

Book 1 Teaching Tips

Reading strategy:#1

Look at the picture for clues before reading the text.

Only learn to read the words: I, can, you (NOT jump, slide, run, hide).

Sound/Word Activities: #A, #B, #C

Sight Words to teach with Memory Cards: I, can, you

Printing: Start at the top for all letters (as with I).

c: Letter c curves up from the top, around to the bottom and up a bit.

a: Letter a continues from letter c to go to the top and straight down.

n: Letter n starts at the top, goes down to the bottom, back up the line to curve over and go down again without taking the pencil off the paper. (Make a line down the path. Wrong house! Go back up the path and over to the next door's path. Not on their grass!)

s: For letter s, make a snake from the top. Have it curl its tummy under its head.

Draw and Write:

Have the children draw what they can do. Make dotted letters for them to trace their own sentence under their drawing. **I can _____.**

In the Paper Book, have them add::

- what they **jump** over
- who will they **slidewith**
- what/who are they **running** from or running after
- what/who are they **hiding** from

Note:

If sending home the folded paper book with only text, this book needs illustrations on each page: child jumping, a slide, child running, and child hiding.

These are necessary, since the Reading Strategy is to look at the picture for clues and the child is not expected to know these words at this stage.

Book 2 Teaching Tips

Reading strategy: #1, #2

Sound out phonetically, sliding sounds together.

Sound/Word Activities: #A, #B, #C

Memory Game: Word/Picture Matching: hat, mat, bat

Sight Words to teach with Memory Cards: my, black

Printing: All letters start from the top.

h: Letter h starts at the top, goes down to the bottom, goes halfway back up the line and curves over to go down again without taking the pencil off the paper. (Go down the long driveway. Wrong house! Go back up half-way and go next door.)

l, t: Letters l and t start from the top, like rain.

m: Letter m is the same as n, but you went to the wrong house twice! Stay on their paths.

b: For letter b, go down the long path. Wrong house! Go back up half-way and do a front roll somersault. Letter b shape has a bat first; bat starts with b sound.

k: For letter k, make a tall line down. That is the wall. Throw the ball against the wall and it bounces to the ground.

Draw and Write:

Draw and Write: What else can the cat sit on? **A cat sat on a**

Book 3 Teaching Tips

Reading Strategies: #1, #2, #3: Chop up long words (pic/nic)

Sound/Word Activities: #A, #B, #C

Memory Game: Word/Picture Matching: cat, can, cap

Sight Words to teach with Memory Cards: and, little, big, had

Printing:

g: Letter g is letter a that continues the straight line down below the bottom and curves - it's the a going fishing.

d: Letter d is letter a with its hand in the air (make the c, into the o, continue the line straight up and then down on the same line to the bottom). Its hand is up and it's saying, "I know the answer, teacher, I know the answer!" Letter d shape has a dot first; 'dot' starts with a 'd' sound

i: For letter i, start halfway above the line and go down to the line. Put the dot on last.

p: For letter p, start halfway above the line. Go straight down into the water. Then make a circle beside it.

Draw and Write:

(Draw the snack you had today.) **I had a ...**

Book 4 Teaching Tips

Reading Strategies: #1, #2

Rearranging Sentences: If students are memorizing the story, ask them to point to certain words on the page. "Point to the word cat." "Point to the word nap." Copy words from one or two short sentences from the story onto small cards; mix them and have the child put them in order.

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: is, hi, ran, back

Printing:

r: Letter r starts at the top, goes down to the bottom, goes back up the line, to make a curve at the top. You gave it a baseball cap! Don't take the pencil off the paper.

Draw and Write:

I ran a lap. or I had a nap.

Book 5 Teaching Tips

Reading Strategies: #1, #2, #3, #4

Look for known words within new word: sandwich.

Emphasize in a louder voice when a word is in bold print: **ants**

Letter/Sound Activities: #A, #B, #C

Memory Game: Word/Picture Matching: hen, map, pig

Sight Words to teach with Memory Cards:(the, into, at) (too, well, his)

Printing:

e: Make a horizontal line from left to right, continue by making letter c up and around it, without taking the pencil off the paper.(Make a table, then jump over and under it.)

w: Start at the top for letter w. Waves in water. Dive in and out, in and out. It's too cold!

j: Letter j is an i going fishing, past the bottom line and into the water to make a hook.

Draw and Write:

Which boy did the ants bite first? **The ants bit Ken** or **The ants bit Len.**

Book 6 Teaching Tips

Reading Strategies: #1, #2

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: (said, out, help) (in, is, will)

Printing:

f: Start at the top for letter f; the letter f is a tall letter. Curve at the top and go straight down to the bottom. Lift the pencil to give it a belt. (It's a candy cane!)

Draw and Write:

What other animal can help? **The _____ can help.**

Book 7 Teaching Tips

Reading Strategies: #1, #2.

Change voice to show surprise when exclamation mark is present.

Emphasize in a louder voice when a word is in bold print: **can**

Letter/Sound Activities: #A, #B, #C

Memory Game: Word/Picture Matching: lock, sock, mop

Sight Words to teach with Memory Cards: on, stop

Printing:

o: For letter o, start at the top with letter c, then continue into a circle.

Draw and Write:

The dog hops on mom.

Book 8 Teaching Tips

Reading Strategies: #1, #2, and #3: Chop up words: back/pack, bas/ket.

Learn to emphasize underlined word: has.

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: (it, not, to) (has, him, on)

Printing:

j: Letter j is letter i going fishing, start at top and continue down below the bottom line to curve it.

Draw and Write:

What else do dogs like to take? **The dog had a _____.**

Book 9 Teaching Tips

Reading Strategies: #1, #2

Letter/Sound Activities: #A, #B, #C

Memory Game: Word/Picture Matching: dog, duck, clock

Sight Words to teach with Memory Cards: (all, named, no) (went, we)

Printing:

u: Start at the top for letter u, down to the bottom line, curve and up, then straight back down to the bottom again along the same line.

y: Start at top of left line and slant down to bottom. Start at top of the right line and slide down the hill past the bottom and into the water below.

Draw and Write:

What else can you name a pet duck? **His name is** _____.

Book 10 Teaching Tips

Reading Strategies: #1, #2, and #3: fast/er.

Introduce -er sound at the end of words.

Introduce apostrophe and s to show possession—pup's pal

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: (come, run, but) (fast, he, if)

Printing:

Practise commas on the line and apostrophes up higher.

Draw and Write:

What can you do: run, dig, or swim? **I can** _____.

Book 11 Teaching Tips

Reading Strategies: #1, #2

Emphasize in a louder voice when a word is in bold: **name**

Use an excited voice when there is an exclamation mark.

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: (hi, see, here) (he, name, yes)

Printing:

Practise commas on the line and apostrophes up higher.

Draw and Write:

Create drawings and sentences that need an exclamation mark. **Here I am!**

Book 12 Teaching Tips

Reading Strategies: #1, #2

Letter/Sound Activities: #A, #B

Sight Words to teach with Memory Cards: here, of, me

Printing:

x: Start letter x from the top left, slanting to the bottom on the right. Take your pencil off the paper. Start another line from the top on the right, slanting down to the left, through the middle of the first line. (Slide down the hills to the ground!)

Draw and Write:

What else can be on your bed? **Here is a bed of _____.**

Book 13 Teaching Tips

Reading Strategies: #1, #2

Letter/Sound Activities: #A, #B

Sight Words to teach with Memory Cards: was, got, hugged (Don't sound out the 'e'.)

Other words where you don't sound out the 'e' in -ed: dropped, stopped, hopped, grabbed, jumped, napped, passed, tapped, yelled.

Some words where you do sound out the 'e' in -ed: landed, patted, spotted.

Printing:

q: Letter *q* is a letter a going fishing the other way from letter g.

Draw and Write:

Why was the cat fat? **The fat cat had _____.**

Book 14 Teaching Tips

Reading Strategies: #1, #2, #3

Chop up the word: mon/ster

Emphasize a word in capital letters (THAT).

Hard 'th' words: other, mother, father, brother

Soft 'th' words: think, thank

Letter/Sound Activities: #A, #B

Sight Words to teach with Memory Cards: (our, with, them) (come, look, for)
(can't, that, me, us) (we, he, she, be)

Draw and Write:

What other animal can you look for? **Come and look for a ____.**

Book 15 Teaching Tips

Reading Strategies: #1, #2

Letter/Sound Activities: #A, #B

Sight Words to teach with Memory Cards: (down, baby, up) (little, jumped, sit)

With 1 clap/syllable words, the 'y' at the end sounds like 'I': my, by, try, cry, why, shy

With most 2 or more clap/syllable words, the 'y' at the end sounds like EEE: baby, candy, funny, puppy, tummy, happy, unhappy.

Draw and Write:

I can jump. or **I can sit.**

Book 16 Teaching Tips

Reading Strategies: #1, #2, #3 (back/pack), #4 (sandwich)

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: out, get, from

Draw and Write:

Draw a map. This is a map of _____.

Book 17 Teaching Tips

Reading Strategies: #1, #2, #3

Emphasize in a louder voice when a word is in bold print: **My**

Similar sounding words: one, won

Sight Words to teach with Memory Cards: (who, have, snowman) (they, ask, this)
(one, do, won)

Draw and Write:

What else can 2 friends do together? **My pal and I** can _____.

Book 18 Teaching Tips

Reading Strategies: #1, #2, #3 (grand/pa, grand/ma), #4 (grandpa)

Letter/Sound Activities: #A, #B

More Words to Sound Out: shop, shut, shelf, chin, much, which

Sight Words to teach with Memory Cards: (wants, go, live) (which, like, why)

Draw and Write:

What would you want to do? **I want to** _____.

Book 19 Teaching Tips

Reading Strategies: #1, #2

b/d reinforcement:

b: The bat comes first — b for bat.

d: The dot comes first — d for dot.

Other words to sound out: dad, bad, day, stay

Sight Words to teach with Memory Cards: (where, are, by, find) (over, under, playing, her)

Draw and Write:

Where are some other places that you can hide from a dog?

I hid under a _____.

Book 20 Teaching Tips

Reading Strategies: #1, #2, #3 (to/geth/er), #4 (stand)

Letter/Sound Activities: #A, #B, #C

Sight Words to teach with Memory Cards: all, what, sing, fall, together

Other words to sound out: sink, swing, bring, string, spring, doing, fall, tall

Printing:

v: Letter v starts halfway above the line, jumps down to the ground, and bounces up! Letter z starts halfway above the line, runs across the top, slides down the hill and runs home.

Draw and Write:

What are other tricks you can do? **I can** _____.