

## 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.

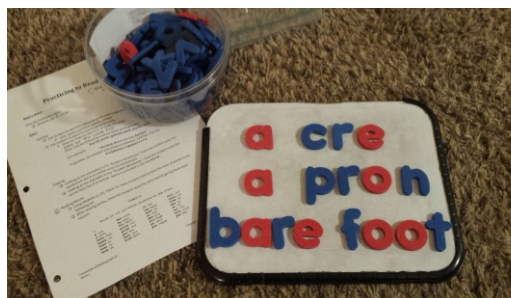
TABLE 14.

*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.

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

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

sup ple	weap on	char coal	flor id
subt le	wid geon	flask et	fon dle
stur geon	zeal ot	gar land	fore head
sur geon	zeal ous	ghast ly	frol ic
tal lent	zeph yr	gar ment	fal chion
tal on	slaugh ter	har lot	grog ram
tan gle	bor der	har vest	gos lin
tat tle	cor ner	jaun dice	hogs head
hom age	spon dee	coop er	shov el
hon est	wan der	cuck oo	squir 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>journ</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 pose	o pake	con temn	be hoove
con dign	ob lige	con tempt	buf foon
con cise	per tain	co quet	ca noe
con ceit	pre vail	e nough	car touch
con fuse	pre scribe	fi nesse	dis prove
con strain	pro pose	ga zette	a do
de ceive	pur suit	gro tesque	a loof
			2
de ceit	pro rogue	har angue	e merge
de crease	re ceive	im mense	im merse

#### 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.



# Practicing to Read - Week 1

## Student Workbook

### Day 1

Set A - Copy the following words *in cursive* onto the whiteboard:

*grateful*  
*heinous*

*grievous*  
*hindmost*

*gnomon*  
*miter*

Set B - Copy the following words *in cursive* below:

*oatmeal*  
*people*

*pastry*  
*plumage*

*pious*  
*parent*

Dictation:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Day 2

Set A - Copy the following words *in cursive* onto the whiteboard:

*quota*  
*meter*

*season*  
*bravery*

*balance*  
*blemish*

Set B - Copy the following words *in cursive* below:

*absence*  
*cheapen*

*juicy*  
*region*

*asthma*  
*liver*

---

---

---

---

---

Dictation:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





## Day 4

Set A - Copy the following words *in cursive* onto the whiteboard:

chimney  
carry

engine  
image

husky  
pester

Set B - Copy the following words *in cursive* below:

instance  
city

error  
fashion

inward  
planet

Dictation:







# Practicing to Read - Week 2

## Student Workbook

### Day 1

Set A - Copy the following words *in cursive* onto the whiteboard:

*damage*

*malice*

*ramble*

*rapid*

*rattle*

*rebel*

Set B - Copy the following words *in cursive* below:

*relish*

*risen*

*river*

*daughter*

*autumn*

*market*

---

---

---

---

---

Dictation:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Day 2

Set A - Copy the following words *in cursive* onto the whiteboard:

sample

twinkling

gorgeous

pasture

transport

psalmist

Set B - Copy the following words *in cursive* below:

scissors

visit

morning

also

bonfire

scribble

Dictation:



### Day 3

Set A - Copy the following words *in cursive* onto the whiteboard:

smuggle

wicked

wrapper

answer

barber

bracelet

Set B - Copy the following words *in cursive* below:

simple

single

venison

vineyard

welcome

water

Dictation:





## Day 5

Set A - Copy the following words *in cursive* onto the whiteboard:

modest  
woman

gloomy  
monstrous

modern  
cover

Set B - Copy the following words *in cursive* below:

honor  
worship

knowledge  
wonder

verdict  
neighbor

Dictation:





## Day 2

Set A - Copy the following words *in cursive* onto the whiteboard:

benign

besiege

bestow

behead

bassoon

surpass

Set B - Copy the following words *in cursive* below:

adjourn

attempt

consign

campaign

*inscribe*

*malign*

Dictation:



### Day 3

Set A - Copy the following words *in cursive* onto the whiteboard:

*enough*

*finesse*

*gazette*

*disprove*

*aloof*

*emerge*

Set B - Copy the following words *in cursive* below:

*compose*

*constrain*

*propose*

*grotesque*

*deceit*

*buffoon*

---

---

---

---

---

---

Dictation:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---







## Day 5

Set A - Copy the following words *in cursive* onto the whiteboard:

appoint  
abound

anoint  
announce

allow  
renounce

Set B - Copy the following words *in cursive* below:

honor  
worship

knowledge  
wonder

verdict  
neighbor

Dictation:

# PSALMS READER

Metrical Version  
of the Psalms

Selections from 1650 Scottish Psalter

For Teaching Twenty-First Century  
Children to Read Fluently  
and Worship Their Creator

This Divided-Syllable Edition  
Copyright © 2010, 2012 by Donald L. Potter  
[www.donpotter.net](http://www.donpotter.net)

Reproduction Permitted

# Book I: Psalms 1 - 41

## Psalm 1

- 1     That man hath per-fect bless-ed-ness,  
         who walk-eth not a-stray  
In coun-sel of un-god-ly men,  
         nor stands in sin-ners' way,
- Nor sit-teth in the scor-ner's chair:  
2         But pla-ceth his de-light  
Up-on God's law, and med-i-tates  
         on his law day and night.
- 3     He shall be like a tree that grows  
         near plant-ed by a riv-er,  
Which in his sea-son yields his fruit,  
         and his leaf fad-eth nev-er:
- And all he doth shall pros-per well  
4         The wick-ed are not so;  
But like they are un-to the chaff,  
         which wind drives to and fro.
- 5     In judg-ment there-fore shall not stand  
         such as un-god-ly are;  
Nor in th' as-sem-bly of the just  
         shall wick-ed men ap-pear.
- 6     For why? the way of god-ly men  
         un-to the Lord is known:  
Where-as the way of wick-ed men  
         shall quite be o-ver-thrown.

## Psalm 2

- 1 Why rage the hea-then? and vain things  
why do the peo-ple mind?
- 2 Kings of the earth do set them-selves,  
and prin-ces are com-bined,  
  
To plot a-against the Lord, and his  
A-noin-ted, say-ing thus,
- 3 Let us a-sund-er break their bands,  
and cast their cords from us.
- 4 He that in hea-ven sits shall laugh;  
the Lord shall scorn them all.
- 5 Then shall he speak to them in wrath,  
in rage he vex them shall.
- 6 Yet, not-with-stand-ing, I have him  
to be my King ap-point-ed;  
And o-ver Zi-on, my ho-ly hill,  
I have him King a-noin-ted.
- 7 The sure de-cree I will de-clare:  
The Lord hath said to me,  
Thou art mine on-ly Son; this day  
I have be-got-ten thee.
- 8 Ask of me, and for he-ri-tage  
the hea-then I'll make thine;  
And, for pos-ses-sion, I to thee  
will give earth's ut-most line.
- 9 Thou shalt, as with a weight-y rod  
of i-ron, break them all;  
And, as a pot-ter's sherd, thou shalt  
them dash in pie-ces small.
- 10 Now there-fore, kings, be wise; be taught,  
ye judg-es of the earth:
- 11 Serve God in fear, and see that ye  
join tremb-ling with your mirth.
- 12 Kiss ye the Son, lest in his ire  
ye per-ish from the way,  
If once his wrath be-gin to burn:  
bles-sed all that on him stay.

## Psalm 4

- 1     Give ear un-to me when I call,  
         God of my right-eous-ness:  
Have mer-cy, hear my pray'r; thou hast  
         en-larg'd me in dis-tress.
- 2     O ye the sons of men! how long  
         will ye love van-i-ties?  
How long my glor-y turn to shame,  
         and will ye fol-low lies?
- 3     But know, that for him-self the Lord  
         the god-ly man doth choose:  
The Lord, when I on him do call,  
         to hear will not re-fuse.
- 4     Fear, and sin not; talk with your heart  
         on bed, and si-lent be.
- 5     Off 'rings pre-sent of right-eous-ness,  
         and in the Lord trust ye.
- 6     O who will shew us an-y good?  
         is that which man-y say:  
But of thy coun-tena-nce the light,  
         Lord, lift on us al-way.
- 7     Up-on my heart, be-stow'd by thee,  
         more glad-ness I have found  
Than they, ev'n then, when corn and wine  
         did most with them a-bound.
- 8     I will both lay me down in peace,  
         and qui-et sleep will take;  
Be-cause thou on-ly me to dwell  
         in safe-ty, Lord, dost make.

## Psalm 8

- 1     How ex-cel-lent in all the earth,  
        Lord, our Lord, is thy name!  
Who hast thy glor-y far ad-vanc'd  
        a-bove the star-ry frame.
- 2     From in-fants' and from suck-lings' mouth  
        thou did-est strength or-dain,  
For thy foes' cause, that so thou might'st  
        th' aveng-ing foe re-strain.
- 3     When I look up un-to the heav'ns,  
        which thine own fin-gers fram'd,  
Un-to the moon, and to the stars,  
        which were by thee or-dain'd;
- 4     Then say I, What is man, that he  
        re-member'd is by thee?  
Or what the son of man, that thou  
        so kind to him should'st be?
- 5     For thou a lit-tle low-er hast  
        him than the an-gels made;  
With glor-y and with dig-ni-ty  
        thou crown-ed hast his head.
- 6     Of thy hands' works thou mad'st him lord,  
        all un-der's feet didst lay;
- 7     All sheep and ox-en, yea, and beasts  
        that in the field do stray;
- 8     Fowls of the air, fish of the sea,  
        all that pass through the same.
- 9     How ex-cel-lent in all the earth,  
        Lord, our Lord, is thy name!

## Psalm 11

- 1 I in the Lord do put my trust:  
how is it then that ye  
Say to my soul, Flee, as a bird,  
un-to your moun-tain high?
- 2 For, lo, the wick-ed bend their bow,  
their shafts on string they fit,  
That those who up-right are in heart  
they priv-i-ly may hit.
- 3 If the foun-da-tions be de-stroy'd,  
what hath the right-eous done?
- 4 God in his ho-ly tem-ple is,  
in heav-en is his throne:
- His eyes do see, his eye-lids try  
5 men's sons. The just he proves:  
But his soul hates the wick-ed man,  
and him that vi'lence loves.
- 6 Snares, fire and brim-stone, fur-i-ous storms,  
on sin-ners he shall rain:  
This, as the por-tion of their cup,  
doth un-to them per-tain.
- 7 Be-cause the Lord most right-eous doth  
in right-eous-ness de-light;  
And with a plea-sant coun-tena-nce  
be-hold-eth the up-right.



## Psalm 12

- 1     Help, Lord, be-cause the god-ly man  
        doth dai-ly fade a-way;  
And from a-mong the sons of men  
        the faith-ful do de-cay.
- 2     Un-to his neigh-bour ev'ry one  
        doth ut-ter van-i-ty:  
They with a doub-le heart do speak,  
        and lips of flat-ter-y.
- 3     God shall cut off all flat-t'ring lips,  
        tongues that speak proud-ly thus,
- 4     We'll with our tongue pre-vail, our lips  
        are ours: who's lord o'er us?
- 5     For poor op-press'd, and for the sighs  
        of need-y, rise will I,  
Saith God, and him in safe-ty set  
        from such as him de-fy.
- 6     The words of God are words most pure;  
        they be like sil-ver try'd  
In ear-then fur-nace, sev-en times  
        that hath been pur-i-fy'd.
- 7     Lord, thou shalt them pre-serve and keep  
        for ev-er from this race.
- 8     On each side walk the wick-ed, when  
        vile men are high in place

## Psalms 14

- 1     That there is not a God, the fool  
       doth in his heart con-clude:  
They are cor-rupt, their works are vile;  
       not one of them doth good.
- 2     Up-on men's sons the Lord from heav'n  
       did cast his eyes a-broad,  
To see if an-y under-stood,  
       and did seek af-ter God.
- 3     They al-to-ge-ther filth-y are,  
       they all a-side are gone;  
And there is none that do-eth good,  
       yea, sure there is not one.
- 4     These wor-kers of in-i-qui-ty  
       do they not know at all,  
That they my peo-ple eat as bread,  
       and on God do not call?
- 5     There fear'd they much; for God is with  
       the whole race of the just.
- 6     You shame the coun-sel of the poor,  
       be-cause God is his trust.
- 7     Let Isr'el's help from Si-on come:  
       when back the Lord shall bring  
His cap-tives, Ja-cob shall re-joice,  
       and Is-ra-el shall sing.

## Psalm 15

- 1     With-in thy tab-er-na-cle, Lord,  
              who shall a-bide with thee?  
And in thy high and ho-ly hill  
              who shall a dwel-ler be?
- 2     The man that walk-eth up-right-ly,  
              and work-eth right-eous-ness,  
And as he think-eth in his heart,  
              so doth he truth ex-press.
- 3     Who doth not slan-der with his tongue,  
              nor to his friend doth hurt;  
Nor yet ag-ainst his neigh-bour doth  
              take up an ill re-port.
- 4     In whose eyes vile men are des-pis'd;  
              but those that God do fear  
He hon-our-eth; and chang-eth not,  
              though to his hurt he swear.
- 5     His coin puts not to u-sur-y,  
              nor take re-ward will he  
A-gainst the guilt-less. Who doth thus  
              shall nev-er mov-ed be.

## Psalms 19

- 1    The hea-v'ns God's glor-y do de-clare,  
     the skies his hand-works preach:  
2    Day ut-ters speech to day, and night  
     to night doth know-ledge teach.
- 3    There is no speech nor tongue to which  
     their voice doth not ex-tend:  
4    Their line is gone through all the earth,  
     their words to the world's end.
- In them he set the sun a tent;  
5       Who, bride-groom-like, forth goes  
From's cham-ber, as a strong man doth  
     to run his race re-joice.
- 6    From hea-v'n's end is his going forth,  
     cir-cling to th' end a-gain;  
And there is noth-ing from his heat  
     that hid-en doth re-main.
- 7    God's law is per-fect, and con-verts  
     the soul in sin that lies:  
God's test-i-mony is most sure,  
     and makes the sim-ple wise.
- 8    The sta-tutes of the Lord are right,  
     and do re-joice the heart:  
The Lord's com-mand is pure, and doth  
     light to the eyes im-part.
- 9    Un-spotted is the fear of God,  
     and doth en-dure for ev-er:  
The judg-ments of the Lord are true  
     and right-eous al-toge-ther.
- 10   They more than gold, yea, much fine gold,  
     to be de-sired are:  
Than hon-ey, hon-ey from the comb  
     that drop-peth, sweet-er far.

- 11 More-o-ver, they thy ser-vant warn  
how he his life should frame:  
A great rew-ard pro-vi-ded is  
for them that keep the same.
- 12 Who can his er-rors under-stand?  
O cleanse thou me with-in
- 13 From se-cret faults. Thy ser-vant keep  
from all pre-sumpt-uous sin:
- And do not suf-fer them to have  
do-min-ion o-ver me:  
Then, right-eous and in-no-cent,  
I from much sin shall be.
- 14 The words which from my mouth pro-ceed,  
the thoughts sent from my heart,  
Ac-cept, O Lord, for thou my strength  
and my Re-deem-er art.

## Psalm 20

- 1 Je-ho-vah hear thee in the day  
when trou-ble he doth send:  
And let the name of Ja-cob's God  
thee from all ill de-fend.
- 2 O let him help send from a-bove,  
out of his sanc-tu-ar-y:  
From Si-on, his own ho-ly hill,  
let him give strength to thee.
- 3 Let him re-mem-ber all thy gifts,  
ac-cept thy sac-ri-fice:
- 4 Grant thee thine heart's wish, and ful-fil  
thy thoughts and coun-sel wise.
- 5 In thy sal-va-tion we will joy;  
in our God's name we will  
Dis-play our ban-ners: and the Lord  
thy pray-ers all ful-fil.
- 6 Now know I God his king doth save:  
he from his ho-ly heav'n  
Will hear him, with the sa-ving strength  
by his own right hand giv'n.
- 7 In char-iots some put con-fi-dence,  
some horses trust up-on:  
But we re-mem-ber will the name  
of our Lord God al-one.
- 8 We rise, and up-right stand, when they  
are bow-ed down, and fall.
- 9 De-liver, Lord; and let the King  
us hear, when we do call.

## Psalm 22

### A Psalm about David and Christ

- 1 My God, my God, why hast thou me  
for-saken? why so far  
Art thou from help-ing me, and from  
my words that roar-ing are?
- 2 All day, my God, to thee I cry,  
yet am not heard by thee;  
And in the sea-son of the night  
I can-not si-lent be.
- 3 But thou art ho-ly, thou that dost  
in-hab-it Isr'el's praise.
- 4 Our fa-thers hop'd in thee, they hop'd  
and thou didst them re-lease.
- 5 When un-to thee they sent their cry,  
to them de-liv'rance came:  
Be-cause they put their trust in thee,  
they were not put to shame.
- 6 But as for me, a worm I am,  
and as no man am priz'd:  
Re-proach of men I am, and by  
the peo-ple am des-pis'd.
- 7 All that me see laugh me to scorn;  
shoot out the lip do they;  
They nod and shake their heads at me,  
and, mock-ing, thus do say,
- 8 This man did trust in God, that he  
would free him by his might:  
Let him de-liver him, sith he  
had in him such de-light.
- 9 But thou art he out of the womb  
that didst me safe-ly take;  
When I was on my mo-ther's breasts  
thou me to hope didst make.
- 10 And I was cast up-on thy care,  
ev'n from the womb till now;  
And from my mo-ther's bel-ly, Lord,  
my God and guide art thou.

- 11 Be not far off, for grief is near,  
and none to help is found.
- 12 Bulls man-y com-pass me, strong bulls  
of Ba-shan me sur-round.
- 13 Their mouths they o-pen'd wide on me,  
up-on me gape did they,  
Like to a li-on rav-en-ing  
and roar-ing for his prey.
- 14 Like wa-ter I'm pour'd out, my bones  
all out of joint do part:  
A-midst my bow-els, as the wax,  
so mel-ted is my heart.
- 15 My strength is like a pot-sherd dry'd;  
my tongue it cleave-th fast  
Un-to my jaws; and to the dust  
of death thou brought me hast.
- 16 For dogs have com-pass'd me a-bout:  
the wick-ed, that did meet  
In their as-sem-bly, me in-clos'd;  
they pierc'd my hands and feet.
- 17 I all my bones may tell; they do  
up-on me look and stare.
- 18 Up-on my ves-ture lots they cast,  
and clothes among them share.
- 19 But be not far, O Lord, my strength;  
haste to give help to me.
- 20 From sword my soul, from pow'r of dogs  
my dar-ling set thou free.
- 21 Out of the roar-ing li-on's mouth  
do thou me shield and save:  
For from the horns of u-ni-corns  
an ear to me thou gave.
- 22 I will shew forth thy name un-to  
those that my bre-thren are;  
A-midst the con-gre-ga-tion  
thy praise I will de-clare.
- 23 Praise ye the Lord, who do him fear;  
him glo-ri-fy all ye  
The seed of Ja-cob: fear him all  
that Isr'el's chil-dren be.



- 24 For he des-pis'd not nor ab-horr'd  
th' af-flic-ted's mis-er-y;  
Nor from him hid his face, but heard  
when he to him did cry.
- 25 With-in the con-gre-ga-tion great  
my praise shall be of thee;  
My vows be-fore them that him fear  
shall be per-form'd by me.
- 26 The meek shall eat, and shall be fill'd;  
they al-so praise shall give  
Un-to the Lord that do him seek:  
your heart shall ev-er live.
- 27 All ends of th' earth rem-em-ber shall,  
and turn the Lord un-to;  
All kin-dreds of the na-tions  
to him shall hom-age do:
- 28 Be-cause the king-dom to the Lord  
doth ap-per-tain as his;  
Like-wise a-mong the na-tions  
the Gov-er-nor he is.
- 29 Earth's fat ones eat, and wor-ship shall:  
all who to dust de-scend  
Shall bow to him; none of them can  
his soul from death de-fend.
- 30 A seed shall ser-vice do to him;  
un-to the Lord it shall  
Be for a gen-er-a-tion  
reck-on'd in a-ges all.
- 31 They shall come, and they shall de-clare  
his truth and right-eous-ness  
Un-to a peo-ple yet un-born,  
and that he hath done this.

## Psalm 23

- 1 The Lord's my shep-herd, I'll not want.
- 2 He makes me down to lie  
In past-ures green: he lead-eth me  
the qui-et wat-ers by.
- 3 My soul he doth re-store a-gain;  
and me to walk doth make  
With-in the paths of right-eous-ness,  
ev'n for his own name's sake.
- 4 Yea, though I walk in death's dark vale,  
yet will I fear none ill:  
For thou art with me; and thy rod  
and staff me com-fort still.
- 5 My ta-ble thou hast fur-nish-ed  
in pres-ence of my foes;  
My head thou dost with oil a-noint,  
and my cup ov-er-flows.
- 6 Good-ness and mer-cy all my life  
shall sure-ly fol-low me:  
And in God's house for ev-er-more  
my dwell-ing-place shall be.

## Psalm 24

- 1     The earth be-longs un-to the Lord,  
          and all that it con-tains;  
The world that is in-habit-ed,  
          and all that there re-mains.
- 2     For the foun-da-tions there-of  
          he on the seas did lay,  
And he hath it es-tab-lish-ed  
          up-on the floods to stay.
- 3     Who is the man that shall a-scend  
          in-to the hill of God?  
Or who with-in his holy place  
          shall have a firm a-bode?
- 4     Whose hands are clean, whose heart is pure,  
          and un-to van-i-ty  
Who hath not lift-ed up his soul,  
          nor sworn de-ceit-ful-ly.
- 5     He from th' Eternal shall re-ceive  
          the bless-ing him up-on,  
And right-eous-ness, ev'n from the God  
          of his sal-va-tion.
- 6     This is the gen-er-a-tion  
          that after him en-quire,  
O Jacob, who do seek thy face  
          with their whole heart's de-sire.
- 7     Ye gates, lift up your heads on high;  
          ye doors that last for aye,  
Be lift-ed up, that so the King  
          of glor-y en-ter may.
- 8     But who of glor-y is the King?  
          The migh-ty Lord is this;  
Ev'n that same Lord, that great in might  
          and strong in bat-tle is.

- 9     Ye gates, lift up your heads; ye doors,  
          doors that do last for aye,  
Be lif-ted up, that so the King  
          of glor-y en-ter may.
- 10    But who is he that is the King  
          of glor-y? who is this?  
The Lord of hosts, and none but he,  
          the King of glor-y is.