

Sample Pages

from

Let Me Read

Step 2

(for 4-7 years old / SK / Older Students)

By Joy Delmore, B.Sc.

Peppermint Stick Learning Company Inc.

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Table of Contents

Introductory Remarks for Let Me Read: Step 2 (overview, scheduling, etc.)

Section A: Peppermint Stick Teacher Notes

Section B: Lessons (Pages for Teacher & Student) –

Suggestion: Print most of this section "double-sided"; perhaps on 28 lb paper. ☺

Section C: Thematic Word Lists & Patterns to cut & paste! Print single-sided!

(Thin 20 lb paper is great for this section.)

Section D: Word Families & Ladders Cards for "Listening Skills"

Suggestion: Print this section "single-sided" on stiffer paper (e.g. cardstock).

Section E: Sight Word Cards for review work, "whenever".

Section F: Tips and Lesson Ideas for Teaching Bible
Words to Young Readers

Any additional printing suggestions are written on the title pages of each section. Paper Size: 8 ½ x 11".

Important: The list of THEMES for this year are found at the beginning of SECTION C!

About the Selection of Literature for Reading:

Our curriculum is literature-independent which means that YOU get to choose whatever reading material you want to use with your student(s). Our curriculum gives you tools so-to-speak to teach reading but it does not require a particular title for students to read in order to complete the reading activities. (On occasion there may be a writing activity for a pattern story based on an often-available children's book but the reading lessons themselves are literature-independent.)

Having said that, some parents/teachers desire some direction into which titles of literature to consider using. Our list of possible literature titles which you might like to use is separate from, but located within the e-book package you downloaded. This is because the suggested list might change from year to year, depending on which books are available. To repeat, the titles are suggestions only and NOT required. They were simply chosen because they fit a theme and are at approximately the level of interest and/or ability of senior kindergarten students.





If you want an updated list of titles, you can check the titles listed in our current literature bundles on our website and/or within a blog article.

Our website is: <https://www.peppermintsticklearningco.com/>

About Let Me Read: Step 2:

This year, the focus is on having fun with themes, context pictures, and letter sounds (especially groups of sounds) to learn to read well.

The purpose of this curriculum (Step 2) is...

-  To introduce a word list which supports the concept that reading is a meaningful activity to a child (i.e. words that are relevant).
-  To teach and reinforce literacy skills (a.k.a. “how-to-read”).
-  To practice reading with oral reading and oral comprehension.
-  To show the fun and usefulness of reading and written language.

Our Method(s) for Step 2:

1. **Context Cues** - Having a theme for each weekly word list puts at least some words into a context of associated things, rather than a disjointed drill list that is boring. Context cues is also a skill that will be practiced more inside the literature your child reads.
2. **Phonics** - Teaching sounds by listening and giving sounds in a familiar voice (speaking/reading/singing), teaching reading by actually reading, not primarily writing.
3. **Sight Words** - The cards from Step 1 are included for review. Sight words though are very important for more than just single words...the sight words the child already knows are used to build new words, as mentioned in point 4 below (next).
4. **Visual Memory Cues** - Similar spelling patterns/sounds and familiar sight words can derive more words to confidently read as the child learns to recognize similar letter combinations and little words in big words, comparing them to words they already know.

Scheduling Ideas

For senior kindergarten age - 2-4x/week for 27 weeks (introductory week plus 26)*. I personally like 2x/week because then we can really get “into it” for a chunk of time and allow my older children to work on their subjects with more quietness around them.

Note: For subsequent children (e.g. siblings) I personally just use the same scrapbook and just read it together rather than making it again.

*The number “26” means that Step 2 can easily coordinate with younger or older siblings who have an alphabet-letter-per-week type of program such as Let Me Read: Step 1 or Let Me Read: Step 3.

If 2x/week, then

Day 1 = Lesson parts 1 and 2 (Listening Skills and Hands-On Scrapbook/Poster with Word List)

Day 2 = Lesson parts 3, 4, and 5 (Worksheets***, Reading Together, Activity)

If 3x/week, then

Day 1 = Lesson parts 1 and 2 (Listening Skills and Hands-On Scrapbook/Poster with Word List)

Day 2 = Lesson parts 3 and 4 (Worksheets and Reading Together)

Day 3 = Lesson parts 4 and 5 (Reading Together again* and Activity)

If 4x/week, then

Day 1 = Lesson part 1 only (Listening Skills - you might want to include all or more songs **)

Day 2 = Lesson part 2 only (Hands-On Scrapbook/Poster with Word List)

Day 3 = Lesson parts 3 and 4 (Worksheets and Reading Together)

Day 4 = Lesson parts 4 and 5 (Reading Together again* and Activity)

*again = either choose a different book or story within a reader to read together OR repeat the same story for the week but make sure reading time is eagerly anticipated, not boring.

** In Section B, there is a **song chart** with possibilities to sing together or listen to. Of course, you can substitute ones you know or like better or even sing together as a family before sending older students to other subjects while you continue with the child(ren) learning to read.

*** **Worksheets** - these are intended for “Before Reading” a story and are like a “warm-up exercise”, mainly of consisting word study/vocabulary development/literacy skills. There are 2 or 4 or 6 pages (1-3 papers double-sided).

Adaptations for an Older Learner (e.g. Grade 3 and older):

Step 2 may also be helpful in situations when an older student is still struggling with reading fluently (e.g. grade 2+). In those situations, a student might have been taught the phonics rules or have been reading words in lots of lists or just been mainly listening to literature yet, for some reason, have a “learning gap” of one or more reading skills which need to be taught and practiced. Some students can tolerate learning gaps and adjust well regardless of teaching methods but other students cannot thrive without knowing and using certain concepts.

Step 2 can be thought of as having fewer “pictures for the little kids” in it, yet it still incorporates a visual component for visual/hands-on learners (e.g. shapes of coloured paper to mount words on). And Step 2 especially weaves in concepts which some reading programs ignore (which might be the “gaps” that a struggling reader has missed along the way). Use any, all, or no activity pages for older learners. (Our original program did not have the “Before Reading” activity pages.)

Ideas for expanding Step 2 for an older learner:

- **SPELLING:** Since these older learners likely already have encountered spelling before, rather than using an at-level spelling curriculum while going through Step 2, the word lists in Step 2 could be the words for spelling lessons as well.
- **WRITING:** Because Step 2 is based on thematic word lists with a variety of broad, interesting topics, you could develop a writing assignment from the theme, asking the student to write a story or letter or report about something within that theme for that week (e.g. School Words - how are desks made, what things should be on a daily schedule and why, write about a crayon who didn’t want to go into a pencil case, etc.. I provide these ideas in Step 4, according to the same themes and theme order that you are working with in Step 2. This is so that you can coordinate multi-grade teaching easier. ☺)
- **PENMANSHIP:** Because an older learner likely understands how to write the alphabet as well as words, find a short poem related to the theme for copywork. Consider adding an artistic part to it where the student may practice fine coordination with cutting or drawing/painting (or even something like woodburning if age appropriate) something in detail. This can strengthen hands and fingers, and adds to the motivation of loving to learn with the weekly reading theme.
- **LITERATURE:** I would suggest increasing the number of titles that an older learner is exposed to for reading silently each week and to find books which have pictures in them with less text. These can be enjoyable for any age, including senior citizens! But I would not increase the amount of oral “out-loud” reading - only the number of books overall so that the student can practice silent reading more. Literature can include cartoons (they have minimal text), picture storybooks, information books, songbooks, drama (including puppet) scripts, recipe books, tourism brochures, magazines for families or children, and so on. If the choices of literature sort of “match” the weekly theme, the words will be seen more often and help to build motivation and fluency.

If you have found our “Step 2” helpful to you, there are (either available now or in-process) three other resources which especially may help an older learner who is struggling with reading skills:

- Phonics is Fun! Unit 2: Vowels - Not only are vowels one of the more difficult phonics concepts to learn, but the method(s) we use to teach about vowel sounds are different than some programs. One thing we do at least some of the time, is to derive words phonetically from sight words that are already commonly read by students. There are other tips in that curriculum for learning phonics, other verbal games, and some worksheets for finding little words in big words. Note: Phonics is Fun! Unit 2: Vowels would usually be suggested for use AFTER completing Let Me Read: Step 2 but for older learners, could be used alongside it.
- Reading Sticks: Step 6 - This title contains a “grade 4 level” of full spelling lessons which have some similarities to Step 2 in some ideas. (In fact, those spelling lessons were originally developed because a customer loved the ideas featured in Step 2 but wanted something for a junior-level student instead.) Step 6 also has the feature of regularly expanding vocabulary based on similar spelling patterns and has a list for why students may be making mistakes in spelling so that these issues can hopefully be improved.
- Let Me Read: Step 4 - I think of this title as sort of summarizing the skills given in Steps 1-3 in general plus providing grade 2 level of spelling lessons and comprehension lessons together in one resource.

Working with the Literature Part of Let Me Read: Step 2

(i.e. what to do with books or poems, etc. which your child will practice reading with)

1. Put aside a bundle of books that relate to the various themes. You can check to see if we offer a bundle that might help you or you can check your own bookshelves or town library for titles. Sometimes, you might just want to use a poem or song instead of a book and some of these may be easily found online. Think back to what you enjoyed in your childhood. 😊
2. Write the title of the literature that “fits” with the theme that you want to use. **Write it beside the theme list in *Section C: Thematic Word Lists* AND on the first blank line on the pages in *Section B: Lessons* (or on the line blank on the page after it - it’s your choice!).**

I have provided a detailed chart of my recommendations in your downloaded package. You can choose from there or from your own - this curriculum allows you the flexibility to choose YOUR OWN titles! 😊

3. Extra Notes: Occasionally, throughout this year, you could add a creative writing idea - to write a pattern story or to make a word game.

Pattern stories can be a lot of fun because they are EASY to tell! Just follow most of the words of a ready-made book/story/oral tale but change a few words to make it a different story! All that needs to change are the characters and/or the setting! Example: Instead of “The Three Bears”, tell the story of “The Three Bugs” who lived in three flowers of your garden. 🌸🌸🌸

Word games can also be a lot of fun because they can be played over and over with the ownership that “I made this”! Idea: Do copywork of “one word” cards - the child finds **words in his/her literature piece (e.g. story in a reader or the short book being read)** and copies that word on a card - **twice** - for making a memory match game to play. Drawing a related picture on the card is optional.

Section A:

Peppermint Stick's Teacher Training (For Those Who Want to Know the "Why" Behind the Methods)

Suggestion: Print this section "double-sided". Read it if you're interested.

Otherwise, **the specific lesson instructions are within the lesson pages of Section B.**

In other words, you don't have to read this section before you begin to teach with this curriculum. It is provided to enhance your understanding, give background to literacy education, and provide additional ideas and tips.

If you're busy with little ones or overwhelmed at the thought of homeschooling, simply skip over this part until you find some time some day or if you get into some literacy challenges.

Part of Let Me Read: Step 2

By Joy Delmore, B.Sc.

Peppermint Stick Learning Company Inc.

Joy's Outline for Teacher Training

The Four Ways We Learn To Read Words - All of these methods are taught in our curriculum!

- I. **Context Cues: Guess What the Word Is!** - This way of reading is the use of other words and pictures around the new word to help figure out what it is. The guess is based on recognizing one or more letters in a word, usually the beginning letter, which gives another clue as to what that word might be.
- II. **Phonics: Sound Out the Word!** - This way of reading is blending the sounds of letters (and letter combinations) in order from left to right.
- III. **Sight Words** - These are frequently-used common words that are more quickly memorized than sounded out. When sight words are remembered, the child can read sentences better. When children can read sentences, they can read simple stories. When they can read stories, they become even more eager to read anything they can find. When they read more, they become more fluent and learn new words as they encounter them.
- IV. **Visual Memory Cues** - the use of shapes of a word or patterns within a word to help a child memorize the word. This includes seeing similarities in spelling patterns (e.g. phonograms (word families) and little words in big words such as “up” in “syrup”). It also includes noticing an overall shape made from a word's tall and short letters and can include some creative cues like imagining the “oo” in “look” into glasses to “look through”.

(These four ways are expanded in detail in this section, beginning with the next page.)

Tips for the Three Kinds of Learners - All of these styles of learning are taught with our curriculum!

- **The Exceptional Learners** - the ones that like variety and are super-sensitive to “one style” methods.
- **Hands-On/Visual Learners** - these people absolutely love hands-on activities and pay a special attention to visuals, nature, and designing things. All children have fun with this style too, even if they show a greater strength in other styles of learning.
- **Written/Visual Learners** - these people really like to write words and read words and write words and read words! They like to colour and do things with a pencil and crayons. If this style is their strength, they are able to handle more written work and tests than other styles and they are quite content without as many hands-on materials. All children need to learn these skills and see the value in them, even if they show a greater strength in other styles of learning.
- **Auditory Learners** - these people are very sensitive to distinguishing sounds in speech, nature, and musical tones. If this style is their strength, they might naturally make up poetic phrases to remember something, compose songs to remember something, and really pay attention to the variety of sounds outdoors or in a choir or orchestra. All children can have fun learning with songs and all need to aim for a greater clarity and emotional expression in their communication with others.

Now, I will give a background and tips/ideas for a solid literacy education...