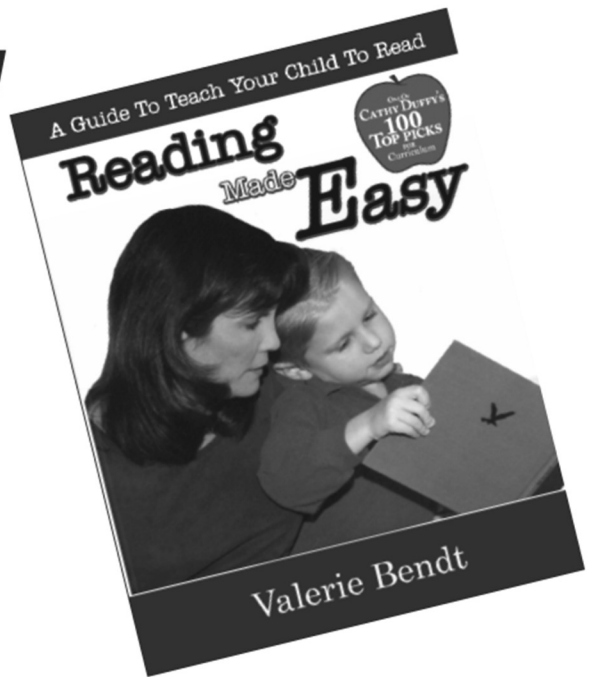


Reading Made Easy



Student Activity Book

*Volume Three
For Lessons 55-81*



Valerie Bendt

This book is volume three 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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<i>bat</i>		<i>ship</i>	
<i>cap</i>		<i>shack</i>	
<i>rat</i>		<i>cash</i>	
<i>nap</i>		<i>shop</i>	

<i>snake</i> <i>snak</i>		<i>sleepy</i> <i>sleepy</i>	
<i>snail</i> <i>sna</i>		<i>bow</i> <i>bow</i>	
<i>snack</i> <i>snack</i>		<i>lace</i> <i>lac</i>	
<i>sweep</i> <i>sweep</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 draw a line to match the stories on the left with the pictures on the right.

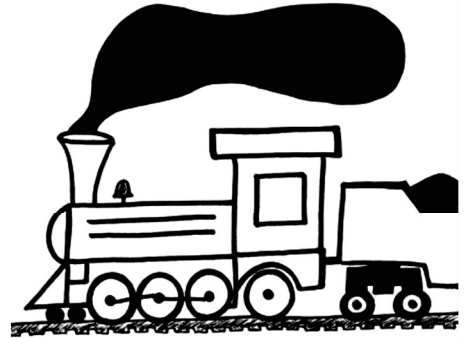
Jo likes to paint.

He can wear a

smock. Jo likes to

stay neat and

clen.

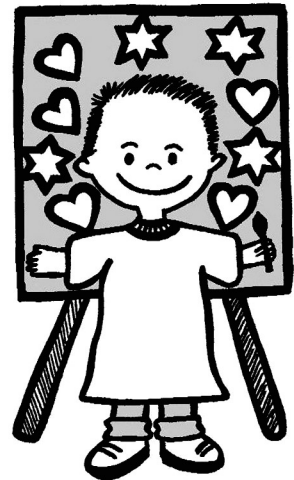


Stev can play in

the tent. He can

spin the top. It will

go fast.



The smoke from the

big train is

black. The train

can speed on the

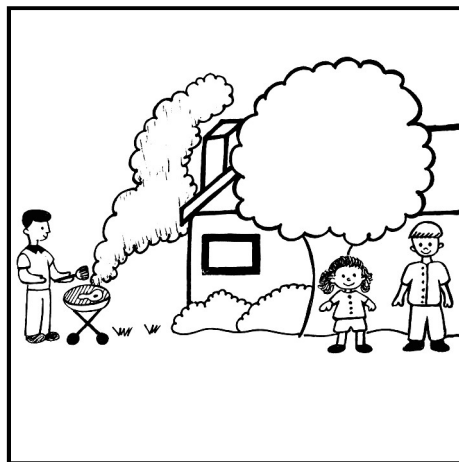
track.



Instructions:

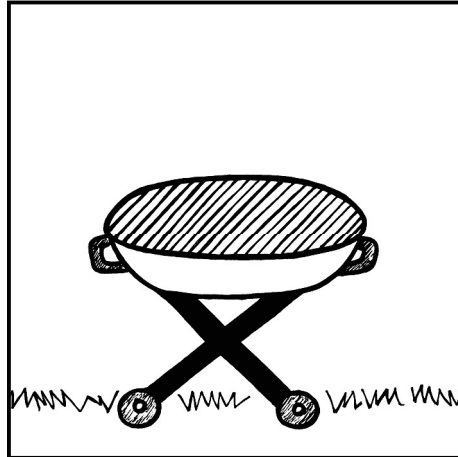
Have the student copy the sentences in the space provided. If it is too difficult for the student to write the sentences, have the student do the index card activity as described in the **Reading Made Easy** curriculum manual. Students who are capable of completing the copy work should also do the index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

Dad had meat on the grill. Dad said, "Could you smell the meat?"



Instructions:

Have the student draw a picture of the grill in the space below and make up a story to go with it. Then have the student copy the story in the space provided. There is additional room on the next page. If it is too difficult for the student to write the story, you may write it from the student's dictation. Then have the student read the story aloud.




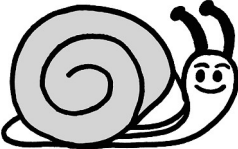


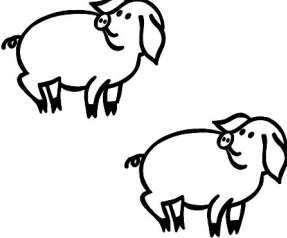
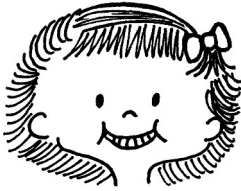
A large rectangular box containing a writing area. The top half is blank. The bottom half contains four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

The page contains 15 sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

Instructions:

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

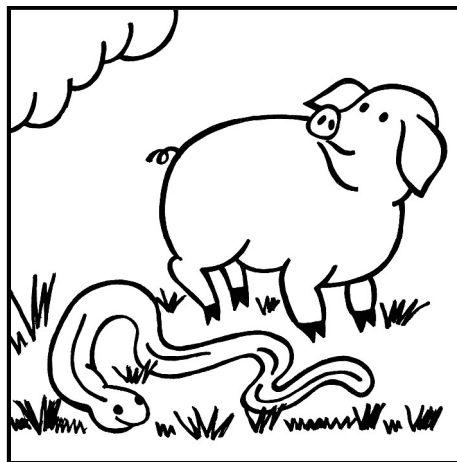
Picture key: snake, snail, snack, sweep, swine, smile.

	<p>snak</p>	<p>snack</p>	<p>snag</p>
	<p>snap</p>	<p>snail</p>	<p>snak</p>
	<p>snack</p>	<p>snap</p>	<p>snag</p>
	<p>sweet</p>	<p>sneez</p>	<p>sweep</p>
	<p>swish</p>	<p>swin</p>	<p>swell</p>
	<p>smil</p>	<p>smash</p>	<p>swin</p>

Instructions:

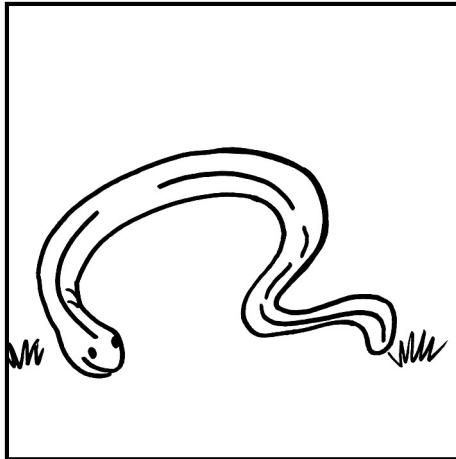
Have the student copy the sentences in the space provided. If it is too difficult for the student to write the sentences, have the student do the index card activity as described in the **Reading Made Easy** curriculum manual. Students who are capable of completing the copy work should also do the index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

*The snake hid in the
grass. The swine could
not find him.*



Instructions:

Have the student draw a picture of the snake in the space below and make up a story to go with it. Then have the student copy the story in the space provided. There is additional room on the next page. If it is too difficult for the student to write the story, you may write it from the student's dictation. Then have the student read the story aloud.



A large rectangular box containing a writing area. The top half is blank. The bottom half contains four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

The page contains 12 sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.