

# TEACHING GUIDELINES

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## 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*.

## 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**. \_\_\_\_\_
2. I'll make a lemon-**meringue** pie. \_\_\_\_\_
- \_\_\_\_\_
3. That's **done**. \_\_\_\_\_
- \_\_\_\_\_

## 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.

|                                          |    |
|------------------------------------------|----|
| Change the towels in the green bathroom. | 1. |
|                                          | 2. |

1. Which definition do you think Mrs. Rogers intended? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Comprehension Questions: Answer in complete sentences.

1. How does Amelia Bedelia know what to do on her first day? \_\_\_\_\_  
\_\_\_\_\_
2. Who does Amelia Bedelia work for? \_\_\_\_\_  
\_\_\_\_\_
3. What is Amelia Bedelia's job? \_\_\_\_\_  
\_\_\_\_\_
4. What is the first thing Amelia Bedelia does for Mr. and Mrs. Rogers? \_\_\_\_\_  
\_\_\_\_\_

## 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."