

Novel Ideas, Inc.

READER'S CLUB

Trial Kit: Lessons for Books 1-3

Includes:

Introduction
Sample Game
Teaching the Lesson:
Getting Ready to Read
Illustrated Storybooks for Students
Let's Talk About the Story

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Novel Ideas, Inc.

5915 Old West Saanich Road
Victoria, BC. Canada V9e 2H1
Phone: 250-652-9704
email: terydodds@shaw.ca
website: www.novelideas-inc.com

By Terry Dodds and Dawn Dodds

Illustration and design: Noah MacNayr and Simon Buckroyd
Other contributors: Maureen Chislett, Colleen Bukack, Student Authors

* Only available as downloadable content.



WELCOME TO READER'S CLUB

Reader's Club is a highly motivating beginning reading program designed for students of all ages. Any beginning reader can be placed in this program. No placement test is necessary.

Learning to read is a special adventure for you and your student. It is important as you embark on this adventure to treat learning to read as a joyous experience. Some students pick up reading quickly. Others take more time and repetition. Take as much time with your student as they need to be successful and to feel confident. Students often enjoy reading the books, especially their favorites, many times. They take pleasure in reading to a younger sibling or another adult—this is good practice.

Repetition is built into the storybooks so your child will have many opportunities to read the words and sounds. The storybooks are written in a careful sequence and are controlled readers—students do not read sounds and words in the storybooks they have not been taught.

Lots of patience and praise will help the student you are working with successfully and happily travel along the journey of learning to read. It is important to take delight in each step along the way.

Playing the Games

This program provides you with games that can be played with the student to provide extra fun and practice.

All the games can be played throughout the program. The deck of sound and word cards gets bigger as the student learns more sounds and words. Well-known sounds and words can be eliminated to keep the deck to a reasonable size. Do not use words and sounds for a storybook past the number your student is working in. The games are for practice, not initial teaching. All games are set up so that the student is helped with a word or sound until they win the game card. This enables younger students to join in the games. Words and sounds need to be written on 5 x 3 inch index cards cut into thirds. Other materials that are needed are specified for each game. Every effort has been made to limit the extra materials to objects found in many homes.

Teaching the Lesson

A scripted routine is provided below. The same routine can be used for every storybook. Once you know the routine, you find that you no longer need the script. Scripted lessons provide you and the student with a clear and consistent routine that ensures success.

What you as the teacher say is written in bold print, the expected student response is written in italics, and what the teacher does is written in regular print inside parentheses.

Getting Ready to Read the Storybook)

Reading the Sounds

Learning to read books is fun. Before you read the storybook, you need to learn some sounds and words.

(Show the student the sounds.) **These are some of the sounds that will be in the story.**

Letters have names and sounds. When we spell words we use letter names. What do we use when we spell words?
Letter names.

When we read most words we use letter sounds. What do we use when we read most words? *Letter sounds.*

(Show the student the sounds. Point to each sound as you read it. Touch the first sound.) **This sound is s-s-s. What sound? S-s-s. Yes, s-s-s.**

(Touch under the next sound.) **Letters come in two sizes small letters and capital letters. This letter's name is capital S. What is this letter's name? S.**

Yes, S. This capital S makes the sound s-s-s. What sound does this capital letter make? S-s-s. Yes, s-s-s.

Capital letters are used at the beginning of sentences and at the beginning of names. When do we use capital letter?
At the beginning of sentences and at the beginning of names.

(Repeat procedure for the rest of the sounds except for th.)

Point to th.) **When these two letters are together they make the sound th-th-th. What sound do these letters make when they are together? Th-th-th. Yes, th-th-th.**

Reading the Words

Now you are ready to read some words. First, we will sound out each word and then read it the fast way.

(Show the student the words.) **These are some of the words that will be in the story.**

(Touch under the first word.) **My turn to sound out this word and read it the fast way.** (Loop under each letter as you sound out the word. Do not stop between sounds.) **S-s-s-a-a-a-m-m-m.** (Quickly slash under the word as you read it the fast way.) **Sam.**

(Touch under the first word again.) **Let's sound out this word and read it the fast way together.** (Loop under each letter as you and the student sound out the word.) **S-s-s-a-a-a-m-m-m.** (Quickly slash under the word as you both read it the fast way.) **Sam.**

Touch under the first word again.) **Your turn to sound out this word and read it the fast way.** (Loop under each letter as the student sounds out the word.) **S-s-s-a-a-a-m-m-m.** (Quickly slash under the word as the student reads it the fast way.) **Sam. Well done. This word is Sam.**

(Repeat procedure for the remainder of the words except for The. Touch under The.)

This is a word that we can not sound out so I will spell it and read it the fast way.)

The. (Touch under each letter as you spell the word.) **T-h-e. The. What word is this?**
The. Yes, the.

(Touch under the again.) **Let's spell this word and read it the fast way together.**

(Touch under each letter as you and the student spell the word.) **T-h-e.** (Quickly slash under the word as you both read it the fast way.) **The.**

Touch under the again.) **Your turn to spell this word and read it the fast way.** (Touch under each letter as the student spells the word.) *T-h-e.* (Quickly slash under the word as the student reads it the fast way.) *The. Yes, the. You did a great job of reading this hard word.*

First Reading (You Read the Book to the Student)

Now we are ready to read the storybook. First, I will read the book aloud to you. You will track under the words as I read them. (Read the book aloud. Check as you read aloud to ensure the student is tracking under the words. Specifically praise the student for tracking.) **Great job of tracking. When you track, I know that you are following along as I read.**

(Another option is for you to track under the words as you read aloud. The student should follow your tracking.)

Second Reading (You and the Student Read the Book Together)

Let's read the book together. I will read parts, and you will read the missing word or words when I stop reading. Every time I stop, you read the next word.

We will track under the words as we read. (Track under each word as you read it aloud.)

Let's read the title first. Sam and... Sal. Yes, the title of this book is Sam and Sal.

(Turn to the first page.) **Let's read this page together. Sam is a... cat. The... cat is... fat.**

(Turn to the next page.) **Sal is a... dog. The... dog is... fat.**

(Repeat procedure for the remainder of the book.)

Third Reading (The Student Reads the Book to You)

This time you will read aloud the book to me. Remember to track under each word as you read it.

If you need help with a word, I will help you. (If the student does not know a word, tell them the word and have them reread the sentence.) **That word is grin. What word?**
Grin. Yes, grin. Read that sentence again.

You did an amazing job of reading that book by yourself!

Talking about the Story

(After the student has finished the third reading, ask the comprehension questions.)

Now let's talk about the story.

(Show the cover illustration.) **Who is Sal?**
A cat. Yes, Sal is a cat.

Who is Sam? *A dog. Yes, Sam is a dog.*

(Open the book to the illustration with Sam and Sal in the sun.) **How did Sam and Sal feel when they sat in the sun?** Ideas:
Happy, warm. (Accept reasonable responses.)

You can ask additional questions that are related to the question you asked. For example,) **How do we know they felt happy?** Ideas: *The story said they grinned; both Sam and Sal are grinning in the picture.*

How do you feel when you sit in the sun?
(Accept reasonable responses. You may also want to share how you feel when you sit in the sun.)

(The student can be invited to ask questions too.) **Tell me a question you would like to ask about the story.** (Note: Students may need help framing what they want to say as a question. For example,) **Questions start with words like who, where, why, what, and how.**

Reading More Storybooks

This routine can be used for each of the ten storybooks. Storybooks should be practiced until the student can read them fluently. [usually 2-3 times]

Quick Draw Game

| | |
|-----------------------|---|
| Skills | Word and sound practice, number identification |
| What you need to play | Word and sound cards, playing cards (ace to 10, all suits) |
| How you win | The winner is the person with the most cards when all the playing cards have been drawn and discarded |

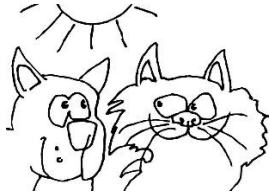
Script for playing the game:

- 1. Today, we are going to play the Quick Draw Game using your sound and word cards. Here's how it works.**
- (Turn the deck of playing cards upside down. Spread out the word and sound cards between the you and the student, face up.)
- 3. I'll draw a card from the deck. Look, I drew a three. Now, I find a word that has three letters and then read it, sit. I keep this word card. I will put my number card on the discard pile.**
- (The winner is the person with the most cards when all the playing cards have been drawn and discarded or all the sound and word cards have been used up.)
- 5. Now it is your turn. Draw a card. How many letters will your word have? See if you can find a word or sound with that many letters. Read it. Remember, you must read the word to keep the card.**
- If the student cannot read the word, say: **I'll help you sound the word out.** (You and the student sound the word out together and then read it the fast way.)
- 7. Now, you sound the word out and read it the fast way by yourself. Then you can keep the card.**

*Note: Single sounds are read for an ace. "th" is read for a two.

Getting Ready to Read

Sam and Sal

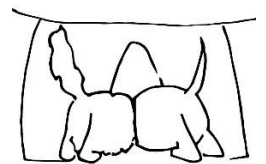


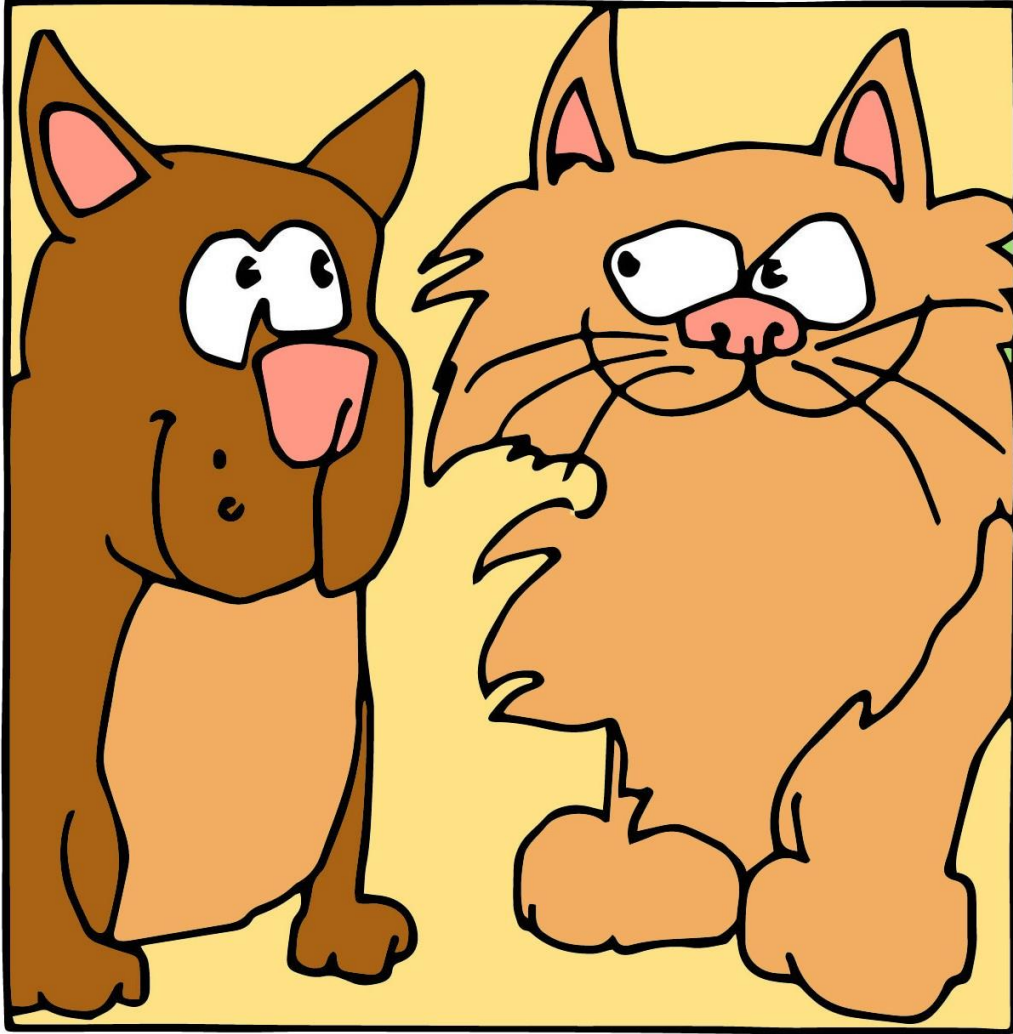
Sounds

| | | | |
|----------|----------|-----------|-----------|
| s | S | c | C |
| t | T | f | F |
| d | D | th | Th |

Words

| | | |
|------------|-------------|------------|
| Sam | Sal | cat |
| fat | dog | The |
| can | not | hut |
| fit | grin | sun |





Sam and Sal

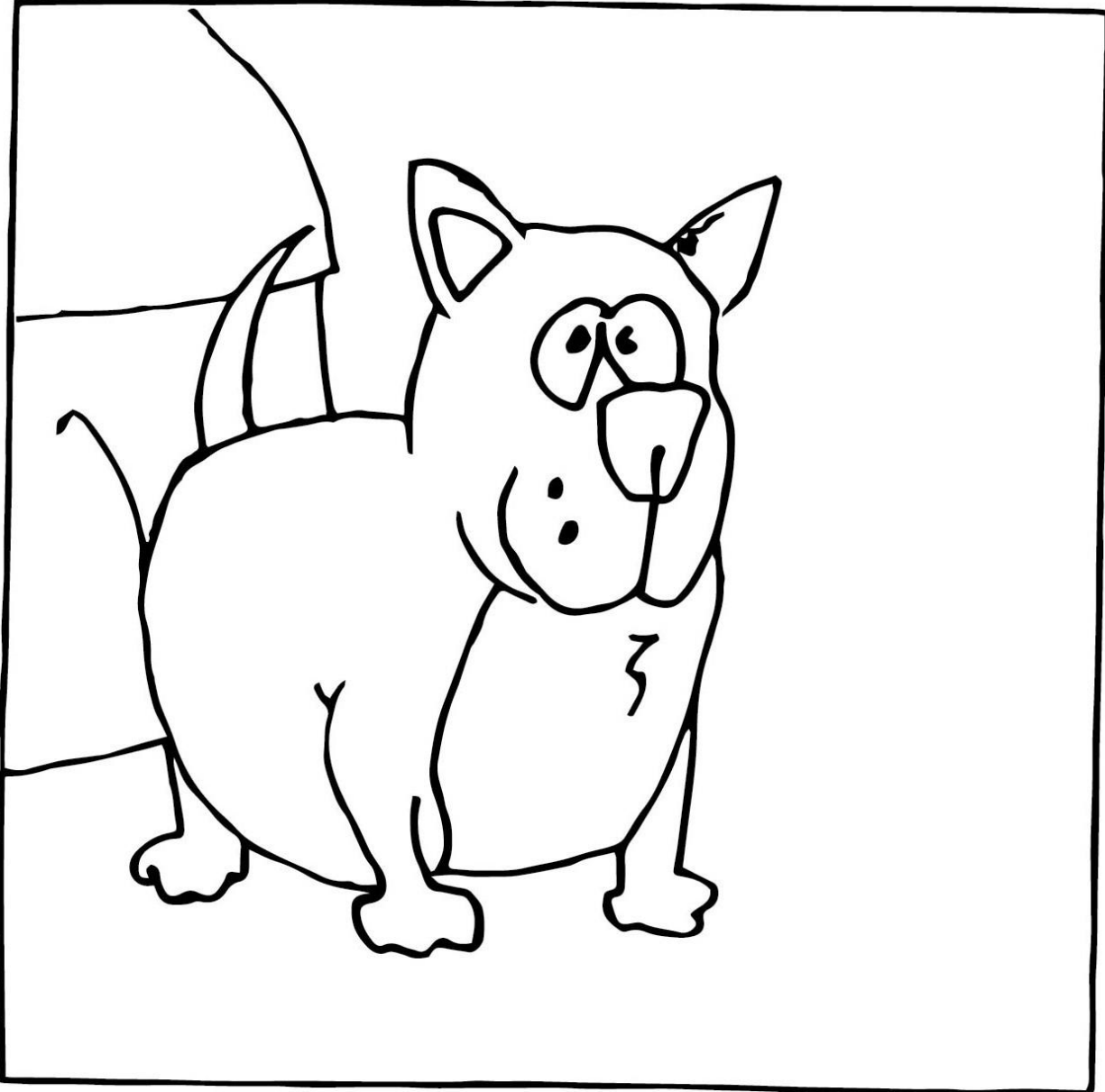
By Terry Dodds

Book 1

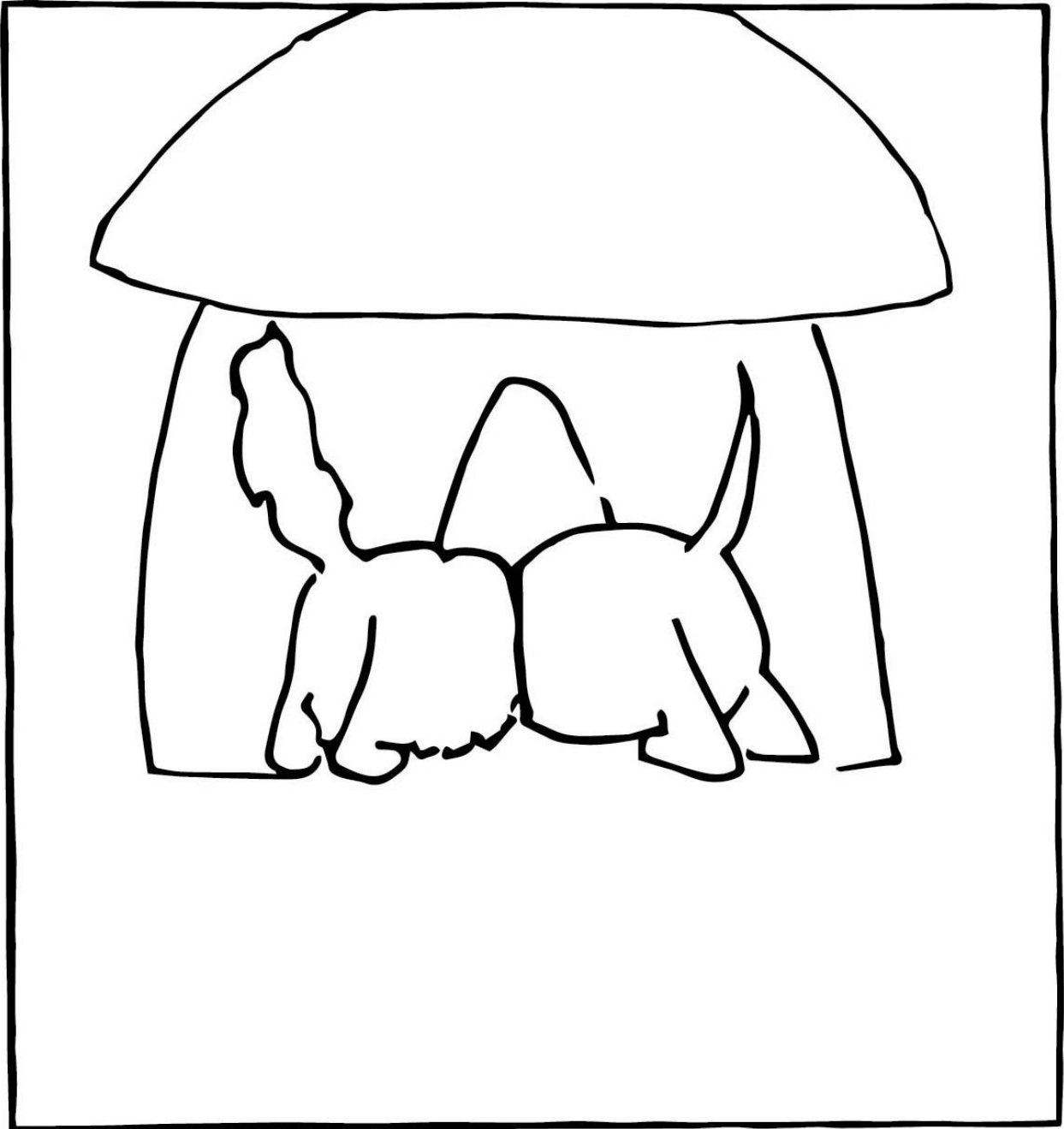
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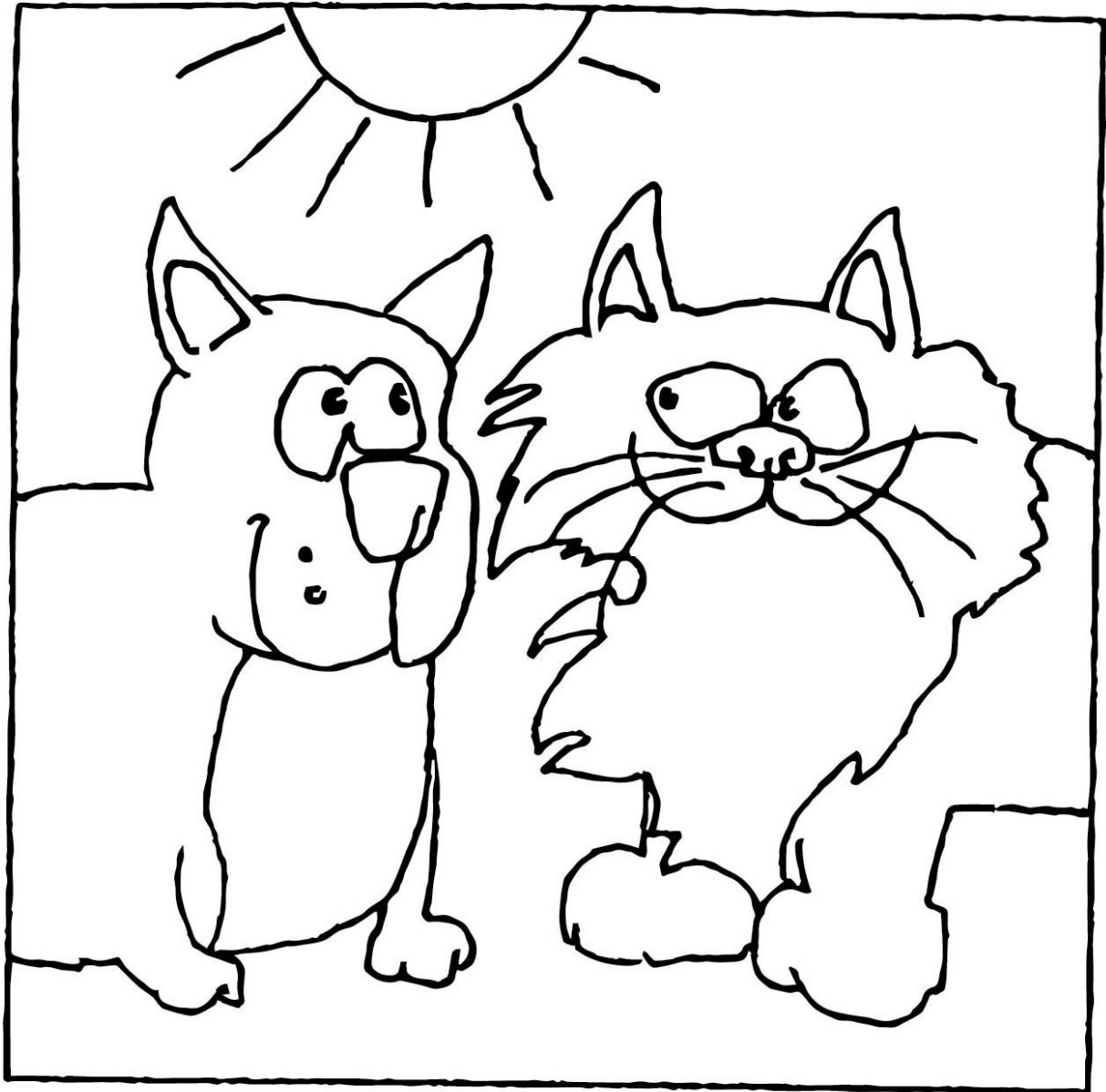
Sam is a cat.
The cat is fat.



Sal is a dog.
The dog is fat.



Sam and Sal can not fit in the hut.

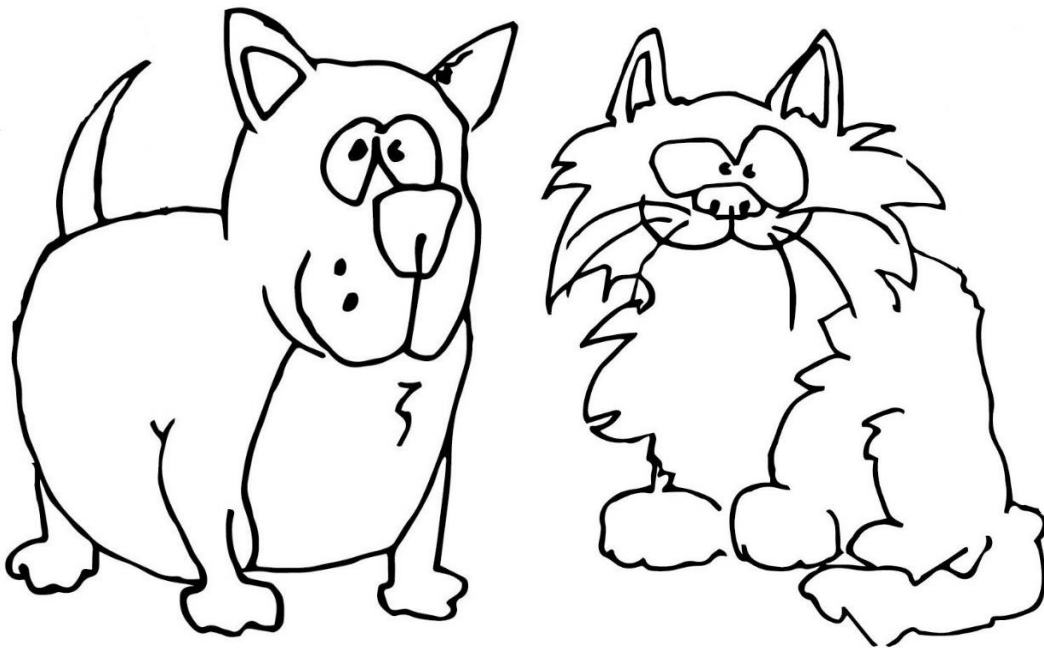


Sal and Sam sit in the sun and grin.

Let's Talk About the Story

Sam and Sal

- 1) Who was Sal?
- 2) Who was Sam?
- 3) How did Sam and Sal feel when they sat in the sun?
- 4) How do you feel when you sit in the sun?



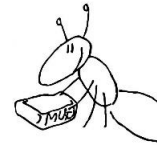
Getting Ready to Read

Sal with Sam



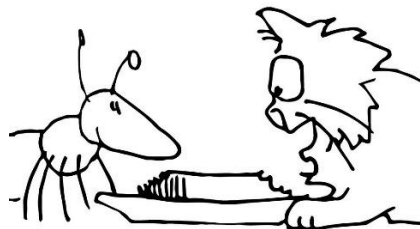
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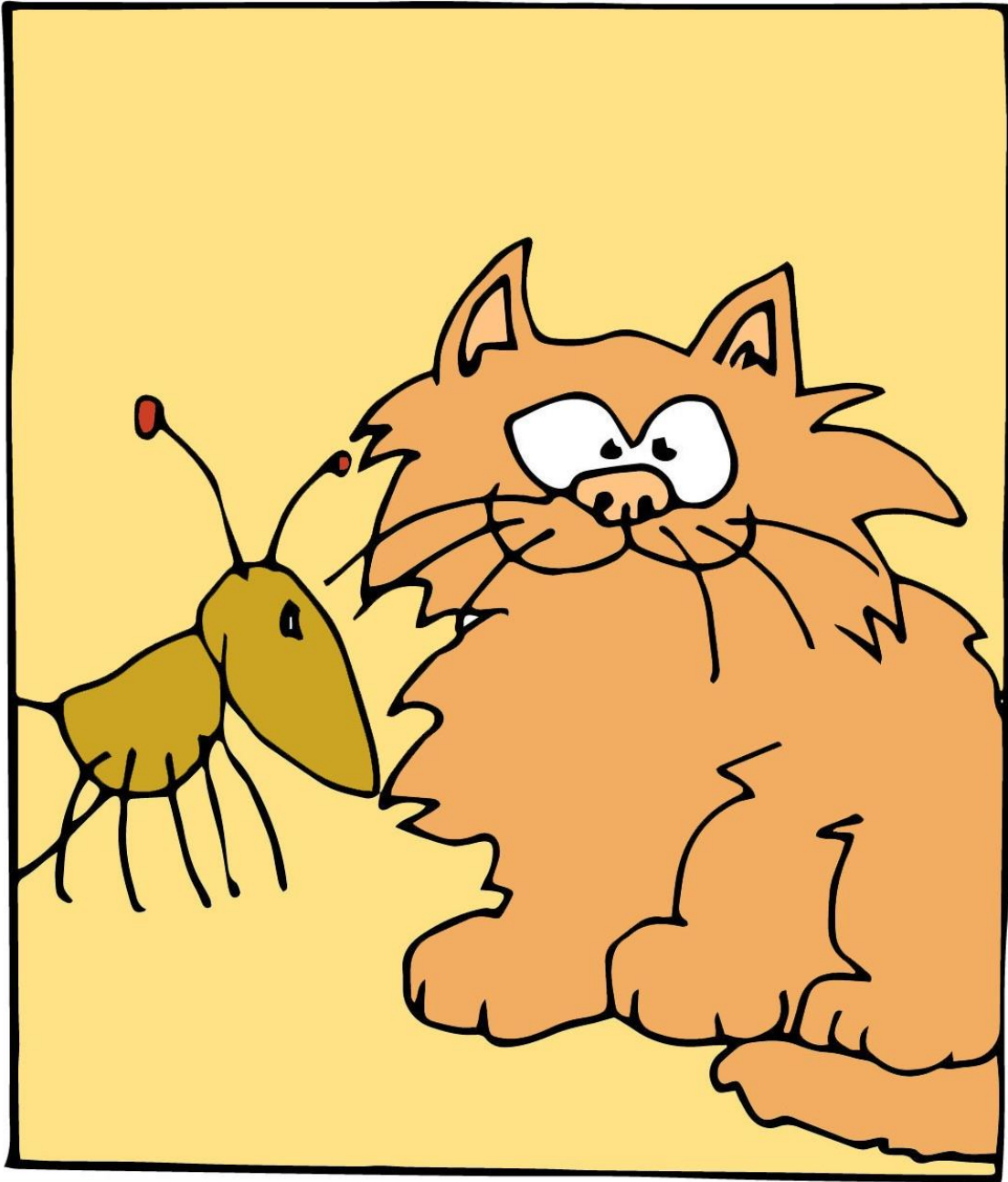
| | | | |
|-----------|-----------|----------|----------|
| th | Th | s | S |
| g | G | u | U |
| i | I | h | H |



Words

| | | |
|-------------|-------------|-------------|
| Sal | with | gum |
| that | wig | is |
| mad | sad | hugs |
| Sam | has | ham |



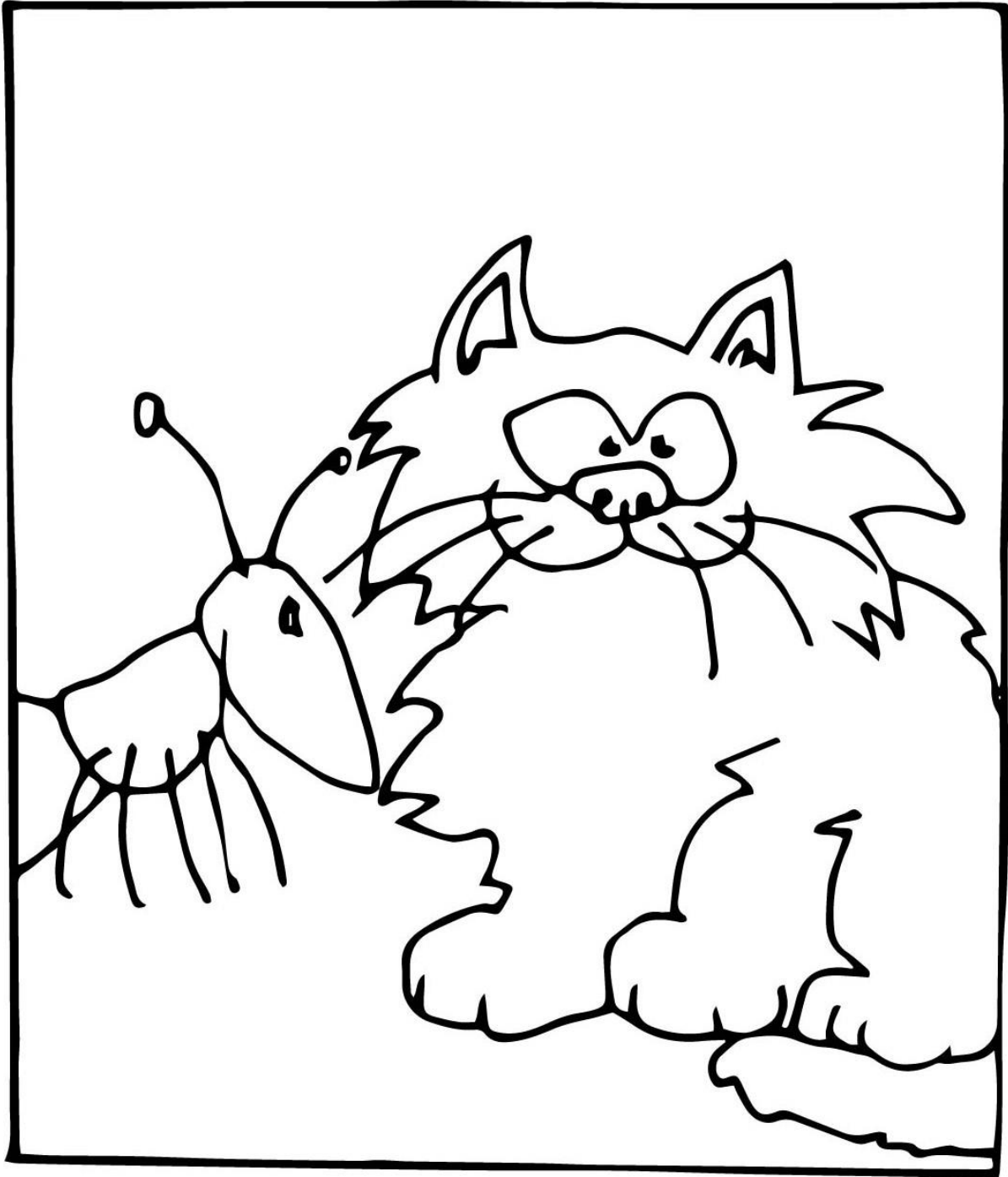


Sal with Sam

By Terry Dodds

Book 2

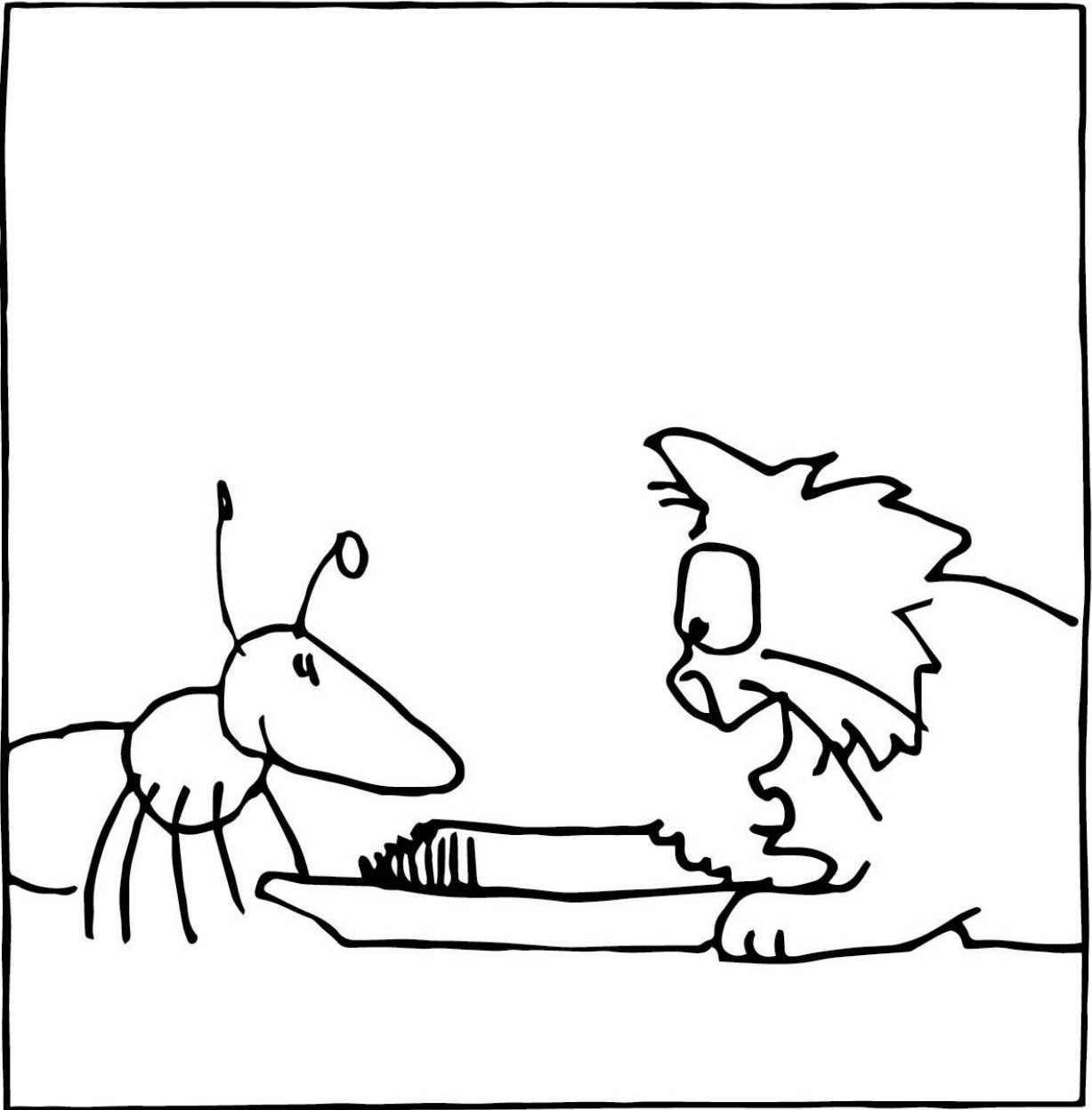
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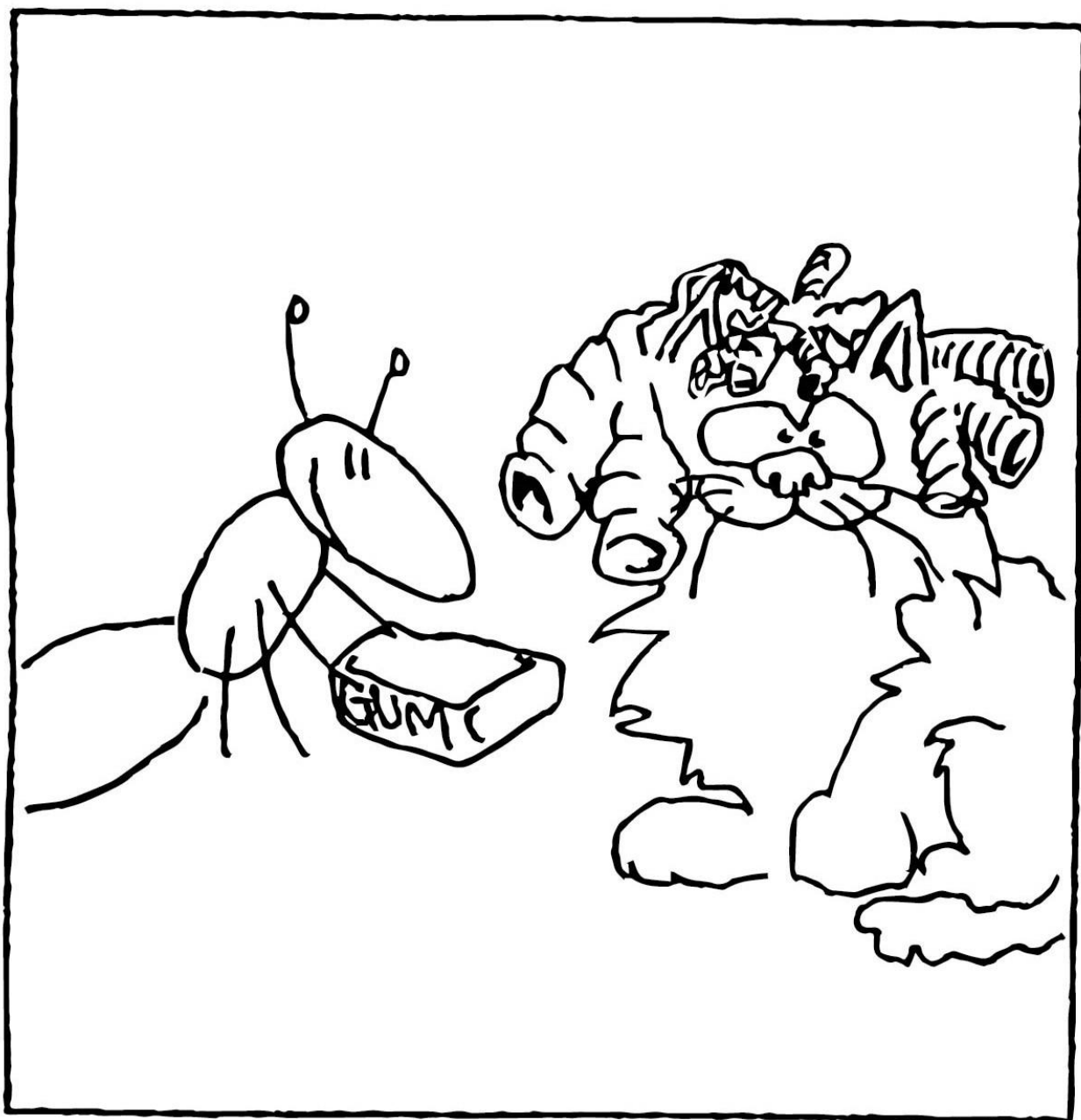
Sal is with Sam.



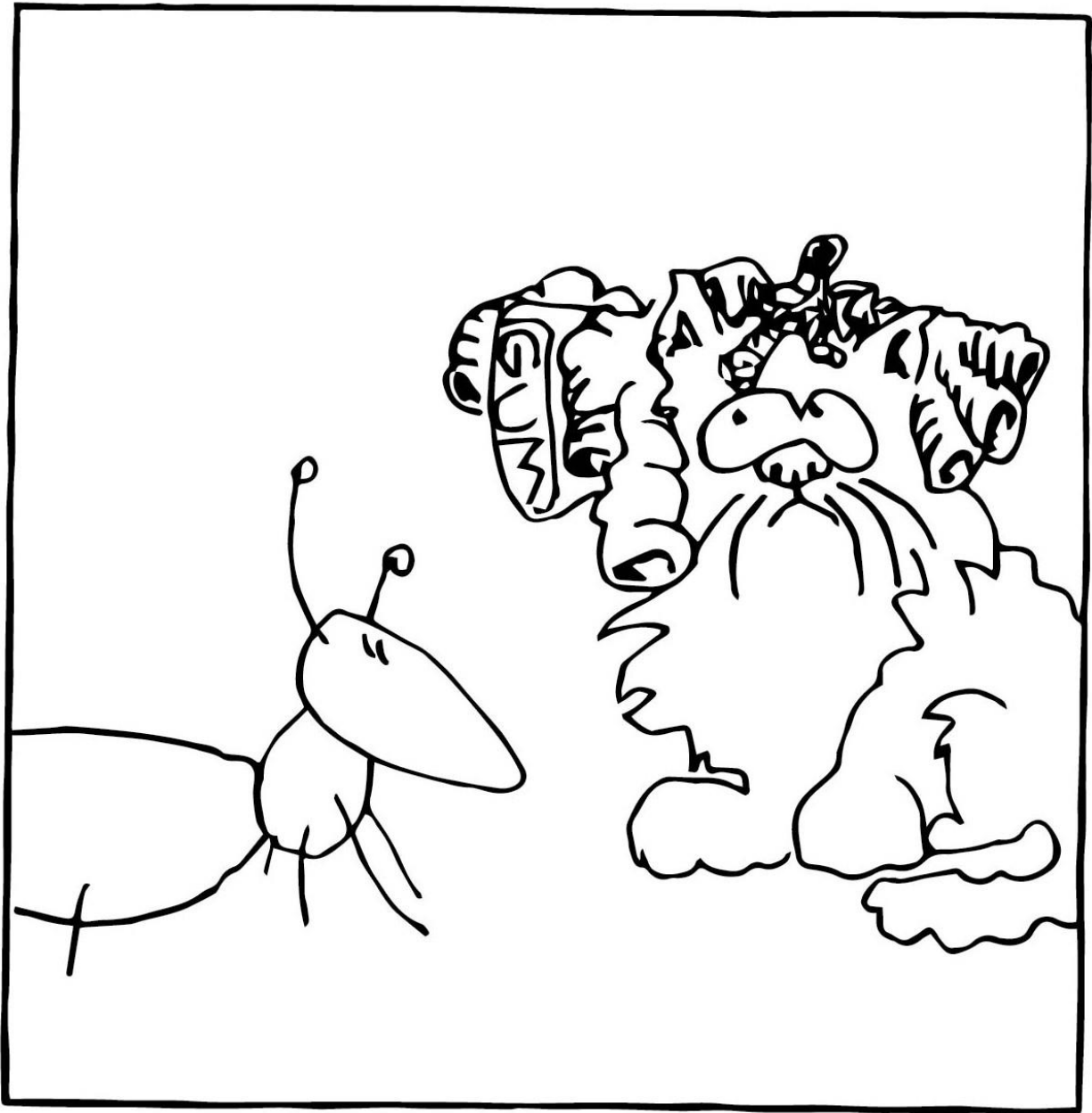
Sam has the ham.



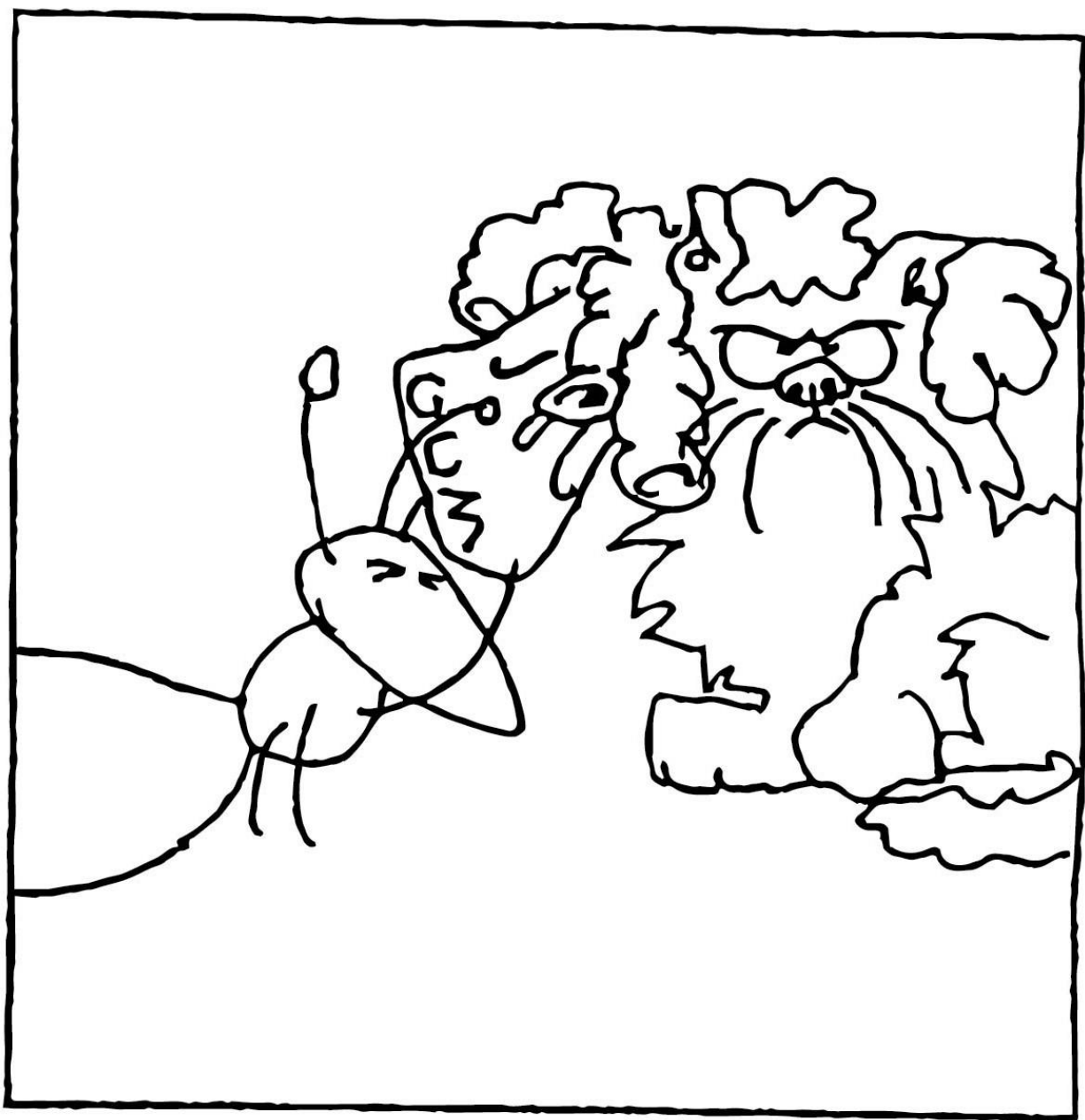
Sal has ham with Sam.



Sal has the gum.
Sam has a wig.



Sam has gum on that wig.



Sam is mad.
Sal is sad.



Sal hugs Sam.



Sam is not mad.
Sal is with Sam.

Let's Talk About the Story

Sal with Sam



- 1) What does Sam have?
- 2) What does Sal have?
- 3) How did Sam and Sal feel at the end of the story?
- 4) What makes you feel better when you are mad?



Getting Ready to Read

Tug

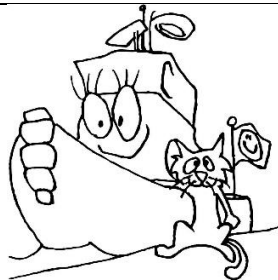


Sounds

| | | | |
|----------|----------|-----------|-----------|
| t | T | th | Th |
| f | F | l | L |
| n | N | k | K |

Words

| | | |
|-------------|-------------|-------------|
| Tug | fast | flag |
| runs | gas | Tom |
| with | fun | will |
| that | has | fits |



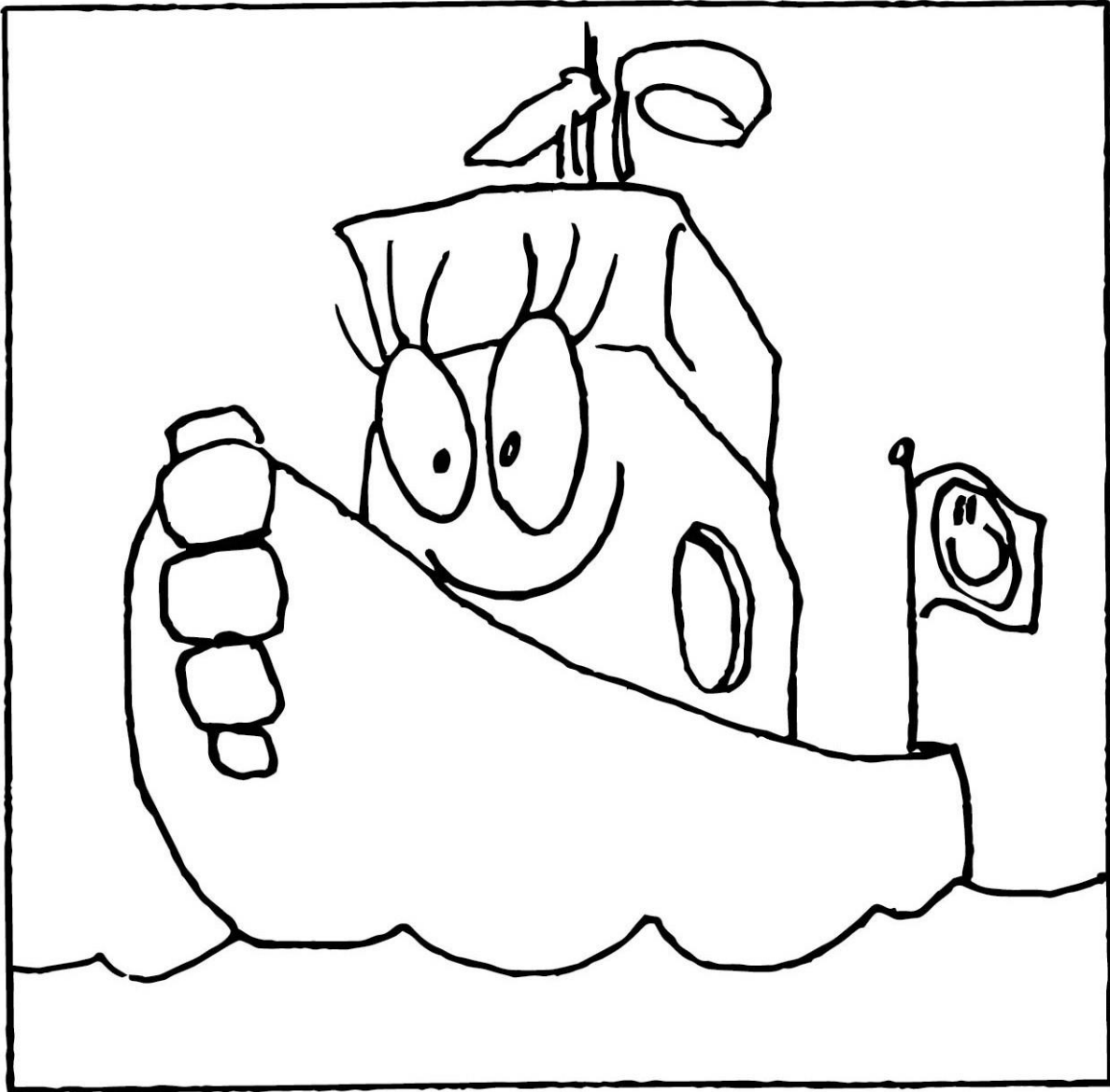


Tug

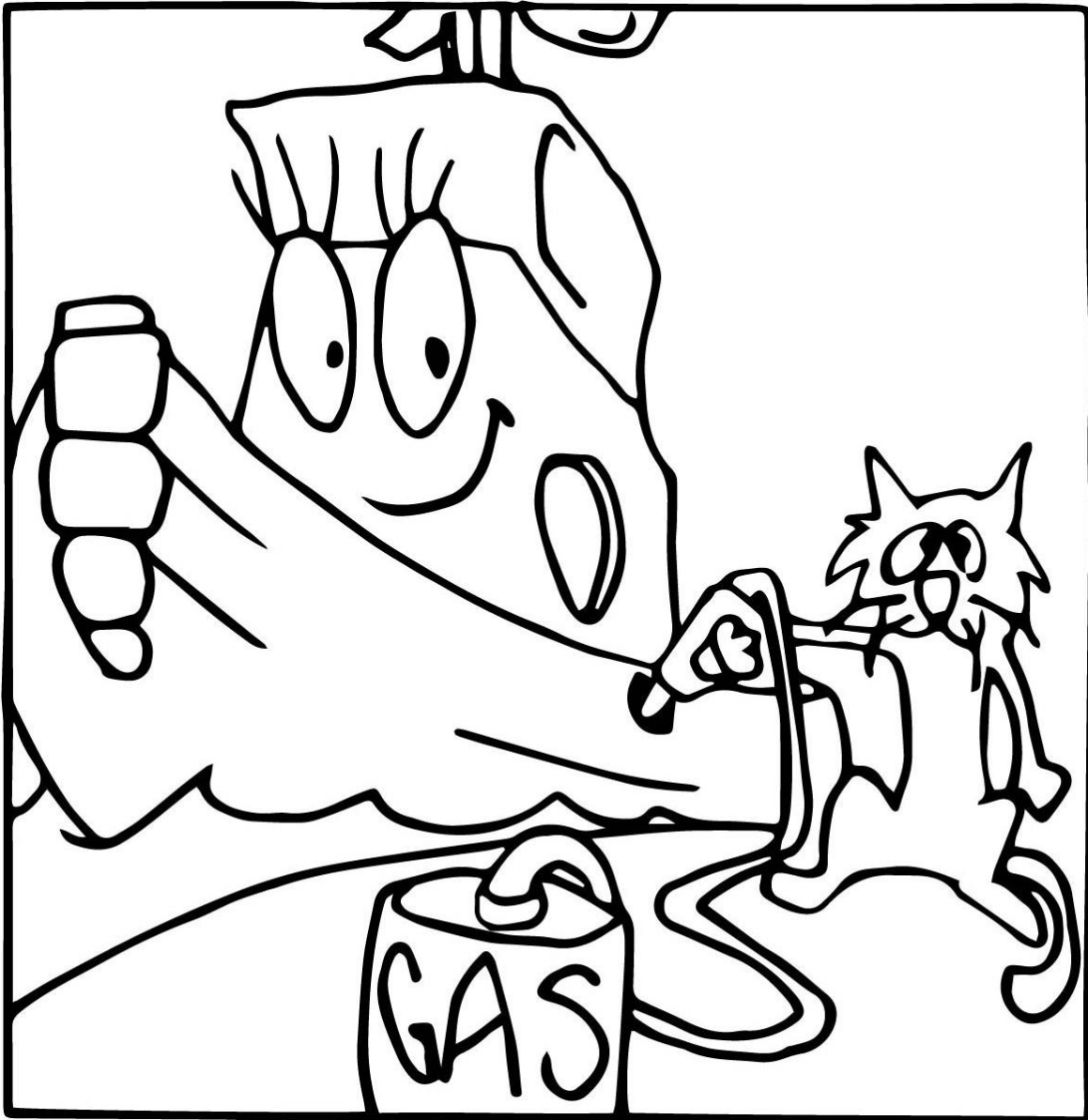
By Terry Dodds

Book 3

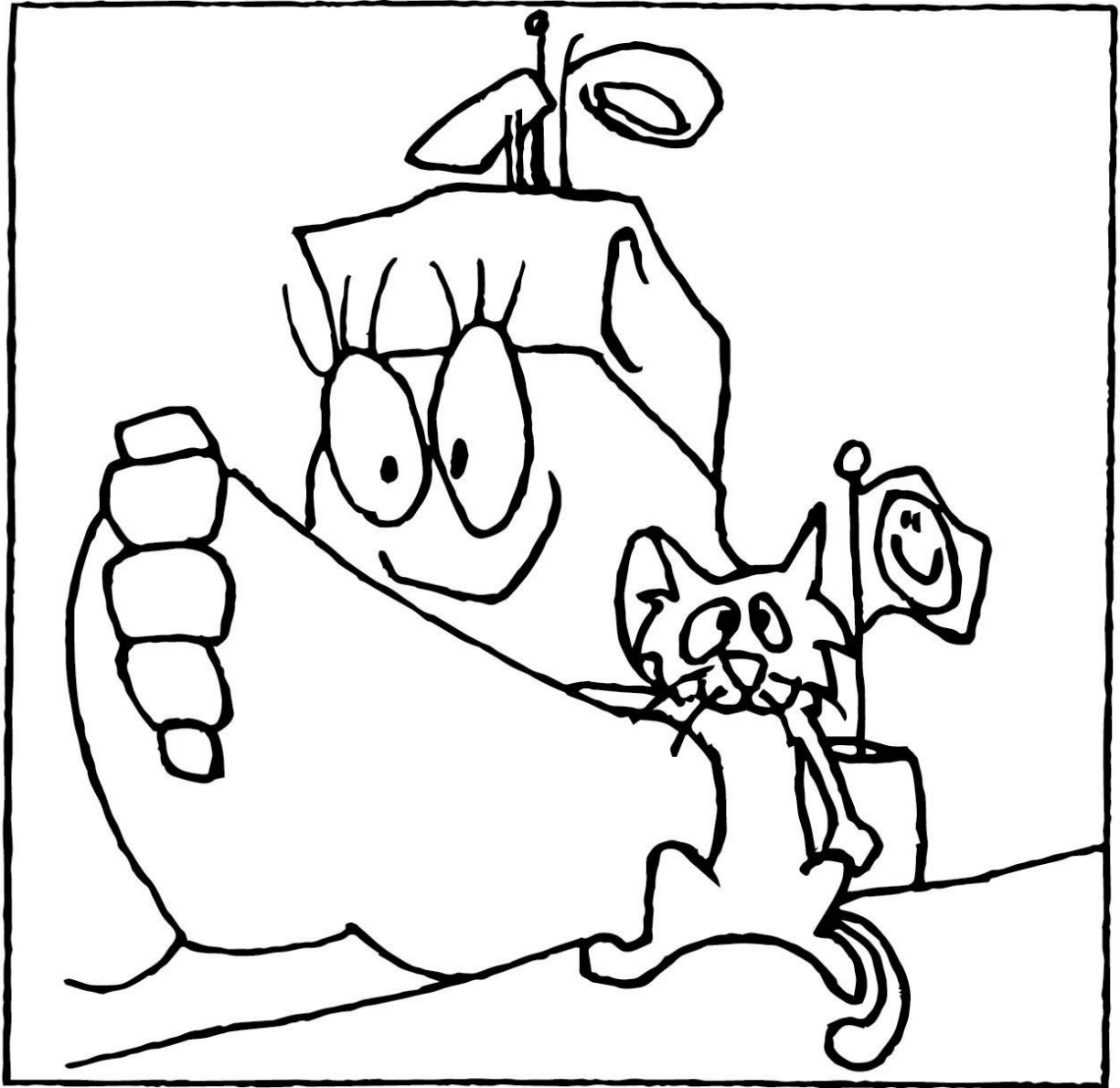
Focus: T



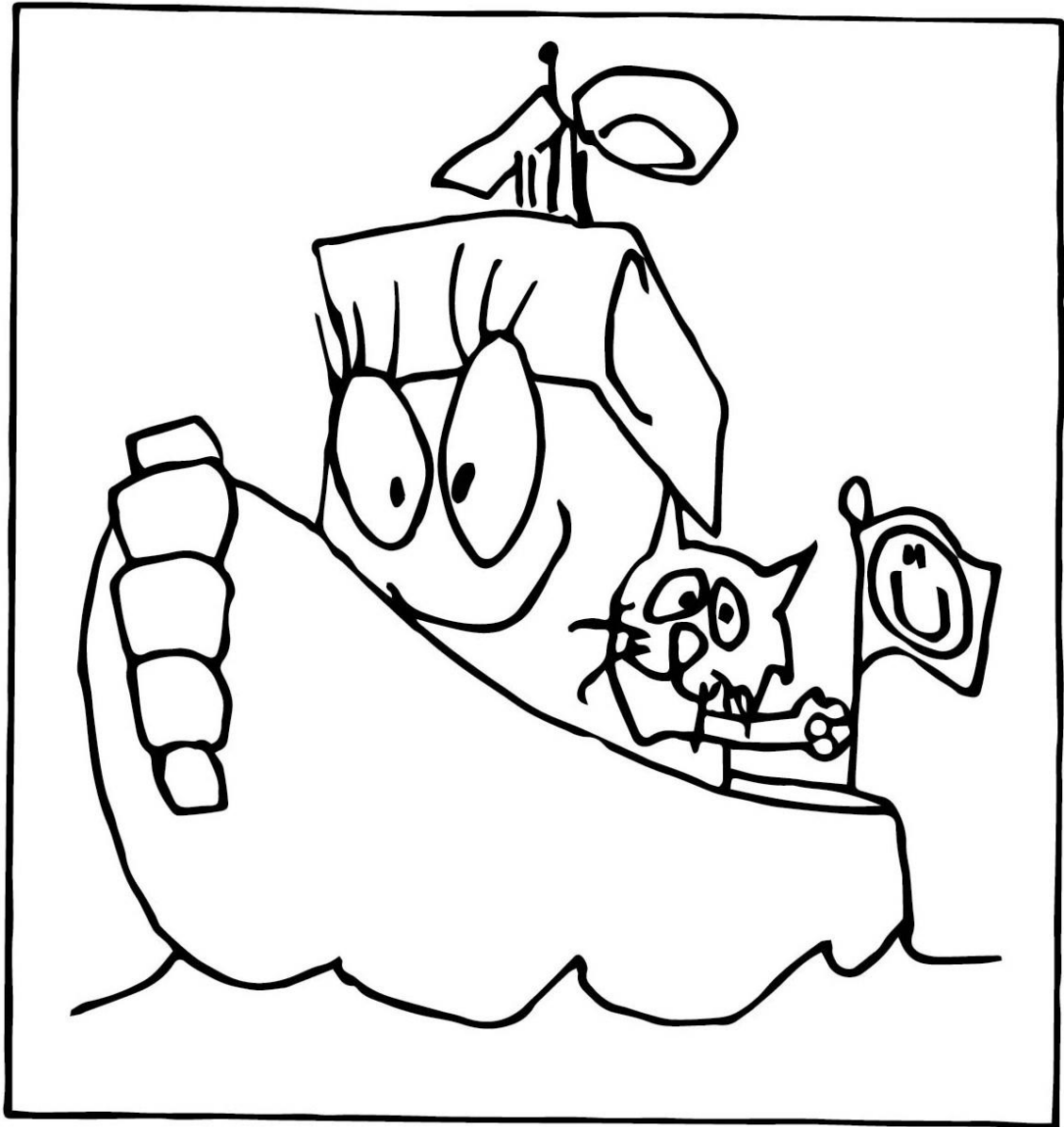
Tug is fast.
Tug has a flag.



Tug runs on gas.
Tug has gas.



Tom is with Tug.



Tug has fun with Tom.



Tug will not fit in the hut.

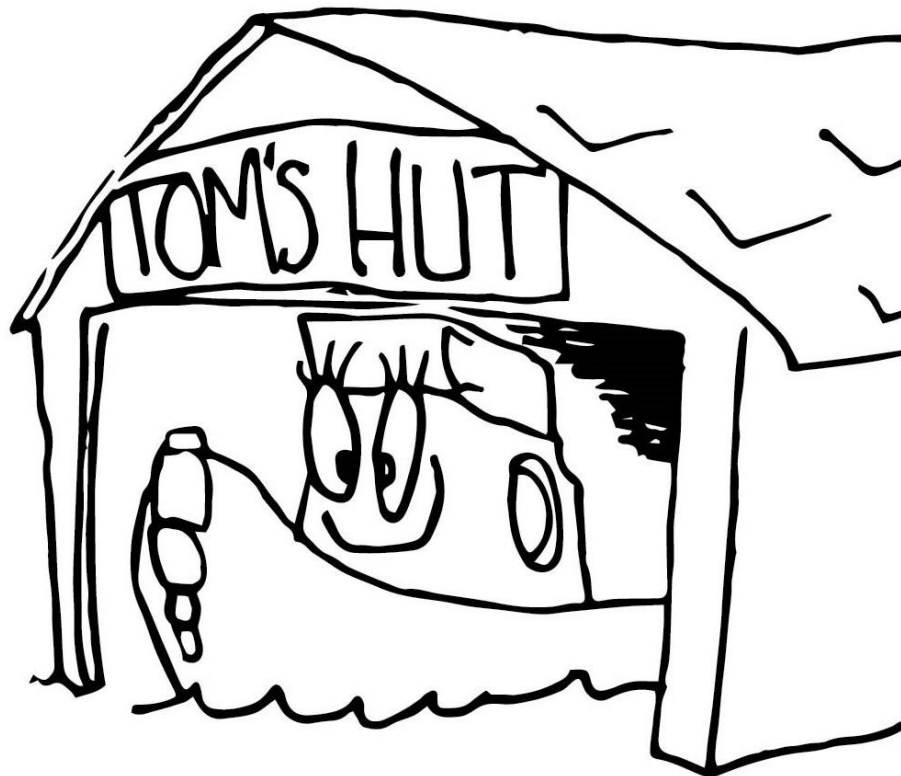


Tom has a hut that fits Tug.

Let's Talk About the Story

Tug

- 1) Tell me about Tug.
- 2) What is Tug's problem?
- 3) How is Tug's problem solved?
- 4) What is a place you are too big to fit?



Special discount for workshop participants!

Workshop participants can receive a **25% discount** by ordering both Parts 1 & 2 before October 30, 2020 (total of 40 storybooks, accompanying instruction materials, and more games!). Each part is \$40.00. This includes 20 storybooks with instructions for use.

To receive this special price, give the workshop code **RCOCT20** when you place your order.

Readers Club may be ordered from the Novel Ideas, Inc. website: novelideas-inc.com.

