

## Level 3 Activity Book Sample

In this sample you will find:

Level 3 Progress Chart.....	Activity Book page 5
Lesson 25 .....	Activity Book pages 159-162
Lesson 26 .....	Activity Book pages 163-165
Lesson 45 .....	Activity Book pages 259-262
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Certificate of Achievement .....	Activity Book page 319



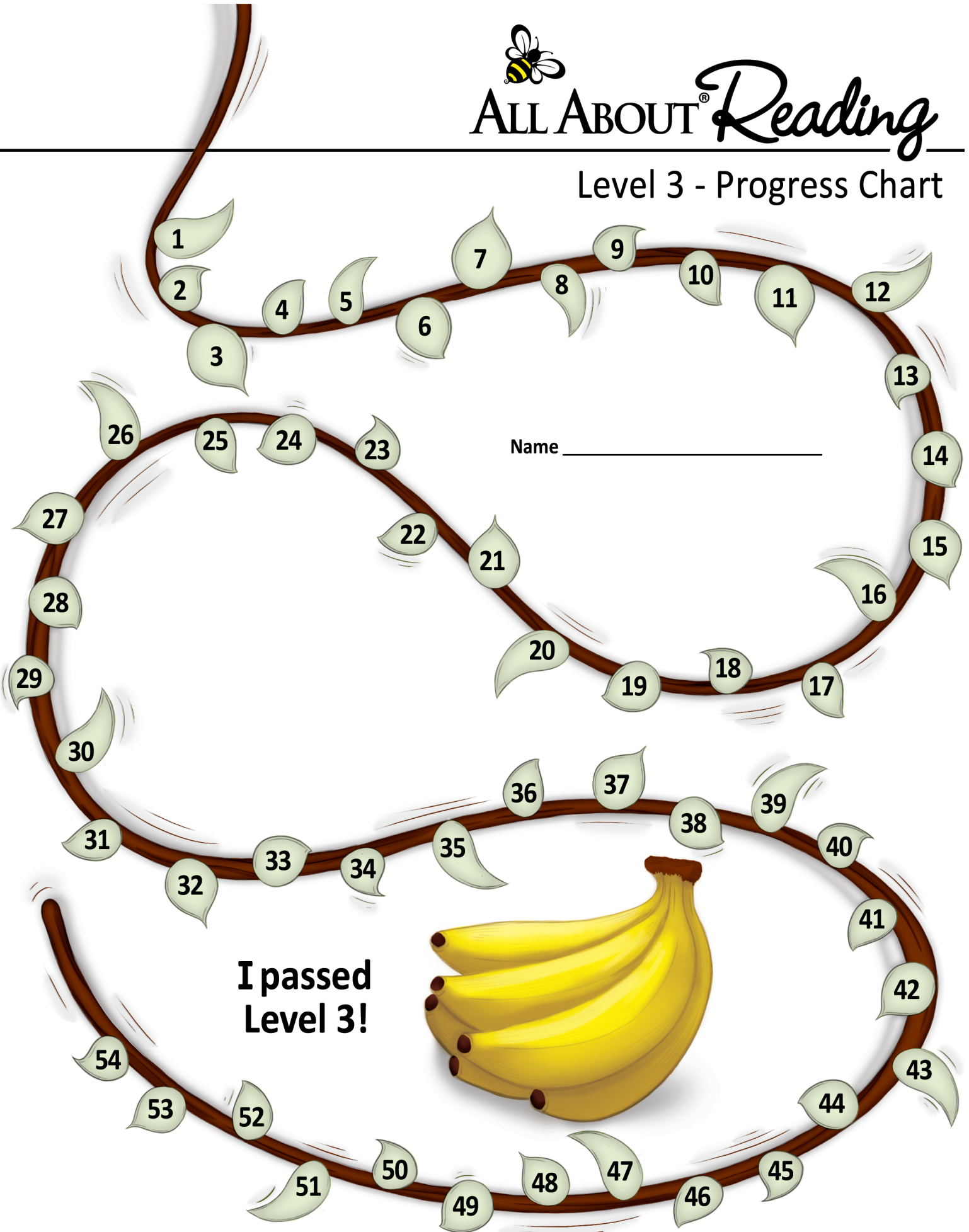
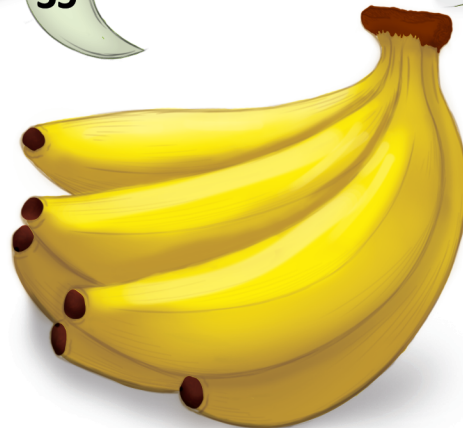


# ALL ABOUT *Reading*

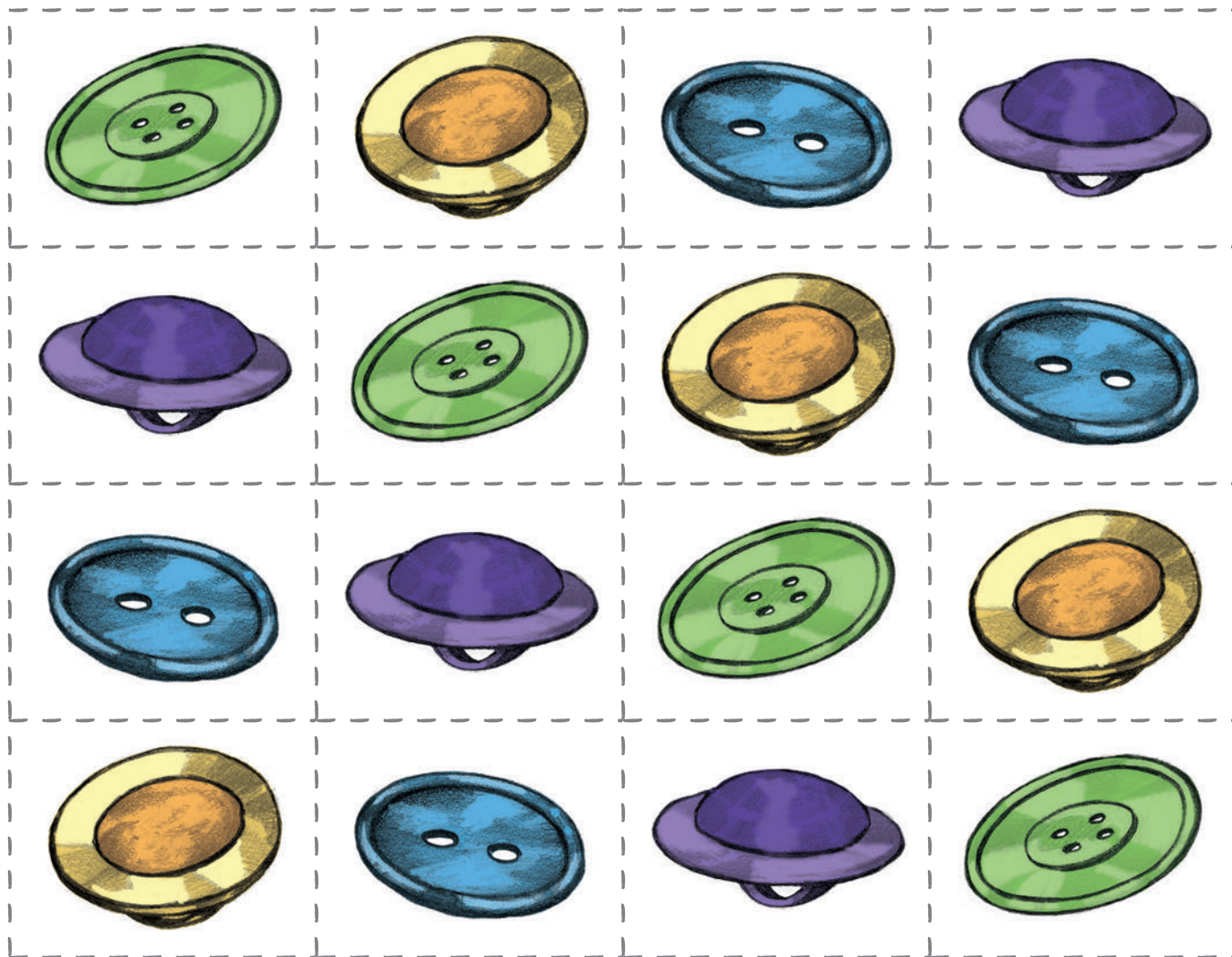
## Level 3 - Progress Chart

Name \_\_\_\_\_

**I passed  
Level 3!**







bloom booth cool goose

soothe moo noon pool

scoop room spoon tooth

droop food zoom loop



**New Words**

food	broom	smooth	pool	tooth
boot	spoon	noon	goose	cool
tool	loose	soon	moose	fool
room	moon	toothbrush	shampoo	door
floor				

**Sentences**

The goose used all my best shampoo!

Can you hang a spoon on your nose?

Lucy's loose tooth wiggled and wobbled.

I saw the kitten's paws under the door.

The crow nested happily on my straw broom.

I'll race you to the moon and back.

## Sentences

Ivy dropped all the food on the floor.

Mark felt like a fool when he fell in the puddle.

Trudy shimmied up the tree with one boot on.

Henry spun three times and jumped in the pool.

The snoring armadillo should wake up soon.

## More Words

zoo	cartoon	doom	loom	drool
bloom	igloo	droop	bamboo	mood
boo	brood	moonlit	loon	spool
moo	coo	goo	loop	root
scoop	booth	woo	afternoon	shoot
shoo	soothe	boom	toothpaste	swoop
zoom				

## Words Taught in Previous Lesson

scoop	food	broom	mood	brood
room	soon	tooth	spoon	door

## New Decodable Words

cooed	hiccuped	mental	expert	yahoo
ruckus	comfort	welcomed	surely	mouse

## Phrases

drank the whole bottle  
scooped up the baby  
squeezed his eyes shut  
soothe the pain

he wailed louder and louder  
your little bundle of joy  
sweeping the floor  
a bottle of baby shampoo

## Names

Daddy Moose  
Mommy Moose  
Baby Moose  
Daisy Deer Mouse  
Jimmy Jackrabbit  
Gabby Goose







Daddy Moose: “What a big, strong boy! He drank the whole bottle!”



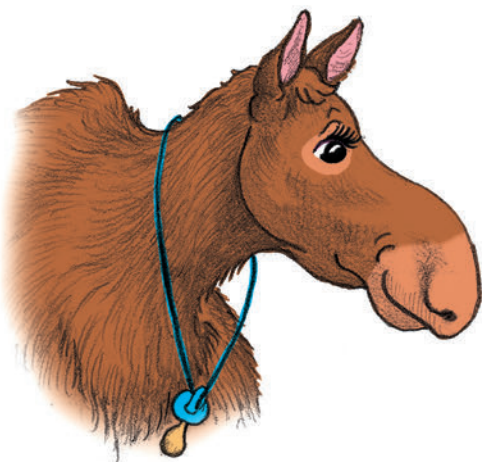
Daisy: “What do you think is the matter?”



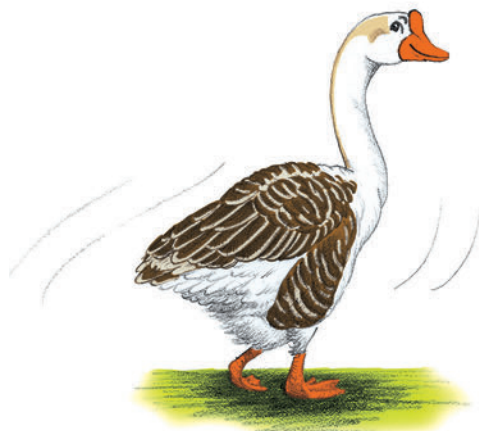
Baby Moose: “Wah! Wah! Wah!”



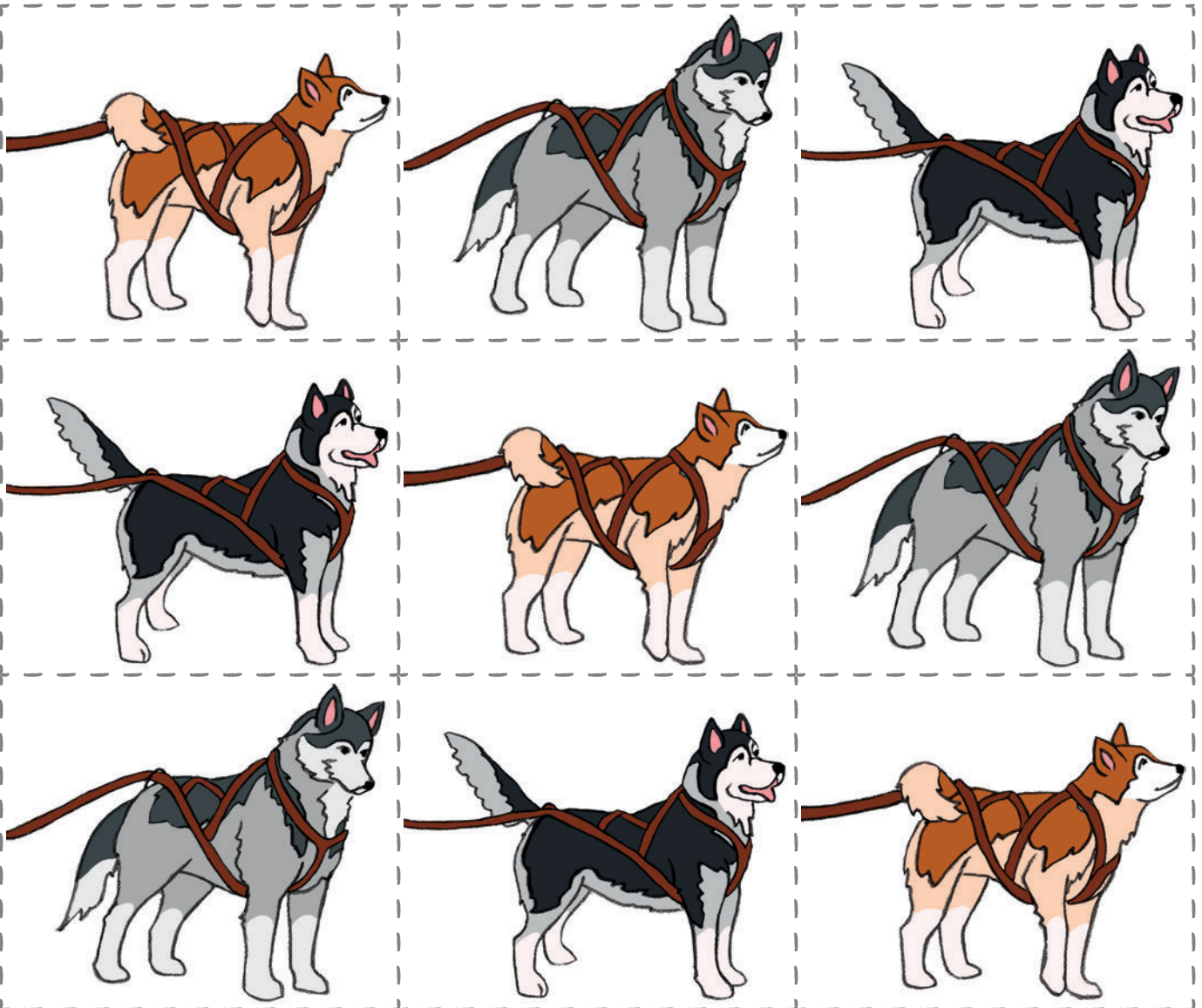
Jimmy: “Nice and dry!”



Mommy Moose: “Thank you so much, Gabby! You are a gem!”



Gabby Goose: “It was nothing. Anyone could have done it.”



knead

knee

knew

knife

knit

knob

knock

knot

know



## New Words

knot	knife	doorknob	kneel	knew
know	knight	kneecap	knock	knee
knit	knob	castle	honor	

## Sentences

Mike said “Sh!” and slowly turned the doorknob.

Can Nancy knit the longest scarf the world has ever seen?

The knight hopped on his horse and rode into the sunset.

Snakes can’t kneel because they don’t have knees.

You’ll never finish peeling the potatoes with that dull knife.

I knew you’d eat the roof off my gingerbread house!

“Come see my castle!” called the little boy.

## Sentences

My kite string is tangled in a knot.

Lenny drew a smiling face on his kneecap.

Knock three times to enter the secret cave.

It would be an honor to crush these cashews for you.

The man fell to one knee and yelled, “Ouch!”

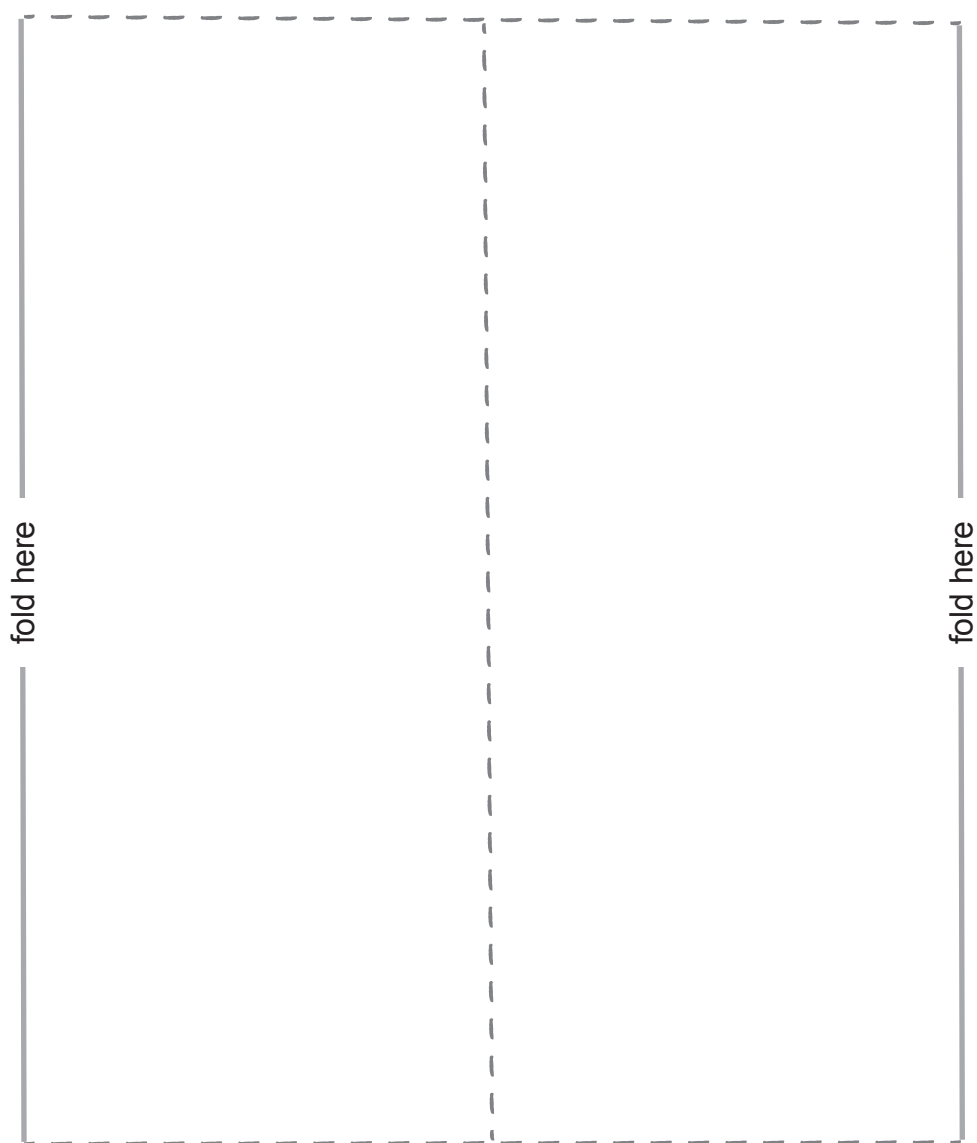
The crook zipped his knapsack and slipped out the door.

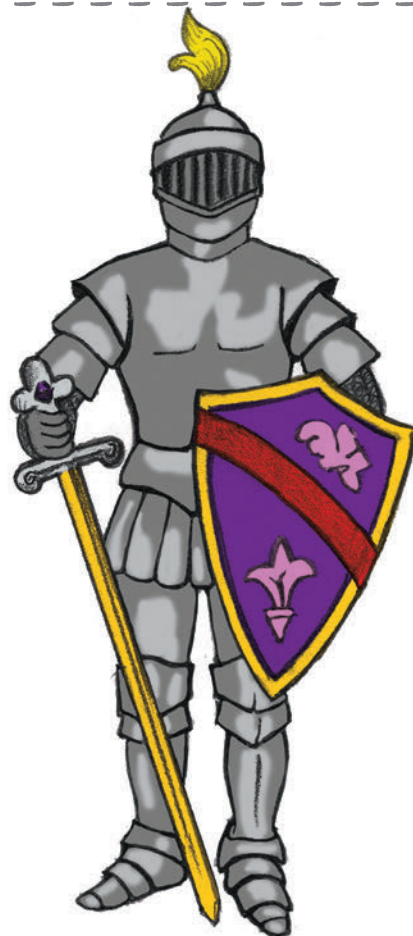
## More Words

known	knead	knives	unknown	knapsack
knack	knitting	knuckle	jackknife	knickknacks









knight

queen

king

maid

jester

page



## Words Taught in Previous Lesson

known	knew	knuckles	knocked	kneeled
knees	doorknob	knapsack	know	

## New Decodable Words

mew	squeaked	cowered	exactly	felines
excitement	selected	panicked	overcome	banquet
Cedric	hidden	armor	deserve	reason
talon	kingdom	bravery		

## Phrases

a horrid beast  
 knights in shining armor  
 a story of bravery  
 his hands were sweaty

fight a hundred battles  
 Jackknife Forest  
 Training Center for Young Knights  
 he pondered his problem

a banquet at the castle  
 a new honor  
 surprised hawk

## Names

Cedric  
 Queen Jane  
 Princess Purr

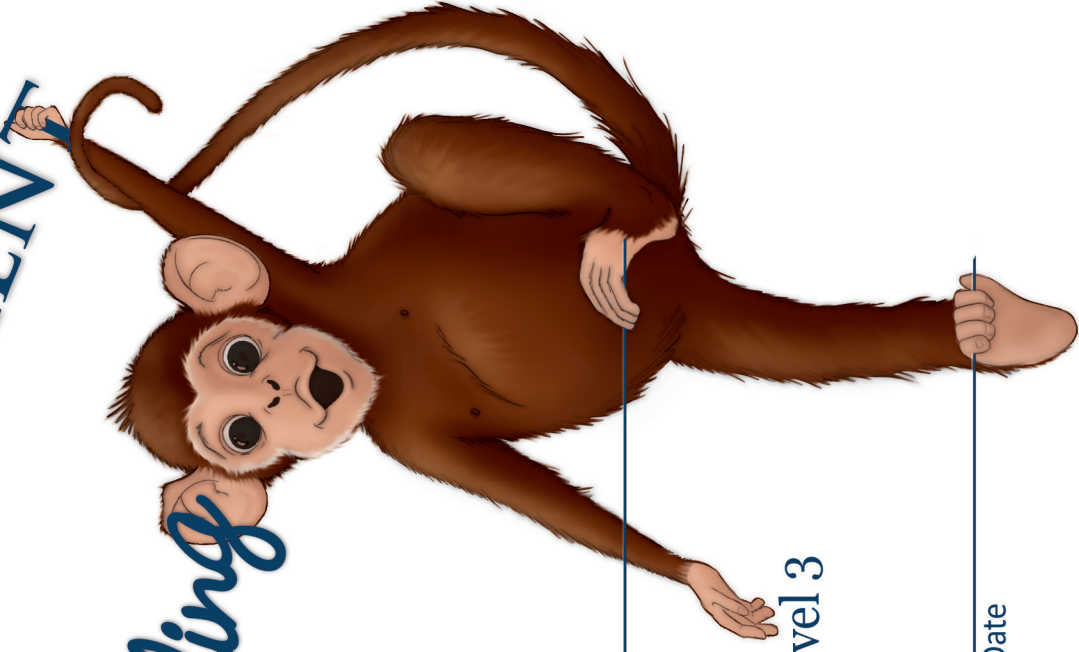


mascot

# CERTIFICATE OF ACHIEVEMENT



ALL ABOUT<sup>®</sup> *Reading*



awarded to

for successfully completing Level 3

Teacher's Signature

Date

# ALL ABOUT<sup>®</sup> Reading

**We hope you enjoyed this *All About<sup>®</sup> Reading* sample.**

*All About Reading* is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life!

- Multisensory Orton-Gillingham approach
- Lightly scripted, “open and go” lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
- 100% guarantee and lifetime support



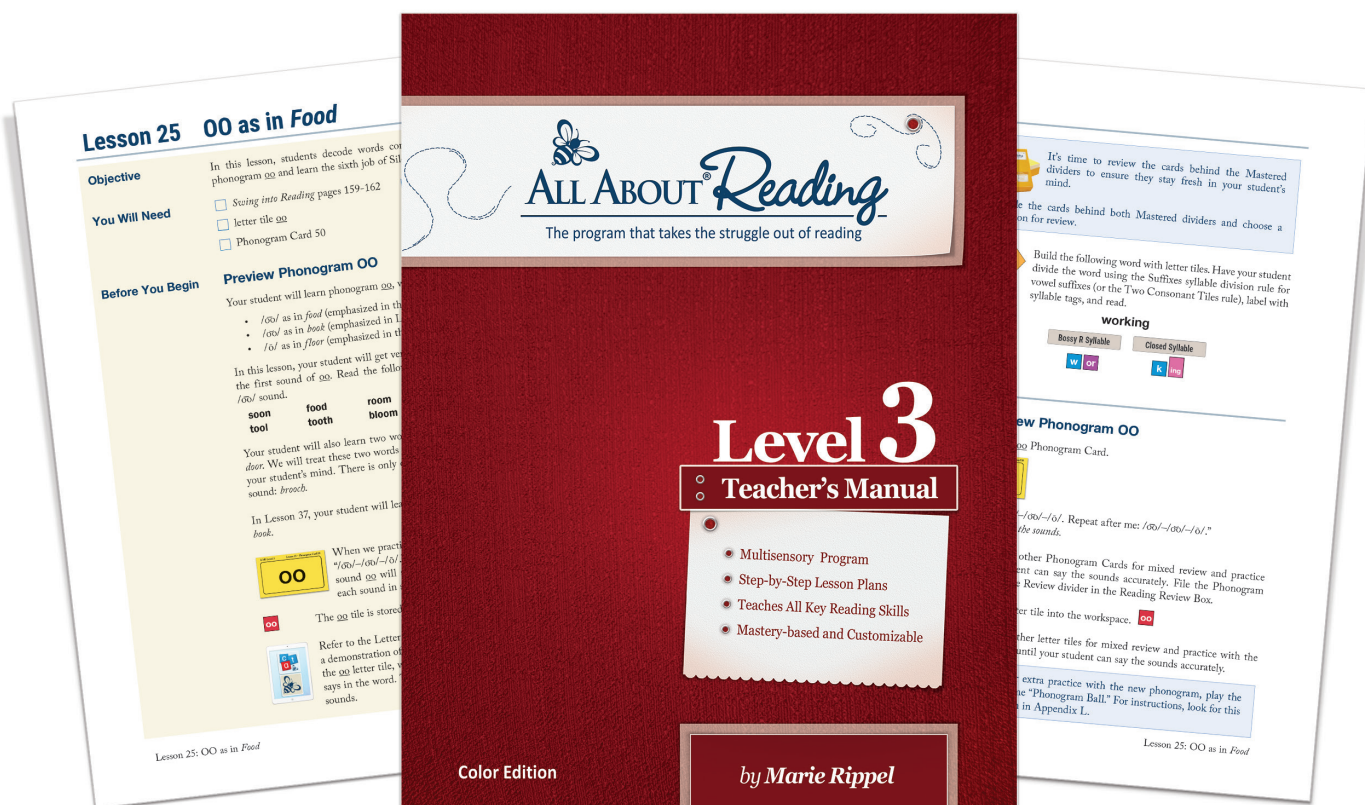
Visit us at [www.AllAboutReading.com](http://www.AllAboutReading.com) for info on our complete reading program.

715-477-1976

## Level 3 Teacher's Manual Sample

In this sample you will find:

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Lesson 45: KN .....	Teacher's Manual pages 327-332
Lesson 46: Read "Cedric the Brave Knight".....	Teacher's Manual pages 333-337
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## **Preparing for Level 3**

## Let Us Show You!

If you prefer, you can skip the reading in Part 1 (pages 9-30) and let us show you instead! For a complete overview of how to prepare for *All About Reading*, check out our short videos.

Just follow these three easy steps.



Grab a cup of coffee or tea.



Access [www.aalp.tv/reading-level-3](http://www.aalp.tv/reading-level-3) on your phone, tablet, or computer.



Let us show you how to get set up for success!

You will only need to do this once, and then you and your student will be all set for the best teaching and learning experience you've ever had!

After watching the videos, rejoin us on page 33 of this Teacher's Manual to start teaching the first lesson.



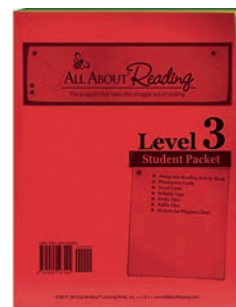
# What Do You Need?

In addition to this Teacher's Manual, you will need the following items:

## 1. Student Packet

The Student Packet contains:

- *Swing into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
- Prefix and suffix tiles
- Stickers for the Progress Chart



## 2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- Phonogram Sounds app
- Reading Review Box (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not purchase the Reading Review Box, you will need an index card box.)



## 3. Readers

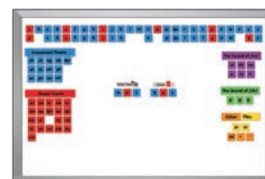
- *Chasing Henry*
- *Shipwreck!*



## 4. Letter Tiles App or 2' x 3' Magnetic White Board

Our Letter Tiles app makes building words fun and easy. Go to [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to download.

If you prefer working with physical letter tiles, then a magnetic white board is highly recommended.



## 5. Common Craft Materials

- Scissors
- Stapler
- Two small baggies (if you are using the physical letter tiles)





# What You Should Know about This Program

**First of all, you can do this!** *All About Reading* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach reading without being overwhelmed.

**Your student will be actively involved in the learning process.** This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context, and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

**There are no gaps in this program.** Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

**There are five key components of reading—and our program teaches all of them thoroughly.** These five components are:

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

***All About Reading* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

**Most importantly, *All About Reading* is committed to results.** The *All About Reading* program has a very focused mission: to enable you to teach your student to read while guaranteeing retention and enjoyment. Our approach to reading focuses on enabling students to become confident, fluent readers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at [support@allaboutlearningpress.com](mailto:support@allaboutlearningpress.com) or 715-477-1976. We're here to help!

# Is Your Student in the Right Level?

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 3.

- ☐ Your student should understand how to sound out **one-syllable** words using the blending procedure demonstrated in Appendix C of this Teacher's Manual.

- ☐ Your student should understand how to sound out **two-syllable** words using the blending procedure demonstrated in Appendix C of this Teacher's Manual.

- ☐ Your student should be able to read words with blends at the beginning and end. To test, have your student read the following words.

<b>bland</b>	<b>swept</b>	<b>print</b>	<b>craft</b>	<b>trust</b>
<b>branch</b>	<b>clamp</b>	<b>stunt</b>	<b>frost</b>	<b>spend</b>

- ☐ Your student should be able to read words with the Name Game (Vowel-Consonant-E) syllable type. To test, have your student read the following words.

<b>made</b>	<b>dime</b>	<b>note</b>	<b>cane</b>	<b>ride</b>
<b>hope</b>	<b>five</b>	<b>like</b>	<b>snake</b>	<b>grape</b>

- ☐ Your student should be able to read words with Bossy R (R-controlled) vowels. To test, have your student read the following words.

<b>winter</b>	<b>over</b>	<b>summer</b>	<b>garden</b>	<b>start</b>
<b>dark</b>	<b>forest</b>	<b>corn</b>	<b>north</b>	<b>perhaps</b>

- ☐ Your student should have a basic understanding of contractions. To test, have your student read the following words.

<b>can't</b>	<b>what's</b>	<b>you're</b>	<b>I'll</b>	<b>we've</b>
--------------	---------------	---------------	-------------	--------------

Now have your student identify the two smaller words in each contraction.

- ☐ Your student should be able to read words with the past tense ending **ed**. To test, have your student read the following words.

<b>wanted</b>	<b>tested</b>	<b>chipped</b>	<b>printed</b>	<b>stopped</b>
<b>planned</b>	<b>danced</b>	<b>hiked</b>	<b>locked</b>	<b>mixed</b>

- ☐ Your student should understand syllable division rules for reading multisyllable words. To test, have your student divide and read the following words.

**kitten**  
**robin**

**napkin**  
**cabin**

**open**  
**blanket**

**broken**  
**hero**

**refund**  
**admit**

- ☐ Your student should have mastered the sounds of Phonograms 1-44. These Phonogram Cards can be found in your Level 3 Student Packet. Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (ck says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for ow, your student should say “/ow/-/ō/” without hesitation.

- ☐ Your student should be able to read sentences containing Level 2 concepts. To test, have your student read the following sentences.

**The farmer planted radish seeds in June.**

**My dog is brown and likes to bark at large cats.**

**Dennis likes to fly a blue kite on a string.**

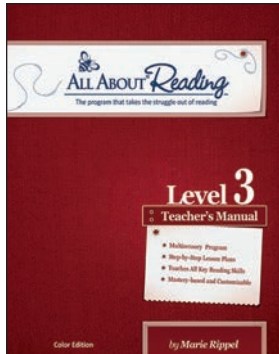
**I can't sleep when it's cold outside.**

## How did your student do?

- If your student could easily complete each of these activities, begin with Level 3.
- If just one area was difficult, you can remediate in that specific area.
- If your student needs help in two or more areas, start with Level 1 or 2 to build a strong foundation for reading.

# Preview the Teacher's Manual

As you flip through the Teacher's Manual, you'll notice that all the lessons are laid out for you, step by step. You'll also notice that there are two types of lessons.



**“New concept” lessons.** In these lessons, your student will learn new phonograms and new words. You can see an example of a typical “new concept” lesson in Lesson 2 on page 43.

**“Read a story” lessons.** In these lessons, your student will practice the new concepts taught in the previous lesson by reading a story. Vocabulary and comprehension strategies are emphasized. You can see an example of a typical “read a story” lesson in Lesson 3 on page 55.

The lessons consist of five parts:

1. **Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It never takes more than a few minutes to read it, after which you will be well equipped to teach the lesson confidently.
2. **Review.** Beginning with Lesson 2, you'll give your student a quick review of previously taught concepts. You will need your student's Reading Review Box for this part of the lesson.
3. **New Teaching.** This is the hands-on portion of the lesson. Your student will work with the letter tiles and activity sheets while completing comprehension, vocabulary, and fluency exercises.
4. **Read-Aloud Time.** This section is a friendly reminder to fit in twenty minutes of read-aloud time every day.
5. **Track Your Progress.** At the end of each lesson, you'll record your student's progress on the Progress Chart.

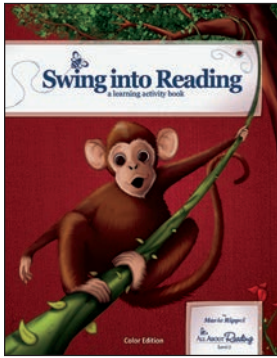
If you are working with a younger student, you may only complete part of a lesson at a time. That's okay! Simply mark your place in the lesson plan. The next day, start your lesson with a quick review and then pick up where you left off.

Don't feel like you must push through an entire lesson in one sitting if your student isn't ready. Do what is best for your student.



## Preview the Activity Book

The *Swing into Reading* activity book contains:



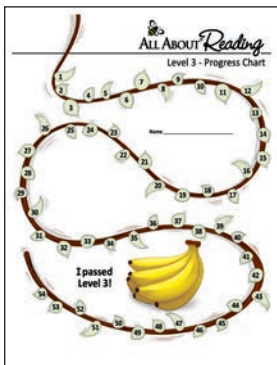
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Achievement

The lesson plans in the Teacher's Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

### Progress Chart

The Progress Chart can be found on page 5 of the activity book.



This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward reading independently.

Remove the chart on the perforation and decide where to place it. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next leaf on the chart.

## Read-Aloud Record

The Read-Aloud Record can be found on page 7 of the activity book.

This chart is simply a place to record the books that you read aloud to your student. Toward the end of each lesson, you will be prompted to read to your student for twenty minutes. The daily read-aloud time may seem like a simple part of the reading lessons, but it's actually one of the most important components.

While your student is listening to good books, he'll also be

- gaining important background knowledge on a wide variety of subjects;
- developing a larger vocabulary; and
- hearing a variety of language patterns.

Your student's reading comprehension will be much higher because you've given him these huge benefits through daily read-aloud time.

This list is more for your use than for your student's. Not only is it a reminder of the many books that you enjoyed with your student, it is also great for accountability. If you skip read-aloud time, it will be obvious because of the short list! Aim for a long and varied list of books by the end of Level 3.

Here are some things to think about as you plan ahead for read-aloud time:

- **Figure out the best time of day for your read-aloud time.**

You might find it easiest to connect read-aloud time to something else that you already do every day. It often works well to schedule it after lunch, recess, or a specific class. If you are a parent, bedtime is a natural time for enjoying books together.

- **Gather a variety of books, both fiction and nonfiction.**

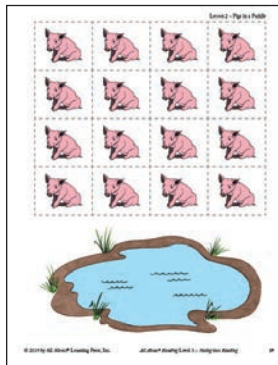
To keep interest high, look for books related to your student's specific interests and hobbies. You can also stimulate new interests by choosing read-alouds on topics that are completely new to your student.

- **Decide how you will minimize distractions.**

At home, turn off the TV, computer, and telephone. Clear away competing toys and games. If you have a wiggly student, you can help him concentrate on the story by allowing him to play quietly while you read. Some students will be fine just holding a toy, while others might prefer to build with blocks, knead clay, or color quietly. For some students, it is easier to stay in one place and pay attention to what you are reading if they don't have to remain perfectly still.

## Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!



Take a look at the activity called “Pigs in a Puddle” on page 19 of the activity book. When you get to Lesson 2, the lesson plans will prompt you to cut out the puddle and sixteen pig cards. You’ll place the pig cards in a pile, and your student will choose one pig card at a time. All the words on the back of the pig cards contain ai or ay, the two phonograms taught in Lesson 2. After reading the word aloud, your student will place the pig in the mud puddle—and optionally make a *splash!* sound effect.

If you are working with an older student who doesn’t need the additional practice for a certain concept, or who doesn’t want to do “kid” activities, feel free to skip that particular activity sheet. But you may find that even adult learners enjoy the mental break that the activity sheets provide.

For the activity sheets, you will need only scissors, a stapler, and a pencil.

## Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 27 of the activity book.

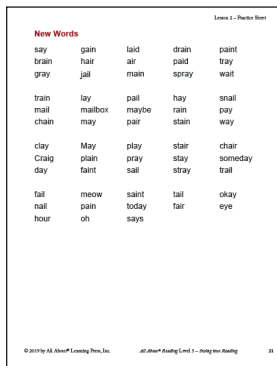


The Warm-Up Sheets are used just before reading a new story, and contain words and phrases your student is about to encounter. Although all the words in the stories are completely decodable, these warm-up exercises give your student a little extra practice so he doesn’t start reading “cold.” Just as warming up our muscles before exercising is beneficial, warming up the brain before jumping right into a story helps your student be more successful.

The illustrations on the Warm-Up Sheets are used during short, pre-reading vocabulary discussions.

## Practice Sheets

Take a look at the first Practice Sheet on page 21 of the activity book.



The Practice Sheets give your student practice reading words that reflect newly learned concepts. Most of the Practice Sheets contain three sections: New Words, Sentences, and More Words.

Over time, the Practice Sheets will help your student move from sounding out words letter by letter to instant recognition of words. This change usually happens gradually, so don't expect perfection at first.

Here are some tips to help you get the most benefit out of the Practice Sheets:

1. **Place the sheet directly in front of your student.**
2. **Read across the page from left to right** to reinforce proper eye movements. Don't read down the columns.
3. **Stop before your student fatigues.** You might not complete the Practice Sheet all in one day, depending on your student's age and attention span.
4. **Would your student benefit from reviewing the Practice Sheet several times?** If so, repeat the exercise several days in a row.
5. **On the other hand, don't overwhelm your student with *too much* practice.** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line, or every third line.

The Practice Sheets in Level 3 contain more sentences than those in Levels 1 and 2, and the sentences are no longer broken into phrases. At this point, most students don't need the scaffolding provided by reading the phrases, and they can go straight into reading the full sentences. If you feel that your student would benefit from phrasing, it is easy to add this feature. Using a pencil, divide each sentence into two or three phrases before using the Practice Sheets with your student.

Why did the mailman staple the letters to the porch?

Phrasing usually occurs with prepositional phrases, but honestly, your own intuition will serve you well as you mark the page. Think of how you would read the text; there are no absolutely correct answers here, especially as you get into more advanced text.



## Preview the Readers

*All About Reading* Level 3 includes two readers that are 100% decodable.



*Chasing Henry*  
First used in  
Lesson 3



*Shipwreck!*  
First used in  
Lesson 30

Your student will read one story in approximately every other lesson.

The first time a student reads a story is called a “cold reading.” The student may read choppy, one word at a time. This is normal because the student is working very hard at decoding many of the individual words. Don’t expect smooth reading during the cold reading.

Most students benefit from repeated readings—that is, reading the story a second or even third time. You’ll find that during the repeated reading, your student will read more fluently and with better understanding. Since every student’s needs will vary, these repeated readings are not scheduled in the lesson plans. Be sure to make time for them!

The Teacher’s Manual provides comprehension questions and activity sheets for each story. If you feel your student would benefit from further activities, refer to Appendix J: List of Comprehension Activities.

If your student is having difficulty reading the stories, refer to Appendix N: If Your Student Struggles with the Stories.

# Prepare Your Reading Review Box



The **Reading Review Box** organizes your flashcards so review time can be productive for your student. Every lesson starts with review. Whether you use our custom Reading Review Box or your own index card box, follow the instructions below to set it up.



1. **Place the divider cards in your box.** The divider cards are numbered 1-6 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.

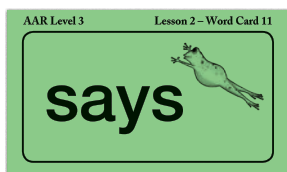
If you used *All About Reading* Levels 1 and 2, your instructions for this first section are a bit different since you already have cards in the Reading Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place them in a labeled baggie and store separately.



2. **Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.



3. **Locate the green Word Cards** in the Student Packet. Separate the perforated cards and place them behind the green tabbed divider called *Word Cards–Future Lessons*.



4. **Preview the Leap Word Cards.** Take a look at Word Card 11. See the frog?

We use the frog graphic to indicate high-frequency words that either don't follow the normal rules or that contain phonograms that your student hasn't practiced yet. Your student will be "leaping ahead" to learn these words as sight words.

There are fifty-seven Leap Words in Level 3, and the first one is taught in Lesson 2. Several techniques will be used to help your student remember these Leap Words:

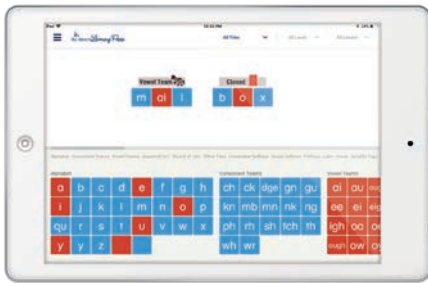
- The frog graphic acts as a visual reminder to your student that the word is being treated as a sight word.
- Leap Word Cards are kept behind the Review divider in your student's Reading Review Box until your student has achieved instant recognition of the word.
- Leap Words frequently appear on the Practice Sheets.
- Leap Words are used frequently in the readers.
- If a Leap Word causes your student trouble, have your student use a light-colored crayon to circle the part of the word that doesn't say what the student expects it to say. Help your student see that Leap Words generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.

For the complete list of Leap Words taught in Level 3, see Appendix P.

## Set Up the Letter Tiles

Letter tiles are used in every “new concept” lesson to help your student quickly and easily grasp new concepts.

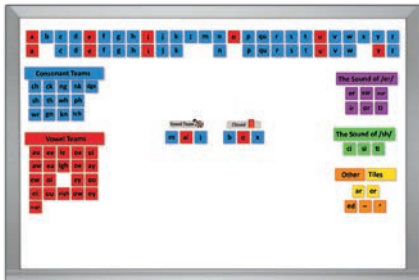
You have the option to use either the Letter Tiles app or the physical letter tiles. Here are some considerations to help you decide between the two formats.



### With the Letter Tiles app:

- It's easy to capitalize words.
- You can hear the sounds of the phonograms as you teach.
- No more worries about lost letter tiles.
- Lessons are easy to teach "on the go."
- It's easy to switch between students. Simply select your current lesson in *All About Reading* or *All About Spelling* and you're ready to begin.

The Letter Tiles app has been our most requested product of all time, but the physical letter tiles have devoted fans as well.



With the physical letter tiles:

- No tablet is required to complete the lessons.
- Larger tiles are easy to read.
- It's easy to incorporate hands-on alphabetizing practice.
- Timeless and traditional educational tool.

Can't decide which tool to use? Consider which one would be most engaging for your student based on his current preferences. For example, does your student prefer colored pencils, or does she like video games? Is your student used to using technology for learning, or is he more comfortable with traditional methods of learning? Does she prefer e-books or paper books?

And don't forget to consider *your* preferences as well. Do you like the larger format of the magnetic white board and physical tiles? Or do you like the more compact nature of the app?

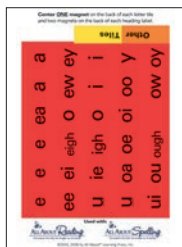
You really can't go wrong with either the app or the physical letter tiles since they both make reading concepts more concrete for your student. Choose one (or both) methods for working with letter tiles.

## If You Choose the Letter Tiles App

Visit [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to purchase the app for your tablet.

Two short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

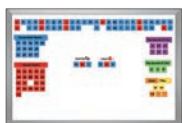
## If You Choose the Physical Letter Tiles



**Take out the laminated Letter Tiles sheets.** Separate the letter tiles and labels on the perforations.



**Apply the magnets to the back of the letter tiles.** Stick one magnet on the back of each letter tile and two magnets on the back of each label. (Skip this step if you will be using the letter tiles on a tabletop instead of a magnetic white board.)



**Set aside the following letter tiles for the first lesson.** You'll organize them on the next page.

- two sets of letters a to z, third s, hyphen, apostrophe
- letter tiles ar, aw, au, ch, ck, ed, ee, er, ng, nk, oi, yellow or, ou, ow, oy, sh, th, wh
- labels: Consonant Teams, Vowel Teams, Sound of /er/, Other Tiles

(If you used Level 2, you already have these letter tiles on your magnetic white board.)



**Prepare two small plastic baggies.** Label one bag Level 3 and the other bag Level 4. Place the following tiles and labels in your Level 3 baggie:

- ai, ay, oa, ir, ur, oo, ea, igh, purple or, tch, dge, ew, wr, kn, eigh, oe, ti
- prefix and suffix tiles
- labels: Sound of /sh/, Consonant Suffixes, Vowel Suffixes, Prefixes

Put the remaining tiles and labels in the Level 4 baggie. Store the baggie in your *All About Reading* tote bag or another safe place.

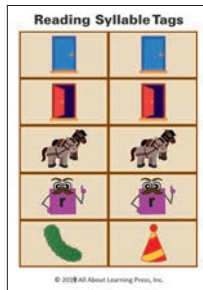


## Set Up Your Magnetic White Board

You'll be using the letter tiles in every lesson. Set up the letter tiles on your magnetic white board as shown below.











## Prepare the Syllable Tags



1. **Take out the laminated Syllable Tags sheet.** Separate the syllable tags on the perforations.
2. **Apply the magnets to the back of the syllable tags.** Stick two magnets on the back of each syllable tag. Note that the magnets go on the side with the word on it, not the picture. Store the syllable tags on your magnetic white board for use in the lessons.

## Answers to Common Questions about Letter Tiles

### What do the different colors mean?

-  Blue tiles are consonants and consonant teams.
-  Red tiles are vowels and vowel teams.
-  Purple tiles are for the sound of /er/.
-  Yellow tiles are for Bossy R combinations that don't say /er/.
-  Green tiles are for alternate spellings of /sh/: ti, ci, si.
-  Orange tiles are for miscellaneous symbols and letters.
-  Pink tiles are for suffixes.
-  Gray tiles are for prefixes.

You'll learn about each category when you get to it in the lessons.

### Why are there two different y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /ī/, or /ē/.

### Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

### What will happen with the other letter tiles that are left in my Level 3 baggie?

- Starting in Lesson 2, we will gradually add these letter tiles to the board.
- Keep the baggie in a safe place (such as your reading tote bag) until the tiles are needed.

### What if I don't have a magnetic white board?

A magnetic white board makes it easier and faster to set up for your reading lessons, but if you don't have a magnetic white board, you can set up the letter tiles right on your table.

### What do all these funny marks and symbols mean?

As a shorthand way to represent the sounds of letters in this Teacher's Manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*.

You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *macron*.
- A "smile" above a letter, as in /ă/, represents the short vowel sound. This symbol is called a *breve*.

For a complete list of letter sounds and key words, please see Appendix B.

## Preview the Letter Sounds

Your student will learn the sounds of letters and letter combinations, called *phonograms*. For example, phonogram t says /t/ as in *tent*. Phonogram sh says /sh/ as in *ship*.

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. There are three ways you can preview the sounds:

1. **Phonogram Sounds app.** This free app can be used on your computer, tablet, or phone. Go to [www.allaboutlearningpress.com/phonogram-sounds-app](http://www.allaboutlearningpress.com/phonogram-sounds-app) to download. Simply tap the phonogram to hear the sound.
2. **Letter Tiles app.** If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s). (As discussed on page 25, this app has many other features as well, including moveable letter tiles.)
3. **Chart in Appendix B.** Key words are given for each phonogram.

Using the method you prefer, take a moment to preview phonograms ai and ay, the first two phonograms you will be teaching in Level 3.

# How Much Time Should I Spend on Reading?

*All About Reading* lessons are designed so that you can work at your student's pace. Following are general guidelines.

## **Spend 20 minutes per day teaching reading.**

We recommend spending about 20 minutes per day, five days a week, on reading instruction, but you can adjust this if necessary for early readers or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards, and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.

## **Lessons often take more than one day to complete.**

Please know that the lessons in *All About Reading* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the stories all play a part in how quickly a lesson can be completed.

And after the formal lesson, it will be time for some great read-alouds!

## **In addition to the lessons, read aloud to your student for 20 minutes per day.**

Reading aloud to your student is one of the most important things you can do to promote future reading ability. In fact, this is such an important part of the program that it is actually added as a reminder at the end of every lesson.

Reading aloud for 20 minutes a day may not seem like a lot, but the cumulative effect cannot be overstated. By reading aloud for just 20 minutes a day over a five-year period, your student will have the advantage of 600 hours of read-alouds. That equates to huge gains in vocabulary, comprehension, and background information.

When you combine 20 minutes of direct reading instruction with 20 minutes of read-aloud time, you can rest assured that you are providing your student with the very best opportunity for long-term reading success.

2

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## **Complete Step-by-Step Lesson Plans**



*Hi there, new friend!  
I'm Melinda. I'm a monkey. What are you?*

*I'll be working on Level 3 with you! I'm really  
good at giving pep talks and friendly reminders—  
not to mention I bake some mean banana  
cookies—so I hope you'll like studying with me. I'll try  
not to monkey around too much.*

*It's so great to meet you.  
See you at the end of Lesson 1!*



# Lesson 25    **OO** as in *Food*

## Objective

In this lesson, students decode words containing the first sound of phonogram oo and learn the sixth job of Silent E.

## You Will Need

- ☐ *Swing into Reading* pages 159-162
- ☐ Jobs of Silent E chart
- ☐ letter tile oo
- ☐ Word Cards 157-168
- ☐ Phonogram Card 50

## Before You Begin

## Preview Phonogram OO

Your student will learn phonogram oo, which has three sounds:

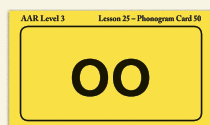
- /ōō/ as in *food* (emphasized in this lesson)
- /ōō/ as in *book* (emphasized in Lesson 37)
- /ō/ as in *floor* (emphasized in this lesson)

In this lesson, your student will get very familiar with words containing the first sound of oo. Read the following examples and listen for the /ōō/ sound.

<b>soon</b>	<b>food</b>	<b>room</b>	<b>moon</b>	<b>cool</b>
<b>tool</b>	<b>tooth</b>	<b>bloom</b>	<b>loose</b>	<b>mood</b>

Your student will also learn two words in which oo says /ō/: *floor* and *door*. We will treat these two words as Leap Words so they stand out in your student's mind. There is only one other word in which oo has this sound: *brooch*.

In Lesson 37, your student will learn words in which oo says /ōō/ as in *book*.



When we practice the Phonogram Card for oo, we say “/ōō/-/ōō/-/ō/.” Since there is no way to tell which sound oo will say in a word, your student should try each sound in sequence until he finds the right one.



The oo tile is stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the oo phonogram sounds. When we use the oo letter tile, we only say the sound that the phonogram says in the word. To facilitate blending, we don't say all the sounds.

## Review



It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

### Previous Concepts

Build the following word with letter tiles. Have your student divide the word using the Suffixes syllable division rule for vowel suffixes (or the Two Consonant Tiles rule), label with syllable tags, and read.

**working**

Bossy R Syllable

Closed Syllable

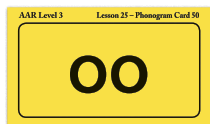
w or

k ing

## New Teaching

### Teach New Phonogram OO


Hold up the oo Phonogram Card.



“O-o says /ōō/-/ōō/-/ō/. Repeat after me: /ōō/-/ōō/-/ō/.”

*Student repeats the sounds.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the oo letter tile into the workspace. 

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sounds accurately.




For extra practice with the new phonogram, play the game “Phonogram Ball.” For instructions, look for this icon in Appendix L.

## New Teaching


(continued)

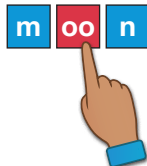
## Blend Sounds with Letter Tiles

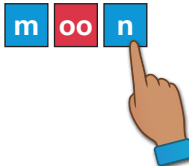
“Today you will learn words with the sound of /ōō/. Repeat these words after me and listen for the /ōō/ sound: *room, soon, loose, zoo.*” *Student repeats the words.*

Build the word *moon*. 

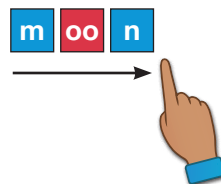
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the m and say /m/. 

Touch under the oo and say /ōō/. 

Touch under the n and say /n/. 

Now go back to the beginning of the word. Slide your finger under the letters m-oo-n and say *moon* slowly.



Finally, read the word *moon* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *tool*.



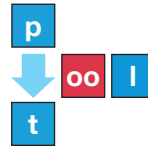
Leave the word *tool* in the workspace.

## New Teaching

(continued)

## Play “Change the Word”

“I’m going to change the first letter of this word.”




“What does this new word say?” Encourage your student to sound out the new word, *pool*.

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**pool → fool → food → mood → moon →  
moo → zoo → too → tooth\***

\*Use the th tile for *tooth*.

Build the word *goose*. 

“Silent E is added to this word to show that the word is not plural. Read this word.” *Goose*.

Change one tile at a time to form the following words.

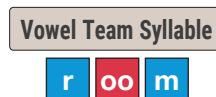
**goose → loose → moose**

## Label Syllable Types

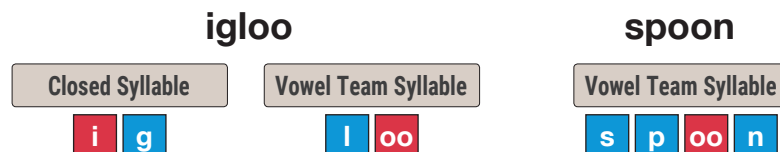
Build the word *room*. 

“Let’s label the syllable.”

Point to the oo tile. “In this syllable, we have a tile with two vowels. This is a Vowel Team syllable. Label it with the Vowel Team syllable tag.”



Build the following words. Have your student divide the words into syllables where necessary, label with syllable tags, and read. *Igloo* uses the Two Consonant Tiles rule.





## Teach the Sixth Job of Silent E

Silent E does its sixth job in words such as *teethe*, *bathe*, *soothe*, and *clothe*.

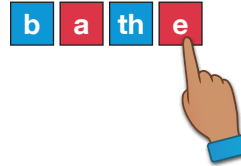
This job is not as common as the jobs that are marked with a star.

Build the word *bathe*.

**b a th e**

“This word is *bathe*. What sound does the th have in *bathe*?” /th/.

Point to the e.



“Silent E makes the th say its second sound, /th/.”

Remove the e.

**b a th**

“Without the Silent E, what would this word say?” *Bath*.

Replace the e.

Jobs of Silent E

The silent jobs are very common.

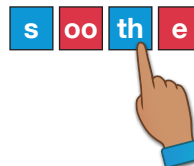
Job	Explanation
1	Silent E can make the vowel before it long. bathe bathe bathe
2	Silent E can make the vowel before it short. bathe bathe bathe
3	Silent E can make a word a verb. bathe bathe bathe
4	Silent E can make a word a noun. bathe bathe bathe
5	Silent E can make a word a proper noun. bathe bathe bathe
6	Silent E can make a word a verb. bathe bathe bathe
7	Silent E can make a word a noun. bathe bathe bathe

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Take out the Jobs of Silent E chart and read Job #6 with your student.

“So the sixth job of Silent E is to make th say /th/.”

Build the word *soothe* and point to the th.



“What sound is th going to say in this word?” /th/, *because of the Silent E*.

“Right. Sound out this word.” *Soothe*. (If necessary, remind your student to use the typical blending procedure. If your student isn’t familiar with the word *soothe*, you can explain that it means *to gently calm someone*, as in *The music will soothe the crying baby*.)

## Complete Activity Sheet

“Let’s help a raccoon gather his buttons.”



### Help the Raccoon

Remove pages 159-160 from the *Swing into Reading* activity book.

Cut out the raccoon and the button cards. Scatter the button cards on the table with the words facing down.

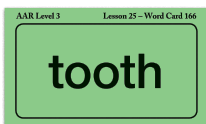
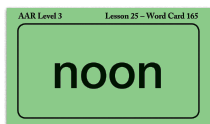
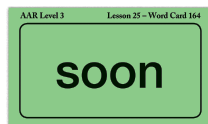
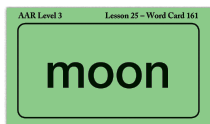
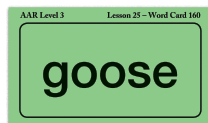
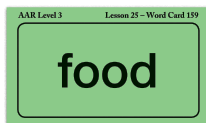
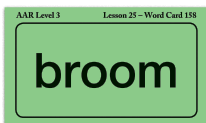
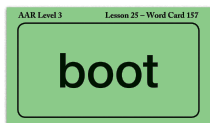
“Raccoon is making a sweater for his friend Moose and he needs to collect a lot of buttons.

Let’s help him!” Have your student pick up a button card, read the word on the back, and then give it to the raccoon.

Continue reading the cards until all the buttons have been collected.

## Practice Reading Words

Have your student practice reading the words on Word Cards 157-166.



File the Word Cards behind the Review divider in the Reading Review Box.

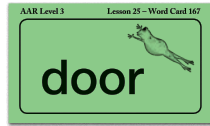
## New Teaching

(continued)

## Teach Two Leap Words: *door* and *floor*

We are treating *door* and *floor* as Leap Words to help them stand out in your student's mind. We want to differentiate them from the other words taught in this lesson.

Show Word Cards 167 and 168 to your student.



Point to the first card. "This word is *door*, as in *Please close the door*. The oo says its third sound. What sound does oo say in the word *door*?" /ō/.

"Oo only says /ō/ in two common words: *door* and *floor*."

Point to the second card. "This word is *floor*, as in *Let's sweep the floor*. What sound does oo say in the word *floor*?" /ō/.

"*Door* and *floor* are Leap Words. The frog will help you remember that the sound of oo is different in these words than in the other words you've learned in this lesson."

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 161-162 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try the activity "Letter Search." For instructions, look for this icon in Appendix K.

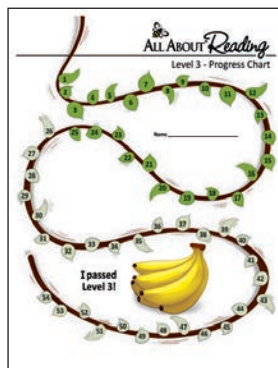
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 25 on the Progress Chart.

# Lesson 26    Read “Gabby Goose Saves the Day”

## Objective

In this lesson, students practice meaningful expression and read a short story.

## You Will Need

- ☐ *Swing into Reading* pages 163-165
- ☐ *Chasing Henry* book

## Before You Begin

### Avoid Making Corrections Too Soon

When your student misreads a word in a sentence, resist the temptation to correct him immediately. Let him reach the end of the sentence before you interrupt, giving him the chance to realize on his own that he made a mistake.

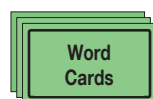
For example, if your student reads *The hot sat with a thud*, he will probably self-correct because the sentence obviously doesn't make sense. He will look back to see where his error is and reread the sentence correctly as *The hog sat with a thud*. If he does continue reading without correcting himself, ask him if the sentence he just read makes sense.

When you interrupt your student immediately after he makes an error, he is deprived of the opportunity to monitor what he is reading for meaning. In the example above, the phrase *The hot...* does make sense in itself, as it could be *The hot day* or *The hot lunch*. If you give your student time to reach the end of the sentence, though, it will most likely be clear to him that he has misread a word.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



## Read the Warm-Up Sheet for “Gabby Goose Saves the Day”



Turn to page 163 in the *Swing into Reading* activity book.

Have your student practice reading words and phrases that will be encountered in “Gabby Goose Saves the Day.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

Word	Decoding Tips
cooed hiccured	Build and decode the base word first and then add suffix <i>ed</i> . ( <i>Hiccured</i> can be spelled with one or two p’s, though the preferred spelling has only one p.)
mental expert	Follow the Two Consonant Tiles division rule. <div> <div>Closed Syllable</div>men <div>Closed Syllable</div>tal </div> <div> <div>Closed Syllable</div>ex <div>Bossy R Syllable</div>pert </div>
yahoo	Follow the One Consonant Tile, Part 1 division rule. The <u>a</u> says its third sound, /ah/. <div> <div>Open Syllable</div>ya <div>Vowel Team Syllable</div>hoo </div>
ruckus	Follow the One Consonant Tile, Part 2 division rule. <div> <div>Closed Syllable</div>ruck <div>Closed Syllable</div>us </div>

## New Teaching

(continued)

Word	Decoding Tips
comfort welcomed	In these two words, <u>o</u> says its fourth sound, /ū/.
surely	Follow the Suffixes division rule.
mouse	Silent E is added to keep <i>mouse</i> from looking like a plural word.

### Teach Vocabulary and Activate Prior Knowledge

“What do you do every morning to get ready for the day? Can you tell me your activities in order?”

Point out the illustration of the mental checklist on the Warm-Up Sheet. “After you’ve done something a few times, you might have a *mental checklist*—a list in your mind of the order in which things need to be done, or a list that helps you remember what to do in different situations. You just used a mental checklist to tell me how you start your day.”

“In our next story, one of the main characters uses a mental checklist. Let’s find out what happens.”

### Read “Gabby Goose Saves the Day”

“Turn to page 171 in your reader and read ‘Gabby Goose Saves the Day’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 175:** “Why do you think Baby Moose might be crying?”

**After page 185:** “What do you think Mommy Moose means when she says, ‘You are a gem?’”

### Practice Meaningful Expression

“We can show how we are feeling by the way we speak. For example, if we’re angry, we might speak loudly. If we’re scared, we might whisper. Let’s have some fun showing how the characters in the story feel.”

## New Teaching

(continued)



### Say It Like Daddy Moose

Remove page 165 from the activity book.

Point to the first character on the page (Daddy Moose).

“Today you’re going to pretend that you are the characters in ‘Gabby Goose Saves the Day.’ Practice saying each quote in the way that you imagine the character would say it, with full expression.”

Continue until your student has read all the quotations.

If desired, you can continue the activity by asking your student to demonstrate different ways of saying the same quote. For example, your student could read Daddy Moose’s quote in a loud, strong voice and then read the quote again using a high, squeaky voice. Or your student could read Mommy Moose’s quote using a very sad voice instead of a happy voice.

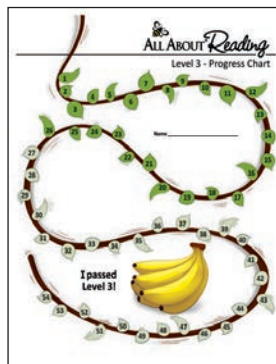
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 26 on the Progress Chart.

# Lesson 45 KN

## Objective

In this lesson, students decode words containing phonogram kn.

## You Will Need

- ☐ *Swing into Reading* pages 259-262
- ☐ Phonogram Card 57
- ☐ letter tile kn
- ☐ Word Cards 268-278

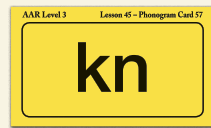
## Before You Begin

### Preview Phonogram KN

Phonogram kn says /n/ as in *knee*. Read the following examples and listen for the /n/ sound.

<b>know</b>	<b>knew</b>	<b>known</b>	<b>knee</b>	<b>knife</b>
<b>knight</b>	<b>knit</b>	<b>knock</b>	<b>knot</b>	<b>knuckle</b>

Phonogram kn is found only at the beginning of base words.



When we practice the Phonogram Card for kn, we say “/n/, two-letter /n/ used only at the beginning of a word.” This phrase distinguishes kn from the other ways of spelling /n/, such as n and gn. By learning the full wording for phonogram kn now, your student won’t have to relearn the flashcard for spelling purposes later.



The kn tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the kn phonogram sound. When we use the kn letter tile, we only say the sound /n/. To facilitate blending, we don’t say the second part, “two-letter /n/ used only at the beginning of a word.”

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

## Review

(continued)



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

Previous Concepts

Build the following word with letter tiles. Have your student divide the word using the Two Consonant Tiles syllable division rule, label with syllable tags, and read.

**horrid**

Bossy R Syllable

h or

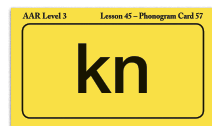
Closed Syllable

r i d

## New Teaching

### Teach New Phonogram KN

Hold up the kn Phonogram Card.



“K-n says /n/. When we practice this card, we say /n/, *two-letter /n/ used only at the beginning of a word*. Repeat after me: /n/, two-letter /n/ used only at the beginning of a word.” *Student repeats the sound.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sound accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the kn tile into the workspace.



“When you see this tile, say its sound, /n/. You don’t have to say *two-letter /n/ used only at the beginning of a word* when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.




For extra practice with the new phonogram, play the game “Swat the Phonograms.” For instructions, look for this icon in Appendix L.




## New Teaching

(continued)

## Blend Sounds with Letter Tiles

Build the word *kneel*. 

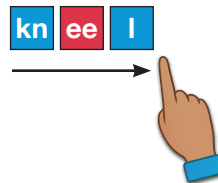
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the kn and say /n/. 

Touch under the ee and say /ē/. 

Touch under the l and say /l/. 

Now go back to the beginning of the word. Slide your finger under the letters kn-ee-l and say *kneel* slowly.



Finally, read the word *kneel* at a normal pace as we do when we speak.

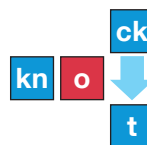
Using the same blending procedure, have your student sound out the word *knot*.



Leave the word *knot* in the workspace.

## Play “Change the Word”

“I’m going to change the last part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *knock*.

## New Teaching

(continued)

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word. Use the kn tile for all these words.

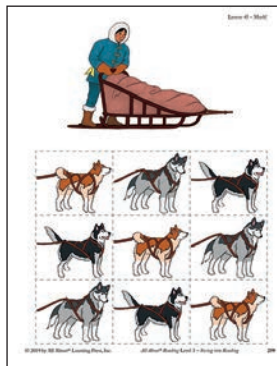
**knock\* → knob → knee\***

\*Use the ck tile for *knock*. Use the ee tile for *knee*.

## Complete Activity Sheet

“Have you ever seen a sled pulled by dogs?” Discuss your student’s experience.

“The driver of the dogsled is called a *musher*, and the dogs are often a special breed called *husky dogs*. Let’s read words with kn with the help of some husky dogs.”



### Mush!

Remove pages 259-260 from the *Swing into Reading* activity book.

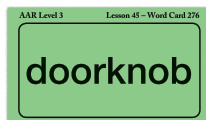
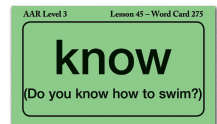
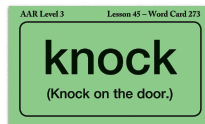
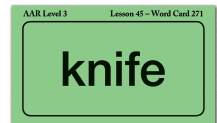
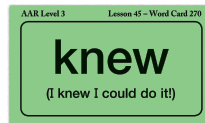
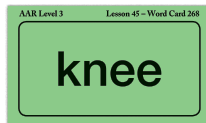
Cut out the dogsled and musher illustration and the husky dog cards. Place the huskies in a pile with the words facing up.

Have your student collect huskies by selecting a card, reading the word, and flipping it over to reveal the husky. Your student may then pretend to harness each husky to the sled.

Continue until all the cards have been read and all the husky dogs have been harnessed to the sled.

## Practice Reading Words

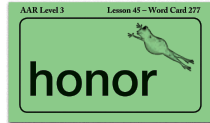
Have your student practice reading the words on Word Cards 268-276.



File the Word Cards behind the Review divider in the Reading Review Box.

## Teach Two Leap Words: *honor* and *castle*

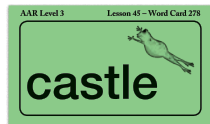
Show Word Card 277 to your student.



"This word is *honor*, as in *It's an honor to meet you*. This is a Leap Word because the h is silent."

"What is this word?" *Honor*.

Show Word Card 278 to your student.



"This word is *castle*, as in *The queen lives in a castle*. This is a Leap Word because the t is silent."

"What is this word?" *Castle*.

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 261-262 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try the activity "Buddy Reading." For instructions, look for this icon in Appendix K.

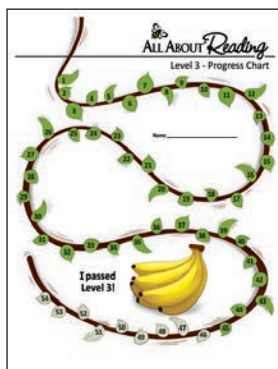
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 45 on the Progress Chart.



Well, knock me to my knees  
with a knickknack!  
I had no idea you could spell /n/ with KN.  
This will come in handy when I start selling my  
knitted knapsacks and knuckle warmers!

(Yes, chilly knuckles.  
It's a monkey thing.)

# Lesson 46 Read “Cedric the Brave Knight”

## Objective

In this lesson, students read a short story and discuss the types of people who live in castles.

## You Will Need

- ☐ *Swing into Reading* pages 263–267
- ☐ *Shipwreck!* book

## Before You Begin

### Preview the Purpose of the Activity Sheet

Today’s short story is set in medieval times. The activity sheet will familiarize your student with the various roles of knights, princesses, pages, and other figures of the time period—all important background knowledge that will aid in reading comprehension.

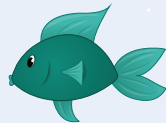
## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Liven up today’s Word Card review with the game “Go Fish.” For instructions, look for this icon in Appendix M.

## New Teaching

### Learn about Castle Characters

“Have you ever visited a castle? In medieval times, many people lived and worked in castles besides the king and queen. Now let’s find out who lived behind those castle walls.”

## New Teaching

(continued)



### Who's in the Castle?

Remove pages 263-266 from the *Swing into Reading* activity book.

Cut the castle doors on the dotted lines so they open. Cut out the character cards and spread them out on the table.

Have your student choose a character, turn the card over, and read the word. If the word is read correctly, the student may place the character in the castle. If the word is not read correctly, the student should place the character back on the table to try again later.

When these cards are flipped over, you may wish to define them for your student:

**knight:** a man who serves the king as a mounted soldier in armor

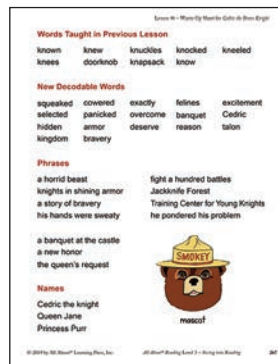
**page:** a young boy in training to become a knight

**jester:** a clown who works for a king

**maid:** a young, unmarried girl

Continue until all the characters are in the castle.

## Read the Warm-Up Sheet for “Cedric the Brave Knight”



Turn to page 267 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Cedric the Brave Knight.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.



## New Teaching

(continued)

Word	Decoding Tips
mew	<i>Mew</i> is one of the sounds a cat makes.
squeaked cowered exactly felines excitement selected panicked	Build and decode the base word first and then add the suffix.  Note that in the word <i>panic</i> , <u>c</u> is changed to <u>ck</u> before adding the suffix. This protects the <u>c</u> from the softening effect of the <u>e</u> in <i>ed</i> .
overcome	Follow the Prefixes division rule to separate this word into two recognizable parts: <b>over come</b>
banquet Cedric hidden	Follow the Two Consonant Tiles division rule. All syllables are <b>Closed Syllable</b> types.  <i>Cedric</i> is a boy's name.
armor	Follow the Two Consonant Tiles division rule.  <b>Bossy R Syllable</b> <b>Bossy R Syllable</b> <b>ar</b> <b>mor</b>
deserve reason	Follow the One Consonant Tile, Part 1 division rule.  <b>Open Syllable</b> <b>Bossy R Syllable</b> <b>de</b> <b>serve</b>  <b>Vowel Team Syllable</b> <b>Closed Syllable</b> <b>rea</b> <b>son</b>
talon	Follow the One Consonant Tile, Part 2 division rule.  <b>Closed Syllable</b> <b>Closed Syllable</b> <b>tal</b> <b>on</b>
kingdom	Follow the Three Consonant Tiles, Part 2 division rule. Keep phonogram <u>ng</u> together.  <b>Closed Syllable</b> <b>Closed Syllable</b> <b>king</b> <b>dom</b>

## New Teaching

(continued)

Word	Decoding Tips						
bravery	<p>Follow the One Consonant Tile division rule, first Part 1 and then Part 2.</p> <table><tr><td>Open Syllable</td><td>Bossy R Syllable</td><td>Open Syllable</td></tr><tr><td>bra</td><td>ver</td><td>y</td></tr></table>	Open Syllable	Bossy R Syllable	Open Syllable	bra	ver	y
Open Syllable	Bossy R Syllable	Open Syllable					
bra	ver	y					

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the mascot on the Warm-Up Sheet. “A *mascot* is someone or something that is used to represent a group, a sports team, or an organization. For example, Smokey Bear is the mascot of the United States Forest Service. Can you think of any other mascots?”

“Are you afraid of something, like the dark or spiders? Why are you afraid of it?”

“In this next story, the main character is terribly afraid of a particular animal. Let’s find out what it is.”

## Read “Cedric the Brave Knight”

“Turn to page 137 in your reader and read ‘Cedric the Brave Knight’ aloud.”

**After reading:** “The writer shows Cedric’s fear in various ways. Skim the text to find some examples of how Cedric shows his fear.” Guide your student in locating some of the following examples.

**Page 140:** The series of questions in the last paragraph shows Cedric’s anxiety.

**Page 143:** Cedric’s face grows pale when he finds out all knights must look for the cat.

**Page 144:** Cedric sways and almost faints. His voice squeaks.

**Page 145:** Cedric shows anxiety by repeating “Please don’t let it be a cat.” He freezes and squeezes his eyes shut.

## New Teaching

(continued)

**Page 146:** He trembles and has weak knees and shaky hands.

“At which point does Cedric’s attitude toward the cat begin to change?”  
*After he rescues the cat from the hawk. At that point, he realizes that the cat also had great fear. He feels sorry for her.*

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

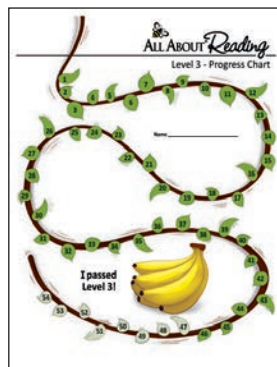
#### A Picture Is Worth...

Before, during, or after reading, be sure to take the time to talk about the book’s illustrations. Not only do the illustrations in picture books tell half the story, there are often secondary “silent” stories going on as well.

Have your student point out favorite characters, objects, colors, and recurring elements, or ask him why the artist may have drawn something a certain way.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 46 on the Progress Chart.

## APPENDIX A

# Scope and Sequence of Level 3

Your Student Will:	Lesson
Review concepts taught in Level 2	1
Decode words containing phonograms <u>ai</u> and <u>ay</u> and learn the Two Vowel Tiles syllable division rule	2
Read a short story and learn about onomatopoeia	3
Decode words containing phonogram <u>oa</u> and the second sound of <u>ow</u>	4
Read a short story and create a floor plan	5
Decode words containing the sound of /ē/ spelled <u>y</u>	6
Read a short story and discuss shades of meaning	7
Decode words containing Closed and Pickle syllable types, learn the fifth job of Silent E, and apply the Pickle syllable division rule	8
Read a short story and learn about alliteration	9
Decode words containing Open and Pickle syllable types	10
Read a short story and compare and contrast characters	11
Learn the Three Consonant Tiles syllable division rule	12
Decode words containing consonant suffixes and learn the syllable division rule for consonant suffixes	13
Read a short story and learn about similes	14
Decode words containing vowel suffixes, practice finding base words, and learn the syllable division rule for vowel suffixes	15
Decode words in which Silent E is dropped before a vowel suffix is added	16
Read a short story and discuss idioms	17
Decode words in which vowel suffixes are added to base words ending in <u>y</u>	18
Decode words containing phonogram <u>ir</u>	19
Read a short story and discuss character transformation	20
Decode words containing phonogram <u>ur</u>	21
Read a short story, learn about antonyms, and discuss the main conflict	22
Decode words containing the second sound of phonogram <u>or</u>	23
Read a short story and compare the main characters	24
Decode words containing the first sound of phonogram <u>oo</u> and learn the sixth job of Silent E	25
Read a short story and practice meaningful expression	26
Decode words containing the first sound of phonogram <u>ea</u>	27

Your Student Will:	Lesson
Read a short story, discuss help-wanted ads, and imagine an alternate ending	28
Decode words containing phonogram <u>igh</u>	29
Read a short story and learn facts about Florida	30
Decode words containing phonogram <u>tch</u>	31
Read a short poem and learn about personification and rhyming	32
Decode words containing phonogram <u>dge</u>	33
Read a short story and practice alphabetizing words	34
Decode words containing prefixes and apply the Prefixes syllable division rule	35
Read a short story and learn about synonyms	36
Decode words containing the second sound of phonogram <u>oo</u>	37
Read a short story and practice reading with expression	38
Decode words containing phonogram <u>ew</u>	39
Read a short story and discuss common fairy tales	40
Decode words containing the second sound of phonogram <u>ea</u> , learn the seventh job of Silent E, and discuss heteronyms	41
Read a short story and interpret weather pictographs	42
Decode words containing phonogram <u>wr</u>	43
Read a short story and learn facts about the ocean	44
Decode words containing phonogram <u>kn</u>	45
Read a short story and discuss the types of people who live in castles	46
Decode words containing the fourth sound of phonogram <u>o</u>	47
Read a short story and discuss realism vs. fantasy	48
Decode words containing phonograms <u>igh</u> and <u>oe</u>	49
Read a short story and learn about the care of ponies	50
Decode words containing the third sound of phonogram <u>ea</u>	51
Read a short story and learn the six question words	52
Decode words containing phonogram <u>ti</u> and suffix <i>tion</i>	53
Read a short story and match characters and objects	54

## APPENDIX B

### Phonograms Taught in Levels 1-4

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/ as in *bat*. The letter combination sh represents the sound /sh/ as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
<b>Phonograms Taught in Level 1</b>				Level 1
1	m	/m/	moon	
2	s	/s/-/z/	sun      has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple      acorn      father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose      gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow      city	
12	y	/y/-/ī/-/ē/	yarn      gym      my      happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ī/-/ī/-/ē/	itchy      ivy      radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/ō/-/ū/	otter      open      to      oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/ō/	udder      unit      put	
24	e	/ē/-/ē/	echo      even	
25	qu	/kw/	queen	
26	x	/ks/	ax	



Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
27	th	/th/–/tʰ/	three      then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/–/k/–/ʃh/	child      school      chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
Phonograms Taught in Level 2				
33	wh	/hw/	while	Level 2
34	ee	/ē/, double e	feed	
35	er	/er/ as in <i>her</i>	her	
36	ar	/ar/	car	
37	or	/or/–/er/ as in <i>work</i>	corn      work	
38	ed	/ĕd/–/d/–/t/	wanted      snowed      dropped	
39	oy	/oy/ that we <b>may</b> use at the end of English words	toy	
40	oi	/oy/ that we may <b>not</b> use at the end of English words	oil	
41	aw	/aw/ that we <b>may</b> use at the end of English words	saw	
42	au	/aw/ that we may <b>not</b> use at the end of English words	haul	
43	ow	/ow/–/ō/	cow      low	
44	ou	/ow/–/ō/–/ōō/–/ŭ/	mouse      soul      soup      touch	
Phonograms Taught in Level 3				
45	ai	/ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	rain	2
46	ay	/ā/, two-letter /ā/ that we <b>may</b> use at the end of English words	day	2


Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
47	oa	/ō/, two-letter /ō/ that we may <b>not</b> use at the end of English words	boat	4
48	ir	/er/ as in <i>first</i>	first	19
49	ur	/er/ as in <i>nurse</i>	nurse	21
50	oo	/ōō/-/öō/-/ō/	food      book      floor	25
51	ea	/ē/-/ë/-/ā/	leaf      bread      great	27
52	igh	/ī/, three-letter /ī/	light	29
53	tch	/ch/, three-letter /ch/	watch	31
54	dge	/j/, three-letter /j/	badge	33
55	ew	/ōō/-/ū/	grew      few	39
56	wr	/r/, two-letter /r/ used <b>only</b> at the beginning of a word	write	43
57	kn	/n/, two-letter /n/ used <b>only</b> at the beginning of a word	know	45
58	eigh	/ā/, four-letter /ā/	eight	49
59	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe	49
60	ti	/sh/, tall-letter /sh/	nation	53
<b>Phonograms Taught in Level 4</b>				Level 4
61	ey	/ē/-/ā/	key      they	
62	ear	/er/ as in <i>early</i>	early	
63	ui	/ōō/	fruit	
64	ie	/ē/-/ī/	field      pie	
65	ph	/f/, two-letter /f/	phone	
66	gu	/g/, two-letter /g/	guide	
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	
68	augh	/aw/, four-letter /aw/	daughter	
69	ei	/ā/-/ē/	vein      ceiling	

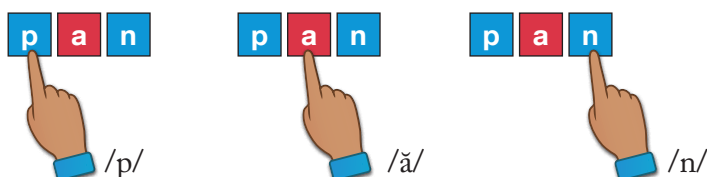
Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
70	ough	/ō/-/ōō/-/ŭff/- /öff/-/aw/-/ow/	though    through    rough cough    thought    bough	Level 4
71	si	/sh/-/zh/	mission    vision	
72	mb	/m/, two-letter /m/	lamb	
73	our	/er/ as in <i>journey</i>	journey	
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

## APPENDIX C

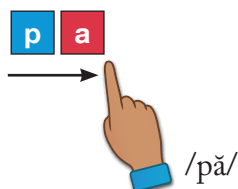
# Blending Procedure

### Blending one-syllable words

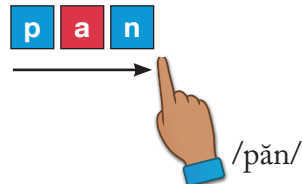
1. Build the word with letter tiles. 
2. Touch under one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all the letters without this additional step.

5. Finally, say the word at a normal pace as we do when we speak.




#### **“Touch the Vowel” Technique**

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.



## Blending multisyllable words

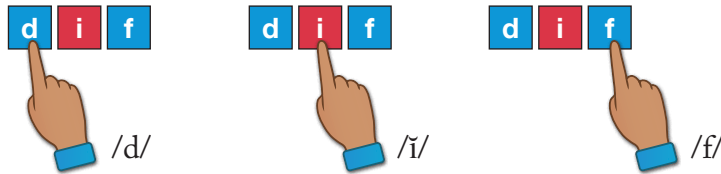
1. Build the word with letter tiles. 
2. Divide the word into syllables using the appropriate syllable division rules.



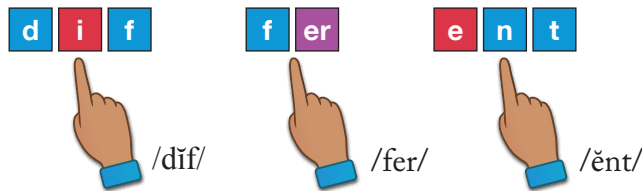
3. Label the syllable types.



4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



5. Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.



6. Finally, say the word at a normal pace as we do when we speak.

## APPENDIX D

# The Six Syllable Types

	<h3 style="text-align: center;">Closed</h3> <p>A <b>Closed syllable</b> ends in a consonant. The vowel has a short vowel sound, as in the word <i>bat</i>. On the syllable tag, the closed door represents a closed syllable because the consonant “closes in” the vowel.</p>
	<h3 style="text-align: center;">Open</h3> <p>An <b>Open syllable</b> ends in a vowel. The vowel has a long vowel sound, as in the first syllable of <i>apron</i>. On the syllable tag, the open door represents an open syllable. In an open syllable, there is nothing after the vowel. The vowel is “open.”</p>
	<h3 style="text-align: center;">Name Game</h3> <p>A <b>Name Game</b>, or VCE, syllable is typically found at the end of a word. The final <u>e</u> is silent and makes the previous vowel long, as in the word <i>name</i>. On the syllable tag, the vowel and Silent E are at a party. Silent E asks the vowel what its name is, and the vowel says its name.</p>
	<h3 style="text-align: center;">Vowel Team</h3> <p>A <b>Vowel Team</b> syllable has two vowels next to each other that together say a new sound, as in the word <i>south</i>. On the syllable tag, the team of horses represents a vowel team syllable. Just as a team of horses works together, vowel teams work together to make one sound.</p>
	<h3 style="text-align: center;">Bossy R</h3> <p>A <b>Bossy R</b> syllable contains a vowel followed by the letter <u>r</u>. The <u>r</u> controls the vowel and changes the way it is pronounced, as in the words <i>her</i>, <i>car</i>, and <i>firm</i>. On the syllable tag, the Bossy R syllable is represented by a bossy-looking <u>r</u> letter tile.</p>
	<h3 style="text-align: center;">Pickle</h3> <p>A <b>Pickle</b> syllable contains three letters: consonant + <u>l</u> + <u>e</u>. Examples include the second syllable in the words <i>handle</i>, <i>puzzle</i>, and <i>middle</i>. The second syllable in the word <i>pickle</i> is a memorable example of this syllable type.</p>



## APPENDIX E

# Syllable Division Rules

The first three syllable division rules were taught in Level 2. The remaining rules are taught in Level 3. Remember to keep multiletter phonograms together when dividing words.

Division Rule	Other Words	First Taught In
<p style="text-align: center;"><b>Compound Words Rule</b></p> <p>Divide compound words into smaller words.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">d</span> <span style="border: 1px solid black; padding: 2px;">u</span> <span style="border: 1px solid black; padding: 2px;">s</span> <span style="border: 1px solid black; padding: 2px;">t</span> <span style="margin: 0 10px;"></span> <span style="border: 1px solid black; padding: 2px;">m</span> <span style="border: 1px solid black; padding: 2px;">o</span> <span style="border: 1px solid black; padding: 2px;">p</span> </p>	anthill, suntan, dishcloth, cobweb	Level 2, Lesson 6
<p style="text-align: center;"><b>Two Consonant Tiles Rule</b></p> <p>Point to the vowels. If there are two consonant tiles between them, we usually divide between the consonants.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">n</span> <span style="border: 1px solid black; padding: 2px;">a</span> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="margin: 0 10px;"></span> <span style="border: 1px solid black; padding: 2px;">k</span> <span style="border: 1px solid black; padding: 2px;">i</span> <span style="border: 1px solid black; padding: 2px;">n</span> </p>	insect, contest, invent, muffin, upset	Level 2, Lesson 6
<p style="text-align: center;"><b>One Consonant Tile Rule</b></p> <p><b>Part 1:</b> Point to the vowels. If there is one consonant tile between them, we usually divide before the consonant.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">b</span> <span style="border: 1px solid black; padding: 2px;">r</span> <span style="border: 1px solid black; padding: 2px;">o</span> <span style="margin: 0 10px;"></span> <span style="border: 1px solid black; padding: 2px;">k</span> <span style="border: 1px solid black; padding: 2px;">e</span> <span style="border: 1px solid black; padding: 2px;">n</span> </p> <p><b>Part 2:</b> If that doesn't make a real word, move the consonant tile to the first syllable.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">r</span> <span style="border: 1px solid black; padding: 2px;">o</span> <span style="border: 1px solid black; padding: 2px;">b</span> <span style="margin: 0 10px;"></span> <span style="border: 1px solid black; padding: 2px;">i</span> <span style="border: 1px solid black; padding: 2px;">n</span> </p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">p</span> <span style="border: 1px solid black; padding: 2px;">o</span> <span style="border: 1px solid black; padding: 2px;">ck</span> <span style="margin: 0 10px;"></span> <span style="border: 1px solid black; padding: 2px;">e</span> <span style="border: 1px solid black; padding: 2px;">t</span> </p>	<p><b>Part 1:</b> belong, hotel, hero, protect, basic</p> <p><b>Part 2:</b> cabin, habit, seven, blanket, rocket</p>	<p><b>Part 1:</b> Level 2, Lesson 10</p> <p><b>Part 2:</b> Level 2, Lesson 12</p>
<p style="text-align: center;"><b>Two Vowel Tiles Rule</b></p> <p>When two vowel tiles are together, divide between them.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">d</span> <span style="border: 1px solid black; padding: 2px;">i</span> <span style="margin: 0 10px;"></span> <span style="border: 1px solid black; padding: 2px;">e</span> <span style="border: 1px solid black; padding: 2px;">t</span> </p>	poet, meow, duet, create	Level 3, Lesson 2

Division Rule	Other Words	First Taught In
<p><b>Pickle Syllables Rule</b></p> <p>When a word ends in a Pickle syllable, count back three letters from the end and divide.</p> <p><b>s t a      p l e</b></p>	<p>pickle, sample, middle, candle, uncle</p>	<p>Level 3, Lesson 8</p>
<p><b>Three Consonant Tiles Rule</b></p> <p><b>Part 1:</b> Point to the vowels. If there are three consonant tiles between them, we usually divide after the first consonant.</p> <p><b>ch i l      d r e n</b></p> <p><b>Part 2:</b> If that doesn't make a real word, divide after the second consonant.</p> <p><b>p u m p      k i n</b></p>	<p><b>Part 1:</b> monster, hundred, pilgrim, explode</p> <p><b>Part 2:</b> sandwich</p>	<p>Level 3, Lesson 12</p>
<p><b>Suffixes Rule</b></p> <p><b>Consonant suffixes</b> form their own syllables, with the exception of suffix <i>s</i>.</p> <p><b>g r a c e      ful</b></p> <p><b>b e a k      s</b></p> <p><b>Vowel suffixes</b> usually form their own syllables, although they often grab the preceding consonant.</p> <p><b>s w i m      m e r</b></p> <p><b>w a      v i n g</b></p>	<p><b>Consonant suffixes:</b> careful, quickly, sadness, movement</p> <p><b>Vowel suffixes:</b> colder, jumping, biggest, sandy</p>	<p>Level 3, Lessons 13 and 15</p>
<p><b>Prefixes Rule</b></p> <p>Divide after a prefix.</p> <p><b>pre      p l a n</b></p>	<p>mistake, nonsense, overdue, recharge</p>	<p>Level 3, Lesson 35</p>

## Tips and Activities for Using the Practice Sheets

Fluency is the ability to read smoothly, accurately, and with expression, and the Practice Sheets are an important part of developing your student's fluency. But students don't always find the Practice Sheets as exciting as the other hands-on activities in the lessons.

If working on Practice Sheets becomes a chore for you and your student, try some of the following games and creative activities to make them fun again.

Be sure to photocopy the Practice Sheets before playing games that require the pages to be cut into strips or single words.

### Games and Activities



**Feed the monster.** Cut out the monster on page 413. Cut the Practice Sheets into strips. Have your student feed the strips to the monster as he reads them. For a fun alternative, go to [blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game](http://blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game) to download our Feed the Puppy printable.



**Number the rows** of words and sentences on the Practice Sheet 1 to 6, repeating those numbers as necessary. Have the student roll a die and read the words or sentences in the row of the number he rolled. For example, if he rolls a 2, he must read the words in row 2.



**Read with a buddy.** Take turns reading lines with your student, or let her read with a favorite stuffed animal or toy.



**Use sticker dots.** Break up the assignment and reduce your student's frustration by creating a "starting dot" and a "stopping dot."



**Play hide and seek** with words and sentences. Cut up the practice sheets and hide the pieces around the room. When the student finds a piece, he must read it before searching for the next piece.



**Use an online word search puzzle maker** to create your own word search puzzle using your student's fluency words. Have the student read the words as she finds them.



**Choose a letter and have your student search for and read** only words that begin with that particular letter.



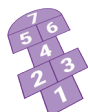
**Play Swat the Words.** Cut out the splat graphic on page 415. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it out loud. Then switch—you swat while your student reads.



**Break up the Practice Sheet** by covering it with a piece of paper. Slide the paper down to uncover one line or section at a time.



**Make progress more concrete.** Allow your student to track progress using colored highlighters or fun stickers.



**Play Fluency Hopscotch.** Write fluency words in each square of a hopscotch grid. Gather a different marker for each student, such as a beanbag, stone, or bottle cap. Follow the standard rules, but when the student stops to pick up his marker, he reads the word(s).



**Play Fluency Snowball Fight.** Cut up the Practice Sheets into strips and tape them to the wall. Have your student read the fluency words. After each strip is read correctly, have him stand back and throw a snowball at it! Use Ping-Pong balls, Nerf balls, styrofoam balls, or even crumpled paper for snowballs.

## Art and Creative Play



**Make a word road.** Cut the rows of words into long strips. Place the strips on a long table or on the floor to make a road. Have your student drive a matchbox car over the words as he reads them.



**Illustrate the words.** Select a few words and have your student draw a picture for each one. She may then make a collage of the words and pictures.



**Silly sentences.** Have your student read a word and then make up a silly sentence using the word.



**Have fun with emotions!** Cut out the emoticons on page 417. Put the faces in a hat. Cut out the words and sentences from the Practice Sheet and put those in another hat. Have your student pick a word/sentence from one hat, pick a face from the other hat, and then ham it up by reading the word with the selected emotion.

## Snacks and Rewards



**Eat your words!** Motivate your student to read each row of the Practice Sheet by putting a chocolate chip, marshmallow, M&M, popcorn, granola, fruit, or other favorite treat at the end of a section or row. At the end of the practice session, snuggle up with a story and munch on the rest of the snack.



**Set up a points system** in the corner of your white board or on a separate chart and give your student a small prize when she reaches 100 points. For example, you might give your student one point for every correct word she can read in five minutes. You might combine the points system with Phonogram Card and Word Card review as well so your student has more chances to rack up points. There are many point variations, so use what works best for you.

## Positive Words

**Fluent reading is hard work for your student!** Catch him working hard and give him a few words of encouragement. Try positive words like these:

“Very good! You are a quick learner!”

“Hey, you got that the first time!”

“You are doing great!”

“That was a tough one, and you got it!”

“You remembered that from yesterday—great!”

“I can tell that you tried hard to figure that out.”

Many of the tips and activities in Appendices K, L, and M can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.



# ALL ABOUT<sup>®</sup> Reading

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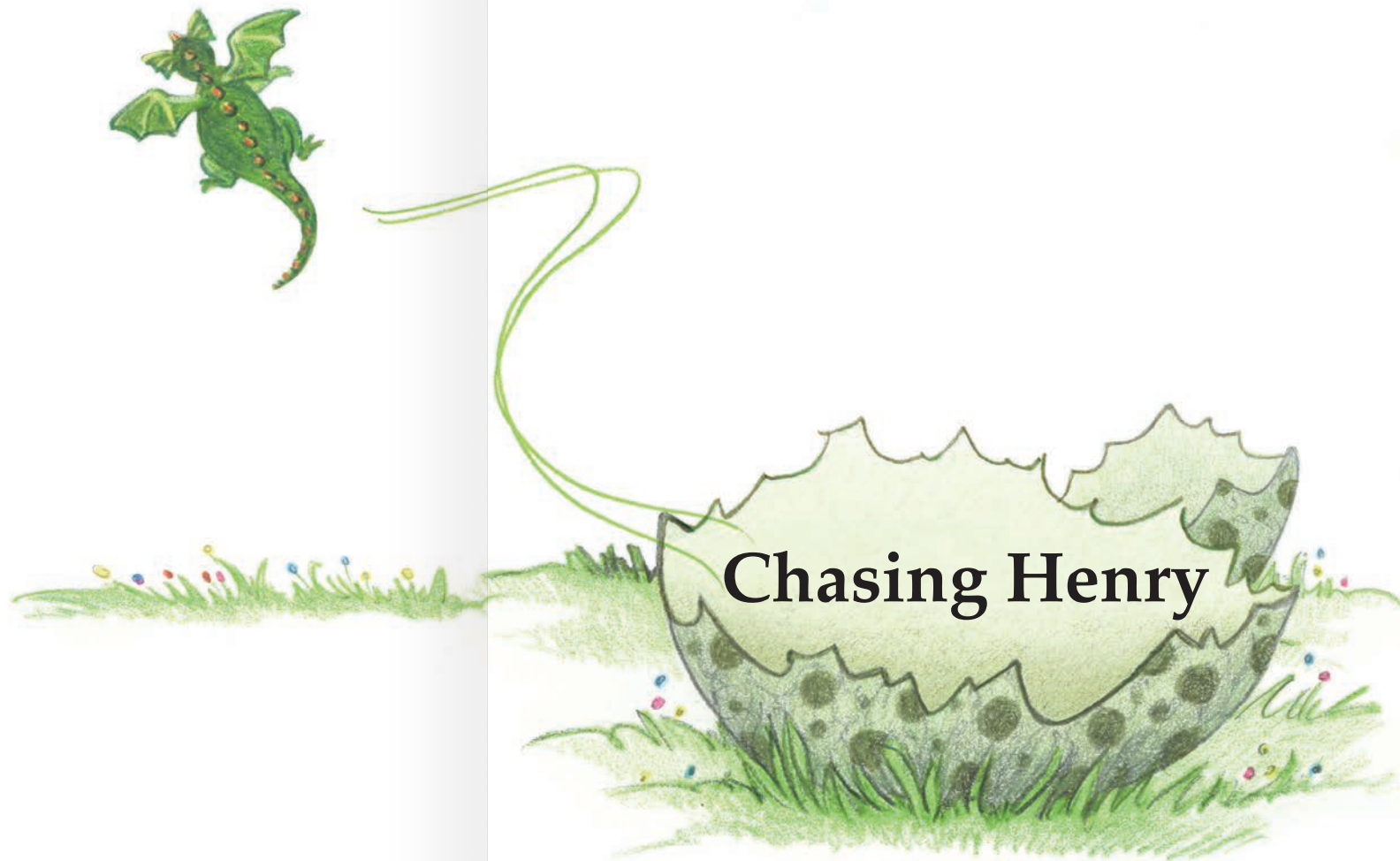
## Level 3 *Chasing Henry* Sample

In this sample you will find:

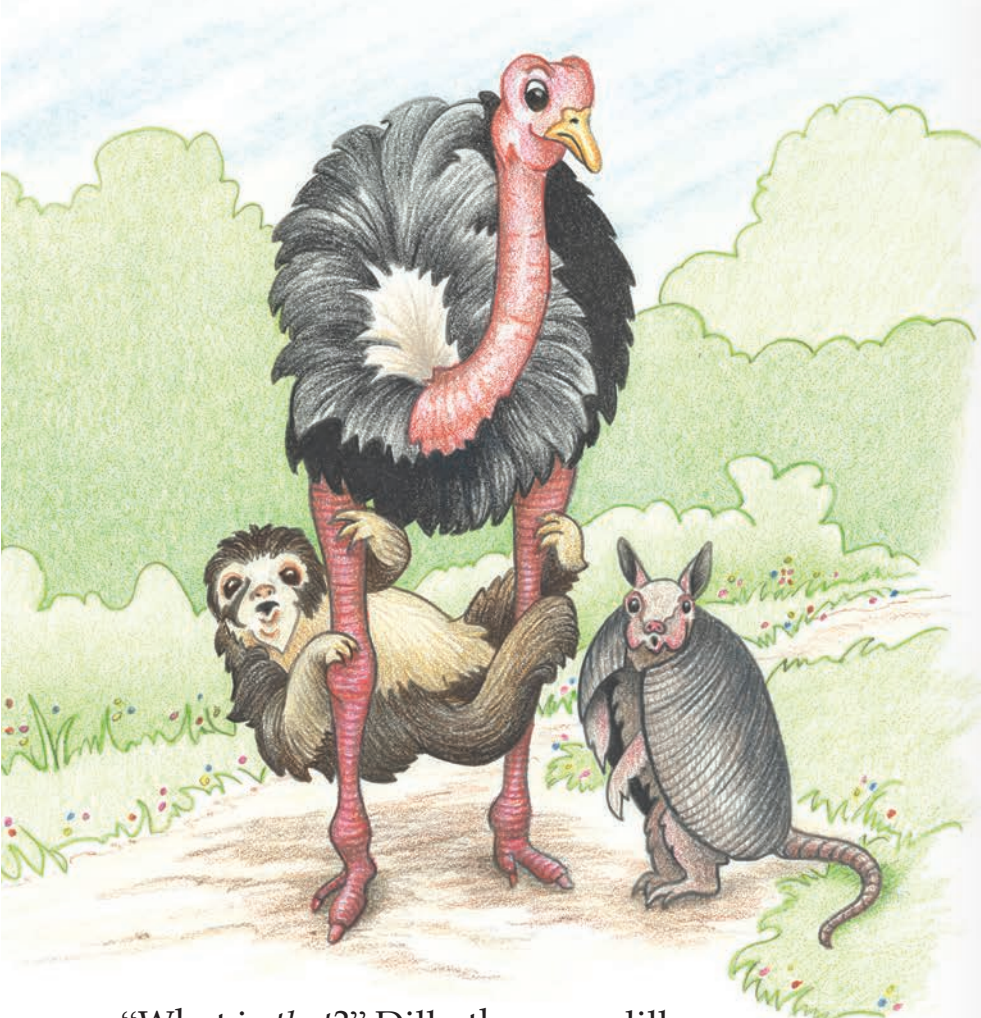
- Chapter 7: “Chasing Henry” ..... *Chasing Henry* pages 102-119  
Chapter 9: “The Mailbox” ..... *Chasing Henry* pages 136-151  
Chapter 11: “Gabby Goose Saves the Day” ..... *Chasing Henry* pages 170-186







It was a warm summer day when the three friends spotted it. There it was—just down the path, sitting in a shaft of sunshine.



“What is *that*?” Dilly the armadillo asked, quivering in her shell.

Seth the sloth just stared.

“Why, it’s the biggest egg ever!” Opal the ostrich said.



She rubbed the egg gently. “This egg needs some tender loving care. If we just let it sit here all by itself, whatever is inside won’t come out!”

“Do we *want* it to come out?” asked Dilly.

“Yes, we do,” said Opal. “We’ll sit on the egg to keep it warm, and we’ll do it in shifts. I’ll start.” Opal settled herself on top of the egg.





When it was time for Seth's shift, he had his own way of keeping the egg warm. "I'll just hang out here," he said as he draped himself over the egg. Now he could take a nap *and* keep the egg warm.

"Of all the strange things I've done, this one takes the cake." Moments later, he was dozing.

When it was Dilly's shift, she gathered soft moss and piled it on top of the egg to keep it warm. Then she scuttled off to keep an eye on the egg from a safe distance.

And so it went for many days. Then one morning, the egg rumbled! Dilly jumped three feet in the air. "The egg is moving! Run!" she wailed.



Seth and Opal ran over. The egg rolled one way and then the other.

“It’s okay, Dilly! Today is the day we get to meet our baby!” said Opal proudly. “I’m on pins and needles!”

Seth pointed at a crack in the egg. “Hey! It’s coming out!”

It *was* coming out! A pointy nose stuck out of the opening in the egg, and then a green face. Next a little arm popped out, and then a little ... wing?

The rest of the shell gave way and a strange green baby wobbled to his feet and blinked in the sun.

“It’s a four-legged green thing!” fretted Dilly. “Maybe we should run!”

“Hold your horses,” said Seth. “He’s not going to harm us.”



The baby stared back at them with his round, dark-blue eyes. His scaly skin shone in the sun and he wagged his thick tail.



Then he began to flap his wings. He flapped them harder and harder until he rose into the air.

“Run after him!” yelled Dilly, too scared to move.



Seth started to chase the flying green baby, but he was too slow and couldn't keep up. “Opal, it's up to you!” he called.

Running swiftly on her long legs, Opal chased the baby until he landed safely in a conifer tree.

“Well, one thing's for sure,” said Opal as she gasped for air. “It's not an ostrich!”

“I think it's a Henry,” said Seth, yawning. “And he's tiring me out with all this flying to and fro.”

“What's a Henry? Should we run?” asked Dilly.

“A Henry is a green thing that can fly,” said Seth.

“I think it's the sweetest Henry I've ever seen,” said Opal.

“He *is* sort of cute if you like green things that fly,” said Dilly.

“We *love* green things that fly,” stated Opal. “And Henry is our baby now, so it's up to us to take care of him.”

Henry was a happy baby. It didn't take long for Opal, Seth, and Dilly to grow fond of him.

"He's the apple of my eye," Opal liked to say.

But as he got bigger, Henry became more of a handful.

For one thing, Henry's manners at suppertime were shocking! The friends gathered horsetail plants, figs, and grubs for Henry's snacks. Henry pounced, gobbled, and chomped, flinging specks and spit every which way.



"Don't make a mess, Henry!" said his friends.



Henry's sneezing was a problem, too. He sneezed every time he got a tickle in his nose, sending out flames and setting fire to whatever was in his path. It was an even bigger problem when Henry had a cold.

"Don't set everything on fire, Henry!" said his friends.



But Henry's strong wings were the biggest problem of all. He loved to fly, but he kept getting lost! Opal, Seth, and Dilly spent much of their time chasing him down and bringing him back home. Keeping track of Henry became a daily chore.



"Don't get lost, Henry!" said his friends.

Between picking up after Henry, putting out fires, and chasing him down, Opal, Seth, and Dilly were tuckered out. They wanted Henry to behave nicely, but their scolding didn't help at all.

Henry seemed to grow sadder and sadder. He was so sad that he didn't even fly as much, and he barely nibbled on his grubs and figs. Even his sneezes seemed smaller.

"What do we do now?" asked Dilly one day as Henry sat quietly sniffing.

"I've been thinking," said Seth. "Maybe we are scolding Henry too much. After all, he is a Henry. He can't help the way he gobbles his grubs. He didn't ask to fly. It's not his choice to sneeze fire. He's just made that way."



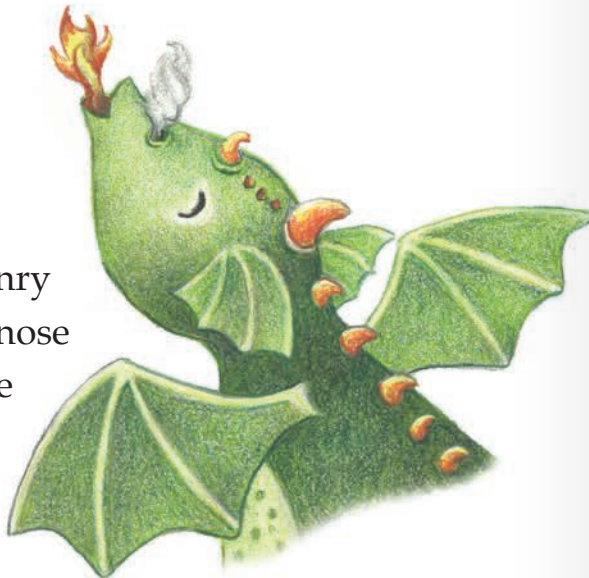


Opal jumped up. “Seth! You are so wise! That must be the problem! We shouldn’t scold Henry for being a Henry—we should just *show* him how to be a Henry with better manners!”



That day, Dilly tucked a fern under Henry’s chin like a napkin and showed him how to munch his grubs with his mouth closed.

Opal showed Henry how to point his nose in the air when he had to sneeze.



Seth made a map for Henry and showed him the safest places to fly and the best ways to get back home.



Henry was the best student. Before long, he could tuck his own fern under his chin. He could point his nose at the sky to sneeze. And he could fly safely without getting lost.

“Henry, you are such a smart baby,” said Opal one day. “Let’s celebrate with a picnic!”

Dilly let Henry roast the figs and grubs with a very small sneeze. Henry tucked his fern napkin under his chin and ate without smacking.

When they had finished their picnic, Seth said,  
“This is your day, Henry. What would you like  
to do now?”

Henry’s eyes twinkled. He began to flap his  
wings.

“Oh, he wants us to chase him—just like we  
used to!” said Opal. “Let’s go!”



**The End**



# The Mailbox







One summer morning, Nancy woke to a loud rumble. She peered out the window to see where the noise had come from.

“Oh, it’s just the mail truck,” she said.

But wait ... the mailman had a HUGE box in his hands. And he was in front of her house! Could that box be for her? What was in it? It could be anything!

Nancy saw the mailman try to put the box in the mailbox. It didn’t fit. That box was just too big and the mailbox was just too small.



The mailman stuck a slip of yellow paper in the mailbox and drove off.



“Mailbox too small,” the note said.

“Well!” Nancy blurted.  
“If I want that box, we’ll need a bigger mailbox.”

Nancy got dressed in a hurry and ran to the shed in the back yard. "I'll bet I can make a big mailbox with the stuff in here," she said to herself.

The first thing she found was an old gerbil cage.

"I could turn this into a mailbox!" Nancy said.

Nancy sawed and hammered.

She sanded and scraped.

She nailed and painted.



Then Nancy sat back to admire her mailbox.

"There! This is nice and sturdy. I'll bet that huge box will fit in here."



Nancy placed her mailbox on the street curb and dusted herself off.

"See you tomorrow, Mr. Mailman!" She smiled to herself. "See you tomorrow, HUGE box!"

The next morning, Nancy jumped out of bed as the mail truck rumbled to a stop.

"The huge box must be here! I can't wait to see what's in it!" Nancy raced down the stairs.

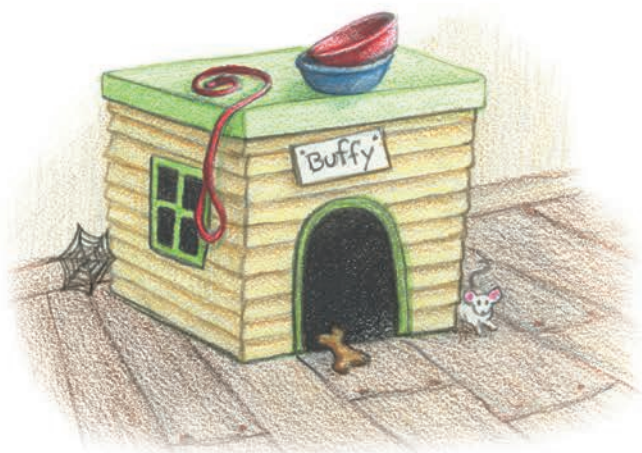


When she opened the mailbox, all she found was a slip of yellow paper.

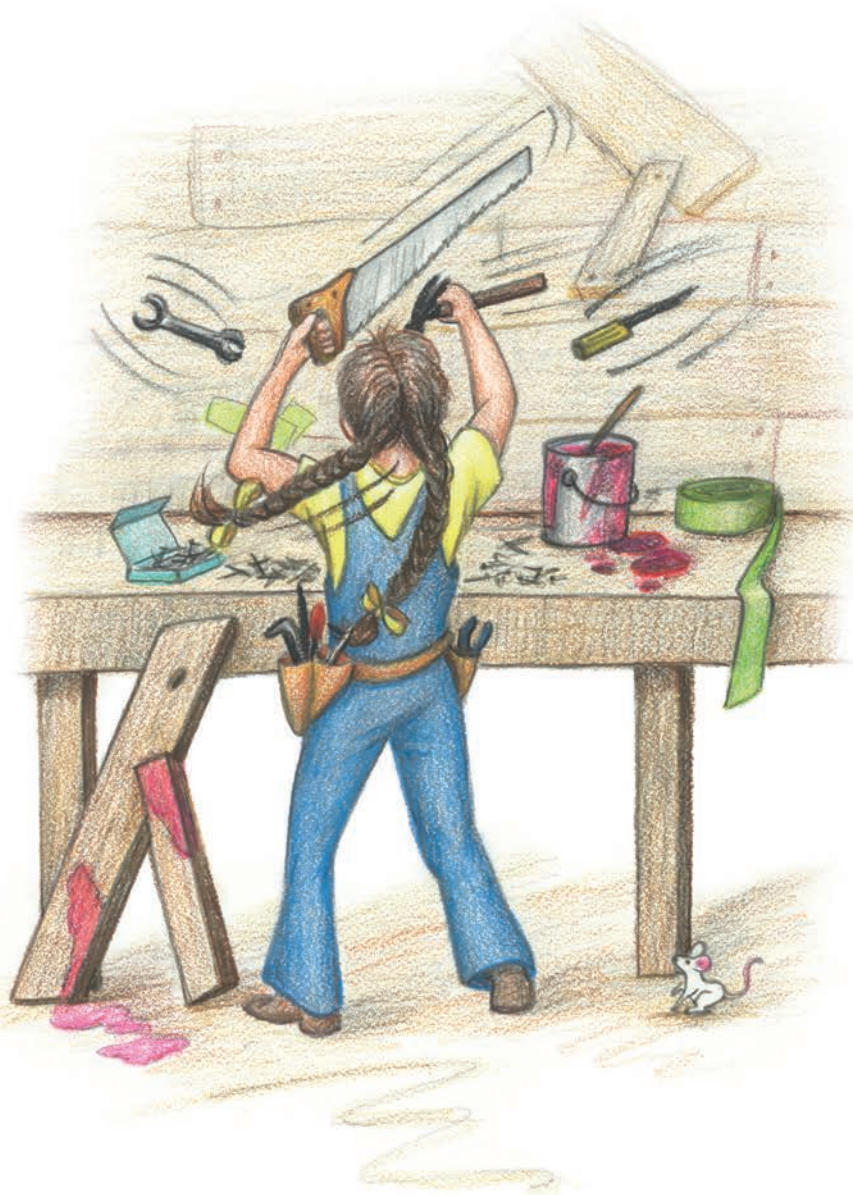


Still too small! How could that be? Nancy grabbed the gerbil cage mailbox and ran back to the shed. This time she found an old doghouse.

“Hm. If I add this doghouse to the gerbil cage, I’ll have a very big mailbox.”



Nancy sawed and hammered.  
She sanded and scraped.  
She nailed and painted.



“There! If this doesn’t do the trick, nothing will!”

Nancy lugged her mailbox to the front yard and propped it up on the curb. “Now let’s just see if I get a slip of yellow paper in *this* mailbox!”



The next morning, the mail truck didn’t come. Nancy lurked by the window until lunch time, waiting to see the mailman. She ate a burger. She fed the turtle. She lurked by the window some more. Where was that truck? Where was the huge box?

After lunch, Nancy rode her bike up and down the block ... until she saw the mail truck at the end of her street.

She just couldn’t miss it this time! Nancy’s legs pumped the bike faster and faster. But by the time she got to her house, the mail truck was gone. And there was nothing in her big gerbil cage-doghouse mailbox ... nothing but a slip of yellow paper.



“Oh, no! I’ll never get the huge box this way! This is getting urgent,” said Nancy. “I will make the biggest and best mailbox that mailman has ever seen.”



Nancy found a pile of old lumber.

She hammered and sawed and nailed all the parts into place.

She painted her mailbox purple and red and blue and orange.

When she was done, Nancy was tired and dirty. But she was happy because she had made the best and biggest mailbox in town.



The next morning, Nancy was up at seven o'clock. She went downstairs to wait for the huge box.

She had some yogurt.

She brushed the purring cat.

She waited some more.

At last she saw the mail truck turn the corner.

"It's here!" she yelled as she jumped up and down.





The truck stopped. The mailman got out.  
And he put that huge box in the best and  
biggest mailbox in town.

“At last!” Nancy said. “It’s here!”

She ran outside and dragged the huge box  
back into the house. She had a big smile on  
her face as her father came down the stairs.

“At last!” said Nancy’s father. “The big  
mailbox I ordered is here!”

“What?” said Nancy.





And now Nancy has the best and biggest  
*birdhouse* in town!



The End





## Gabby Goose Saves the Day



It was a happy morning at the Moose house. Baby Moose was one day old, and Daddy Moose had just finished giving him a bottle.

“What a big, strong boy!” Daddy Moose said proudly as he laid Baby Moose in his cradle. “He drank the whole bottle!”



Mommy and Daddy Moose gazed at their sweet baby with love.

“He has your eyes!” Mommy Moose said to Daddy Moose.

“He has your nose!” Daddy Moose said to Mommy Moose. Surely there had never been a more perfect baby.





Then Baby Moose did something odd. He scrunched his eyes and crinkled his nose.

“Oh, how cute!” said Daddy Moose. “Do you think he’s making faces?” Daddy moved in closer to see.

And that’s when Baby Moose let out a huge wail. Daddy Moose stepped back, startled. Mommy Moose swept in, scooped up the baby, and rocked him in her arms. He didn’t stop crying.



Daddy Moose put Baby Moose in the stroller and wheeled him from room to room. Baby Moose cried even louder. Mommy and Daddy put him back in his crib with his blanket and rattle. He kept on wailing.

Daddy tickled Baby Moose under the chin, but Baby just squirmed and yelled louder. Daddy made silly faces at him, but Baby squeezed his eyes shut and cried.

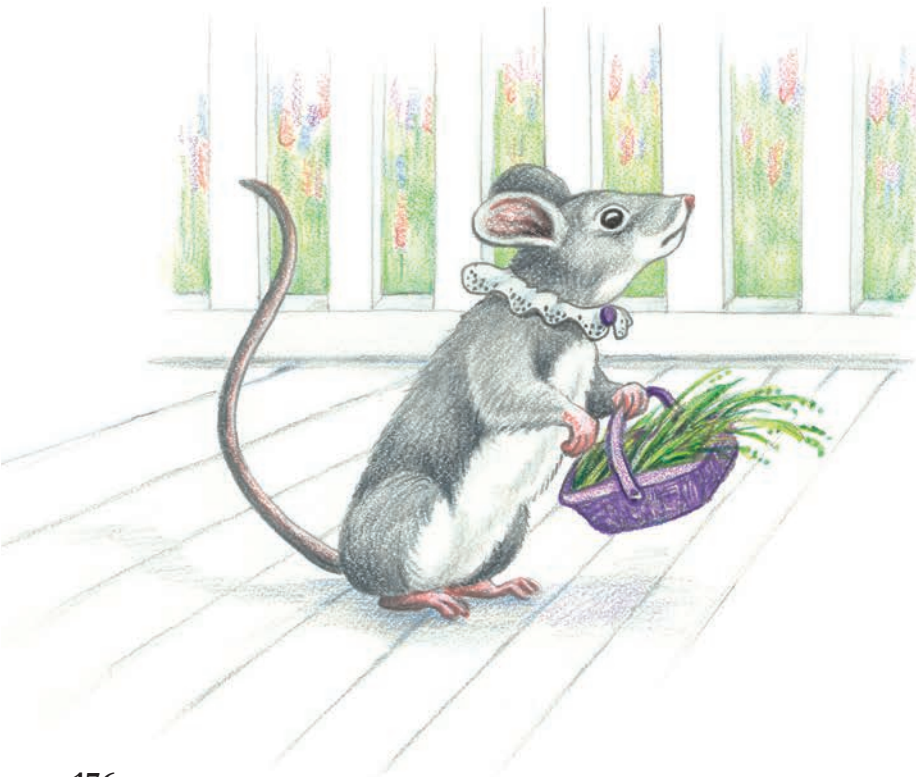
Mommy hummed softly to Baby Moose, but he just wailed louder and louder while his face got redder and redder.

The parents stared in shock, at a loss for what to do.

There was a rap at the door. Daddy peered out to see Daisy Deer Mouse standing on the porch. "Come in!" he said, thankful to see Daisy's friendly face.

"I've come to see your little bundle of joy!" Daisy said. "But why is he wailing like that? What is the matter?"

"We aren't sure," said Daddy Moose. "He won't stop crying! We've tried everything!"



"Maybe I can help," said Daisy. "I have some yummy grasses in my basket. Maybe he's hungry."

Daisy offered the grasses to Baby Moose, but he spit them out and yowled. What a noise!



Daisy wasn't sure what else to do. She'd had lots of babies but they were all quiet as church mice. A little food in their tummies was all they ever needed to fall back to sleep.

"I do hope he stops crying soon!" Daisy got a broom and started sweeping the floor. If nothing else, she could help by tidying up.

Mommy sat with Baby in the rocking chair. Daddy paced back and forth.



Then there was a rap on the door. Jimmy Jackrabbit bounded in, fiddle in hand.

“What strong lungs your furry bundle has!” Jimmy yelled over the ruckus. “Maybe it will help if I play him a tune on my fiddle.”

Jimmy played the fiddle, hopping from one end of the room to the other.



Baby Moose paused for a moment. He hiccuped. Perhaps the fiddle had worked! Everyone was silent, and then ...

“WAH! WAH! WAH!”

Jimmy talked loudly over the baby’s cries. “Maybe he has a tooth coming in. Give him a cold carrot to munch on. That will soothe the pain.”

“I think he’s too small to be teething, Jimmy,” said Mommy Moose.

“Well, I’m not an expert on crying babies. I hope he gets in a better mood soon!” said Jimmy.

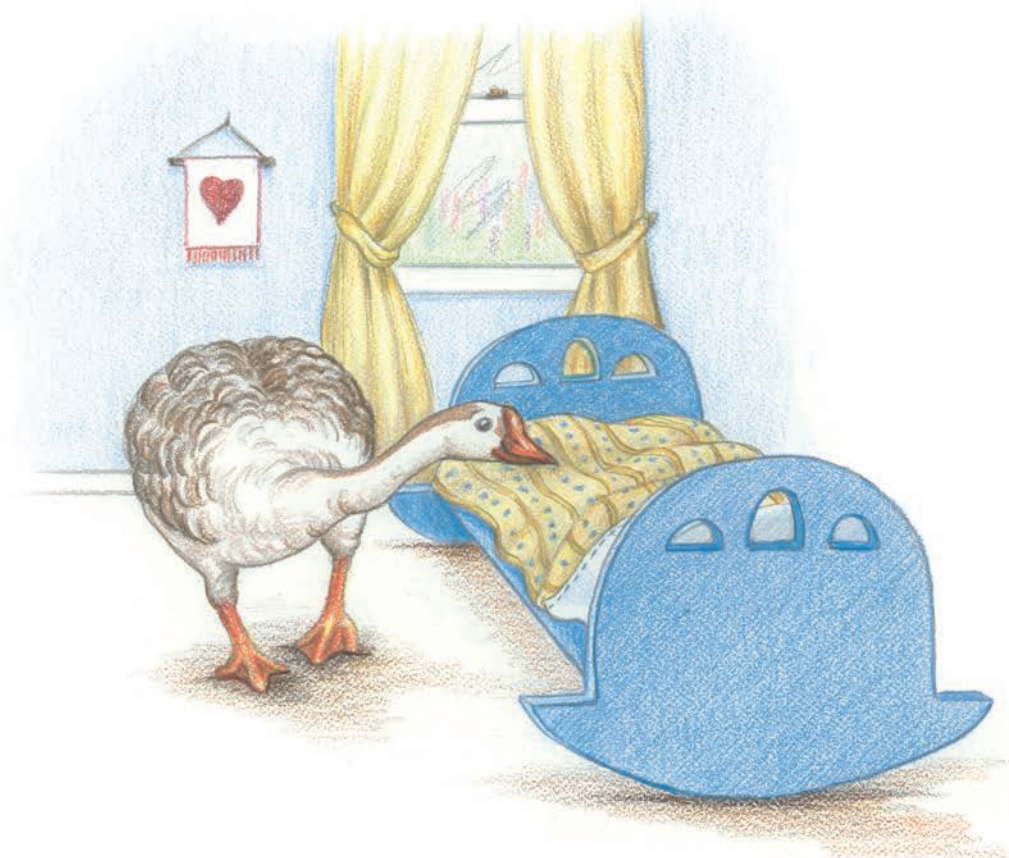


Old Gabby Goose waddled in and set a gift bag on the table. A blue rattle, a baby spoon, baby powder, and a bottle of baby shampoo peeked over the top. Gabby welcomed all the babies to town, bringing comfort with every visit.

“Oh, Gabby, I’m so glad you’re here! I’m at my wits’ end. Maybe you can tell us what to do!” Mommy Moose cried.

“Nobody told me it would be like this!” Daddy Moose fretted. “Something must be the matter with our sweet baby boy!”

Gabby wasn’t worried. She had cared for many babies in her day, and this crying wasn’t anything she hadn’t seen before with her own noisy brood. She went over her mental checklist.



“Is he warm?” Gabby asked.

Mommy felt under his blanket. “He’s toasty warm,” she said.

“Is he dry?” Gabby asked next.

Jimmy peeked. “Nice and dry!” he said.



“Has he been fed?” Gabby asked.

“He gulped down a full bottle of milk,”  
Daddy said.

“And then I offered him grasses, but he spit  
them back out!” said Daisy Deer Mouse.

“A full bottle of milk? Then all he needs is a  
little pat on the back.” Gabby gathered up  
Baby Moose and patted him on the back with  
her wing.



Everyone stared, waiting to see what would  
happen. The wailing stopped. Gabby patted.

Baby Moose squirmed. Gabby kept patting.

Baby Moose’s face scrunched up. Gabby  
patted some more.

Baby Moose’s eyes opened wide, and then ...



Baby Moose BURPED!



Daisy clapped her hand to her chest. “Oh, my!”

“Yahoo!” Jimmy Jackrabbit did a back flip in pretend shock. “That was the best burp ever!” he exclaimed.

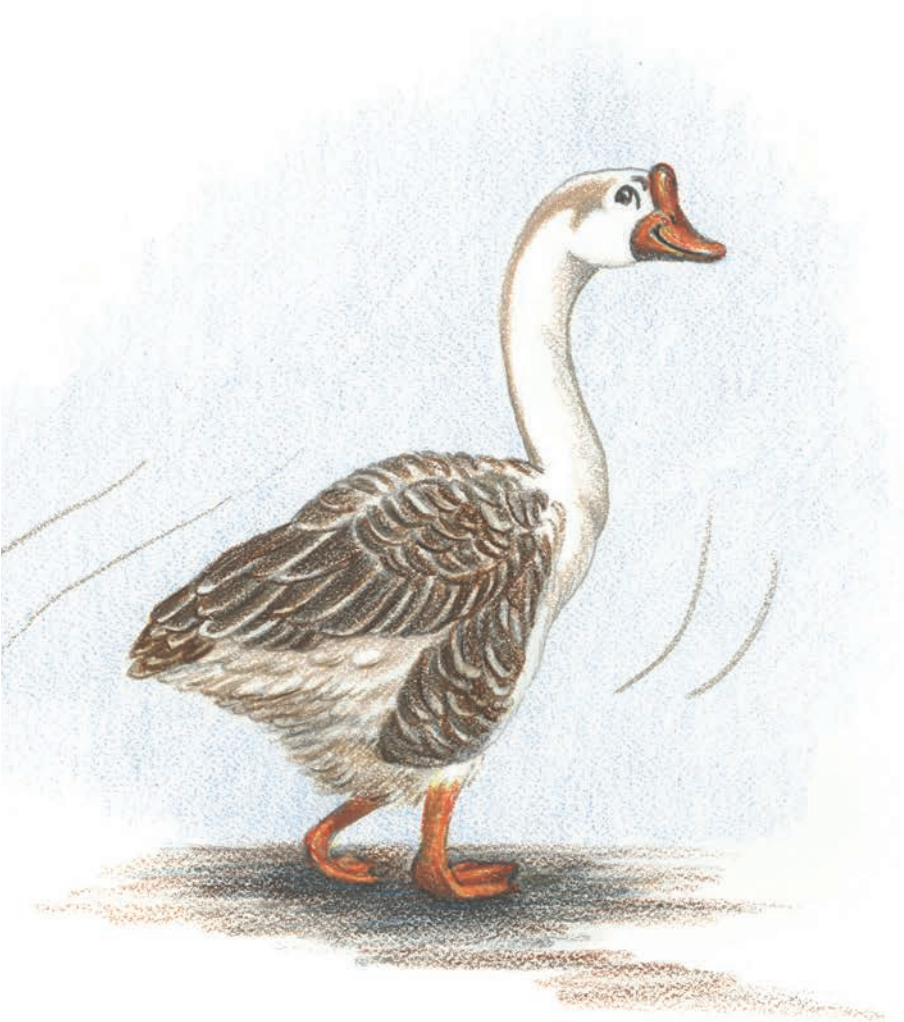
Gabby smiled and put Baby Moose back in his cradle. Her job was done. Baby cooed sweetly and waved his rattle.

“Thank you so much, Gabby! You are a gem!” said Mommy.

“Three cheers for Gabby!” yelled Jimmy Jackrabbit. “The world’s best baby burper!”



“It was nothing,” said Gabby. “Anyone could have done it.” Then Gabby smiled and waddled out of the room.



**The End**





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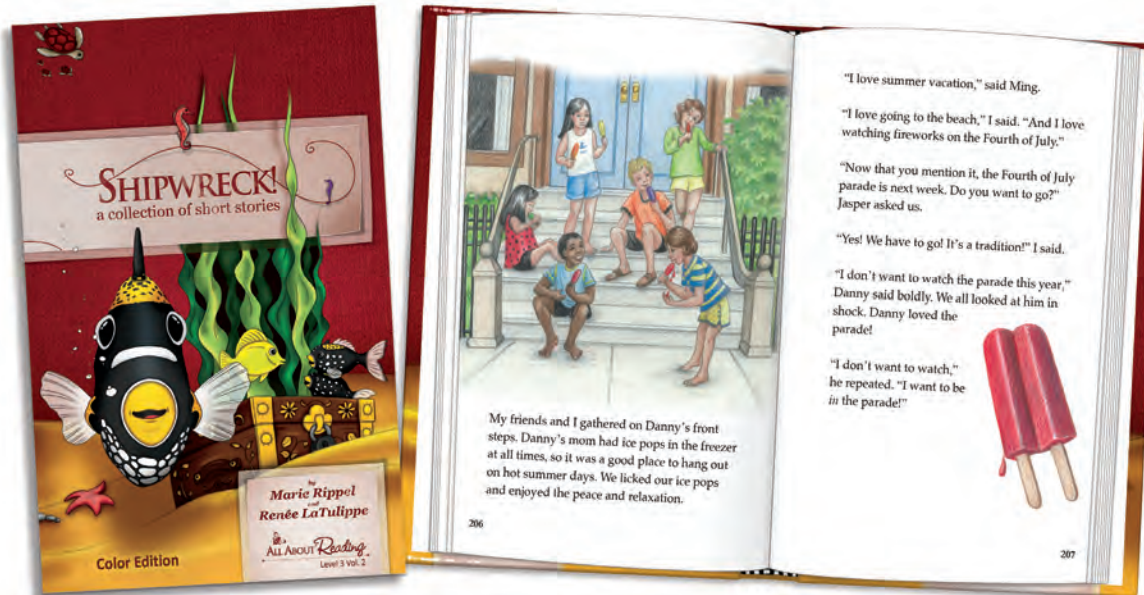
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## Level 3 *Shipwreck!* Sample

In this sample you will find:

Chapter 9: “Cedric the Brave Knight” ..... *Shipwreck!* pages 136-155  
Chapter 13: “Trash Can Band” ..... *Shipwreck!* pages 204-219







## Cedric the Brave Knight



This is a story of bravery, of knights in shining armor, and of cats. But mostly, it is a story of bravery.

Like all tales of bravery, it is also a tale of fear, for a person can only be brave if there is fear to overcome.

Our hero, Cedric, was known as the bravest knight in the entire kingdom. In fact, on the night that this story begins, Cedric had just won an important battle and was being honored with a banquet at the castle.



Cedric looked at the crowded banquet room. People had come from near and far to honor him. Knights and princes filled the room. Even Queen Jane was there with her cat, Princess Purr, who was her pride and joy.



The room quieted as Queen Jane rose to speak. In glowing terms, she described Cedric as a fearless knight.



“And that’s not all,” the queen went on.  
“Tonight I’m bestowing a new honor upon him.”

All eyes turned to Cedric. What would this new honor be? Even Cedric didn’t know!

“Cedric will run my new Training Center for Young Knights, teaching them to be as brave as he is!” the queen stated proudly. The people cheered.

Cedric stood and thanked the queen for her kind words, but he could hardly hear the cheering. Inside, he felt that he didn’t deserve such an honor because he had a secret fear. And that reminded him—where had the queen’s cat gone? His gaze darted from corner to corner.

Where was it? Did no one else notice that it was missing? Was it under his chair? Did it just rub his boot under the table? His hands got sweaty just thinking of it. Oh, why did the queen keep such a horrid beast?

Have you guessed by now what Cedric’s deepest fear was?

Cats.

That’s right. Fluffy little cats. Cats made Cedric’s knees knock. He would rather fight a hundred battles than stroke a nasty cat.





No one in the world knew of Cedric's fear of felines. He had kept it hidden for years.

That night, Cedric barely slept. He tossed and turned in his bed. He pondered his problem. How could he teach young knights to be brave when he himself was so scared of cats?



The next morning, a young page knocked on Cedric's door.



"Princess Purr is missing," said the page. "She escaped at the banquet last night and Queen Jane is asking all knights to join in the hunt to find her."

Cedric's face grew pale.

The page kept speaking. "The queen is beside herself with worry. We must find her cat soon! Can you look in Jackknife Forest?"

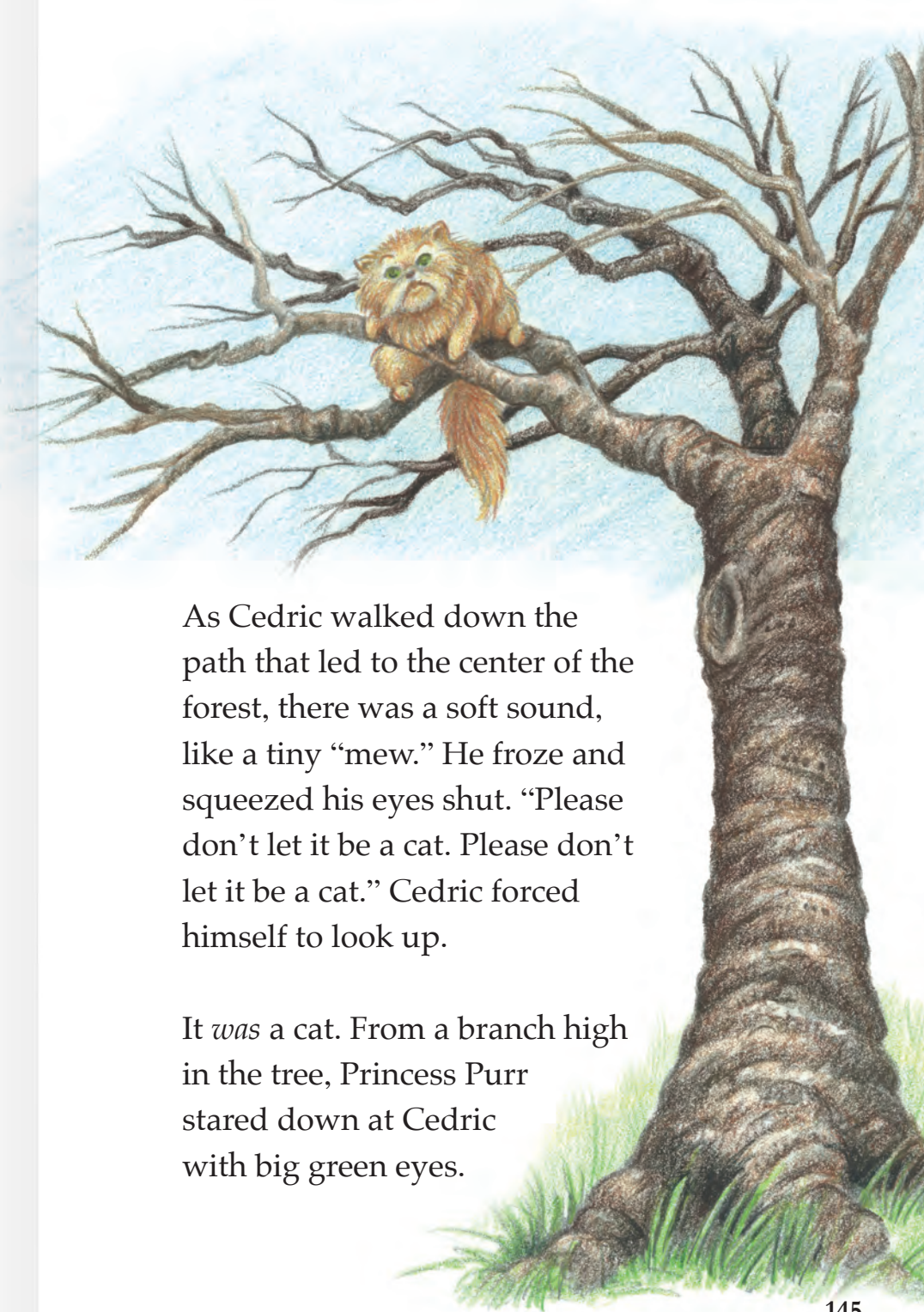


Cedric swayed and gripped the doorknob so tightly that his knuckles turned white. It would not be good for the page to see him faint.

“I will look for the cat in Jackknife Forest,” Cedric squeaked. He couldn’t think of anything worse than looking for a missing cat, except maybe finding it. But he couldn’t betray the queen.

Jackknife Forest was filled with danger, even during the day. Robbers, snakes, and traps seemed to hide behind every tree. But Cedric wasn’t scared of those things. Instead, he came up with a plan to catch the cat without having to get near it. He stuffed gloves, rope, and a pillowcase into a knapsack and set off.

Cedric could hardly grasp the fact that he was hunting for a cat. A cat!



As Cedric walked down the path that led to the center of the forest, there was a soft sound, like a tiny “mew.” He froze and squeezed his eyes shut. “Please don’t let it be a cat. Please don’t let it be a cat.” Cedric forced himself to look up.

It *was* a cat. From a branch high in the tree, Princess Purr stared down at Cedric with big green eyes.



Cedric stared back, filled with dread. He kept one eye on the cat as he slowly reached into his knapsack. He put on his gloves and pulled out the pillowcase. "Here, Princess Purr," he whispered, holding the pillowcase as far from his body as he could. "Come down now. Jump into this pillowcase." He was glad that no one could see him trembling.



But Princess Purr wasn't interested in jumping into a pillowcase. Cedric had no choice but to climb up the tree after her. With weak knees and shaky hands, he grabbed one branch after the other, inching closer and closer to the cat. Princess Purr hissed and backed up, staying just out of reach.

Cedric tried to scoop the cat closer to him using the rope. Princess Purr panicked and hooked her needle-sharp claws into Cedric's glove. She hung on for dear life.

"Ah!" cried Cedric when he felt that scary cat hanging from his glove. "Nightmare!"





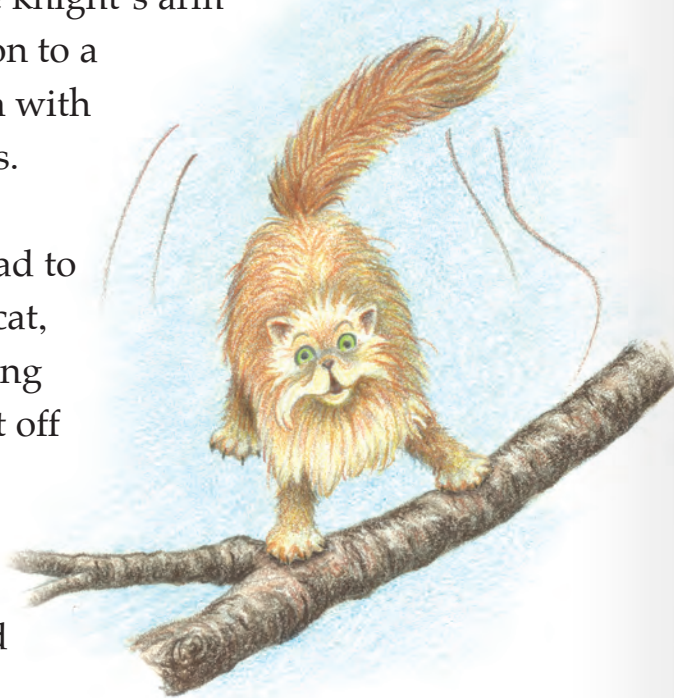
When you have something scary clinging to you, your first instinct is to shake it off, and that's exactly what Cedric did. He shook Princess Purr off his sleeve just like you would shake a creepy spider off your coat.

The cat didn't stand a chance. She flipped off the knight's arm and grabbed on to a nearby branch with her front paws.

Cedric was glad to be free of the cat, but he had flung his glove right off his hand. He watched in dismay as the glove tumbled to the ground.

*Now* how would he get the cat for the queen? He surely couldn't use his bare hands.

Cedric stared at the horrid dangling cat and plotted how to get her.



"Kee-kee!" A loud screech startled Cedric and the cat. A black hawk soared over their tree, looking for its next meal. Princess Purr puffed her tail in fear and scrambled to get her hind legs on the branch.





“Kee-kee!” the hawk screamed once more as it went right for Princess Purr. The cat cowered as the hawk stretched out its talons—but Cedric beat the

bird at its own game. He grabbed the cat and hugged her tight to his chest. The surprised hawk soared off without its dinner.

Still clutching the trembling cat, Cedric climbed down the tree as fast as he could.

Even after both feet were on the ground, he held the cat tightly. What would happen if he relaxed his grip on her? Would she rip him to shreds? Would she bite him with her sharp, pointy teeth?

Then Cedric remembered the look of panic in the cat’s face when the hawk tried to grab her. He had never seen such fear. He started to feel sorry for the helpless cat.

Cedric took a careful peek at the furball in his arms. Princess Purr was a mess, her fur sticking out every which way.



Cedric spoke softly to her. “I can’t bring you back looking like this. Let’s get you cleaned up for the queen.”



The brave knight sat by the base of a tree. Taking a deep breath, he rubbed the cat's head. He was surprised at how warm and soft she felt. The cat blinked sweetly and purred.



When Cedric had smoothed every bit of the cat's fur, he picked her up and took her safely back to the castle.



Trumpets and cheers rang out as Cedric and the cat neared the castle. The knight kneeled in front of the queen and placed Princess Purr in her arms.

"You saved Princess Purr!" cried Queen Jane, hugging her cat close.

"I was glad to do it," said Cedric.

On his way home, Cedric ran and shouted. Those who saw him smiled at his excitement. He was ready to start the queen's Training Center for Young Knights! His first lesson for young knights would be "Feel the fear, then do it anyway." Yes!

When the training center opened, Cedric made Princess Purr the mascot. No one in the kingdom knew why Cedric selected the cat for this honor, and he wasn't telling.

But we know the reason, don't we?



The End





## Trash Can Band



My friends and I gathered on Danny's front steps. Danny's mom had ice pops in the freezer at all times, so it was a good place to hang out on hot summer days. We licked our ice pops and enjoyed the peace and relaxation.

"I love summer vacation," said Ming.

"I love going to the beach," I said. "And I love watching fireworks on the Fourth of July."

"Now that you mention it, the Fourth of July parade is next week. Do you want to go?" Jasper asked us.

"Yes! We have to go! It's a tradition!" I said.

"I don't want to watch the parade this year," Danny said boldly. We all looked at him in shock. Danny loved the parade!

"I don't want to watch," he repeated. "I want to be *in* the parade!"



Sometimes Danny had wild plans. “But how can we be in the parade?” I asked. “We don’t have a car to pull a float or horses to ride. And none of us can sing or dance.” To prove it, I danced a silly jig and nearly fell off the steps.

“Let’s start a marching band!” said Danny.



“It’s the perfect solution!” I said. Danny was a really good drummer.

Lee was the first to ask the question. “How can we have a band?” she asked Danny. “We don’t have instruments, except for your drums. And you can’t bring your great, big, huge drum set to the parade.”

“We can make instruments!” Danny insisted. “We’ll have a trash can band. We’ll gather up old junk and turn it into instruments.”

We knew better than to raise any objections. Once Danny had a plan, there was no use trying to stop him.

Danny described what we needed to find and we swung into action. “Meet you back here!” I called out as we all ran off in different directions.



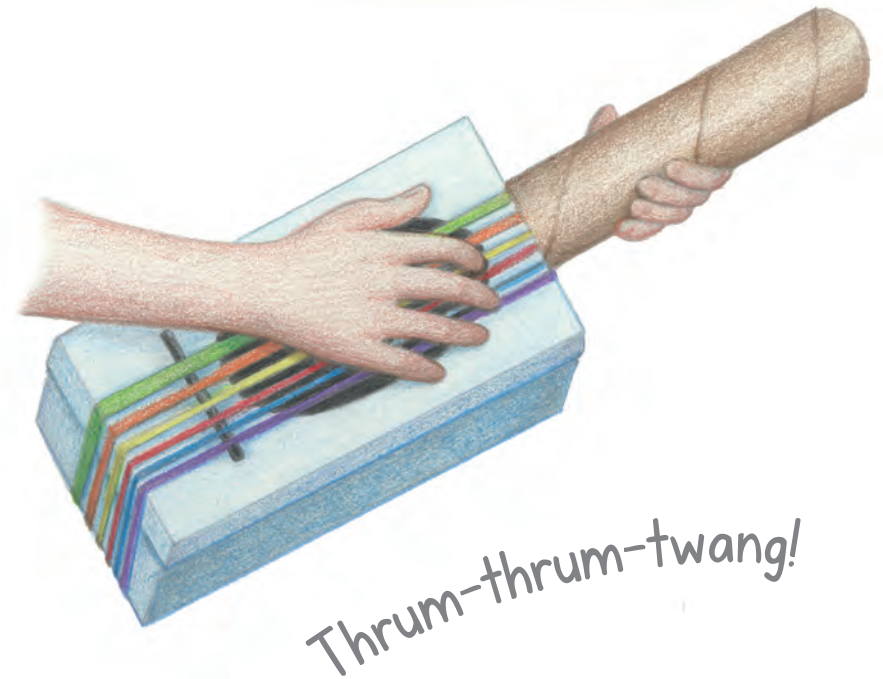
A still life illustration featuring a variety of objects arranged on a windowsill and the floor. In the background, two large, silver, ribbed metal trash cans sit on the windowsill. To their right is a green glass bottle and a red plastic bottle. A yellow string is coiled on the floor. In the foreground, a blue box with colorful letters (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z) is visible. A red ribbon is tied around the box. A blue bottle, a yellow funnel, a wooden spoon, a red bottle, a green bottle, a purple vase, and a yellow bottle are also present. The scene is set against a blue wall with a window and a wooden door frame.

Whoo-whee-who!

Lee made maracas out of plastic pop bottles. She painted them with bright stripes and stars and filled them part way with dried beans. Lee loved playing the maracas! If she shook them gently, they made a shushing sound as soft as a whisper. If she shook them hard, they made a loud chick-chick sound.



Jasper made a string instrument out of a sturdy shoe box and some rubber bands.



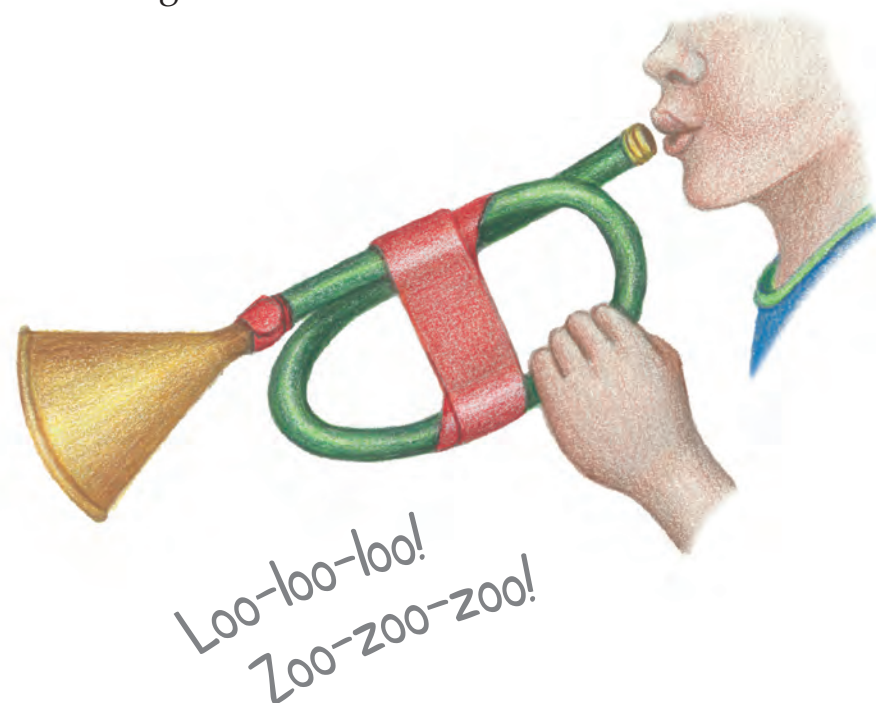
He placed the rubber bands in order from thinnest to thickest. He showed us how the thinner rubber bands made a higher-pitched sound and the thicker rubber bands made a deeper sound.



Danny made drums. He taped two small trash cans together with duct tape. For drum sticks, he used wooden spoons. He could make different sounds depending on the portion of the trash can that he hit. He tapped out a rhythm.



And I made a trumpet from a section of hose and a large funnel.



To play the horn, I blew into the hose while making a buzzing sound with my lips. I could make different tones by making different buzzing sounds. I couldn't wait to play it in the parade!

We practiced our instruments every afternoon.  
Our band sounded pretty good!

On the day of the big parade, we hauled our inventions to the starting point in front of the fire station on Main Street. We found our location in the parade lineup between the candy float and the clowns.

We knew our moms and dads would be at the parade cheering for us, but we didn't expect what happened next.

Just a few minutes into the parade, a boy began marching next to us, tapping two sticks together. Then some girls joined in, shaking their water bottles in rhythm with us. Kids started riding their bikes behind our growing band.



Before we knew it, all the town kids were marching in the parade with us, tapping cans, blowing cardboard tubes, and shaking crumpled plastic bags. On the sidelines, grown-ups stomped their feet and clapped their hands, keeping beat with our trash can band.

I tapped Danny on the back to catch his eye and mouthed the words *way to go!* Danny grinned and kept up the rhythm with his drums. “Our next production will be at the county fair!” he yelled over the music.



# The End







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