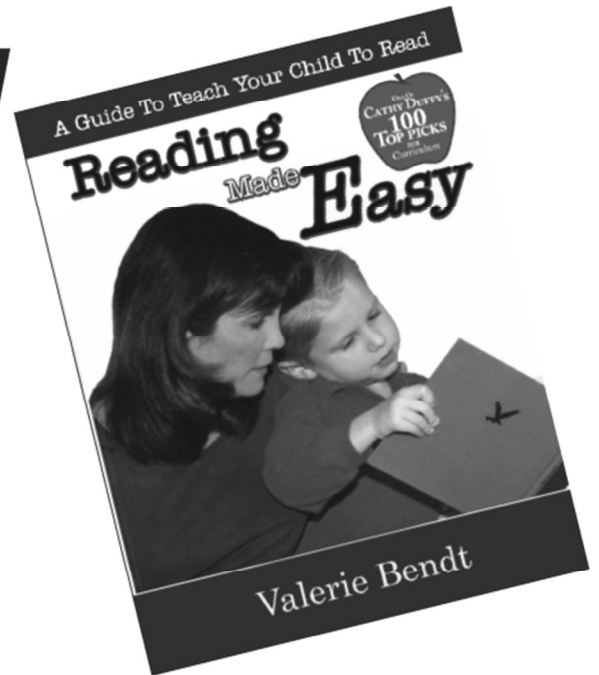


# *Reading Made Easy*



## *Student Activity Book*

*Volume Four  
For Lessons 82-108*



*Valerie Bendt*

This book is volume four 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](http://www.ValerieBendt.com).

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bat	
cap	
rat	
nap	

ship	
shack	
cash	
shop	

snake	
snail	
snack	
sweep	

sleepy	
bow	
lace	
space	

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 **Italic Handwriting Series** from Portland State University. 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:

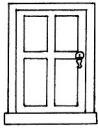
Have the student fill in the blanks using the pictures in the story and the words from the list. Then have the student read the story aloud.

house    bat    bug    tree    ball    mouse    door

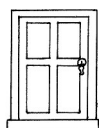
Once there was a small  ----- . His name


was Tom. He had a  ----- . It was in the

stump of an old  ----- . One day Tom could



hear a knock at the  ----- . He could see a



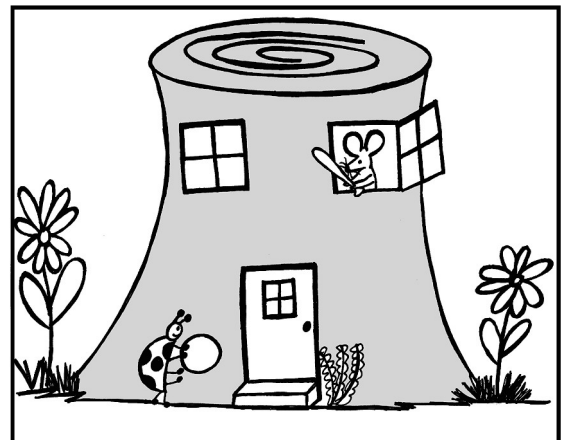
----- at the  ----- . It was Bob. Bob

said, "I have a  ----- . I have come to play."

Tom said, "That is good! I have a  ----- . You

can toss the  ----- . I can hit it with the 

----- . We can have fun!"

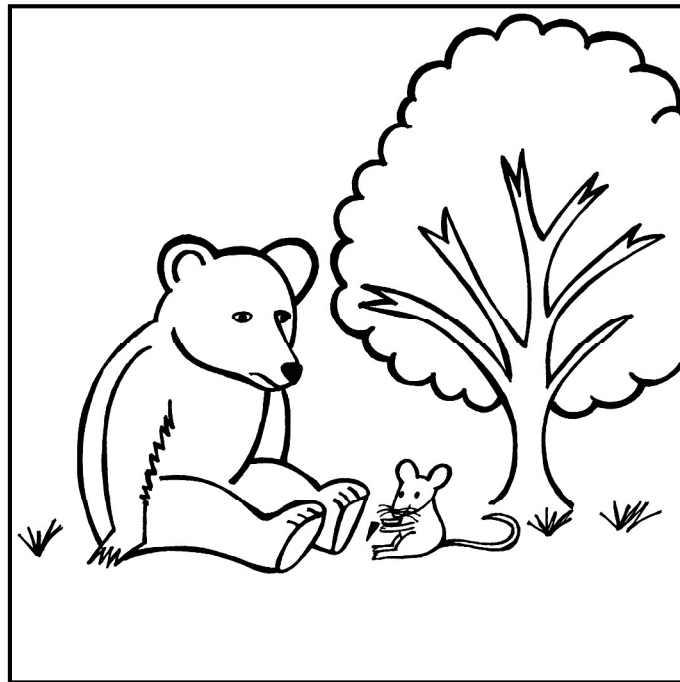


Instructions:

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.

*The mouse saw the thorn  
in the cub's paw. He said,  
"I have sharp teeth. I can  
take out the thorn." "Thank  
you," said the cub.*

Instructions:  
Have the student color the picture.



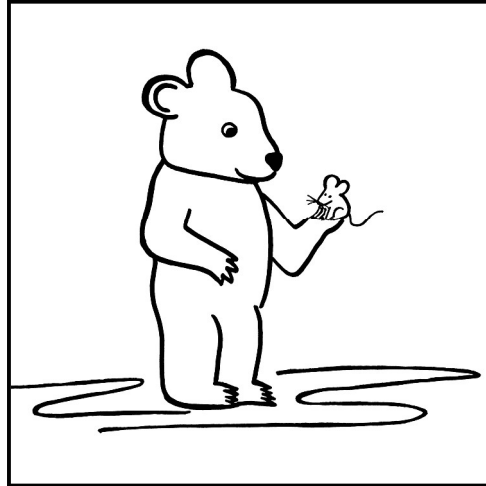
Instructions:  
Next have the student circle the word that goes with the picture in each box.

Picture key: running, crying, chase, woods.

	<i>rubbing</i>	<i>rocking</i>	<i>running</i>
	<i>crying</i>	<i>crossing</i>	<i>crunching</i>
	<i>chain</i>	<i>chase</i>	<i>chat</i>
	<i>wool</i>	<u><i>would</i></u>	<i>woods</i>

Instructions:

Have the student draw a picture of the cub 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 area for drawing and writing. The top portion is a blank space for drawing. Below this are four sets of primary-ruled lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for writing a story.

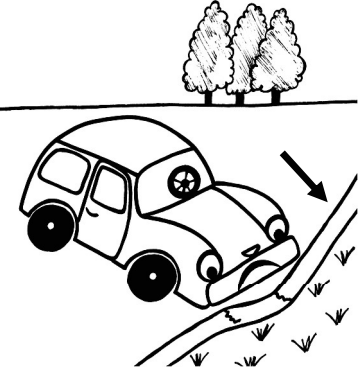
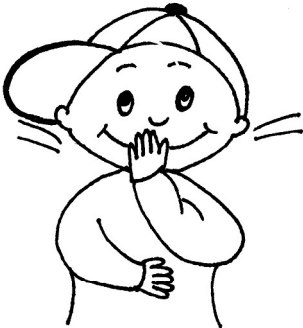
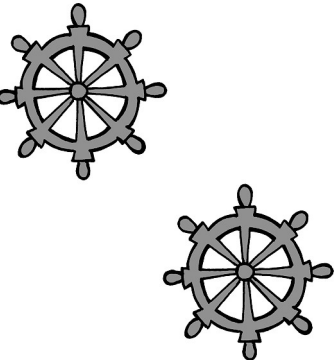
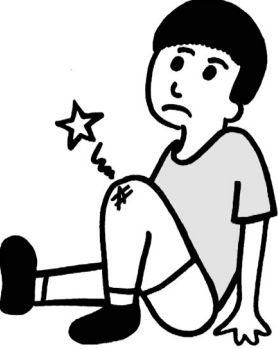

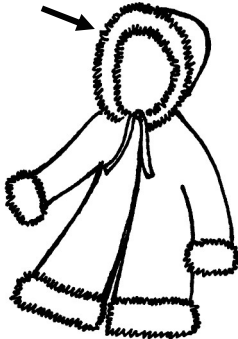
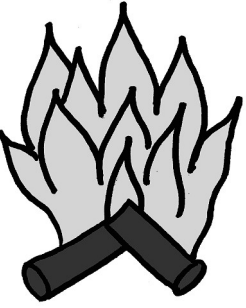



The page contains 15 sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

Instructions:

Have the student read the words in each box. Then have the student circle the word that goes with each picture.

Picture key: curb, burp, burst, wheels, hurt, curve, fur, burn, curl.

 <p>curb curve curl</p>	 <p>burn burst burp</p>
 <p>weeks will wheels</p>	 <p>hurt hurl harp</p>
 <p>curb curve curl</p>	 <p>fun first fur</p>
 <p>burn burst burp</p>	 <p>curb curve curl</p>

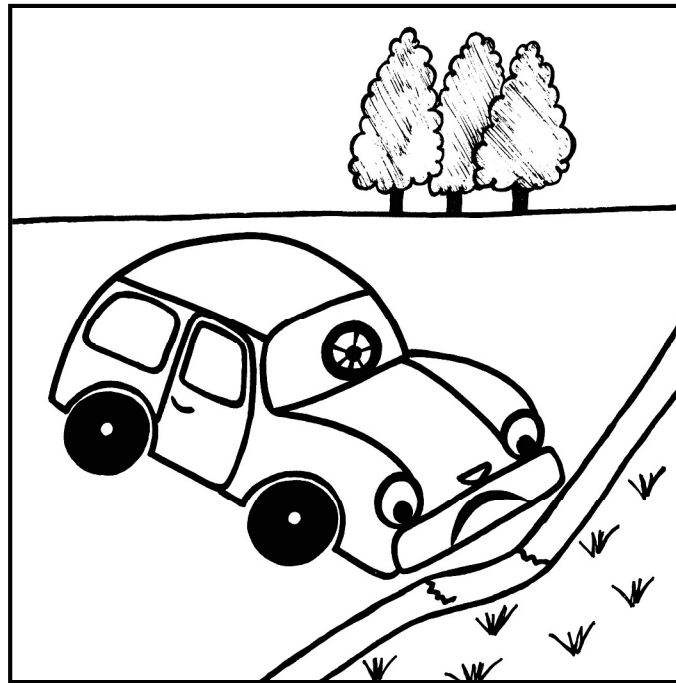
## Instructions:

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.

*The car drove down the  
road. It came to a curve in  
the road. It did not turn. It  
hit the curb.*

Instructions:


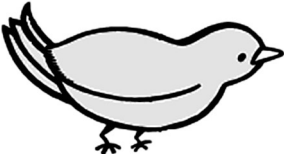


Have the student color the picture.



Instructions:

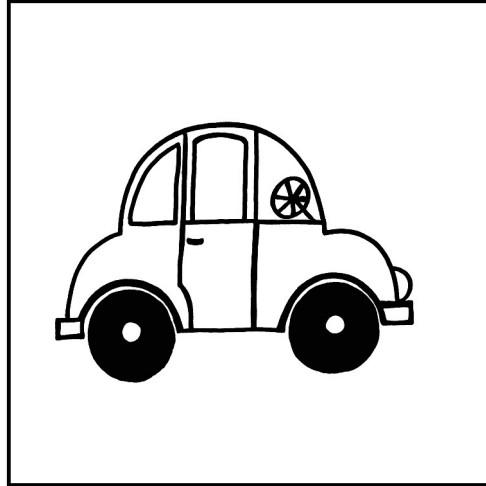
Next have the student circle the word that goes with the picture in each box.

Picture key: car, bird, fish, dirt.

	<i>car</i> t	<i>car</i> p	<i>car</i>
	<i>bur</i> p	<i>bir</i> d	<i>bur</i> n
	<i>fi</i> sh	<i>fi</i> rst	<i>fist</i>
	<i>drip</i>	<i>di</i> rt	<i>drin</i> k

Instructions:

Have the student draw a picture of the car 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 area for drawing and writing. The top portion is a blank space for drawing. Below this are 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 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.