from the collar. Because the signal from each collar is different, scientists can track specific panthers. The signal also tells whether the panther is resting or moving.

Humpback whales are another endangered species. Scientists locate humpback whales by using underwater microphones, which pick up the whales' songs. Photographs of whales' tails then help scientists identify individual whales. Like human fingerprints, each humpback's tail has different marks. Tail photographs help scientists identify, count, and track whales as they swim through the oceans of the world.

There are many reasons to count animals, but the most important is to make sure a species doesn't die out. Keeping animals healthy can help people, too. Scientists still don't know if a species might be a source of an important medicine or how species help one another stay healthy. Plus, protecting species might help protect the planet.



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Volume 1	Volume 2	Volume 3	Volume 4	Volume 5
1% rare words	2% rare words	3% rare words	4% rare words	5% rare words
Bird Nests	Bigger Than an Elephant	Bats in Sports	Louis Braille	Monster Stories
Cool Hats	Totem Poles	Greek Mythology	How Insects Live in Winter	The Tides

Finding the “Goldilocks” Level of *FYI for Kids* for Your Child

Texts from *FYI for Kids* increase in difficulty from Volume 1 to Volume 5 because the percentage of rare words increases. Ideally, your child would be reading text where they encountered some—but not too many—words they need help with. In order to find which volume of *FYI for Kids* text is just right for your child, we suggest that you begin with the texts in Volume 1 and that you let your child choose four articles from Volume 1 he wants to read. Download the PDF for Volume 1 and let your child preview these 16 texts by reading the titles and looking at the pictures. Then ask him to choose 4 articles that he would like to read. Print these four texts and the comprehension response sheets that go with them. Next, let your child choose which of the four articles he wants to read first. Have your child read the four articles and complete the comprehension response activities using the tutoring procedures described in the next section. As your child is reading and completing the comprehension activities, notice how many words he needs help with and how well he understands what he is reading. When he has finished the four articles he chose from Volume 1, decide if he should read four more articles from Volume 1 or if he should move up and choose four articles from Volume 2.

It is hard to set a firm guideline but if he is struggling with eight or fewer words in the Volume 1 articles and if his comprehension is good, he is probably ready to move to Volume 2. On the other hand, if he is struggling with nine or more words or if his comprehension is not good when reading the Volume 1 texts, he probably needs to continue choosing and reading articles from Volume 1. If you decide your child can handle the texts in Volume 2, download the PDF for that volume and again let him choose four articles he wants to read. When he has read and completed the comprehension activities for the four Volume 2 texts, decide if he should read more articles from Volume 2 or if he is ready to move to the harder texts in Volume 3 texts.

When a child struggles with reading, it is normal to think that if she reads

hard text, she will have the opportunity to learn more words. In reality, if the text your child is reading contains too many unknown words, her comprehension and self-confidence will break down. Children who read a lot of text in which they know most—but not all—the words, make the most progress in reading. Finding this “Goldilocks” level and supporting your child as she reads text that has some, but not too many, unknown words will allow her to become automatic with the words in the core vocabulary and learn a few new words every time he reads. Your child will make the greatest progress if the *FYI for Kids* reading she does is at the “Goldilocks” level—hard enough so that there are new words she can learn from the text but not so hard that the number of new words overwhelms her and impedes her comprehension.

Letting your child choose which articles he wants to read and the order in which he wants to read them is also critical for his success. Your child will choose topics he is interested in and will be more motivated to learn the new words and remember what he reads. Here is a summary of how your child can progress through the *FYI for Kids* texts and make the most rapid progress with his word and comprehension skills.

- Download the PDF for Volume 1 texts. Let your child look at them and choose four he wants to read.
- Print out the four articles he chose and let him decide which one to read first.
- Have him read the one he chose and complete the comprehension response activity.
- Let him decide on the order in which he wants to read the other three Volume 1 articles he chose and have him read these and complete the activities.
- When he has read and responded to the four Volume 1 articles he chose, decide if he needs to read some more articles from Volume 1 or move up to Volume 2 articles.
- If he is struggling with eight or fewer words in the Volume 1 articles and is showing good comprehension, he is probably ready to move up to Volume 2 articles. If he is struggling with nine or more words in the Volume 1 articles or if his comprehension is not very good with these articles, he should continue to choose and read articles from Volume 1.

Continue to use these procedures to decide how rapidly your child can progress through the five volumes of *FYI for Kids* articles.

Tutoring Procedures for FYI for Kids

Once your child has chosen some articles to read and decided the order in which he wants to read them, you are ready to begin helping him develop good reading habits. Explain how he is going to read the articles and how you will help him. Here is a script for how you might explain the procedures. Be sure to adjust this to your individual child.

“We are going to read this article you have chosen twice. The first time you are going to read it to yourself and underline—or highlight—any words you can't figure out. All good readers meet words in their reading that they have never seen before and sometimes they need help figuring out these words. When you have finished reading the article, we will look at all the words you underlined or highlighted and I will help you figure them out. Then we will read the article together, taking turns reading the paragraphs.”

Then have your child read the article to himself. If he starts to read it aloud, ask him to try to read it to himself and tell him that the two of you will read it aloud together after he has read it and underlined the difficult words. Many children who struggle with reading have not learned to read silently and it is important to their comprehension that they learn to do this. When your child has finished reading, focus his attention on the words he underlined or highlighted. Depending on the word, you may want to just tell your child the word or you may choose to read the sentence in which the word appeared and see if he can figure it out when he uses the context of the whole sentence and his phonics knowledge.

When you have provided help with all the difficult words, take turns reading the paragraphs aloud. Let your student choose which one of you should read the first paragraph. Stop at the end of each paragraph and talk about what you learned in that paragraph. When you and he have finished reading the article aloud, give him the comprehension response sheet and have him read what he is going to do. If he wants to look back at the article before he completes the comprehension response activity, let him do this but do not allow him to look at the article while he is completing the writing or the puzzle.

Here are the procedures you should follow for each article.

- Let your student choose the articles and the order in which he will read them.

- Have him do the first reading of each article silently, underlining or highlighting difficult words.
- When he has finished the whole article, help him with the difficult words by helping him use context and letter-sounds to figure out the word and telling him what the words are.
- Read the article aloud together, taking turns reading the paragraphs and stopping after each paragraph to talk about what you learned in each paragraph. (Let your child decide who should read the first paragraph.)
- Have him complete the comprehension response activity. Allow him to look back at the article before beginning the puzzle or writing but don't allow him to look at the article as he completes the activity. Give help with spelling as needed.

Comprehension Response Activities

For every *FYI for Kids* article, there is a comprehension response activity. Some of these comprehension activities are puzzles in which your child chooses words to fill in the blank and produce a summary of what was read. Here is the comprehension response activity your child can complete after reading “Midnight Sun and Northern Lights.”

Midnight Sun and Northern Lights



set for months. Instead, it goes around the horizon. You could read outside at midnight.

The temperature stays warm, too, although not as warm as where you live. The average temperature in the summer near the North Pole is about 32 degrees, or freezing. That may sound cold to you, but it's warm in the Arctic. The ice on the Arctic Ocean even melts a little.

Winter is very different. The land of the midnight sun becomes the land of the midday night. The sun doesn't rise for months. The average temperature is well below zero.

People may find the polar nights long and cold, but polar bears love it. That's because their fur is hollow, so it traps their body's warmth. In addition, their skin is

black, which absorbs the sun's warmth. In fact, polar bears feel hot if the temperature rises above freezing.

The polar nights are long and dark, but sometimes there's a light show in the sky. The northern lights, which are called the aurora, are often green or pink. They seem to wave and dance in the sky. Auroras are caused by gas particles that were thrown off by the sun. These particles collide in Earth's atmosphere and make a beautiful show.

Few people live in the Arctic because it's so cold, but Canada, Greenland, Norway, Iceland, and Russia are good places to see the midnight sun and the aurora. In fact, Norway is often called the Land of the Midnight Sun.

As you travel south from the North Pole, there is less midnight sun and fewer northern lights. It gets warmer, too. Soon, the sun sets at a time you're used to. Also, you can wake up all year with the sun shining brightly.




volume 3
issue 5
FYI
for
kids!

Midnight Sun and Northern Lights

Write all these words in the right places to complete this puzzle, which tells some things you learned about the Arctic and the North Pole. You can reread the article before you begin, but don't look back at it while you are working. After you've completed the puzzle, read it to someone.

black	midnight	people	polar bears	skin
summer	warm	winter	zero	32

Name _____



In the _____ season in the Arctic, the sun does not set. It is light outside even at _____. Summer temperatures get up to _____ degrees. This would be very cold in the rest of the world, but in the Arctic, people think it's quite _____!

In contrast, the sun does not shine in the Arctic during the _____ months. The temperature stays below _____ degrees. Most people don't like these freezing temperatures, but _____ love them. Polar bears' fur is white, but the _____ underneath their fur is _____. Their black skin absorbs the sun's light and keeps polar bears warm. The extreme cold is one reason few _____ live in the Arctic.

Comprehension Response Activities
FYI for Kids — Level 3

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FYI FOR KIDS ARTICLES BUILD VOCABULARY, COMPREHENSION AND CONFIDENCE

Imagine that your child reads 30 or 40 of the *FYI for Kids* articles and completes the accompanying comprehension response activities. What will she learn? Your child will learn lots of new words, many of which are in the core vocabulary of 4,000 common words. She will learn that all readers encounter new words when they are reading and that you can often figure out these new words if you combine your phonics knowledge with what would make sense in the sentence. She will learn how you read paragraphs and then stop and think about what you have learned in each paragraph before continuing to read. She will learn to summarize information and write responses to show what she has learned and what she thinks about a particular topic. Most importantly, your child will learn that she can be successful with reading and writing and her attitude and self-confidence will reflect the success she has experienced.

TALKING POINTS FOR KIDS

The *FYI for Kids* texts should be the foundation of your instruction for any child who can successfully read the *Beginning Reads* texts. Another set of texts you can use with your child to build vocabulary, comprehension and stamina are *Talking Points for Kids*. These texts are considerably longer than the articles in *FYI for Kids* but only 2% of the words in them are rare words—words not in the 4,000 word Core Vocabulary. They are all highly engaging texts which get children thinking about topics they have strong opinions on. “School Time” makes the case for and against extending the school day or year. “Living in Zoos” tackles the thorny issue of whether it is fair to the animals to spend their lives in captivity. “Television Time” confronts the issues related to the amount of time today’s kids spend watching TV. The articles in *Talking Points for Kids* all end with a “What Do You Think?” page on which students get to express their opinions and the reasoning behind these opinions.

You could use the *Talking Points for Kids* along with the *FYI for Kids* to provide variety in the type of text your student is reading and to help them learn to read longer texts. The writing activity as the end of each piece will teach them how to do persuasive writing and back up their opinions with reasons.



The ten books in *Talking Points for Kids* do not differ in level so you can let your child preview the topics and choose the ones they want to read. When your child has finished one book, let him choose another one to read. Continue reading these with your child as long as he wants to read more. Most kids love expressing their opinions about things and find these pieces quite engaging.

Here are the tutoring procedures you may want to use to support your child in reading, talking and writing about these important-to-kids issues.

- Let your child choose which one of the *Talking Points for Kids* she wants to read first. Print the book your child has chosen.
- Read the introduction and the table of contents together with your child. Be sure your child understands the issue and that he will be sharing his opinions on this issue after reading all the different points of view.

Table of Contents	Living in Zoos
<p>Living in Zoos..... 2</p> <p>Spotlight on San Diego Zoos 3</p> <p>Zoos and the Rescue of California Condors 4</p> <p>How to Tell if a Zoo Takes Good Care of its Animals 5</p> <p>A Zookeeper's Opinion: The Benefits of Animals in Zoos Letter to the Editor 6</p> <p>The Story of Knut..... 7</p> <p>What do you think? 8</p>	<p>For many people, a trip to a zoo is the only time to see animals from faraway places. After a day at the zoo, people remember the gold-hair monkeys jumping across the limbs of trees or a polar bear putting its paw in water. After these experiences, people often become interested in the future of animals in the wild.</p> <p>Like people, animals need certain things to stay healthy and content. It can be hard to give every animal everything it needs when they live in zoos that are far from their usual home. Zoos can have cold caves in which polar bears rest but polar bears in a zoo cannot walk over an ice-covered ocean. Because animals in zoos cannot live as they would in the wild, some people believe that there shouldn't be zoos.</p> <p>In this book, you will read about ways in which different zoos have created places where people can learn about animals and where animals can be healthy and content. As you read, you will need to establish your view about what is best for animals and what is best for many of the people whose only experiences with certain animals is in zoos.</p>

- Have your child read the next five pages one at a time. For each page, have your child read the page silently first, underlining or highlighting difficult words.
- When your child has finished reading each page, help her with difficult words. For some words, you may want to just tell her the word. For other words, read the sentence to her that contains the difficult word and help her use the whole sentence context and her phonics skills to figure out the word.
- After your child has read a page silently, read the page together aloud, taking turns reading each paragraph. Stop at the end of each paragraph

and summarize what you have read.

- Continue to have your child read the remaining pages, using the same procedures. It is very important for your child to get in the habit of reading silently and identifying which words he can't figure out. Once you have helped him with unknown words, the two of you can read it together and focus on the main ideas of each paragraph.
- When you and your child have finished reading the whole article, use the questions at the end to talk about the issue with your child.
- Support your child in writing his opinions and the reasons for these opinions. Give spelling help as needed.

What do you think?	Should wild animals live in zoos?	
Is there a zoo near where to live? Have you visited a zoo before? Did you like going to the zoo?	Yes, I think wild animals should be kept in zoos because...	No, I don't think wild animals should be kept in zoos because...
What are some things you could learn about when you go to a zoo?		
How do zoos help their animals?	Explain what zoos must improve or give their animals to make it safe for them to live.	Explain where we could learn about wild animals if they don't live in zoos.
If there were no zoos, what would you miss the most?		
Why do some people think zoos are not the best place for wild animals?		
Do you think zoos are healthy and safe environments for animals?		

SUMMERREADS

SummerReads are short chapter books meant to help children develop reading stamina as they read longer texts. There are three sets of books and each set contains seven short chapter books related to a summer topic. Level C books are the easiest texts. Level E texts are the hardest texts. Here are the topic and titles included in each set.

SummerReads Titles	Level C	Level D	Level E
Places to Visit	Parks	Lakes	Mountains
Nature in Summer	Moths	Birds	Extreme Trees
Summer Weather	Heat Wave	Thunderstorms	Hurricanes
Summer Sports	Bats & Balls	Swimming	Bikes & Boards
Summer Fashion	T-Shirts & Shorts	Hats & Caps	Flip-Flops & Fins
Summer Fruits	Berries	Melons	Fruit Trees
Summer Holidays	July 4th	Labor Day	Memorial Day

SummerReads were designed so that the students could read them independently. There is an introduction which gives guidelines for how to read the book. Children are told to read each book three times. On the first reading, they underline any words they can't figure out. For the second reading, they read it to someone and get help with any words they don't know. They read it a third time so they can answer the comprehension questions at the end.

In *SummerReads*, each book contains an introduction and three chapters on a topic. In "Bats & Balls" (reproduced on the next page), there is an introduction to the topic and three chapters on three different types of baseball. At the end of the book, there is a place for students to record the time it took them to read each passage on each of three trials. There should be a progression of faster reading time for each read of the chapter. There is also a set of comprehension questions, two questions per chapter. The answers to the comprehension questions are shown on the [SummerReads website](#).

An audio recording of each book can also be found on the *SummerReads* website. As *SummerReads* was designed for use during the summer when students are not in school or under the tutelage of a teacher, the audio recordings serve as a model for good reading.

Level C Summer Sports

Bats & Balls

Table of Contents

Introduction 3

T-Ball 4

Baseball 5

Softball 6

Rate your thinking and reading 7

Comprehension questions 7

2

Dear Student,

I am a teacher who has studied how children learn to read well. What I have learned has been used to write SummerReads and programs like QuickReads® and Ready Readers.

The best way to be ready for the new school year is to read every day of the summer. You can choose to read a chapter or a book from SummerReads. But be sure to read it at least three times on the same day. Here's how to use SummerReads:

1. Start by reading it yourself. Mark the words that you don't know.
2. Next, ask someone to read with you. Get that person to help you with any words you don't know. You can even go to the computer to www.textproject.org and hear a recording of the books.
3. Last, you're going to read by yourself to answer the questions at the end of the book. You can go to the computer to find the answers.

Have a reading-filled summer!

Elfreda

Elfreda (Freddy) Hiebert, Ph.D.
Inventor of the TEXT model

For more information about SummerReads visit www.textproject.org/summerreads
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Level C Summer Sports

Bats & Balls

T-Ball



Just like baseball, T-ball has two teams of players. Each team has a turn where their players get to hit the ball with a bat. While one team hits the ball, the other team is in the field. Their job is to stop hitters from scoring runs.

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T-ball is different from baseball in at least one way. In baseball, the pitcher throws the ball to the player who tries to hit the ball with a bat. In T-ball, the ball is not pitched. Instead, the ball is placed on a tee at home plate. This tee is what gives the game the name T-ball.

It takes a lot of practice for pitchers to get the ball in the right place. Learning to hit a moving ball also takes a lot of practice. With the ball sitting on top of the tee, children have a good chance of hitting the ball.

Once a ball is hit from the tee, the game of T-ball is like baseball. The hitter tries to run to first base. The team in the field tries to catch the ball and stop the hitter from scoring a run.

T-ball helps children learn the skills of hitting, running, fielding and throwing. These are the very skills that will help them play baseball when they are older.

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Level C Summer Sports

Bats & Balls

Baseball



Baseball can be exciting to play or watch. But playing or watching baseball also means that you have to be ready to wait and pay attention. A minute of exciting action can be followed by long periods of little action. For the team at bat, only the batter and batters who have gotten on base are on

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the field. The rest of the team waits for their turn to bat. For the team in the field, most of the action is between the pitcher and the catcher. But the other players in the field need to pay attention. Once a ball is hit, they have to act quickly.

The center of attention is a baseball. It is two pieces of white leather. These two pieces of leather are stitched together with waxed red thread. There are exactly 108 stitches on every baseball. Both the bat and the ball are very hard. Fielders wear padded gloves to protect their hands. Batters wear helmets to protect their heads.

Each team has nine turns to bat. Each set of turns is called an inning. If the score is tied at the end of nine innings, the teams play another inning. If the score is still tied, they play yet another inning. A baseball game can go on for a very long time!

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Level C Summer Sports

Bats & Balls

Softball



You probably guessed from the name why this game is called softball! It uses a softer ball than baseball. The ball may be softer but it is still hard enough to hurt your hands or head. That's why softball players use gloves to protect their hands and batting helmets to protect their heads.

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Many rules of softball are the same as those of baseball. But one big difference is the pitching. In baseball, the pitcher can throw overhand. The pitcher throws from a mound that is higher than the rest of the field. In softball, the pitcher can only throw underhand and there is no mound.

There are two kinds of softball. One is called fast pitch and the other slow pitch. In fast pitch softball, the pitcher throws as fast as he or she can. In slow pitch softball, the pitcher has to lob the ball to the batter.

In America, about 40 million people play softball each summer. It's never too early to start playing ball. Big bats and balls made of soft materials are easy to find. These make learning to hit, catch, and throw safe for children. You don't need a whole team to learn the skills of baseball, softball, or T-ball. You and a friend can learn to throw, catch, and hit the ball together. Let's play ball this summer!

For more information about SummerReads visit www.textproject.org/summerreads
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Level C Summer Sports

Bats & Balls

Rate your thinking and reading

★ Put a check each time you read one of the chapters of the book.

★ Give yourself a star for Sharing if you told someone about something you learned from reading the chapter.

◆ Give yourself a + if you can tell that your reading is getting smoother.

	1st Read	2nd Read	3rd Read	Sharing	Smoother
Introduction					
T-Ball					
Baseball					
Softball					

Comprehension questions

T-Ball

1. True or false? The T in T-ball stands for teenager because teenagers play T-ball.
 true false
2. Which of the following is true about T-ball?
 Batters hit a ball that is pitched
 Batters hit a ball sitting on the ground
 Batters hit a ball sitting on a batting tee
 Batters hit a ball that is rolled to the batter

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Baseball

3. True or false? Every player on both teams is on the field at all times.
 true false
4. A baseball game normally ends after nine innings. What happens if the score is tied?
.....
.....

Softball

5. True or false? Softball players use protective gloves and batting helmets like they do in baseball.
 true false
6. Place a check on the ball and bat game with the following features:
Uses a smaller but harder ball baseball softball
Has a pitcher's mound baseball softball
Has two versions, slow and fast pitch baseball softball
The pitcher pitches overhand baseball softball

For more information about SummerReads visit www.textproject.org/summerreads
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If you are using the *FYI for Kids* texts in your tutoring sessions, you could send your child home with one of the *SummerReads* to read over the weekend. Your child could do the first reading independently, underlining or highlighting unknown words. When the child returns for the next tutoring session, you and she could read it together, and you could provide help with any words your student needs help with. She could then complete the comprehension questions at home and bring them back for the next tutoring session.

Just as with the *FYI for Kids* texts, finding the “Goldilocks” level of *SummerReads* is critical for helping your child make rapid progress. To find this level, have your child choose the first book from Level C, the easiest level. When your child returns after having read the book independently, notice how many words he has difficulty with and how well he reads the book when you and he are reading it aloud. Decide how well he understands what he is reading by looking at his answers to the comprehension questions. If this Level C text seems easy, have him choose just one or two more Level C books and then move on to the Level D texts. If, on the other hand, he struggles with many words or with comprehension, continue to have him choose and read books from Level C until he has read all seven.

SummerReads are highly engaging text and will give your student much needed practice with independent reading. Don't be in too big of a hurry to move your student to the higher level books. Most children who struggle with reading have never done much independent reading and most of what they are assigned to read is too difficult for them. Experiencing what it feels like to read effortlessly will build their confidence and show them that reading can indeed be a pleasurable experience.

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