

## Foundations of Reading (Level 3)

Level 3 of our reading program is filled with opportunities to *practice* newly acquired reading ability.

Level 3 has a strong emphasis on *syllables*. You will be amazed at the complex words your student will be able to read with ease by the end of this course. Phonics concepts from Level 1 are reviewed in a logical, sequential way. Each lesson builds upon the previous lesson, but Mom remains in charge — helping her student move as quickly or slowly as needed. We believe in teaching “phonograms” rather than sight words, so that no guessing is involved. Order and the beauty of language will be emphasized, with lots of opportunity for review and practice each day.

Our “practicing to read with syllables” program contains selections from Noah Webster’s *1824 American Spelling Book*, the *1650 Scottish Psalter*, and selections from Scripture.

### Is your student ready for Level 3?

- Be sure he knows all the sounds listed in Levels 1 and 2.
- Student should also be able to write in cursive. If cursive is a new skill for him, download the 26-lesson *Shortcut to Cursive* to use before starting Level 3.

## Topics Covered

Each lesson includes the following activities:

1. **Spelling** – Student will spell with magnets as well as orally.
2. **Copying** – Student will copy words in cursive on a whiteboard as well as on paper.
3. **Reading Words** – Student will practice reading words by syllable from his “reader.”
4. **Dictation** – Student will write words and sentences that Mom reads aloud.
5. **Reading Paragraphs** – Student will read sentences and paragraphs aloud to Mom.

# How to Use This Curriculum

## WEEKLY FORMAT

The curriculum is set up with daily lesson plans. However, we strongly recommend that you **pace the instruction to the needs of the student** rather than simply trying to complete the next lesson as rapidly as possible. Children mature at a variety of rates. Take as much time as your child needs!

## LESSON ATMOSPHERE

Try to have your daily reading, writing, and spelling lessons at the **same time and place each day**. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have 15-20 minutes of uninterrupted time with your practicing reader.)

Have the student face in the **same direction each day**, working at a comfortable table. This will help orient the student in space and in the awareness of left-right directionality.

## LESSON PLAN FORMAT

### The lessons include

- A **“Teacher’s Manual”** that is designed to be printed and inserted into a 3-ring binder.
- A **“Student Workbook”** that is designed to be printed and inserted into a 3-ring binder.

In addition, **we include two “Readers”** that should also be printed and inserted into the student’s 3-ring binder. Since *not every page of the readers will be used*, we recommend saving ink and only printing the pages that are used in our lesson plans. Each week’s plan will tell you which pages will be used that week. (Another option would be to read on a mobile device.)

- Download Noah Webster’s *1824 American Spelling Book*.
- Download the *1650 Scottish Psalter*.

Your student will also need **his own Bible**, since he will be reading extensively from Scripture. Our curriculum uses the King James Version, but you should feel free to use the translation your family prefers.

**Finally, we include “writing paper”** that you can print. We recommend that at this age, your student should begin transitioning from the smallest size of ruled lines on our paper (p. 5) to regular, wide-ruled notebook paper available at any school-supply store.

## SUPPLIES NEEDED

- The student will need a pencil with an attached eraser.
- Small dry-erase board for student. We prefer one that is lined on one side and blank on the other.
- Dry-erase markers.
- Magnetic letters. Since many of the words in Level 2 are multi-syllable words, you may wish to invest in several sets of inexpensive ABC magnets from a dollar store. It's nice to keep your letters organized (in alphabetical order) on a metal cookie sheet or on a magnetic white board.

If money is tight, be creative with what you have on hand!

## AGES

This curriculum is intended primarily for children ages 6-12 who are practicing their reading abilities. You may easily use it with older children (or adults) to practice reading skills. It is *not* a childish curriculum in any way.

## Need Help Teaching Phonics?

If this is your first time teaching someone to read, don't be nervous. Contact us if you're having trouble understanding or explaining a topic. We'll make a video and show you how we teach it at our house. That's what community is for!

## About Foundations of Reading (Level 3)

*Foundations of Reading (Level 3)* is copyright 2013 by Anne Elliott.

All rights reserved. No part of this curriculum may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles or reviews. You do have permission to photocopy the curriculum for your own personal use. You may select individual pages to copy, or you may copy the entire curriculum! It is up to you how much of the information you want to copy and for how many children in your family you want to use it. You can copy this curriculum for use in your immediate family only; redistributing the book to other families is strictly prohibited.

Scripture taken from the King James Version of the Bible, unless otherwise noted.

***“Therefore all things whatsoever ye would that men should do to you, do ye even so to them” (Matthew 7:12).***

Published by Foundations Press.



# Practicing to Read - Week 1

## Mom's Notes

Print the following pages:

- ❑ Webster, pp. 39, 41-42

Student should also be able to write in cursive. If cursive is a new skill for him, download the 26-lesson “**Shortcut to Cursive**” to use before starting Level 2:

- ❑ <http://homeschoolingtorah.com/introduction-to-foundations-of-reading-level-2>

## Day 1

### Reading Words

- ❑ Using Webster, p. 41, Table 14, have student read across the rows of words in the following set.
  - Note: Does your student remember the rules learned from Webster, pp. 15-17, Tables 1-2? If not, review these pages first. See the video on “How to Use Webster’s Spelling Book” at <http://homeschoolingtorah.com/phonics-2-week-1>.
- ❑ After reading across, have the student read the same words going down each column.

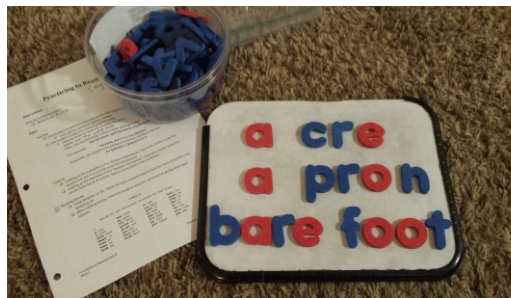
TABLE 14.

*Words of two syllables accented on the first.*

1	fea ture	ni ter	tail lor
a cre	fe male	oat meal	trait or
a pron	fro ward	past ry	trea ty
bare foot	grate ful	pi ous	wea ry
beast ly	griev ous	peo ple	wo ful
brew er	gno mon	plu mage	wri ter
beau ty	hein ous	pa rent	wain scot
brok en	hind most	pro logue	yeo man

### Spelling

- ❑ Ask student to spell the following words with magnets.
  - a-cre, a-pron, bare-foot, beast-ly, brew-er
  - Procedure:



1. **Look** at the word together in *Webster’s Spelling Book*.
2. **Try** to put the letter magnets on the board without looking, but if unsure, it’s okay to sneak a peek. Accuracy is more important than knowing how to spell. (Keep in mind that you are practicing *reading* skills, not spelling skills. However, your student will probably start seeing patterns that also help his spelling skills.)
3. **Leave a space** between syllables.
4. **Compare** the student’s spelling to *Webster’s Spelling Book*.



- ❑ Ask student to spell the following words orally:
  - beau-ty, brok-en, fea-ture, fe-male, fro-ward
  - Procedure:
    1. **Look** at the word together in *Webster's Spelling Book*.
    2. **Try** to spell the word orally without looking, but if unsure, it's okay to sneak a peek.

Note: Use the following method when spelling orally:  
**Say the word, spell the word, say the word.**  
For example:  
**"decisive, d-e-c-i-s-i-v-e, decisive"**

3. **Leave a space** between syllables.

For example, the student should pause between syllables:  
**d-e (pause) c-i (pause) s-i-v-e**

4. **Compare** the student's spelling to *Webster's Spelling Book*.

#### Dictation

- ❑ From *Webster*, p. 39, Lesson 1, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.
  - The goal is not total accuracy. Expect your student to make errors. However, try to help your student learn to listen attentively.

#### Reading Paragraphs

- ❑ *Psalms Reader*, p. 1, Psalm 1 – Have student read it aloud to you.

#### Copying

- ❑ Looking at the examples in his "Student Workbook," have the student copy the words from Set A *in cursive* onto the whiteboard.
- ❑ Looking at the examples in his "Student Workbook," have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



## Day 2

### Reading Words

- Using *Webster*, p. 41, Table 14, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

boat swain	hoar y	quo ta	ab sence
bow sprit	hu mor	rhu barb	ab bey
brave ry	jew el	ri fle	am ple
ca ble	jui cy	rogu ish	asth ma
cheap en	knave ry	re gion	an cle
dai ly	knight hood	sea son	bal ance
dai sy	li ver	spright ly	bel fry
dea con	la bor	sti fle	bash ful
dia mond	le gion	stee ple	bish op
do tage	may or	bol ster	blem ish
eve ning	me ter	coul ter	blus ter
fa vor	mi ter	slave ry	brim stone

### Spelling

- Ask student to spell the following words with magnets:
  - hu-mor, rhu-barb, jew-el, dai-sy, le-gion
- Ask student to spell the following words orally:
  - eve-ning, fa-vor, ca-ble, ri-fle, am-ple

Note: Use the following method when spelling orally:

**Say the word, spell the word, say the word.**

For example:

**“decisive, d-e-c-i-s-i-v-e, decisive”**

If possible, the student should pause between syllables, like this:

**d-e (pause) c-i (pause) s-i-v-e**

### Dictation

- From *Webster*, p. 39, Lesson 2, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader*, p. 2, Psalm 2 – Have student read it aloud to you.

### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



### Day 3

#### Reading Words

- Using *Webster*, p. 42, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

fla vor	mea sles	shoul der	brick kiln
blud geon	dam son	grav el	mel on
bel lows	dan gle	grum ble	mer it
bis cuit	dac tyl	guin ea	min gle
brit tle	debt or	gud geon	mis tress
buck ram	dim ple	hand ful	mis chief
bus tle	dis tance	hab it	musk et
cam el	doub le	has soc	mus lin
cap rice	driv en	ha voc	mus ter
cap tain	dud geon	heif er	mar riage

#### Spelling

- Ask student to spell the following words with magnets:
  - fl-avor, shoul-der, grav-el, mel-on, grum-ble
- Ask student to spell the following words orally:
  - mea-sles, bis-cuit, debt-or, dim-ple, hand-ful

Note: Use the following method when spelling orally:

**Say the word, spell the word, say the word.**

If possible, the student should pause between syllables.

#### Dictation

- From *Webster*, p. 39, Lesson 3, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

#### Reading Paragraphs

- Psalms Reader*, p. 3, Psalm 4 – Have student read it aloud to you.

#### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



## Day 4

### Reading Words

- ❑ Using *Webster*, p. 42, have student read across the rows of words in the following set.
- ❑ After reading across, have the student read the same words going down each column.

cen sure	dun geon	heav y	nev er
chap el	drunk ard	hin drance	nim ble
chas ten	dust y	hus band	pad lock
cher ish	ec logue	hum ble	pamph let
chim ney	en gine	husk y	pen nance
car ry	en sign	im age	pes ter
car riage	en trails	in stance	phren zy
cis tern	er ror	in ward	pis mire
cit y	fash ion	isth mus	plan et
clam or	fam ish	jeal ous	pleas ant

### Spelling

- ❑ Ask student to spell the following words with magnets:
  - dun-geon, heav-y, nev-er, drunk-ard, nim-ble
- ❑ Ask student to spell the following words orally:
  - dust-y, hus-band, cher-ish, hum-ble, pamph-let

### Dictation

- ❑ From *Webster*, p. 39, Lesson 4, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- ❑ *Psalms Reader*, p. 4, Psalm 8 – Have student read it aloud to you.

### Copying

- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



## Day 5

### Reading Words

- Using *Webster*, p. 41, Table 14, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

<b>clean</b> ly	<b>fas</b> set	<b>jour</b> nal	<b>peas</b> ant
<b>cred</b> it	<b>fat</b> ten	<b>judge</b> ment	<b>pinch</b> ers
<b>crev</b> ice	<b>fes</b> ter	<b>knap</b> sack	<b>pun</b> ish
<b>crust</b> y	<b>fid</b> dle	<b>lan</b> guage	<b>puz</b> zle
<b>crys</b> tal	<b>flag</b> on	<b>lan</b> guor	<b>pic</b> ture
<b>cup</b> board	<b>frec</b> kle	<b>land</b> lord	<b>pur</b> chase
<b>cus</b> tom	<b>frus</b> trate	<b>lev</b> el	<b>prac</b> tice
<b>crib</b> bage	<b>fur</b> lough	<b>lim</b> it	<b>phthis</b> ic
<b>cul</b> ture	<b>fran</b> chise	<b>lus</b> ter	<b>punch</b> eon
<b>cous</b> in	<b>ges</b> ture	<b>lunch</b> eon	<b>quick</b> en

### Spelling

- Ask student to spell the following words with magnets:
  - jour-nal, peas-ant, cred-it, fat-ten, judg-ment\*
  - \*Note: The word *judgment* is spelled *judgement* in Webster, p. 42. Why do you think this is?
- Ask student to spell the following words orally:
  - pun-ish, crust-y, fid-dle, lan-guage, puz-zle

### Dictation

- From *Webster*, p. 39, Lesson 5, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Romans 1 – Have student read it aloud to you from his own Bible.

### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



# Practicing to Read - Week 2

## Mom's Notes

Print the following page:

- Webster, p. 43

## Day 1

### Reading Words

- Using Webster, p. 42, Table 14, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

cut lass	gant let	mad am	ram ble
dam age	gin gle	mal ice	rap id
dam ask	grand eur	man gle	rat tle
dam sel	grand eur	mas tiff	reb el
rel ish	tav ern	daugh ter	mark et
rig or	tempt er	au tumn	mus ter
ris en	ten ant	fault y	mar quis
riv er	till age	for tress	par cel
riv et	tip ple	for tune	par don
ruf fle	tress pass	gau dy	par lor
res in	troub le	geor gic	part ner

### Spelling

- Ask student to spell the following words with magnets:
  - ruffle, trouble, faulty, muster, parlor
- Ask student to spell the following words orally:
  - tav-ern, for-tress, tress-pass, par-don, part-ner

Note: Use the following method when spelling orally:

**Say the word, spell the word, say the word.**

### Dictation

- From Webster, p. 40, Lesson 6, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader*, p. 5, Psalm 11 – Have student read it aloud to you.



### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.

## Day 2

### Reading Words

- Using *Webster*, p. 43, Table 14, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

<b>sam</b> ple	<b>twink</b> ling	<b>gorge</b> ous	<b>pas</b> ture
<b>salm</b> on	<b>trans</b> port	<b>lau</b> rel	<b>psalm</b> ist
<b>satch</b> el	<b>trun</b> cheon	<b>lord</b> ship	<b>scar</b> let
<b>scab</b> bard	<b>ven</b> om	<b>haugh</b> ty	<b>slan</b> der
<b>scis</b> sors	<b>ven</b> ture	<b>morn</b> ing	<b>al</b> so
<b>seven</b> night	<b>vint</b> age	<b>mor</b> tal	<b>al</b> way
<b>scep</b> ter	<b>vis</b> it	<b>mort</b> gage	<b>bon</b> fire
<b>spec</b> ter	<b>vis</b> age	<b>naugh</b> ty	<b>cob</b> ler
<b>scrib</b> ble	<b>vict</b> uals	<b>saw</b> yer	<b>clos</b> et
<b>scuf</b> fle	<b>venge</b> ance	<b>tor</b> ment	<b>col</b> league

### Spelling

- Ask student to spell the following words with magnets:
  - lordship, haughty, scarlet, slander, closet
- Ask student to spell the following words orally:
  - salm-on, ven-ture, scep-ter, scuf-fle, naught-ty

Note: Some of these words include silent letters.

### Dictation

- From *Webster*, p. 40, Lesson 7, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader*, p. 6, Psalm 12 – Have student read it aloud to you.



### Copying

- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.

### Day 3

#### Reading Words

- ❑ Using *Webster*, p. 43, have student read across the rows of words in the following set.
- ❑ After reading across, have the student read the same words going down each column.

sin ew	veni son	wa ter	com et
sim ple	vine yard	sau cy	com rade
sin gle	wel come	sau cer	con quer
scep tic	wed lock	an swer	cock swain
smug gle	wick ed	barb er	con duit
span gle	wran gle	brace let	cop y
spig ot	wrap per	cart er	con trite
spit tle	wres tle	cham ber	cof fin
spin dle	wrist band	craft y	doc trine

#### Spelling

- ❑ Ask student to spell the following words with magnets:
  - wedlock, saucy, copy, coffin, doctrine
- ❑ Ask student to spell the following words orally:
  - scep-tic, spin-dle, wrist-band, craft-y, con-quer

#### Dictation

- ❑ From *Webster*, p. 40, Lesson 9, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

#### Reading Paragraphs

- ❑ *Psalms Reader*, p. 7, Psalm 14 – Have student read it aloud to you.

#### Copying

- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



## Day 4

### Reading Words

- Using *Webster*, p. 43, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

<b>sup</b> ple	<b>weap</b> on	<b>char</b> coal	<b>flor</b> id
<b>subt</b> le	<b>wid</b> geon	<b>flask</b> et	<b>fon</b> dle
<b>stur</b> geon	<b>zeal</b> ot	<b>gar</b> land	<b>fore</b> head
<b>sur</b> geon	<b>zeal</b> ous	<b>ghast</b> ly	<b>frol</b> ic
<b>tal</b> lent	<b>zeph</b> yr <sup>3</sup>	<b>gar</b> ment	<b>fal</b> chion
<b>tal</b> on	<b>slaugh</b> ter	<b>har</b> lot	<b>grog</b> ram
<b>tan</b> gle	<b>bor</b> der	<b>har</b> vest	<b>gos</b> lin
<b>tat</b> tle	<b>cor</b> ner	<b>jaun</b> dice	<b>hogs</b> head
<b>hom</b> age	<b>spon</b> dee	<b>coop</b> er	<b>shov</b> el
<b>hon</b> est	<b>wan</b> der	<b>cuck</b> oo	<b>squir</b> rel

### Spelling

- Ask student to spell the following words with magnets:
  - zealous, corner, frolic, shovel, squirrel
- Ask student to spell the following words orally:
  - subt-tle, stur-geon, hon-est, wan-der, coop-er

### Dictation

- From *Webster*, p. 40, Lesson 10, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader*, p. 8, Psalm 15 – Have student read it aloud to you.

### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



## Day 5

### Reading Words

- Using *Webster*, p. 43, Table 14, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

hon or	wan ton	<sup>2</sup> ver min	-vir gin
knowl edge	war rant	ver dict	wor ship
hal loe	squan der	ver juice	won der
lodg er	yon der	vir tue	neigh bor
mod est	<sup>6</sup> gloom y	kern el	ou
mod ern	wo man	<sup>8</sup> con jure	coun cil
mon strous	boo by	cov er	coun ter
nov el	<sup>7</sup> wool len	cir cuit	coun ty

### Spelling

- Ask student to spell the following words with magnets:
  - yonder, virtue, novel, woolen, circuit
- Ask student to spell the following words orally:
  - squan-der, ver-min, coun-cil, coun-ter, coun-ty

### Dictation

- From *Webster*, p. 40, Lesson 11, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Romans 2 – Have student read it aloud to you from his own Bible.

### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



# Practicing to Read - Week 3

## Mom's Notes

Print the following pages:

- Webster, p. 45-46.
- Psalms Reader, pp. 9-11, 15-17.

## Day 1

### Reading Words

- Using Webster, p. 45, Table 16, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

ac <b>quire</b>	af <b>fair</b>	ap <b>proach</b>	a <b>stray</b>
a <b>base</b>	af <b>fright</b>	ar <b>raign</b>	a <b>vail</b>
a <b>buse</b>	a <b>gainst</b>	a <b>rise</b>	a <b>wake</b>
a <b>dieu</b>	a <b>muse</b>	as <b>sign</b>	a <b>way</b>
al <b>ly</b>	en <b>croach</b>	un <b>tie</b>	a <b>far</b>
aw <b>ry</b>	en <b>dear</b>	un <b>true</b>	a <b>larm</b>
be <b>lieve</b>	en <b>treat</b>	up <b>right</b>	quit <b>ar</b>

### Spelling

- Ask student to spell the following words with magnets:
  - abase, abuse, arise, believe, endear
- Ask student to spell the following words orally:
  - a-stray, a-wake, a-way, a-far, a-larm

Note: Use the following method when spelling orally:

**Say the word, spell the word, say the word.**

### Dictation

- From Proverbs 10:1-2, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader, p. 9-10, Psalm 19 – Have student read it aloud to you.



### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.

## Day 2

### Reading Words

- Using *Webster*, p. 46, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

be <b>lief</b>	ex <b>cise</b>	ad <b>journal</b>	in <b>graft</b>
be <b>nign</b>	ex <b>pose</b>	a <b>byss</b>	re <b>mark</b>
be <b>siege</b>	in <b>crease</b>	at <b>tack</b>	sur <b>pass</b>
be <b>low</b>	in <b>dict</b>	at <b>tempt</b>	ca <b>tarrh</b>
be <b>stow</b>	in <b>pair</b>	a <b>venge</b>	re <b>gard</b>
bo <b>hea</b>	in <b>fuse</b>	ad <b>ept</b>	ap <b>prove</b>
con <b>sign</b>	in <b>scribe</b>	be <b>head</b>	a <b>mour</b>
com <b>plain</b>	ma <b>lign</b>	be <b>twixt</b>	bab <b>oon</b>
cam <b>paign</b>	ob <b>tain</b>	bur <b>lesque</b>	bas <b>soon</b>

### Spelling

- Ask student to spell the following words with magnets:
  - belief, increase, infuse, below, approve
- Ask student to spell the following words orally:
  - com-plain, ob-tain, at-tack, in-graft, re-mark

### Dictation

- From Proverbs 10:3-4, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader*, p. 11, Psalm 20 – Have student read it aloud to you.

### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.



### Day 3

#### Reading Words

- Using *Webster*, p. 46, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

com <b>pose</b>	o <b>pake</b>	con <b>temn</b>	be <b>hoove</b>
con <b>dign</b>	ob <b>lige</b>	con <b>tempt</b>	buf <b>foon</b>
con <b>cise</b>	per <b>tain</b>	co <b>quet</b>	ca <b>noe</b>
con <b>ceit</b>	pre <b>vail</b>	e <b>nough</b>	car <b>touch</b>
con <b>fuse</b>	pre <b>scribe</b>	fi <b>nesse</b>	dis <b>prove</b>
con <b>strain</b>	pro <b>pose</b>	ga <b>zette</b>	a <b>do</b>
de <b>ceive</b>	pur <b>suit</b>	gro <b>tesque</b>	a <b>loof</b>
			2
de <b>ceit</b>	pro <b>rogue</b>	har <b>angue</b>	e <b>merge</b>
de <b>crease</b>	re <b>ceive</b>	im <b>mense</b>	im <b>merse</b>

#### Spelling

- Ask student to spell the following words with magnets:
  - decrease, confuse, immense, canoe, immerse
- Ask student to spell the following words orally:
  - con-cise, con-ceit, de-ceive, re-ceive, pur-suit

#### Dictation

- From Proverbs 10:5-6, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

#### Reading Paragraphs

- Psalms Reader*, p. 15, Psalm 23 – Have student read it aloud to you.

#### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.

### Day 4

#### Reading Words

- Using *Webster*, p. 46, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.



de <b>light</b>	re <b>cept</b>	qua <b>drille</b>	af <b>firm</b>
de <b>pose</b>	re <b>course</b>	so <b>journ</b>	de <b>sert</b>
de <b>scribe</b>	re <b>pair</b>	be <b>cause</b>	de <b>serve</b>
de <b>sire</b>	re <b>pose</b>	a <b>dorn</b>	a <b>bove</b>
de <b>vise</b>	re <b>strain</b>	de <b>fraud</b>	be <b>come</b>
dis <b>claim</b>	re <b>sume</b>	de <b>bauch</b>	be <b>love</b>
dis <b>course</b>	re <b>tain</b>	per <b>form</b>	con <b>vey</b>
dis <b>may</b>	re <b>sign</b>	re <b>ward</b>	sur <b>vey</b>
dis <b>own</b>	sup <b>pose</b>	sub <b>orn</b>	in <b>veigh</b>
dis <b>play</b>	tran <b>scribe</b>	trans <b>form</b>	oi

### Spelling

- Ask student to spell the following words with magnets:
  - delight, describe, desire, devise, dismay
- Ask student to spell the following words orally:
  - re-pair, re-strain, dis-play, be-cause, trans-form

### Dictation

- From Proverbs 10:7-8, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- Psalms Reader*, p. 16-17, Psalm 24 – Have student read it aloud to you.

### Copying

- Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.

## Day 5

### Reading Words

- Using *Webster*, p. 46, have student read across the rows of words in the following set.
- After reading across, have the student read the same words going down each column.

dis <b>pose</b>	trans <b>pose</b>	e <b>clat</b>	ap <b>point</b>
in <b>close</b>	un <b>close</b>	ad <b>vance</b>	a <b>noint</b>
a <b>void</b>	re <b>jouce</b>	com <b>pound</b>	pro <b>pound</b>
em <b>broil</b>	sub <b>join</b>	con <b>found</b>	sur <b>mount</b>
en <b>joy</b>	dis <b>join</b>	de <b>voir</b>	al <b>low</b>
de <b>stroy</b>	ou	ac <b>count</b>	a <b>bound</b>
de <b>coy</b>	a <b>mount</b>	pro <b>nounce</b>	an <b>nounce</b>
pur <b>loin</b>	a <b>bout</b>	re <b>nounce</b>	ca <b>rouse</b>



### Spelling

- ❑ Ask student to spell the following words with magnets:
  - avoid, destroy, transpose, rejoice, amount
- ❑ Ask student to spell the following words orally:
  - ad-vance, com-pound, con-found, ac-count, pro-nounce

### Dictation

- ❑ From Proverbs 10:9-10, read *one line at a time* to your student. He should repeat the words back to you, then he will try to write (*in cursive*) the words from memory.

### Reading Paragraphs

- ❑ Romans 3 – Have student read it aloud to you from his own Bible.

### Copying

- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set A *in cursive* onto the whiteboard.
- ❑ Looking at the examples in his “Student Workbook,” have the student copy the words from Set B *in cursive*. Space is provided in the workbook.





























