

TEACH YOUR CHILD LESSONS

BeginningReads

Level 10

The nine books in this set all relate to “Spring”. Level Ten is the highest level of BeginningReads. No new words are added to the 100 Wonderful Word sheet. Your student should be able to read and spell all 100 words and use the words with common spelling patterns to decode and spell other words. When reading the text only versions of the books, students will highlight words that are on the 100 Wonderful Words sheet and underline words that can be decoded using the patterns. When they complete this set, they should be able to read and spell these common words and other words with common spelling patterns.

To prepare for reading lessons, download and print all the Level 10 materials:

- Nine books downloadable at www.textproject.org/BeginningReads
 - › “Spring” (10-1)
 - › “duck”s (10-2)
 - › “Frogs” (10-3)
 - › “A Desert in Color” (10-5)
 - › “Cherry Tree” (10-6)
 - › “Snowdrop” (10-7)
 - › “Melting Snow” (10-9)
 - › “Daytime” (10-10)
 - › “Melting Ice” (10-11)
- Text-only versions of these nine books
- Reader’s Theater In the “Spring” (10-12)
- Word Magic Sheets (10-1; 10-2; 10-5; 10-6; 10-9; 10-10)
- Writing Sheets (10-3; 10-7; 10-11)

If you are beginning your instruction with Set 10, you will also need to print the completed 100 Wonderful Word Sheet from Set 9 (100 Wonderful Words 9-11).

“SPRING” (10-1)

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

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

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

First Reading of “Spring”

Read the title, “Spring”, to your student and have him predict what the book will be about. Have him find the word, *spring*, four times in the book.

- Talk with your student about what is happening in the pictures. Tell him that a mother sheep is called a ewe, and a baby sheep is a lamb. Then have him scan the text and find the words *sheep*, *ewe*, and *lamb*.
- 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.
- Give him the text-only version of the book and have him highlight all the words that are on the 100 Wonderful Words sheet. Then have him underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

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 10-1. Have him read the words cool, all, will, and cold and identify the underlined patterns, o-o-l, a-l-l, i-l-l, and o-l-d.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *fall fill fool fold spill*.
- 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: *hold hall hill chill pool*. 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.

“c-o-o-l, cool; f-o-o-l, fool; p-o-o-l, pool”

“a-l-l, all; f-a-l-l, fall; h-a-l-l, hall”

“w-i-l-l, will; f-i-l-l, fill; s-p-i-l-l, spill; h-i-l-l, hill; c-h-i-l-l, chill”

“c-o-l-d, cold; f-o-l-d, fold; h-o-l-d, hold”

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 10-1

| cool | all | will | cold |
|------|-----|------|------|
| | | | |

“DUCKS” (10-2)

Ducks fly to warm places for the winter. In the spring, the ducks fly back.

The ducks find places to build nests. The mother ducks lay eggs in the nest. One duck can lay as many as 12 eggs.

Mother ducks sit on the eggs. After 28 days, the eggs hatch. Soon, the mother ducks lead their ducklings to homes by a lake or pond.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Spring”. For the rereading, ask him 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 “Ducks”

- Read the title, “duck”s, to your student and have him predict what the book will be about. Have your student find the words—*duck*, *ducks*—in the book.
- Tell your student that baby ducks are called ducklings. Have him scan the text and find the words *ducklings*, and *hatch*.
- 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.
- Give him the text-only version of the book and have him highlight all the words that are on the 100 Wonderful Words sheet. Then have him underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

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 10-2. Have your student read the words *eat*, *each*, *fish*, and *see* and identify the underlined patterns, e-a-t, e-a-c-h, i-s-h, and e-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *free teach tree treat dish*.
- 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: *bee beat beach wish swish*. 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.
 - “e-a-t, eat; t-r-e-a-t, treat; b-e-a-t, beat”
 - “e-a-c-h, each; b-e-a-c-h, beach; t-e-a-c-h, teach”
 - “f-i-s-h, fish; d-i-s-h, dish; w-i-s-h, wish; s-w-i-s-h, swish”
 - “s-e-e, see; f-r-e-e, free; t-r-e-e, tree; b-e-e, bee”

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 10-2

| eat | each | fish | see |
|-----|------|------|-----|
| | | | |

“FROGS” (10-3)

In the spring, frogs lay their eggs in water. The eggs need to stay wet. That is why frogs lay their eggs in water.

For some frogs, the water can be a small puddle in a garden. For other frogs, the water is a pond or a lake.

Once the eggs hatch, the tadpoles will live in the water. When tadpoles turn into frogs, they will live on land. But they will stay close to water.

Silent Reading and Comprehension Check

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

First Reading of “Frogs”

Read the title, “Frogs”, to your student and have him predict what the book will be about. Have your student search for the word—*frogs*—in the book.

- Talk with your student about what is happening in the pictures. Tell your student that baby frogs are called tadpoles. Then have him scan the text and find the word, *tadpoles*.
- 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.
- Give him the text-only version of the book and have him highlight all the words that are on the 100 Wonderful Words sheet. Then have him underline all the words that have the same spelling pattern as words on the 100 Wonderful Words (9-11) sheet and underline these words.

Writing

- Have your student take out the 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 10-3. Talk with your student about what he learned about sheep, ducks, and frogs and their babies. 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.

Writing 10-3

You have read about three animals that usually have their babies in the spring. 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.

| | | | | |
|---------------|------------------|----------------|---------------|--------------|
| spring | lamb | frog | baby | pond |
| sheep | duck | tadpole | babies | lake |
| ewe | ducklings | egg | hatch | water |

“A DESERT IN COLOR” (10-5)

There is very little color in a desert for most of the year. Spring is the time of year when the desert is full of color.

Desert plants get water in the spring. Sometimes, the water is from rain. Sometimes, water comes from streams made from melting snow in mountains.

The water helps desert plants make flowers. Flowers add colors to the desert in the spring.

First Reading of “A Desert in Color”

Read the title, “A Desert in Color”, to your student and have her predict what the book will be about. Have your student search for the words—*desert*, *color*—in the book.

- Talk with your student about what is happening in the pictures. Then have her scan the text and find the words *mountains*, and *streams*.
- 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.
- Give her the text-only version of the book and have her highlight all the words that are on the 100 Wonderful Words sheet. Then have her underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

Word Magic

- Give your student Word Magic Sheet 10-5. 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 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: *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 10-5

| night | it | not | coat |
|-------|----|-----|------|
| | | | |

“CHERRY TREE”S (10-6)

Last summer, we picked cherries from our tree. We loved eating the cherries. But all winter long, the cherry tree has had no leaves and no cherries.

Now it is spring. There are tiny buds on the cherry trees. Soon, many of these tiny buds will open up into tiny flowers.

We are happy when we see the tree filled with red, pink, and white flowers. Soon there will be cherries to pick and eat!

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “A Desert in Color”. 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 “Cherry Tree”

- Read the title, “Cherry Tree”, to your student and have her predict what the book will be about. Have her find the words, *tree*, *cherry*, and *cherries* in the book.
- Talk with your child about what she sees in the picture. Then have her scan the text and find the words *buds*, *leaves*, and *flowers*.
- 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.
- Give her the text-only version of the book and have her highlight all the words that are on the 100 Wonderful Words sheet. Then have her underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

Word Magic

- Give your student the Word Magic sheet 10-6. 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 10-6

| night | it | not | coat |
|-------|----|-----|------|
| | | | |

“SNOWDROP” (10-7)

The backyard is covered with snow. But look closely under thin patches of snow. You might see green leaves poking through the snow.

The green leaves are those of a snowdrop plant. Snowdrop plants have long leaves that can poke through the snow. The small white flowers look like little drops of snow.

The snowdrop flowers come out when winter is almost over. Snowdrop flowers are signs that spring is on the way.

Silent Reading and Comprehension Check

Before reading this new book, have your student reread “A Desert in Color”, and “Cherry Tree”. 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 “Snowdrop”

Read the title, “Snowdrop”, to your student and have her predict what the book will be about. Have her find the words, *snow*, *drops*, and *snowdrop* in the book.

- Talk with your student about what she sees in the pictures. Have her scan the text and find the words *poke*, *poking*, and *patches*.
- After finding these 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.
- Give her the text-only version of the book and have her highlight all the words that are on the 100 Wonderful Words sheet. Then have her underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

Writing

- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give her Writing Sheet 10-7. Talk with your student about what she learned about changes that happen when winter ends and spring begins. Have her write some sentences telling about these changes. Help your student spell words that are not on the Writing sheet or on her 100 Wonderful Words Sheet.

Writing 10-7

You have read about some plants you might see in the spring in different places. Write a few sentences to tell what you learned about spring. Then write about spring flowers and plants where you live. 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.

| | | | | |
|-----------------|-----------------|---------------|----------------|---------------|
| spring | desert | plants | flowers | colors |
| snowdrop | white | green | leaves | buds |
| cherry | cherries | red | pink | winter |

“MELTING SNOW” (10-9)

In the winter, the mountains are covered with snow and ice. In the spring, the snow and ice begin to melt.

The water from the melting snow makes streams as it runs down the mountain. The streams make rivers.

The water in the rivers flows to lakes or to the sea. Some of the water is saved for plants and people. The snow that fell all winter long becomes water for people to use.

First Reading of “Melting Snow”

Read the title, “Melting Snow”, to your student and have him predict what the book will be about. Have him find the words, *melt*, *melting*, and *snow* in the book.

- Talk with your student about what is happening in the pictures. Have him scan the text and find the words *mountains*, *streams*, and *rivers*.
- 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.
- Give him the text-only version of the book and have him highlight all the words that are on the 100 Wonderful Words sheet. Then have him underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

Word Magic

- Give your student Word Magic sheet 10-9. 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 10-9

| when | went | can | rain |
|------|------|-----|------|
| | | | |

“DAYTIME” (10-10)

There is little daytime during the winter. It is dark when I get ready for school. I need to turn on the lights to find my bag.

After school, my friend and I ride our bikes. After an hour, it is too dark and we go inside.

Spring is almost here. It is not so dark when I get ready for school. That means that I have more time to play with my friends after school.

Silent Reading and Comprehension

Before reading this new book, have your student reread “Melting Snow”. 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 “Daytime”

- Read the title, “Daytime”, to your student and have him predict what the book will be about. Have him find the word, *daytime*, in the book.
- Talk with your student about what is happening in the pictures. Have him scan the text and find the words *dark*, and *lights*.
- 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.
- Give him the text-only version of the book and have him highlight all the words that are on the 100 Wonderful Words sheet. Then have him underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

Word Magic

- Give your student Word Magic sheet 10-10. 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 10-10

| find | went | best | fast |
|------|------|------|------|
| | | | |

“MELTING ICE” (10-11)

Winter is so cold in some places that the lakes freeze. But only the top part of the lake freezes.

Under the ice, fish still swim in the water. The fish eat plants or bugs that are also under the ice.

In the spring, the ice on top of the lake melts. When all of the ice melts, people can see the fish that lived under the ice in the winter.

Silent Reading and Comprehension

Before reading this new book, have your student reread “Melting Snow”, and “Daytime”. 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 “Melting Ice”

- Read the title, “Melting Ice”, to your student and have him predict what the book will be about. Have your student find the words, *ice*, and *melts*, in the book.
- Talk with your child about what is happening in the pictures. Then have him scan the text and find the words, *lake*, and *freezes*.
- 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.
- Give him the text-only version of the book and have him highlight all the words that are on the 100 Wonderful Words sheet. Then have him underline all the words that have the same spelling pattern as words on the 100 Wonderful Words sheet and underline these words.

Writing

- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give him Writing Sheet 10-11. Talk with your student about changes we see in nature when winter ends and spring begins. Have him write some sentences telling about these. Help your student spell words that are not on the writing sheet or on his 100 Wonderful Words Sheet.

Writing 10-11

You have read about three animals that usually have their babies in the spring. 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.

| | | | | |
|---------------|------------------|----------------|---------------|--------------|
| spring | lamb | frog | baby | pond |
| sheep | duck | tadpole | babies | lake |
| ewe | ducklings | egg | hatch | water |

READER'S THEATER "SPRING" IS HERE! 10-12 (CULMINATING ACTIVITY FOR SET 10)

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, including those with the *ing* ending, on the 100 Wonderful Words sheet that are in the play.
- Once these words are highlighted, underline the words *spring, take, now, grow, falling, sun, back, found, sitting, nest, by, no, so, be, may, lay, dad, and sounds*. 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 (*thing, make, how, snow, all, run, black, it, best, my, go, me, play, had, and around*) to decode the rhyming words, including those with the *-ing* ending.
- 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.

"Spring is Here!"

Reader 1: It is warm outside. Let's take a walk around the farm.

Reader 2: It feels like spring is here. Do you think spring is here?

Reader 1: Yes. It has been cold all through winter but it is not as cold now. Soon we will see more animals having their babies here at the farm.

Reader 2: Yes! And many plants will begin to grow too. It is good spring is here. I like seeing how things on the farm change from winter to spring.

Reader 1: I do, too. Later in the year, when it is winter again, I will like to see snow falling all over the farm. But for now, I want to see the snow and ice melt in the sun.

Reader 2: Look! The ducks are back! Do you see them? They are in the pond.

Reader 1: Yes! I see them. I found a mother duck sitting on her eggs in a nest next to the pond. Soon we will see ducklings when we walk by the pond.

Reader 2: I think I see frogs around the pond. Do you?

Reader 1: No, I don't think so. But if there are frogs then soon there may be tadpoles too. All the spring rains will make puddles for the frogs to lay their eggs in. We will have to go look for tadpoles!

Reader 2: That sounds like fun. But I think we are going to take a trip to the desert soon, to see all the flowers. My dad likes to see how the desert is full of flowers in the spring. You can come, too, if you like.

Reader 2: That sounds fun! Spring is a great time to take walks. It is fun to see how things around you change from winter to spring.

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 | | | | |