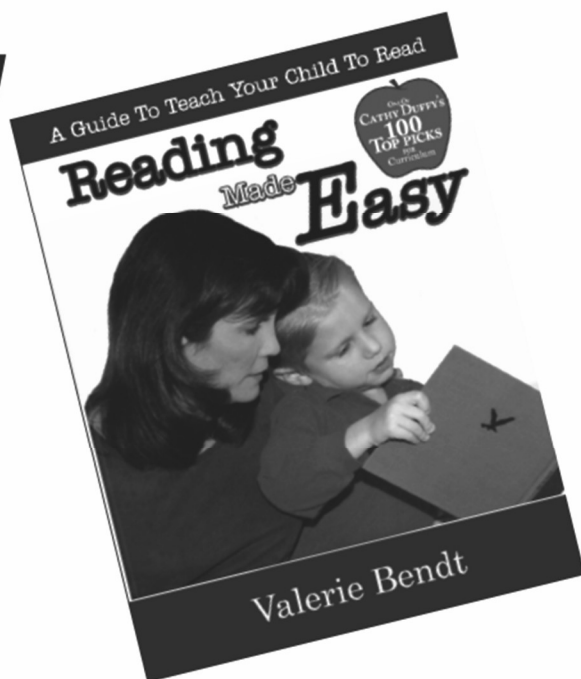


Reading Made Easy



Student Activity Book

*Volume Two
For Lessons 28-54*



Valerie Bendt

This book is volume two in a four-volume series. Each volume contains activities, poems, and stories to accompany 27 lessons in **Reading Made Easy: A Guide to Teach Your Child to Read**. Visit us online at www.ValerieBendt.com.

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Visit us online at www.ValerieBendt.com to view all our products including downloadable **Reading Made Easy Word/Picture Flashcards!**

<i>bat</i>	
<i>cap</i>	
<i>rat</i>	
<i>nap</i>	

<i>ship</i>	
<i>shack</i>	
<i>cash</i>	
<i>shop</i>	

<i>snake</i> <i>snak</i>	
<i>snail</i> <i>sna</i>	
<i>snack</i> <i>snack</i>	
<i>sweep</i> <i>sweep</i>	

<i>sleepy</i> <i>sleepy</i>	
<i>bow</i> <i>bow</i>	
<i>lace</i> <i>lac</i>	
<i>space</i> <i>spac</i>	

Dear Parents and Teachers,

This activity book is a supplement to the **Reading Made Easy** curriculum manual. Please feel free to use it in a manner that best serves the needs of your children and students. This book is intended as an aid for reviewing and reinforcing the lessons in **Reading Made Easy**.

I suggest you complete a given lesson in the curriculum manual on one day and then complete the activities associated with that lesson in the activity book on the following day. Young children often have brief attention spans and learn best in short sessions. Moreover, they need time to absorb concepts and information before advancing to new material.

As you progress through the **Reading Made Easy** curriculum manual, your student will be asked to complete copy work exercises. The passages to be copied and space for the student to copy the passages are provided in this activity book. The copy work exercises do not contain the print clues found in the stories in the reading manual. This offers the student an opportunity to read regular print. Some lessons also ask the student to trace or draw a picture included in the lesson. Then the student is asked to create a sentence (and later a story) to accompany this picture. The picture to be drawn and space for the picture and sentence (or story) are included in this activity book.

If the student is not comfortable writing the sentence or story, the student may dictate it to you, the parent or teacher. The student may copy it from your handwritten model, or if this is too difficult, you may write the student's dictation directly in the activity book. Next, encourage the student to read his or her story aloud. Assist the student with any difficult words. This exercise provides an opportunity for the student to learn new words through his or her own creative writing. (The copy work exercises are based on the **Getty Dubay Italic Handwriting Series**. See page 11 in the **Reading Made Easy** curriculum manual for further information.)

The first and most crucial step in teaching your children and students to read is to encourage them to develop a love for reading. Putting unnecessary pressure on children to advance through any program too quickly will only hinder this goal.

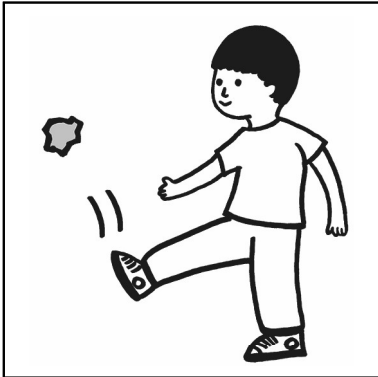
Have fun with your children and remember--learning lasts a lifetime!

Blessings,

Valerie Bendt

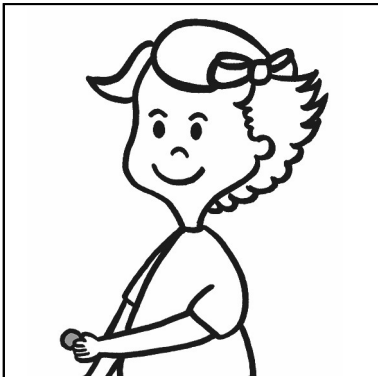
Instructions:

Have the student look at each picture. Have the student read aloud the sentences beside each picture. Then have the student put a check mark in the box beside the sentence that goes with the picture.



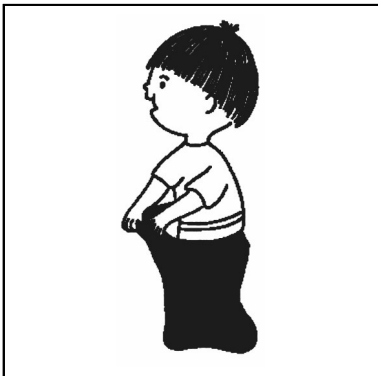
Jim can kick the rock.

Jim can kick the rake.



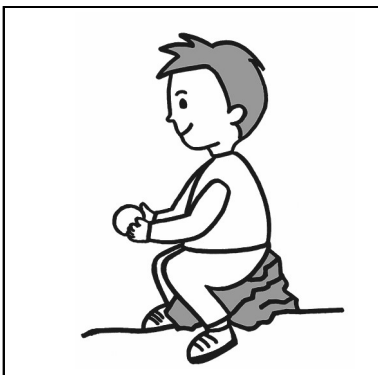
Kat has the time.

Kat has a dimple.



Don is in the sand.

Don is in the sack.






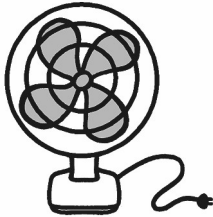
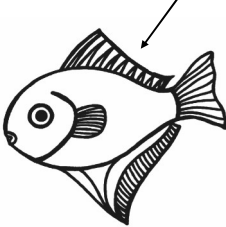
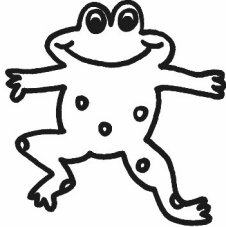

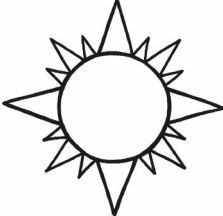



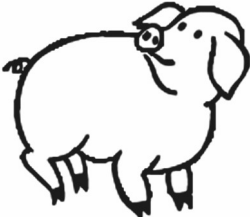





Dal is is on the rock.

Dal is is in the rain.

Instructions:

Have the student circle the picture that matches the word in each row.


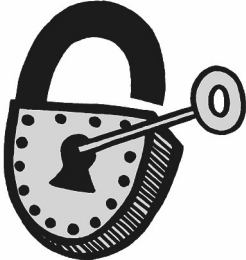






Picture key: sail, zip, sip, fan, fin, frog, sit, sun, sock, pie, pad, pig, rake, rain, rack, sack, sad, sand.

<p><i>sip</i></p>			
<p><i>fan</i></p>			
<p><i>sock</i></p>			
<p><i>pie</i></p>			
<p><i>rain</i></p>			
<p><i>sand</i></p>			

Instructions:

Have the student circle the word that goes with the picture in each box.

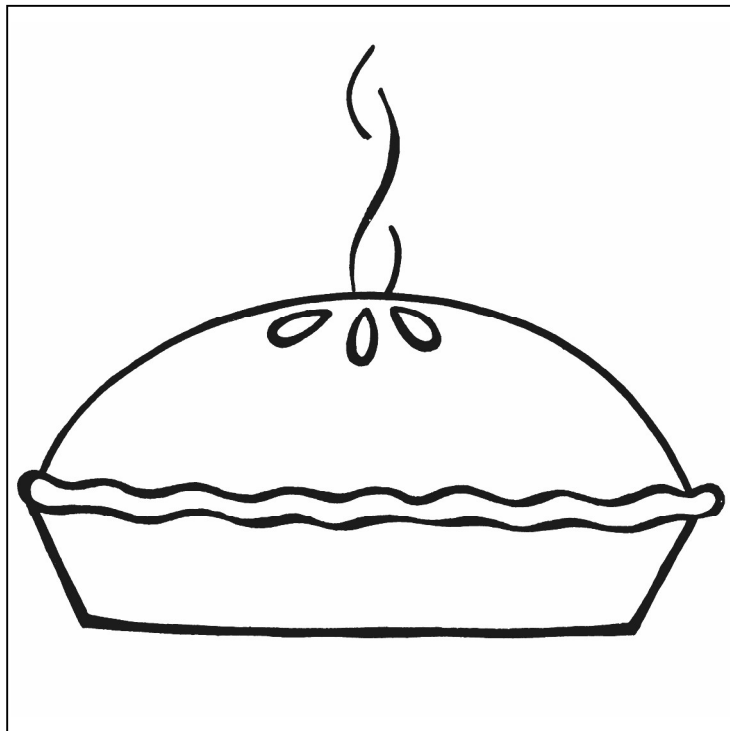
Picture key: time, lake, lock, bike, wave, bake, hand, bay.

	<p><i>Tim</i></p> <p><i>tip</i></p> <p><i>tim</i> ☒</p>		<p><i>lat</i> ☒</p> <p><i>lake</i> ☒</p> <p><i>lam</i> ☒</p>
	<p><i>lock</i> ☒</p> <p><i>log</i></p> <p><i>lak</i> ☒</p>		<p><i>bit</i> ☒</p> <p><i>big</i></p> <p><i>bik</i> ☒</p>
	<p><i>wag</i></p> <p><i>wav</i> ☒</p> <p><i>wa</i> ☒ <i>t</i></p>		<p><i>ba</i> ☒</p> <p><i>bak</i> ☒</p> <p><i>back</i> ☒</p>
	<p><i>ham</i></p> <p><i>hat</i></p> <p><i>hand</i></p>		<p><i>ba</i> ☒</p> <p><i>bak</i> ☒</p> <p><i>bac</i> ☒</p>

Instructions:

Have the student copy the sentence in the space provided. If it is too difficult for the student to write the sentence, have the student do the index card activity as described in the **Reading Made Easy** curriculum manual. Students who are capable of completing the copy work should also do the index card activities periodically to reinforce proper sentence structure. Have the student read the sentence aloud and color the picture.




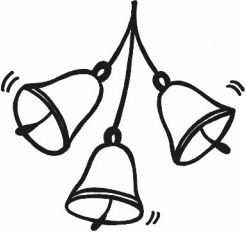

The pie is hot.



Instructions:

Have the student circle the word that goes with the picture in each box.

Picture key: pot, sang, lime, rang, hang.

	<p><i>pa:l</i></p>	<p><i>pa:ng</i></p>	<p><i>pot</i></p>
	<p><i>sa:ng</i></p>	<p><i>sag</i></p>	<p><i>sa:l</i></p>
	<p><i>li:v</i></p>	<p><i>li:c</i></p>	<p><i>li:m</i></p>
	<p><i>ra:n</i></p>	<p><i>ra:ng</i></p>	<p><i>ra:k</i></p>
	<p><i>hat</i></p>	<p><i>ha:l</i></p>	<p><i>ha:ng</i></p>

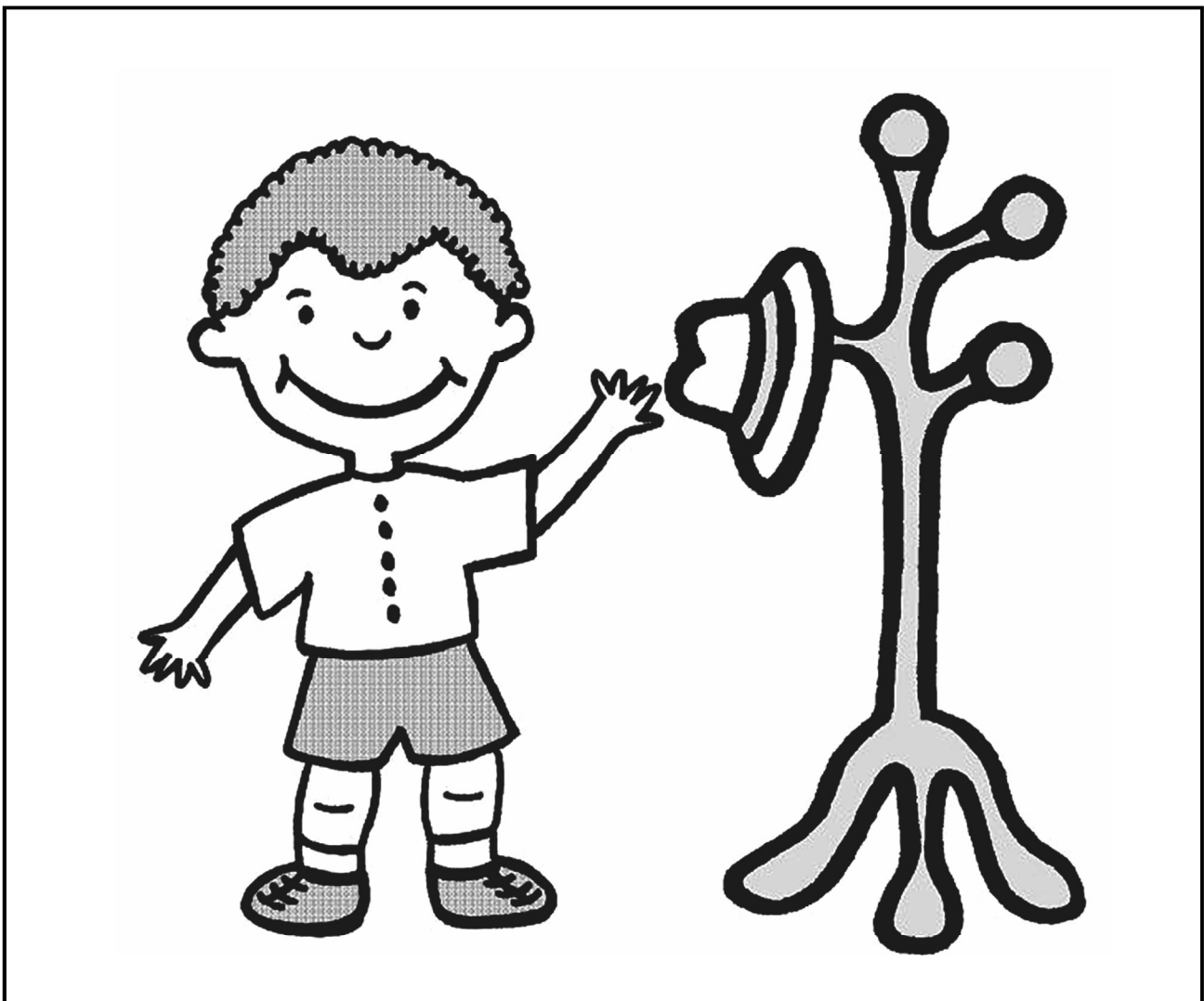
Instructions:

Have the student look at the picture below. Then have the student read each sentence and put a check mark in the box next to the sentence that goes with the picture. Explain that only one sentence goes with the picture.

Jaay can hang the hat.

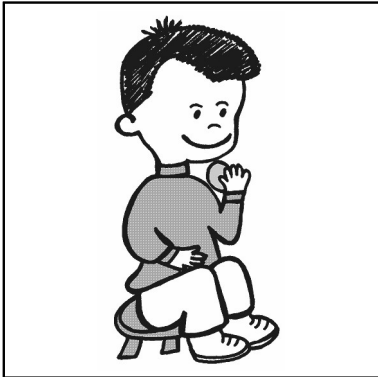
Jaay can kick the can.

Jaay can win the gam.



Instructions:

Have the student look at each picture. Have the student read aloud the sentences beside each picture. Then have the student put a check mark in the box beside the sentence that goes with the picture.



Tom at the lim.

Tom at the pi.



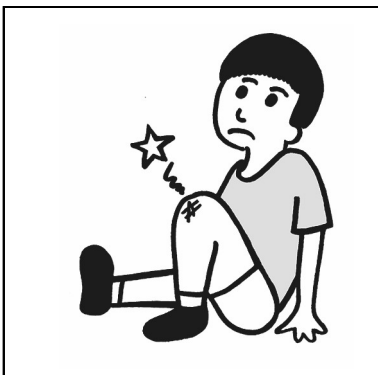
Fay has the sac.

Fay has the sock.



Dan is on the bik.

Dan is on the dock.



Jak has a pa.

Jak has a pa.

Instructions:

Have the student copy the sentence in the space provided. If it is too difficult for the student to write the sentence, have the student do the index card activity as described in the **Reading Made Easy** curriculum manual. Students who are capable of completing the copy work should also do the index card activities periodically to reinforce proper sentence structure. Have the student read the sentence aloud and color the picture.

*I can bang on the
pot.*

