

TEACHING GUIDELINES

INTRODUCTION:

At this stage in reading, students are ready to transition from books with many pictures and fewer words to books with fewer pictures and more text. The *Teacher Guide* provides the tools needed to effectively prepare students to read and to develop vocabulary and comprehension skills. Preparation for reading is critical to success. Simply opening the book and attempting to decode may prove too difficult. However, introduction of phonograms in isolation with the *Phonics Flashcards* and practice with some challenging words pulled directly from the text prior to reading lay the groundwork needed for successful decoding and for developing fluent readers.

READING WITH PHONICS:

You may adjust this model lesson plan to fit your student(s) and your schedule, whether you teach in a five-day school, a two-day cottage school, or a homeschool. This plan includes Pre-Reading and Post-Reading activities which solidify the phonics lessons and provide additional practice with advanced phonograms students will encounter in the reading. These activities are highly recommended for the classroom; and even for the advanced reader, they are still a good use of time.

Prior to reading the scheduled selection, complete all Pre-Reading activities. After you have read the selection, complete the Post-Reading activities on the following day(s) to give additional practice with the new phonograms and words.

PRE-READING

These activities cover common words, the "Pronounce & Say" and "Vocabulary" words in the *Student Guide*, and any other new or difficult words within the reading.

POST-READING

"Comprehension Questions" can now be completed, and the *Teacher Guide* will include phonics activities that practice select phonograms from the lessons. There will commonly be review of these phonograms in isolation with *Phonics Flashcards* and/or within words from *Classical Phonics*.

LESSON 1:
pp. 1-19

PRE-READING

Day 1:

- ☐ New Words: *A·mel·ia Be·del·ia*, Mrs. *Rog·ers*, *sur·prise*, *kitch·en*
- ☐ Syllabication for Pronounce & Say Words: *me·ringue*, *re·mem·bered*, *scis·sors*
- ☐ Phonics Flashcards:
gr·grapes-76
nd·hand-62
*ed·/d/-*168
sc·scissors-66
or·color-172
sn·snail-69
*ed·/t/-*168
- ☐ Common Words: *said* (#246), *whole* (#279), *there* (#262), *see* (#248), *thought* (#267)

POST-READING

Day 1:

- ☐ Phonetic Word Study with *Classical Phonics*
 - ☐ *remembered* (CP, p. 120 – **ed** = /d/)
 - ☐ *snipped* (CP, p. 120 – **ed** = /t/)

Pronounce & Say

grand meringue remembered scissors snipped

Reading Notes

1. **pinch of that**: an amount you can hold between your finger and thumb

Vocabulary: Write the meaning of each bold word or phrase.

1. My, what nice **folks**. people

2. I'll make a lemon-**meringue** pie. a dessert topping made from egg whites and sugar

3. That's **done**. completely cooked and safe to eat

Language Lesson: Homonyms

Homonyms are words that have the same spelling but can be pronounced differently and have different meanings. Amelia Bedelia often understands a different meaning of a word than Mrs. Rogers intends in her instructions. Read Mrs. Rogers' instructions on the left side of the chart below and underline the word that Amelia Bedelia misunderstands. On the right side, give two possible meanings for your underlined word.

<u>Change</u> the towels in the green bathroom.	1. Change means to make different. 2. Change means to replace.
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1. Which definition do you think Mrs. Rogers intended? Mrs. Rogers wanted Amelia Bedelia to replace the towels with clean towels.

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Comprehension Questions: Answer in complete sentences.

1. How does Amelia Bedelia know what to do on her first day? Mrs. Rogers leaves her a list.

2. Who does Amelia Bedelia work for? She works for Mr. and Mrs. Rogers.

3. What is Amelia Bedelia's job? She is a housemaid.

4. What is the first thing Amelia Bedelia does for Mr. and Mrs. Rogers? She makes them a
lemon-meringue pie.

Discussion

1. Why do you think Amelia Bedelia wants to make Mr. and Mrs. Rogers a pie?
2. Is Amelia Bedelia trying to do a bad job or a good job? How do you know?
3. Discuss the words "finish" and "done."

DISCUSSION ANSWERS:

1. Amelia Bedelia thinks that Mr. and Mrs. Rogers are "nice folks" and wants to surprise her new employers with a pie. She knows she can make a good pie. Amelia wants to share her talents with her employers.
2. Amelia is trying her best to follow the instructions, but they seem odd to her. Even though she ruins the towels, she thinks she is doing what she was asked to do.
3. "Finish" and "done" can be used to indicate when something is over or complete. However, we should use the word "done" when food is properly cooked and ready to eat.