

TEACH YOUR CHILD LESSONS

Beginning Reads

Level 9

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

To prepare for reading lessons, download and print all the Level 9 materials:

- Nine books downloadable at www.textproject.org/BeginningReads
 - › “In the Barn” (9-1)
 - › “In the Field” (9-2)
 - › “In the Chicken Coop” (9-3)
 - › “Among the Trees” (9-5)
 - › “Up in the Trees” (9-6)
 - › “Under the Ground” (9-7)
 - › “In and Out of the Water” (9-9)
 - › “In One Place” (9-10)
 - › “On the Go” (9-11)
- Text-only versions of these nine books
- Reader's Theater “Our Trips” (9-12)
- Word Magic Sheets (9-1; 9-2; 9-5; 9-6; 9-9; 9-10)
- 100 Wonderful Word Sheets (9-3; 9-7; 9-11)
- Writing Sheets (9-3; 9-7; 9-11)

If you are beginning your instruction with Set 9, you will also need to print the last 100 Wonderful Word Sheet from Set 8 (100 Wonderful Words 8-12).

“IN THE BARN” (9-1)

There is a big barn on the farm. The barn is for the cows. They stay in the barn at night.

During the day, the cows are in the field where they eat a lot of grass. They swallow the grass but do not chew it.

At the end of the day, the cows go back into the barn. The cows rest in the barn and chew the grass that they swallowed during the day.

First Reading of “In the Barn”

- Read the title, “In the Barn”, to your student and have him predict what the book will be about. Have him find the words *in*, *the*, and *barn* in the book.
- Talk with your student about what is happening in the pictures. Where are the cows? What are they doing? Then have him scan the text and find the words *cows*, *grass*, and *swallow*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have him finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

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

- Give your student Word Magic Sheet 9-1. Have him read the words *white*, *it*, *eat*, and *fast*, and identify the underlined patterns, i-t-e, i-t, e-a-t, and a-s-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *kite* *kit* *cast* *cheat* *past*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *bit* *bite* *beat* *last* *blast*. As you say each word have him decide which of the three words it rhymes with, and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“w-h-i-t-e, white; k-i-t-e, kite; b-i-t-e, bite”

“i-t, it; k-i-t, kit; b-i-t, bit ”

“f-a-s-t, fast; c-a-s-t, cast; p-a-s-t, past; l-a-s-t, last; b-l-a-s-t, blast”

“e-a-t, eat; c-h-e-a-t, cheat; b-e-a-t, beat”

Word Magic 9-1

white	it	eat	fast

“IN THE FIELD” (9-2)

We see horses on our visit to the farm. The horses spend the day in the field where they often run around.

Sometimes the horses go to the water tank to get a drink. They eat foods like grass and hay. An apple is a special treat for a horse.

When horses stand still and do not move they may be taking a nap. Horses can sleep while they are standing.

Silent Reading and Comprehension Check

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

First Reading of “In the Field”

- Read the title, “In the Field”, to your student and have him predict what the book will be about. Have your student find the title words—*in*, *the*, and *field*—in the book.
- Talk with your child about what the horse is doing. Have him scan the text and find the words *horses*, *grass*, and *sleep*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

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

- Give your student Word Magic sheet 9-2. Have your student read the words *cold*, *did*, *find*, and *good* and identify the underlined patterns, o-l-d, i-d, i-n-d, and o-o-d.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *told* *mind* *blind* *hid* *hold*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *kid* *kind* *stood* *gold* *slid*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.

- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“o-l-d, old; t-o-l-d, told; h-o-l-d, hold; g-o-l-d, gold”

“d-i-d, did; h-i-d, hid; k-i-d, kid; s-l-i-d, slid”

“f-i-n-d, find; m-i-n-d, mind; b-l-i-n-d, blind; k-i-n-d, kind”

“g-o-o-d, good; s-t-o-o-d, stood”

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

Word Magic 9-2

cold	did	find	good

“IN THE CHICKEN COOP” (9-3)

Chickens spend their day in a special yard on the farm. The farmer leaves seeds in the yard for the chickens to eat.

The farmer also leaves water for the chickens. If the chickens get out of the special yard, the farmer may not find the eggs that the chickens lay.

At night, the chickens go inside the chicken coop. They make nests and sleep inside the chicken coop.

Silent Reading and Comprehension Check

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

First Reading of “In the Chicken Coop”

- Read the title, “In the Chicken Coop”, to your student and have him predict what the book will be about. Have your student search for the words—*in, the, chicken, coop*—in the book.
- Talk with your student about what is happening in the pictures. Where are the chickens? What are they doing? Then have him scan the text and find the words *nests, yard, sleep, and eggs*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (9-3) and have him find and pronounce the new bold words, *water, night, farm, and around*. Have him reread “In the Barn”, “In the Field”, and “In the Chicken Coop” and find these new words in these books.

Writing and Rereading Without Pictures

- Have your student reread “In the Barn”, “In the Field”, and “In the Chicken Coop” in the versions without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 9-3. Talk with your student about what he learned about farm animals. Have him write some sentences telling about these animals. Help your student spell words that are not on the writing sheet or on his 100 Wonderful Words Sheet.

100 Wonderful Words (9-3)

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

Writing 9-3

You have read about three animals that live on a farm. Write a few sentences to tell what you learned about each animal. If you like, draw a picture to go with your writing. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

cow	chicken	field	grass	apple
horse	barn	coop	hay	stand
seed	nest	egg	yard	sleep

“AMONG THE TREES” (9-5)

Deer can often be found in places with lots of trees. Deer like to eat the leaves and seeds of trees. By lying down under tree branches, deer can rest and hide from other animals.

Deer take lots of short naps. They do not sleep very long at any one time.

Deer need to be ready to run away if other animals find their hiding places.

First Reading of “Among the Trees”

- Read the title, “Among the Trees”, to your student and have her predict what the book will be about. Have your student search for the words—*the, trees*—in the book.
- Talk with your student about what is happening in the pictures. What is the deer doing? Then have her scan the text and find the words *deer, branches, and animals*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can't pronounce or mispronounces a word, don't correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student Word Magic Sheet 9-5. Have her read the words night, it, not, and coat and identify the underlined patterns, i-g-h-t, i-t, o-t, and o-a-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *fit fight flight cot coat*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *got goat lit light right*. As you say each word have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 9-5

night	it	not	coat

“UP IN THE TREES” (9-6)

Many kinds of birds live in the woods. Some birds, like crows, are easy to see as they fly from tree to tree.

Some birds are easy to see and hear. Woodpeckers often have bright colors. They also can be very noisy as they peck at tree trunks and branches with their sharp bills.

Some birds are easy to hear but hard to see. Owls are easy to hear but hard to see at night.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Among the Trees”. For the rereading, ask the child to read it “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

First Reading of “Up in the Trees”

- Read the title, “Up in the Trees”, to your student and have her predict what the book will be about.
- Talk with your child about the birds in the pictures. Have her find the woodpecker, crow, and owl then find the words *birds*, *woodpeckers*, *crows*, and *owls*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student the Word Magic sheet 9-6. Have your student read the words *am*, *farm*, *star*, and *more* and identify the underlined patterns, a-m, a-r-m, a-r, and o-r-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *car core chore scar charm*.
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *ham harm sore shore score*. As you say each word, have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 9-6

am	farm	star	more

“UNDER THE GROUND” (9-7)

You might not see a mole in the woods. That is because moles spend most of their lives underground.

Moles have sharp claws that help them dig underground. Moles rest in their underground homes.

Moles also use their sharp claws to catch bugs and worms. Sometimes, they store bugs and worms in their underground places to eat later.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Among the Trees”, and “Up in the Trees”. For the rereading, ask the child to read it “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

First Reading of “Under the Ground”

- Read the title, “Under the Ground”, to your student and have her predict what the book will be about.
- Talk with your student about what the mole is doing in the pictures. Have her scan the text and find the words *mole*, *claws*, *worms*, and *underground*.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have her finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (9-7) and have your student find and pronounce the new bold words, *under*, *because*, and *live*. Have her quickly reread “Among the Trees”, “Up in the Trees”, and “Under the Ground” and find these words in these three books.

Writing and Rereading Without Pictures

- Have your student reread “Among the Trees”, “Up in the Trees”, and “Under the Ground” in the version without pictures. If your student can’t figure out a word or mispronounces a word, have her reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give her Writing Sheet 9-7. Talk with your student about what she learned about animals that live in the woods. Have her write some sentences telling about these animals. Help your student spell words that are not on the writing sheet or on her 100 Wonderful Words Sheet.

100 Wonderful Words (9-7)

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

Writing 9-7

You have read about some animals that live in the woods. Write a few sentences to tell what you learned about each animal. If you like, draw a picture to go with your writing. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

bird	woods	bug	crow	tree
woodpecker	mole	worm	seed	leave
underground	claw	deer	owl	nap

“IN AND OUT OF THE WATER” (9-9)

There are many kinds of fish in the ocean. Some fish are small and hide among the rocks. But that is not the only place where fish can hide.

The flying fish hides in an odd way. Its hiding place is above the water!

A flying fish can leap out of the water when a bigger fish tries to catch it. It looks like the fish is flying!

First Reading of “In and Out of the Water”

- Read the title, “In and Out of the Water”, to your student and have him predict what the book will be about.
- Talk with your student about what is happening in the pictures. Have him scan the text and find the words *flying*, *leap*, and *ocean*.
- After finding these words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student Word Magic sheet 9-9. Have your student read the words *when*, *went*, *can*, and *rain* and identify the underlined patterns, e-n, e-n-t, a-n, and a-i-n.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *man men sent spent Spain*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *ten tent tan rent train*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 9-9

when	went	can	rain

“IN ONE PLACE” (9-10)

The ocean is full of fish that swim about in the water. Other animals like the starfish live in the ocean but stay in one place.

Most starfish have five arms, just like the five points of a star.

A starfish can move its arms very slowly but a part of the starfish must stay on the rock.

Silent Reading and Comprehension

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

First Reading of “In One Place”

- Read the title, “In One Place”, to your student and have him predict what the book will be about. Have your student find the words, *in*, *one*, and *place*, in the book.
- Talk with your child about what is happening in the pictures. Then have him scan the text and find the words *star*, *fish*, and *starfish*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

Word Magic

- Give your student Word Magic sheet 9-10. Have your student read the words *find*, *went*, *best*, and *fast* and identify the underlined patterns, i-n-d, e-n-t, e-s-t, and a-s-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *tent test blind chest mind*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *rest rent kind past pest*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 9-10

find	went	best	fast

“ON THE GO” (9-11)

All whales spend their lives in the ocean. White whales are able to live in very cold water. They spend part of each year close to the North Pole.

Southern right whales live only where the water is warm. Southern right whales never live where the water is cold.

Gray whales spend part of the year in cool water. They move to warmer water when it starts to get too cold.

Silent Reading and Comprehension

Before reading this new book, have your student reread “In and Out of the Water” and “In One Place”. For the rereading, ask the child to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “On the Go”

- Read the title, “On the Go”, to your student and have him predict what the book will be about.
- Talk with your student about what the different whales in the pictures. Then have your student scan the text and find the words, *ocean*, *southern*, and *North Pole*.
- After finding the picture words in the text, have your student read the text aloud. If he can't pronounce or mispronounces a word, don't correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

100 Wonderful Words

Give your student the new 100 Wonderful Words Sheet (9-11) and have him find and pronounce the new bold words, *cool*, *each*, and *above*. Have him reread “In and Out of the Water”, “In One Place”, and “On the Go” and find these words in these books.

Writing and Rereading Without Pictures

- Have your student reread “In and Out of the Water”, “In One Place” and “On the Go” in the version without the pictures. If your student can't figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 9-11. Talk with your student about what he learned about animals that live in water. Have him write some sentences telling about these animals. Help your student spell words that are not on the writing sheet or on his 100 Wonderful Words Sheet.

100 Wonderful Words (9-11)

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

Writing 9-11

You have read about some animals that live in the water. Write a few sentences to tell what you learned about each animal. If you like, draw a picture to go with your writing. Here are some words you might use. Ask your tutor or parent to help with other words you need to spell.

fish	flying	leap	ocean	whale
starfish	arm	rock	southern	right
North Pole	cold	warm	gray	white

READER'S THEATER "OUR TRIPS" 9-12 (CULMINATING ACTIVITY FOR SET 9)

The Reader's Theater piece is intended for you and your student to read together and provides additional practice reading common words and decoding words that rhyme with known words.

- Begin the lesson by reading the title and having your student read the title with you. Next, have your student take out her most recent 100 Wonderful Words sheet and refer to it to highlight all the words on the 100 Wonderful Words sheet that are in the play.
- Once these words are highlighted, underline the words *back*, *lots*, *cow*, *got*, *ran*, *fun*, *small*, *hide*, *fly*, *might*, *gray*, and *know*. Have your student find the words on her 100 Wonderful Words sheet that have the same spelling pattern as the words you underlined and use these words (*black*, *not*, *how*, *can*, *run*, *all*, *ride*, *my*, *night*, *play*, and *snow*) to decode the rhyming words.
- Once the words are highlighted and underlined, let your student decide if she wants to be Reader 1 or Reader 2 and read the play together. Read it a second time, switching parts.

"Our Trips"

Reader 1: I am back!

Reader 2: How was your trip? What did you do?

Reader 1: We went to visit friends on a farm. Our friends have lots of animals on their farm. The farm has a big barn with cows and two horses. I got to milk the cow.

Reader 2: Did you get to ride one of the horses?

Reader 1: I did, with our friends. The horses ran in the field. Our friends have chickens, too, and we had some of their eggs for breakfast! We had milk from the cow, too.

Reader 2: Was it fun?

Reader 1: Oh, yes! I want to go back! You can come, too.

How was your trip?

Reader 2: Our trip to the ocean was fun, too.

Reader 1: What did you do at the ocean?

Reader 2: We went swimming in the ocean. There are lots of fish in the ocean. Some are really big, but some are small. I saw some fish that leapt out of the water to hide from the bigger fish that want to eat them. It looked like a flying fish!

Reader 1: Really? I would have liked to have seen that.

Reader 2: We also saw a starfish. You can see it slowly move its arms. I liked the starfish, but I loved the whale!

Reader 1: You saw a whale?!

Reader 2: We did. But we do not know what kind of whales it was. I am reading about whale to find out. It might have been a gray whale.

Reader 1: **Your** trip sounds fun. I would love **to see the** ocean.

Reader 2: **On** our next trips **you can come with me to the** ocean, **and I will go with you to the farm.**

Reader 1: Yes! **That** sounds fun. Reader 1: **Your** trip sounds fun. I would love **to see the** ocean.

Reader 2: **On** our next trips **you can come with me to the** ocean, **and I will go with you to the farm.**

Reader 1: Yes! **That** sounds fun.

