

LEVEL 1

A Gentle Feast

100 Gentle Lessons in Sight & Sound



Beginning Reading Lessons
BASED ON THE CHARLOTTE MASON METHOD

Gentle Lessons in Sight and Sound

by Julie H Ross

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Irmo, SC 29063

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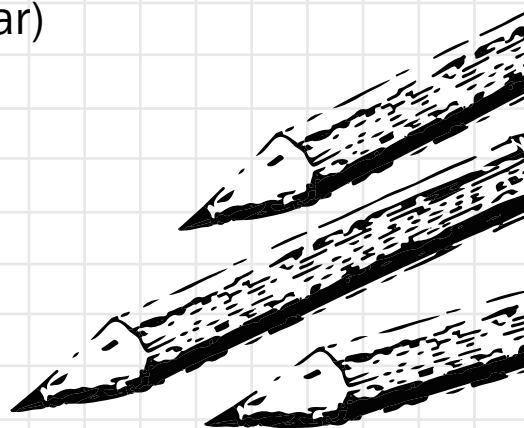
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Supplies Needed

1. Copies of the letter tiles. I recommend copying in color on cardstock and laminating. You will want 2 copies of the first page. I recommend only pulling out a few tiles at a time that your child will need for the day. You can store the tiles easily in a tackle box.
2. Scissors and glue sticks.
3. Copies of the sight word flash cards. I recommend printing on color cardstock and storing in an index card box.
4. Student size chalkboard and chalk.
5. Aluminum foil pan filled with sand, salt, or shaving cream.
6. Word Building Mat (optional: toy car)
7. Dice and game pieces



Original text is taken from The Natural Method Readers: A Primer - Reader
by Hannah T. McManus and John H. Haaren, 1914 Scribner and Sons.
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Note to Parents

Teaching your child how to read can seem like a tremendously daunting task. I know. Not only did I teach my own five children how to read, but I also taught dozens of other children as a kindergarten teacher and reading tutor. This was the method I used to teach those children. I didn't know at the time how much it lined up with the methods Charlotte Mason outlined in her first volume, *Home Education*. If you have not done so, I highly recommend reading her words before starting this packet. She explains her method in detail on pages 199-222. Free copies of her works are available to read online.

Why “sight and sound”?

“In the first place, let us bear in mind that reading is not a science nor an art. Even if it were, the children must still be the first consideration with the educator; but it is not. Learning to read is no more than picking up, how we can, a knowledge of certain arbitrary symbols for objects and ideas. There are absolutely no right and necessary ‘steps’ to reading, each of which leads to the next; there is no true beginning, middle, or end. For the arbitrary symbols we must know in order to read are not letters, but words. By way of illustration, consider the delicate differences of sound represented by the letter ‘o’ in the last sentence; to analyze and classify the sounds of ‘o’ in ‘for,’ ‘symbols,’ ‘know,’ ‘order,’ ‘to,’ ‘not,’ and ‘words,’ is a curious, not especially useful, study for a philologist, but a laborious and inappropriate one for a child. It is time we faced the fact that the letters which compose an English word are full of philological interest, and that their study will be a valuable part of education by-and-by; but meantime, sound and letter-sign are so loosely wedded in English, that to base the teaching of reading on the sounds of the letters only, is to lay up for the child much analytic labour, much mental confusion, due to the irregularities of the language; and some little moral strain in making the sound of a letter in a given word fall under any of the ‘sounds’ he has been taught.

Definitely, what is it we propose in teaching a child to read? (a) that he shall know at sight, say, some thousand words; (b) That he shall be able to build up new words with the elements of these. Let him learn ten new words a day, and in twenty weeks he will be to some extent able to read, without any question as to the number of letters in a word. For the second, and less important, part of our task, the child must know the sounds of the letters, and acquire power to throw given sounds into new combinations.

What we want is a bridge between the child’s natural interests and those arbitrary symbols with which he must become acquainted, and which, as we have seen, are words, and not letters.”

- *Home Education*, pg. 215-216

Principle methods used:

1. Poetry used to teach words by sight:

“Tommy knows his letters by name and sound, but he knows no more. To-day he is to be launched into the very middle of reading, without any ‘steps’ at all, because reading is neither an art nor a science, and has, probably, no beginning. Tommy is to learn to read to-day--

“I like little pussy,
Her coat is so warm”--

And he is to know those nine words so well that he will be able to read them wherever they may occur henceforth and for evermore.” -page 217

2. Sound lessons based on word families in the poem. Short and long vowel sounds and blends are taught simultaneously. Students manipulate phonemes to make new words.

“He makes the word ‘coat’ with his letters, from memory if he can; if not, with the pattern word. Say ‘coat’ slowly; give the sound of the c. ‘Take away c, and what have we left?’ A little help will get ‘oat’ from him. How would you make ‘boat’ (say the word very slowly, bringing out the sound of b). He knows the sounds of the letters, and says b-oat readily; fl-oat, two added sounds, which you lead him to find out; g-oat, he will give you the g, and find goat a charming new word to know; m-oat, he easily decides on the sound of m; a little talk about moat; the other words are too familiar to need explanation. Tommy will, no doubt, offer ‘note’ and we must make a clean breast of it and say, ‘No, note is spelt with other letters’; but what other letters we do not tell him now. Thus he comes to learn incidentally and very gradually that different groups of letters may stand for the same sounds.”
- page 220

3. Students use the sight words learned to read new sentences and stories. These prose stories are included after the rhyme.

“He knows words now, but he cannot yet read sentences. Now for the delight of reading. He finds at our dictation, amongst his loose words, ‘pussy--is--warm,’ places them in ‘reading’ order, one after the other, and then reads off the sentence. Joy, as of one who has found a new planet!” - page 218-219

4. Students practice reading the rhyme and sequence the lines or words back in order.

“By the time Tommy has worked ‘Little Pussy’ through he has quite a large stock of words; has considerable power to attack new words with familiar combinations; what is more, he has achieved; he has courage to attack all ‘learning,’ and has a sense that delightful results are quite within reach. Moreover, he learns to read in a way that affords him some moral training. There is no stumbling, no hesitation from the first, but bright attention and perfect achievement. His reading lesson is a delight, of which he is deprived when he comes to his lesson in a lazy, drawling mood.” - page 221-222

5. Though most students are still learning proper letter formation at this age, some copywork is included to help students practice spelling the sight words learned.

“Transcription should be an introduction to spelling. Children should be encouraged to look at the word, see a picture of it with their eyes shut, and then write from memory.”
- page 238

A few key points:

1. Readiness:

Your child should know his letters and sounds before getting started. He should be able to put some short vowel words together orally. For example, if you say “C-A-T,” your child should be able to tell you the word is “cat.” He should be able to tell you if two words rhyme. If you ask, “Do cat and hen rhyme?” or “Do ben and hen rhyme?” your child should be able to answer correctly. I recommend starting these lessons around age 6. If you start earlier, your child should show eagerness and signs that she is able to put letter combinations together. I used this method with a 5K class because it was required they learn how to read. Most children took right off, but there were a few who could have greatly benefited from being given more time. **Let your child show you he is ready.**

2. Pacing:

Work at your child’s pace. Do not move on to the next lesson until your child has mastered the first. Reading lessons should only last 15 minutes. Simply note where you left off, and start there the next day.

Your child may get done finish a lesson before 15 minutes is over. In this case, you can review difficult sight words, have her make more sound combinations with the tiles, review a previously learned rhyme, or go on to the next lesson.





Lesson 1

Sight

Read the rhyme to your child pointing to each word.

Show your child the flash cards for this lesson.

Have your child point to the words in the rhyme as you read the flash cards. Then have her make the words in her tray of sand.

Point out how can is turned into can't and what that means.



A B C,
Tumble down D.
The cat is in the cupboard,
And can't see me.

Sound

Lesson 2



Read the rhyme from the last lesson to your child pointing to each word.

Say the sight words and have your child find them in the rhyme.

Make the words below out of tiles on the word building mat.

To say each word, start with a toy car on the green circle. Move the car to the red square, saying each sound. Move your car faster and faster until the word is said easily.

pat

mat

man

rat

bat

pan

sat

cat

ran

fat

can

tan



Lesson 3

Reading

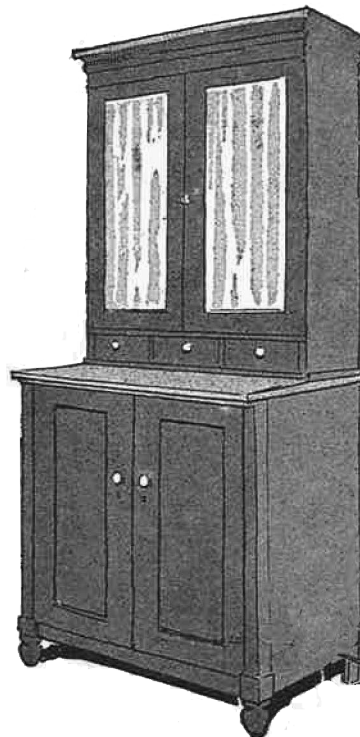
Review the flash cards for this lesson.
See if your child can read the following.



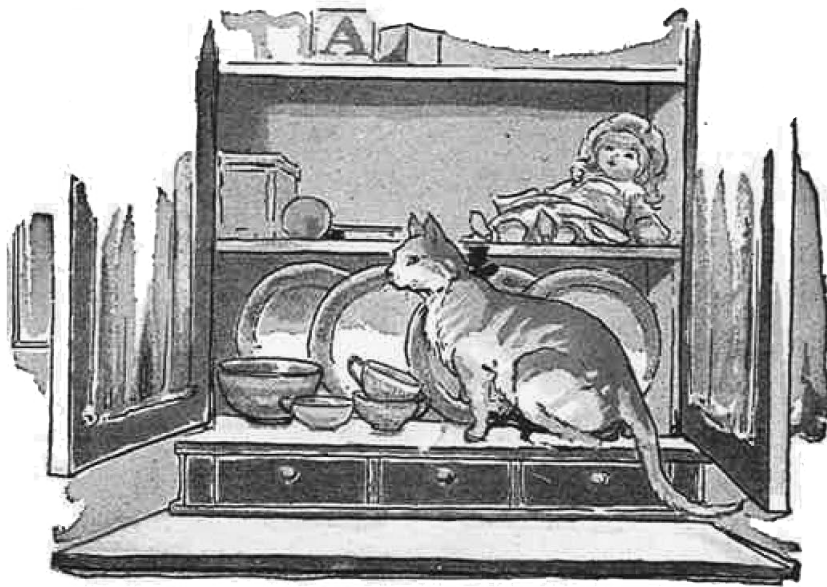
A, B, C
Tumble down D



The cat



The cupboard



The cat is in the cupboard.



The cat can't see me.



Lesson 4

Sequencing

Cut out the poem strips on the next page.

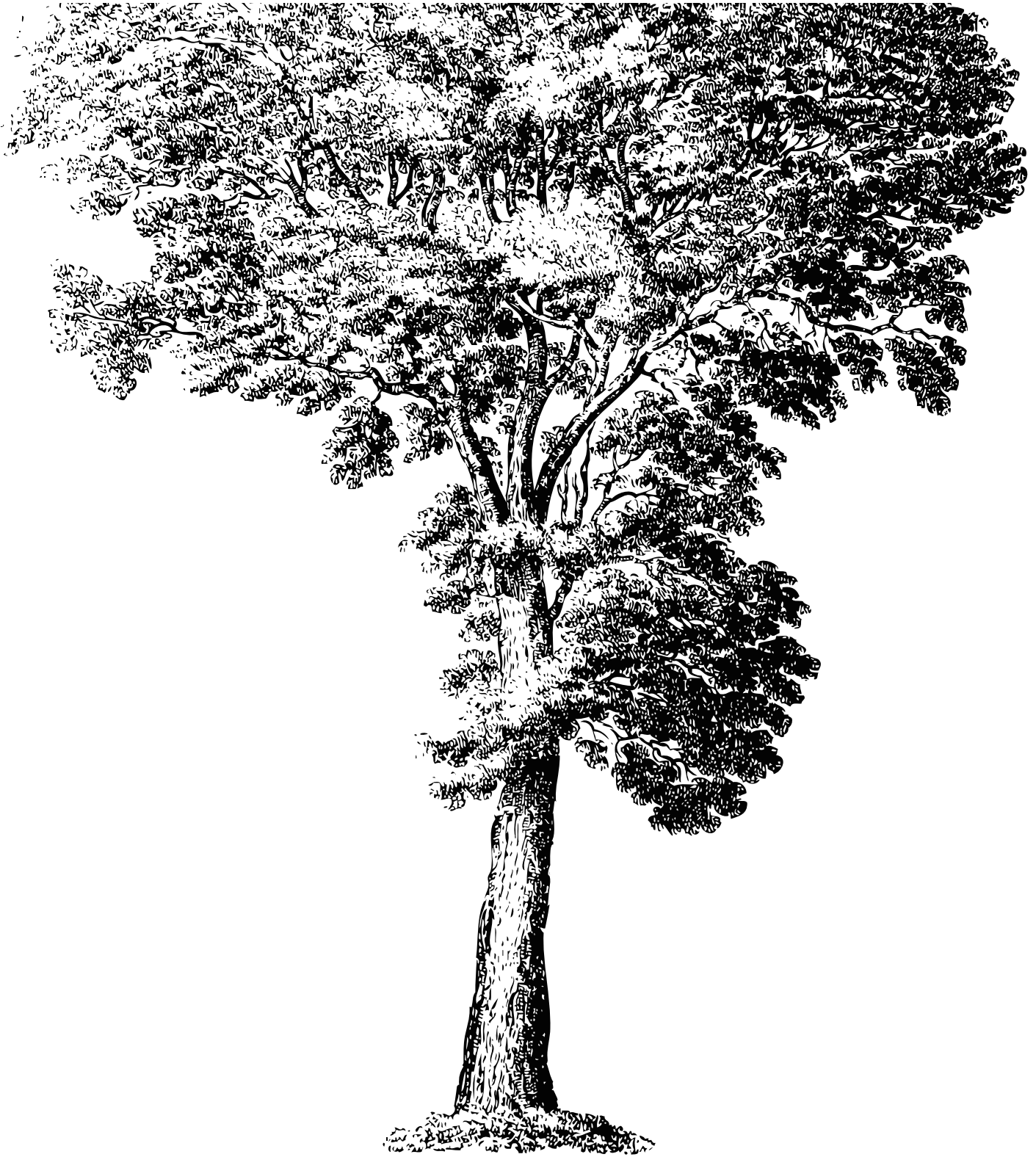
Help your child to glue the poem back together in the correct order. Have your child read the poem.

A B C

And can't see me.

The cat is in the cupboard,

Tumble down D.



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Sight

Lesson 5



Read the rhyme to your child pointing to each word.

Show your child the sight word flash cards for this lesson. Point out the word “Christmas.”

Have your child point to the words in the rhyme as you read the flash cards.

Have your child make the sight words in a tray of sand.



Little Jack Horner
Sat in a corner,
Eating a Christmas pie.
He put in his thumb,
And pulled out a plum,
And said, “What a great boy am I!”



Lesson 6

Sound

Read the rhyme from the last lesson to your child pointing to each word.

Say the sight words from the last lesson and have your child find them in the rhyme.

Make the words below out of tiles.

To say each word, start with a toy car on the green circle. Move the car to the red square, saying each sound. Move your car faster and faster until the word is said easily.

Jack sack am

back tack Sam

pack Pam jam

rack ram

Sequencing

Lesson 7



Cut out the strips and shuffle.

Help your child to glue the poem back together in the correct order.

Have your child read the poem.

Little Jack Horner

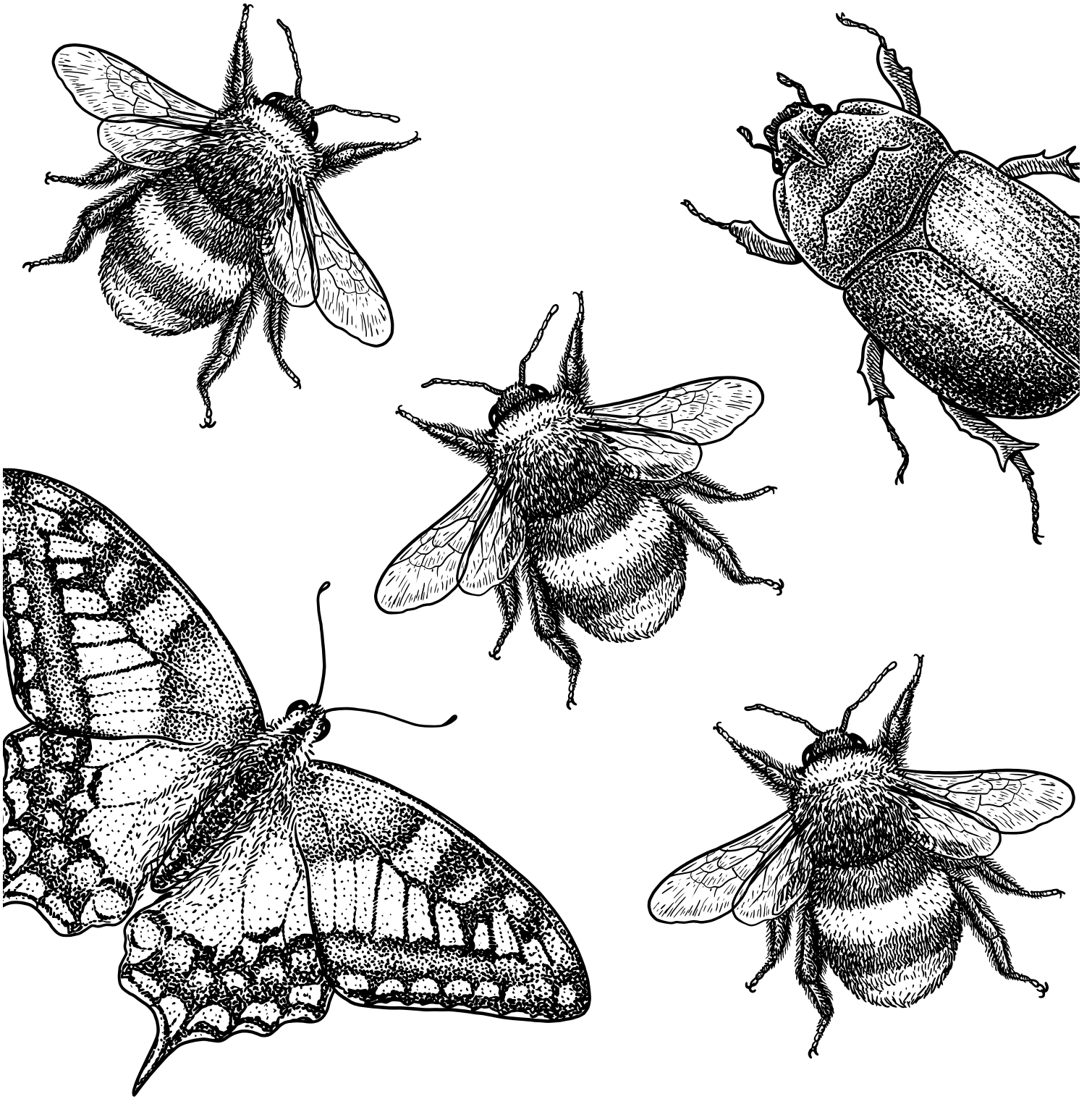
He put in his thumb,

Eating a Christmas pie.

Sat in a corner,

And said, “What a great boy am I!”

And pulled out a plum,



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Lesson 8

Reading

Review the sight word flash cards learned so far.

Help your child read this page.



“I am eating the plum,” said Jack.

“I am eating the Christmas pie,”
said he.

The plum was in the pie.

It was a little pie.

The pie was in the cupboard.

The cupboard was in the corner.

“I put in my thumb,” said Jack.

“I pulled out the plum.”

Sound

Lesson 9



Use letter tiles to make the words in the order below. If this is a hard lesson for your child, you may want to come back to this after lesson 10 and repeat.

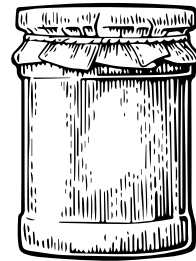
1. Can you make the word “cat”?
2. Can you take “cat” and change one letter to make the word “mat”?
3. Can you change one letter to change “mat” into “mad”?
4. Can you take “mad” and change one letter to make “man”?
5. Can you change one letter to turn “man” into “pan”?
6. Can you take “pan” and make it “pack”?
7. Can you take “pack” and make it “sack”?
8. Can you take “sack” and make it “sat”?
9. Can you take “sat” and make it “sad”?
10. Can you take “sad” and make it “bad”?
11. Can you take “bad” and make it “bat”?
12. Can you take “bat” and make it “back”?
13. Can you take “back” and make it “Jack”?
14. Can you take “Jack” and make it “Jan”?

Read each word to your child and have your child clap the sounds for the words below. For example, cap is “C-A-P.”

Have your child draw a line to match the word to the picture.

Say some of the short a words slowly and see if your child can write them on a chalkboard.

cap



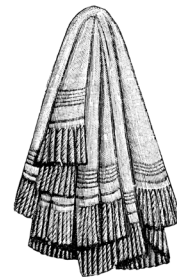
map



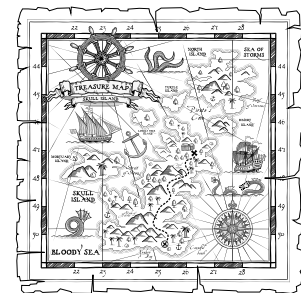
jam



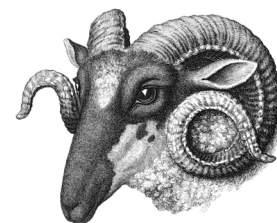
ram



bag



rag



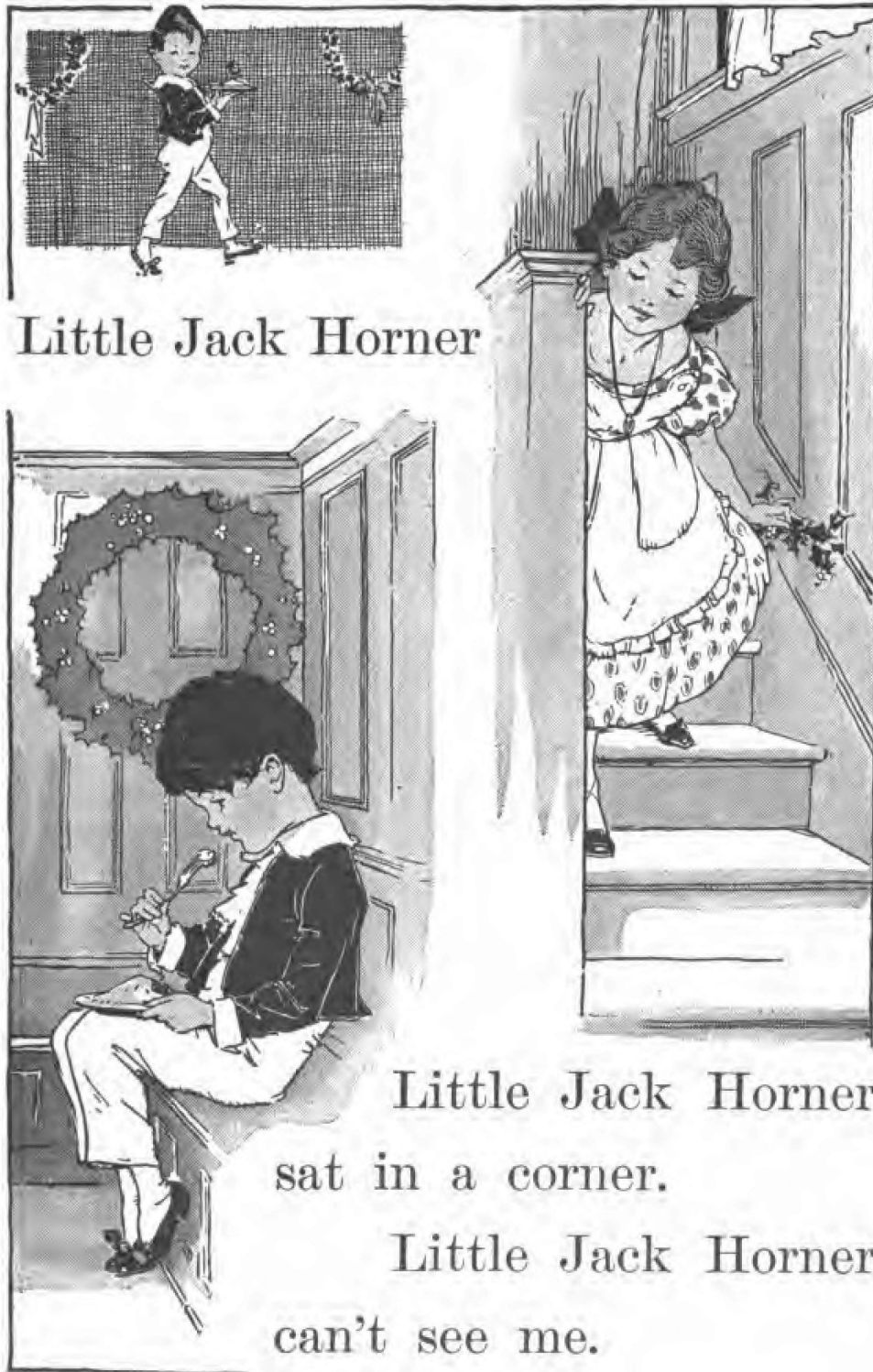
Reading

Lesson 10



Review the sight word flash cards learned so far.

Have your child read this story that uses words from the previous lessons.



Little Jack Horner

Little Jack Horner
sat in a corner.

Little Jack Horner
can't see me.

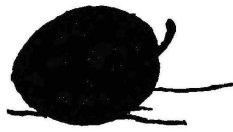


A Christmas pie

Jack Horner is in the corner.
He is eating a Christmas pie.



Little Jack Horner
Sat in a corner,
Eating a Christmas pie.



A plum and a pie



The pie is in the corner.

A plum is in the pie.

Jack can't see the plum.

He put in his thumb.

He pulled out a plum.



Lesson 11

Reading & Copywork

Review all the flash cards for “Little Jack Horner.”

Have your child read the rhyme and story below.

If your child is able, have him complete the copywork on the next page teaching him to visualize each word before writing.

Little Jack Horner

Sat in a corner,

Eating a Christmas pie.

He put in his thumb,

And pulled out a plum,

And said, “What a great boy am I!”

Jack Horner was a little boy.

He sat in a corner.

He was eating a pie.

It was a Christmas pie.

The Christmas pie was little.

He put in his thumb.

He pulled out a plum.

What a great boy Jack was!



Little Jack Horner

sat in a corner.