

**Beacon Media**  
**one-on-one literacy program**

**Level 1**

[www.beaconmedia.com.au](http://www.beaconmedia.com.au)



# Day-by-day activities

## Introduction

### The format

Work with each student for 20 minutes or up to half an hour each session.

Work with the student THREE times per week or more. On average, try to cover three lessons per week. Some students will progress faster; some will progress slower.

### Required materials

Each student will need an exercise book and a pencil. You will need to keep a manila folder for each student which will contain their record documents.

### The background

This program is based on the “Reading Recovery” Program developed by Marie Clay in the 1980s, (New Zealand)

It is designed for students who have failed to read by the end of their second year in school, so should be started at the beginning of Year 3. The program may also be suitable for older students.

### The Progress Chart

Fill in the progress chart for each student after each session. (See next page.)

Place a tick in the box for each area of the lesson you covered, (Sounds, Sight Words, Stories, Sentence).

If you don't cover any area/s in the lesson, leave it blank, to be continued next session.

Always write the date, and sign at the end of the line.

### Be a friend

Greet each student with a smile and a friendly 1-minute chat. Ask them about their interests and challenges. Encourage them in the things they do best. Find out their goals for the future... what they want to do in life. Help them understand that learning to read well will help them to reach their goals.

# Initial Testing

## to find out the student's reading level

1. Make a copy of the "initial test" form on page 4, (one per student).
2. Test the student on sounds a-z.

To do this you will need a copy of the lower-case alphabet letters on page 5. Point to the letters one by one and ask the student to say ay the **sounds** the letters make, (not just the letter name).

3. Test the student on the "Quick Test" on Page 6, to find their reading level. Record their result on the "initial test" form.

Note that the "Quick Test" starts from Level 3. If a student cannot read the first sentence (Level 3), they will start the program on Level 1, and their Quick Test results will be recorded as Level 1.

As you are testing record the sounds the student knows/doesn't know by using the "initial test" form on the next page. Put a tick next to the sounds that are known and a cross for the unknown sounds. Make a list of the unknown sounds, so that you can work on these with the student.

# Initial Test

Student's Name .....

Date .....

For the following INITIAL SOUNDS, put a tick if the sound is known or a cross if unknown.

a	j	s
b	k	t
c	l	u
d	m	v
e	n	w
f	o	x
g	p	y
h	qu	z
i	r	

Unknown sounds: .....

Quick Test score: Level .....

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	qu	r
s	t	u	v	w	x
y	z				

**THE QUICK TEST**

Ask the student to read the sentences starting from the first sentence. Ask them to stop when they have made two mistakes in the one sentence. Then test them on passage of the same level from the "Running Records test kit".

1. It is hot and wet.	Level 3
2. The dog likes to swim.	Level 4
3. Mum made a cake for us to eat.	Level 5
4. Will you come and play with me today?	Level 6
5. The snake slid under a rock and went to sleep.	Level 7
6. "I will try and mend this broken toy," said Sam.	Level 8
7. We planted beans, pumpkins and potatoes in our garden.	Level 9
8. While we were walking along, we found a bird's nest under a tree.	Level 10
9. "Could you use this hammer to make something out of wood?" asked Dad.	Level 11
10. "I do not need this," said David. "I just need five smooth stones and a sling shot."	Level 12

11. Dan looked at his vegetable garden. Everything was growing very well.	Level 13
12. By stretching up, Peter was able to open the high window.	Level 14
13. My father spoke to me on the phone and told me that an angry storm was coming.	Level 15
14. The children ran through the village quickly, being chased by a noisy goat.	Level 16
15. How awful! My curly hair has gone straight!	Level 17
16. Nobody knew the stranger who quietly crept into the back of the meeting.	Level 18
17. The jewels were kept safely in a locked cabinet so they wouldn't be stolen.	Level 19
18. In some countries, where winters are very cold, animals are given shelter indoors.	Level 20
19. During the holidays we travelled to the northern most part of the island.	Level 21
20. We prepared for the journey by packing enough supplies to last for two weeks.	Level 22
21. The musical group entertained us with their guitars and beautiful voices.	Level 23
22. We scrambled up the rocky slope and were amazed at the view from the summit.	Level 24

**Student Progress Record**

**Name of Student** .....

**Year Level/ Class** .....

<b>LEVEL 1</b>	<b>Date</b>	<b>Sounds</b>	<b>Sight Words</b>	<b>Stories</b>	<b>Sentence</b>	<b>Assistant</b>
Lesson 1 p. 9					No activity	
Lesson 2 p. 13						
Lesson 3 p. 16					No activity	
Lesson 4 p. 20						
Lesson 5 p. 23						
Lesson 6 p. 27						
Lesson 7 p. 30						
Lesson 8 p. 34						
Lesson 9 p. 35						
Lesson 10 p. 39						
Lesson 11 p. 43						
Lesson 12 p. 46						
Lesson 13 p. 50					No activity	
Lesson 14 p. 52					No activity	
Lesson 15 p. 54					No activity	
Lesson 16 p. 56		Test score:		Test score:	No activity	



# Level 1 Lesson 1

## Part A: Sounds

**Resources:** Bible Phonics Picture Chart

Show the Bible Phonics picture chart and discuss the 'ant'. Ask the student to listen for the sound at the beginning of 'ant'. Draw their attention to the letter Aa (capital and lower case). Remind them that names begin with a capital letter, like their own name. Ask the student to say the **sound** for 'a' after you, (not the letter name).

Read the story to the student.

*a for ant*

### Ants are wise little creatures

from Proverbs 6:6-8

#### God is Wise

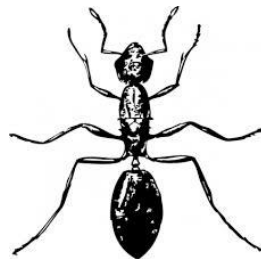
In the Bible, God tells us about the small creatures He made. He tells us to look at the ants, because they can teach us many things. (Say 'a' ant.)

Ants live together in colonies. A colony is a family of ants living together in a home that they build. Sometimes they build their home underground, with many tunnels. Sometimes they build a hill and make tunnels inside the hill.

The Bible tells us to look at how hard they work. They do not have anyone telling them what to do. They just get on with doing their work. They work together to help each other. Every ant has a job to do. The queen ant is the biggest ant. She lays the eggs. The eggs hatch and baby ants are born. Some of the ants have the job of looking after the babies. Other ants take care of cleaning the tunnels in the home. Some build new tunnels as the babies grow and more ants are added to the colony.

Some ants go out and get food. They bring it back for the other ants to eat. Have you ever seen a little ant carrying some food? They can carry food that is quite big for their size. The Bible tells us to watch these ants. These are the ones that get the food when there is plenty, and store it up for times when there could be no food. This is a very wise thing to do.

We can be wise if we look at the ants and learn from them. We can learn to get on with our jobs, without being asked to. We can learn to work together to help others in our family. We can learn to plan ahead. Just as the ants think about getting food for times when there might be none, we can think about doing our best when we are young, so that we will know what to do when we get older. If we work hard to learn as much as we can when we are young, then we will grow to do great things for God when we are older.



**A rhyme to learn:**

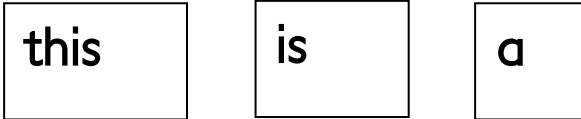
a for ant

Ants go here, ants go there  
Ants are busy everywhere.  
Getting food for when there's none  
There's so much work to be done.

**Part B: Sight Words**

Resources: Dolch word cards Set 1

Select the following three flash cards:



The student points and says the word after you. Tell them that we can make this into a sentence. What could the last word be? e.g. "This is a cat."

Play "Tick Tack Toe" with the words:

***"Tick Tack Toe, here I go, where I land I do not know"***

You point to a word card at the end of the rhyme and they say it. Repeat several times.

**Part C: Stories**

Read through "What can you see under the sea" with the student. Always point to the words. They do NOT have to know all the words. They can guess many of the words by looking at the pictures. The main words they need to know are the Dolch words. Draw attention to the sight words.

1. You read
2. Read together
3. They read

**Comprehension:**

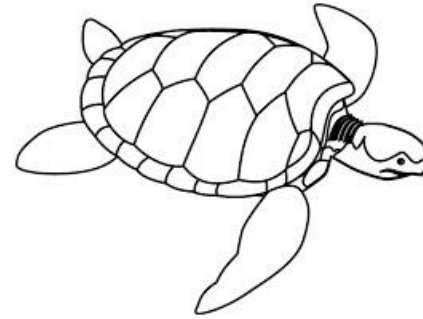
1. What are some of the animals that live under the sea? (Ask them to name and point to pictures of some of the animals)
2. How many legs does a crab have?
3. How many legs does an octopus have?

What can you see



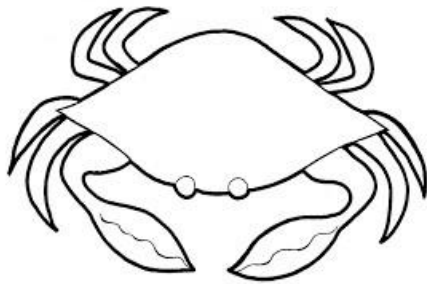
Under the sea?

1



This is a turtle.

2



This is a crab.

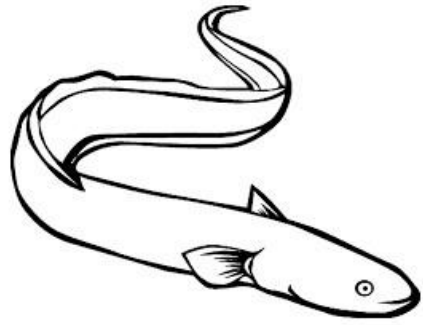
3



This is a sea horse.

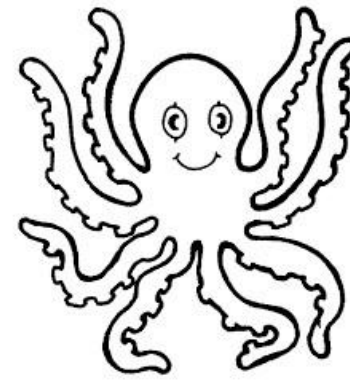
Level 1

4



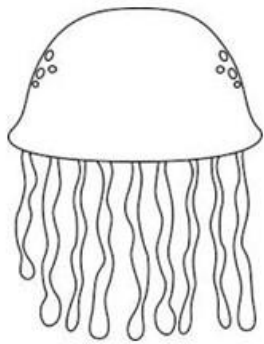
This is an eel.

5



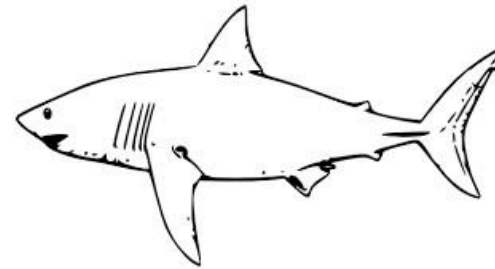
This is an octopus.

6



This is a jelly fish.

7



This is a shark.

Level 1

8

## **Part A: Sounds**

**Resources:** Bible Phonics Picture Chart; *Sound pictures:* ant, apple, arrow, avocado, axe

Revise the 'a' ant on the picture chart. Say the rhyme.

Ants go here, ants go there  
Ants are busy everywhere.  
Getting food for when there's none  
There's so much work to be done.

Ask the student to say the beginning sounds for the pictures starting with 'a'. Use your 'sound-picture' collection.

## **Part B: Sight words**

**Resources:** Dolch word cards set 1

Revise 'this', 'is', 'a' and add new words: 'I', 'can'  
Play "Tick Tac Toe" with the 4 words. (See Lesson 1.)

## **Part C: Stories**

**Revise** What can I see under the sea?

**New story:** I can

Find the words 'I' and 'can' in the story.

**Comprehension:** "Show me the girl that is jumping/skipping";  
"Show me the boy who is hopping/running/digging"; What did the children make with the scissors?

**Part D: Sentence** Ask the student to finish the sentence with something they like to do: "I can ...." (They make up the ending and write it.)



I can run.

1



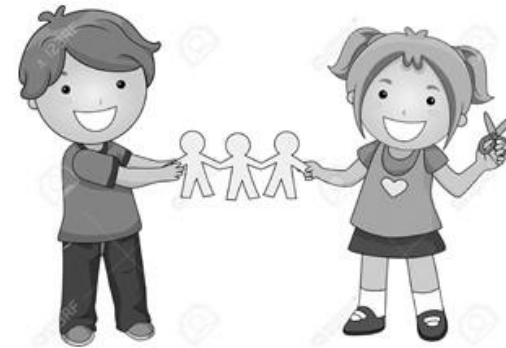
I can hop.

2



I can dig.

3



I can cut.

4

Level 1



I can jump.

5



I can skip.

6



I can hug Mum.

7



I can hug Dad.

8

Level 1

## Level 1 Lesson 3

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

Revise 'a'.

Show the Bible Phonics picture chart and discuss the 'boat'. Ask the student to listen for the sound at the beginning of 'boat'. Draw their attention to the letter Bb (capital and lower case). Ask the student to say the **sound** for 'b' after you, (not the letter name). Read the story to the student and ask the student to repeat the rhyme after you at the end of the story.

## *b for boat*

in the story of Jesus calms the storm (Matthew 8, Mark 4, Luke 8)

### Jesus in the boat

Jesus had been busy with the crowd all day. He taught them about Father God. He healed the sick people, gave sight to blind people. Lame people could walk when Jesus prayed for them.

But now it was evening and He was very tired.

"Let us go across to the other side of the lake," He said.

He climbed into the **boat** with the disciples. (*Say 'b' boat*). He was so tired He soon went fast asleep.

Suddenly the wind began to blow. It blew harder and harder. The waves grew higher and higher until they began to spill over into the boat.

The disciples were so afraid.

"What shall we do?" they shouted.

"Come, let us wake Jesus! How could He sleep in such a storm?"

They called out to Him and woke Him.

"Jesus!" they cried, "Don't you care that we are nearly drowned? Please help us. Please wake up."

Jesus opened His eyes. "Save us Lord," they cried, "We are going to die."

"Why are you so frightened?" asked Jesus. "What little faith you have."

Jesus stood up in the rocking boat.

"Wind, be quiet," He cried.

"Waves, be still!"

At once the storm stopped and the waves died down. There was a great calm.

The disciples were amazed. They looked at each other.

"What a wonderful man Jesus is," they said, "Even the winds and the waves obey Him."

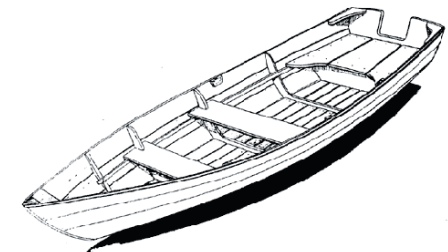
### **A rhyme to learn:**

**b** for boat

Big waves all around

But friends of Jesus

Are safe and sound.





## **Part B Sight Words**

**Revise sight words:** this, is, a, I, can. **Introduce a new sight word:** 'see'.

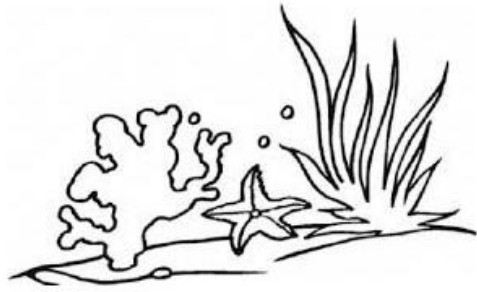
**Play** "Throw the word".

## **Part C: Stories**

**Revise:** I can

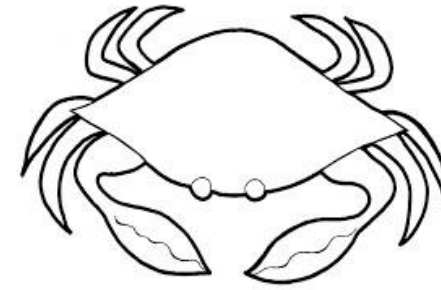
**New story:** At the Beach

Find the word 'see' in the story.



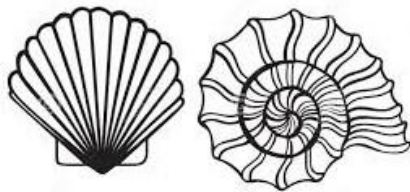
**At the beach**

1



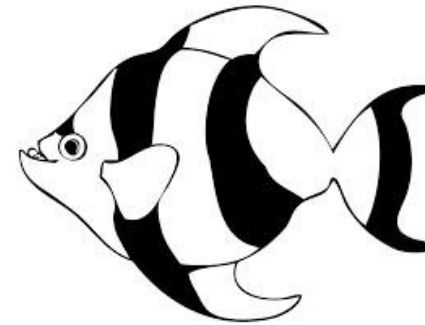
I can see crabs.

2



I can see shells.

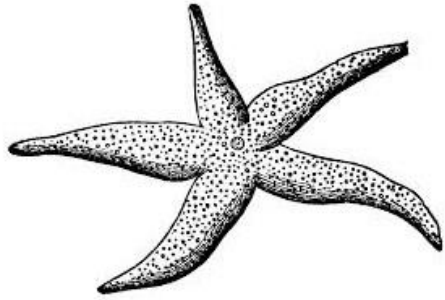
2



I can see fish.

Level 1

3



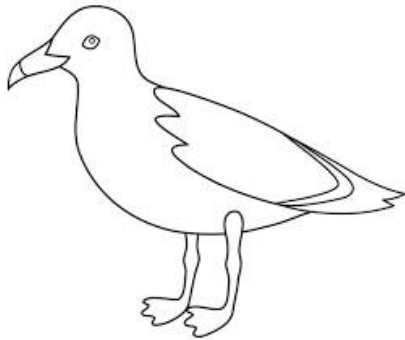
I can see sea stars.

5



I can see sea weed.

6



I can see birds.

7



I can see foot prints.

8

Level 1

## Level 1 Lesson 4

### **Part A: Sounds**

**Resources:** Bible Phonics Picture Chart; Sound pictures: bicycle, bird, banana, bread, butterfly, boat

Revise 'a' and 'b' on the picture chart, (ant and boat). Say the rhyme.

**b** for boat  
Big waves all around  
But friends of Jesus  
Are safe and sound.

Look around the room for things starting with 'a' or 'b'.

Ask the student to write the 'a' and 'b' in the air. 'b' can be remembered by:

### **Part B: Sight Words**

Resources: Dolch flash cards Set 1

**Revise:** this, is, a, I, can, see. New word: 'like'

Play 'concentration' with pairs of these words.

### **Part C: Stories**

**Revise:** At the Beach

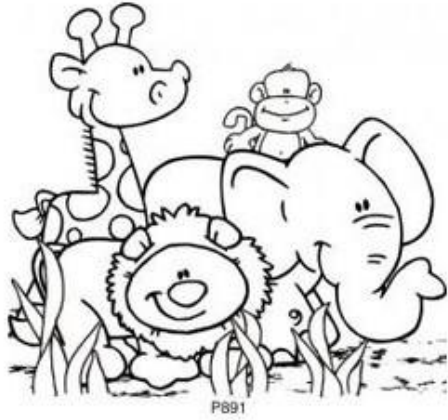
**New story:** I like Animals

Find the word 'like' in the story.

**Comprehension:** "Why are animals very special?"

**Part D: Sentence** Put an ending on this sentence: "I like ..." (The student can think of anything they like, and write it.)





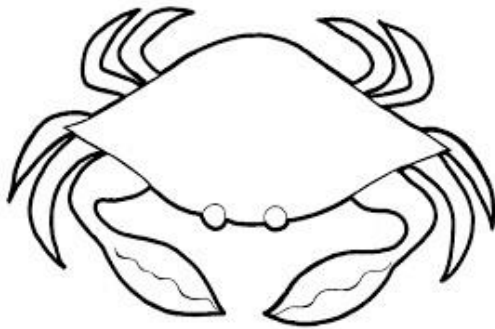
**I like animals.**

1



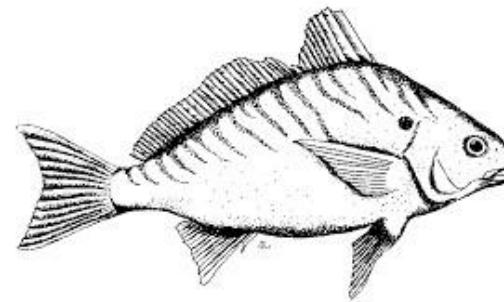
**I like bats**

2



**I like crabs.**

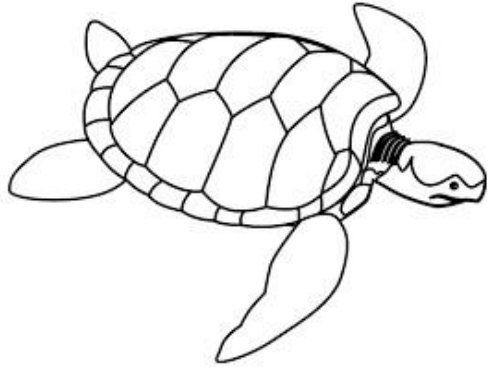
3



**I like fish.**

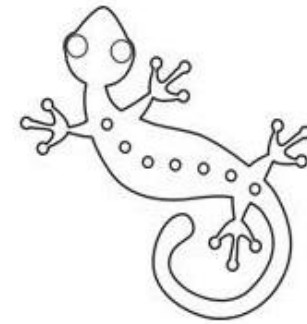
4

Level 1



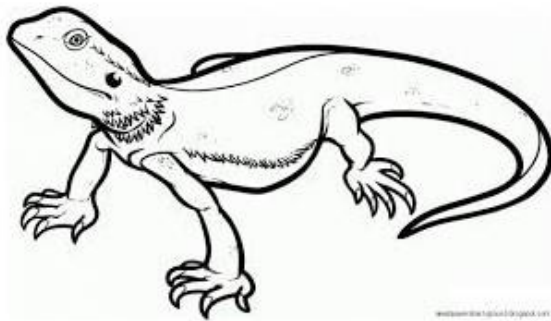
I like turtles.

5



I like geckoes

6



I like lizards...

7



I like animals!

8

Level 1

## Level 1 Lesson 5

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

Revise 'a' and 'b'. Use the picture chart.

Show and discuss the camel on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'camel'.

Draw their attention to the letter Cc (capital and lower case). Ask the student to say the **sound** for 'c' after you, (not the letter name). Read the story and ask the student to repeat the rhyme after you at the end of the story.

*c for camel* in the story of the three wise men

(Matthew 2)

### The Wise Men came on camels

**God is Protector / Our Saviour**

Three men lived far away in the east. They were very wise. Every night they looked at the stars.

One night they saw a new star. It was very big. It was very, very shiny. They knew a king had been born. They got ready and started out on their camels. (Say 'c' camel). They were going to look for the

new king. They rode and rode for many nights and days. They followed the big star.

At last they came to King Herod's palace.

They said, "Where is the new king?"

"There is no new king here," said Herod, "do tell me if you find him."

The wise men went to look in Bethlehem. They saw the star had stopped. It had stopped above a stable in Bethlehem.

The wise men went into the stable and found a baby with his mother Mary and Joseph. They knelt down to worship the baby and they gave him some lovely gifts. They knew that this baby was the new king.

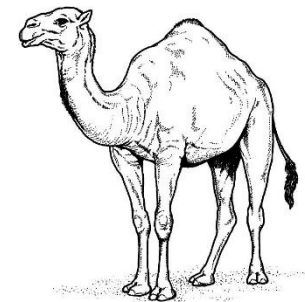
Then God spoke to them in a dream. He said, "Do not go back to Herod. Go back home another way."

So they didn't go back to Herod. They didn't tell him where to find the baby.

Mary and Joseph took Baby Jesus to Egypt. God kept him safe there until King Herod died. Then they came back to Nazareth to live.

#### **A rhyme to learn:**

c for the camels, they traveled so far,  
The riders were wise men  
Following the star.



### ***Part B Sight Words***

**Resources:** Dolch flash cards Set 1

**Revise:** this, is, a, I, can, see, like

### ***Part C: Stories***

**Revise:** I like animals

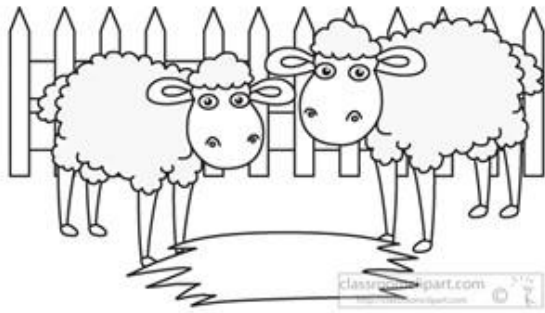
**New story:** I like Farm Animals

**Comprehension:** Have you ever seen farm animals? Which ones?  
What do cows give us? What do chickens give us?

### ***Part D: Sentence***

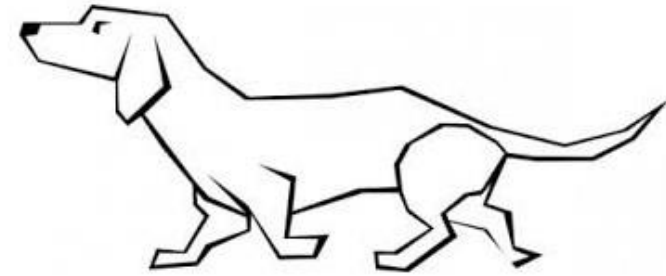
Which farm animals do you like?





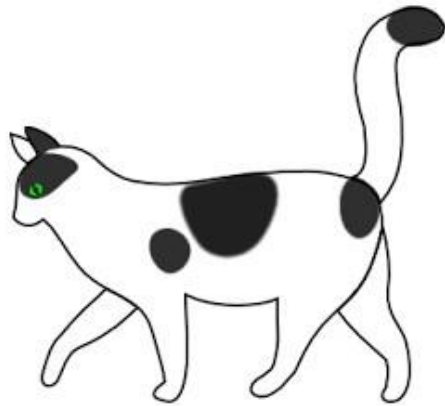
**I like farm animals.**

1



**I like dogs.**

2



**I like cats.**

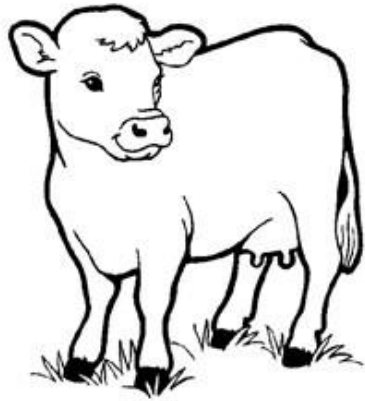
3



**I like chickens.**

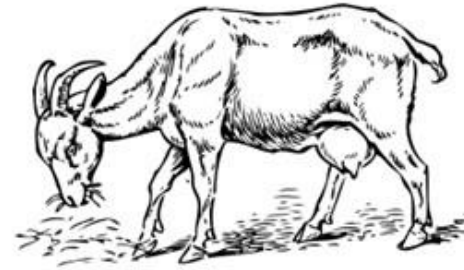
4

Level 1



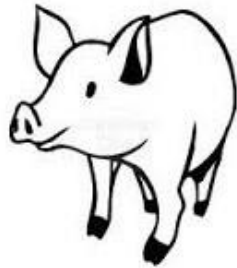
I like cows.

5



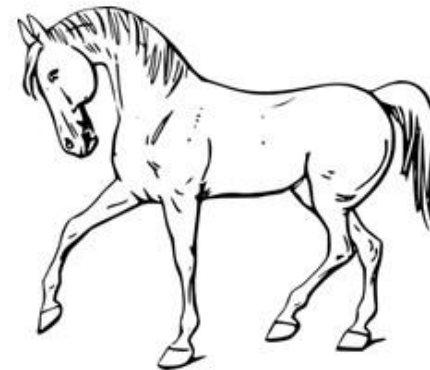
I like goats.

6



I like pigs.

7



I like horses.

8

Level 1

## Level 1 Lesson 6

### **Part A: Sounds**

**Resources:** Bible Phonics Picture Chart; Sound pictures: cake, car, cat, coconut, carrots, crab

Revise 'a', 'b' and 'c' on the picture chart, (ant, boat and camel). Say the rhyme for 'c':

c for the camels  
They traveled so far,  
The riders were wise men  
Following the star.

### **Part B: Sight Words** (Set 1)

**Revise:** this, is, a, I, can, see, like. **New word:** am

Play: Tic Tac Toe with these word cards.

### **Part C: Stories**

**Revise:** I like Farm Animals.

**New story:** I am

**Comprehension:** What do you like doing best?

### **Part D: Sentence**

Students can write the sentence about themselves: "I am (name). I like ..... (They can choose an activity that they like to do to finish the sentence, e.g. 'fishing'.)



I am eating.

1



I am drawing.

2



I am reading.

3



I am riding.

4

Level 1



I am fishing.

5



I am sewing.

6



I am writing.

7



I am planting.

8

Level 1

## Level 1 Lesson 7

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

Revise a, b, c. Use the picture chart.

Show and discuss the camel on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'camel'.

Draw their attention to the letter Dd. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and ask the student to say after you, the rhyme at the end of the story.

### *d for donkey*

in the Palm Sunday story (Matthew 21, Mark 11, Luke 19, John 12)

#### Jesus rides on a donkey

It was soon to be the time of the Feast of Passover. This was the time when the Jews remembered how God saved their people. He helped Moses lead them all out of Egypt to the land of Israel where they now lived. Every year the families had a big feast to remember this time.

People were looking around for Jesus. "Do you think He will come to the Passover in Jerusalem?"

"I don't know. He may not come this year. Some men want to get rid of Him. They don't like what He says about them so they hate Him."

But Jesus and His disciples were just down the road a little way from Jerusalem, at a village called Bethpage.

Jesus stopped and spoke to His disciples.

"Will two of you please go ahead to that village...You will find a **donkey** tied there with her colt beside her. (*Say 'd' donkey*). Untie them and bring them to me. If anyone says anything to you, tell them, 'The Master needs them' and he will let them go at once."

Jesus knew that, long before, a prophet had said, "Tell the city of Zion, 'Look, your king is coming to you. He is humble and rides on a donkey and on a colt, the foal of a donkey."

So the two disciples went ahead and did what Jesus told them to do. They brought the donkey and the colt, threw their cloaks over them. Jesus got up on the donkey.

Crowds of people heard that Jesus was coming. They quickly spread their cloaks on the road. Others cut branches from trees and spread them on the road, too.

"Praise God! Praise God!"

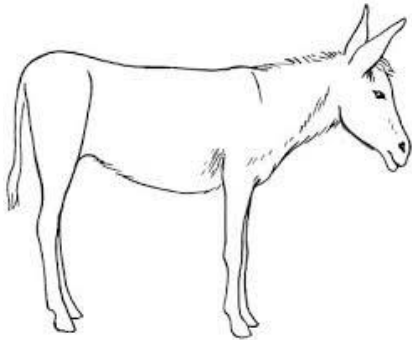
"Hosanna! Hosanna!"

"Blessed is He who comes in the name of the Lord."

"Praise to the Son of David!"

The people shouted loudly to welcome Jesus. Some Pharisees in the crowd heard what the people said, they cried out to Jesus, "Teacher, tell your disciples to be quiet!" "I tell you," Jesus said, "that if they keep quiet, the stones themselves will start shouting."

Jesus rode on into Jerusalem and looked around at everything. Then He went out of Jerusalem to Bethany where He and the disciples spent the night.



***A rhyme to learn:***

**d** is for donkey  
"Hosanna," the people sing.  
The rider is Jesus,

The rider is Jesus,  
Jesus the King.

***Part B: Sight Words (Set 1)***

**Revise:** this, is, a, I, can, see, like, am. **New word:** 'to'

Make a flashcard for 'to' because does not appear in the first 15 Dolch cards. If you don't have cardboard, just write the word on a piece of paper.

***Part C: Stories***

**Revise:** I am

**New story:** I like to

Find the word 'to' in the story

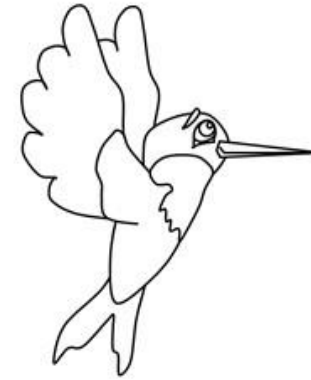
**Comprehension:** "What does a fish like to do?" "What does a frog like to do?" etc.

***Part D: Sentence*** What do you like to do?



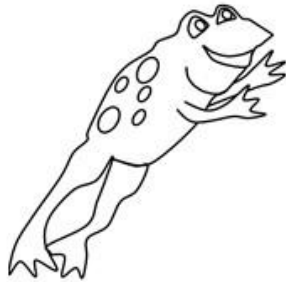
I like to swim.

1



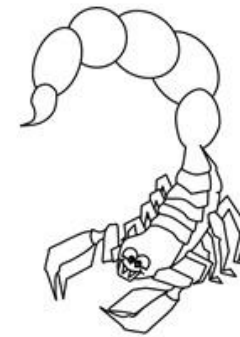
I like to fly.

2



I like to jump.

3

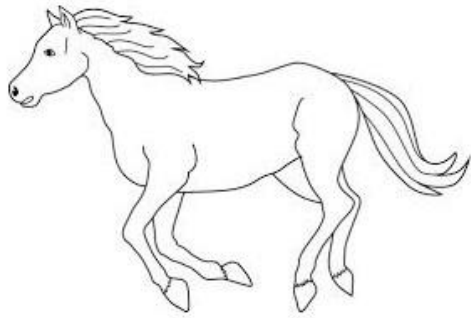


I like to crawl.

4

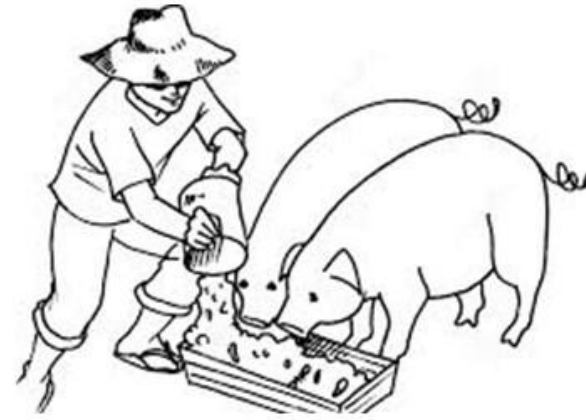
Level 1





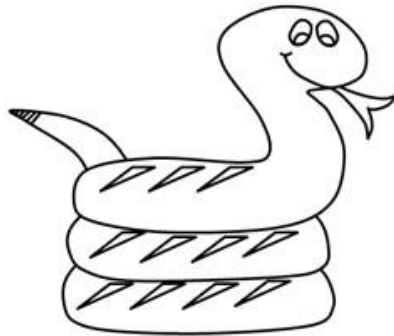
I like to run.

5



I like to eat.

6



I like to hiss.

Level 1

7



I like to read.

8

## Level 1 Lesson 8

### **Part A: Sounds**

**Resources:** Bible Phonics Picture Chart; Sound pictures: dog, dress, dinosaur, duck, donkey

**Revise** a, b ,c, d

**Say the rhyme:**

**d** is for donkey  
“Hosanna,” the people sing.  
The rider is Jesus,  
Jesus the King.

### **Part B: Sight Words** (Set 1)

**Revise:** this, is, a, I, can, see, like, am, to. **New words:** ‘go’, ‘here’

Choose 5 words and play ‘Throw the word’.

### **Part C: Stories**

**Revise:** I like t’

**New story:** At the bus stop

Find the words ‘go’ and ‘here’ in the story.

**Comprehension:** Have you ever waited at a bus stop? What did you see? (or what might you see if you did?)

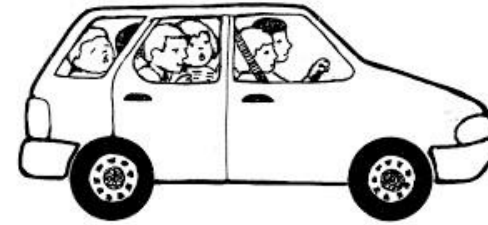
### **Part D: Sentence**

Ask the student to say what they might see at the bus stop. They start their sentence with “I can see a ..... “



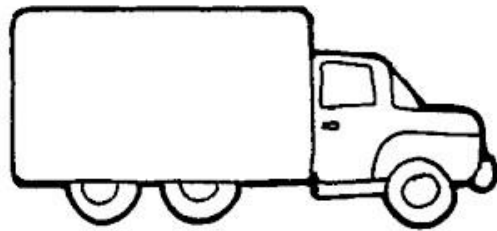
At the bus stop

1



I see a car go by.

2



I see a truck go by.

3



I see a taxi go by.

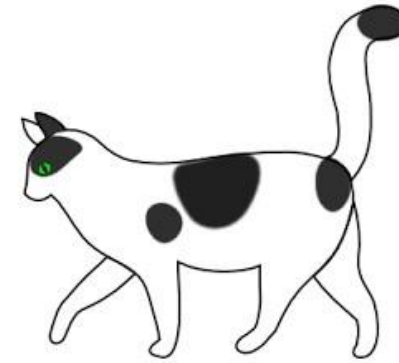
Level 1

4



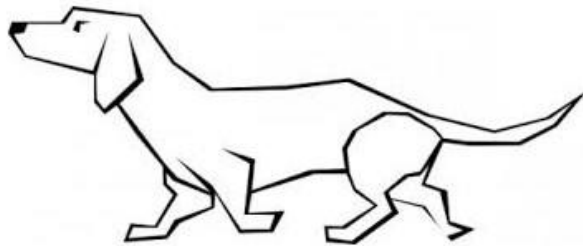
I see a bike go by.

5



I see a cat go by.

6



I see a dog go by.

7



Here comes the bus!

Level 1

8

## Level 1 Lesson 9

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d. Use the picture chart.

Show and discuss 'every boy and girl' on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'every'.

Draw their attention to the letter Ee. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and ask the student to say after you, the rhyme at the end of the story.

### *e for every*

Jesus loves EVERY boy and girl in the story of "Let the children come" (Mark 10:13 – 18)

### Jesus loves every girl and boy

The children were happy. Jesus had come to their town. They wanted to see Jesus.

"Hurry, Mum," said the children. "We want to see Jesus. Please take us to see Him."

The Mums took their children to see Jesus. There was a big crowd.

The children wanted to go to the front of the crowd.

"Get back! Get back!" said the friends of Jesus. "There are grown-ups here who want to be at the front!"

"No!" said Jesus. "I want the children here. Bring them to me."

The Mums brought the children to Jesus.

Jesus sat the children on His knee.

"I love children," He said. "I love every girl and boy." (*Say 'e' every*).

"Children are very special, He said. "If grown-ups want to be my friends, then they must be like these children."

Children can love Jesus with a special love. Jesus wants you to love Him. He loves you with a special love too. Jesus loves every boy and girl.

### *A rhyme to learn:*

**e** is for every,  
Every girl and boy.  
Jesus loves children,  
Children bring joy.



**Part B: Sight Words** (Set 1)

**Revise:** this, is, a, I, can, see, like, am, to, go, here. **New words:** and, come

**Part C: Stories**

**Revise:** At the bus stop

**New story:** At the market

**Comprehension:** What can you buy at the market?

**Part D: Sentence**

As a response to the story, “Jesus loves every boy and girl”, ask, “Who does Jesus love?”

Write the words ‘Jesus’ ‘love’ ‘me’ on separate pieces of paper, shuffle them and ask the student to put the words in order.

Jesus

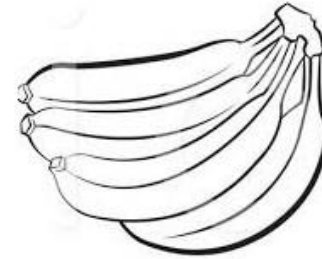
loves

me



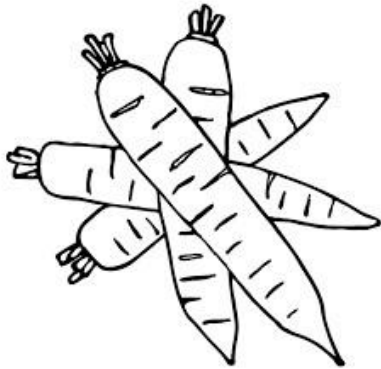
**At the market**

1



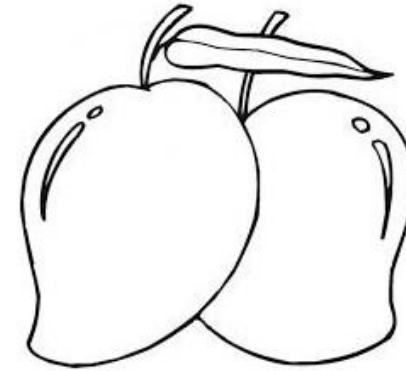
Come and buy some bananas.

2



Come and buy some carrots.

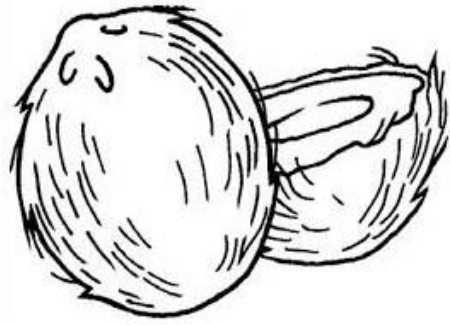
3



Come and buy some mangoes.

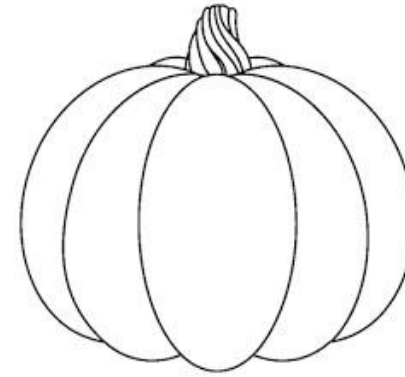
Level 1

4



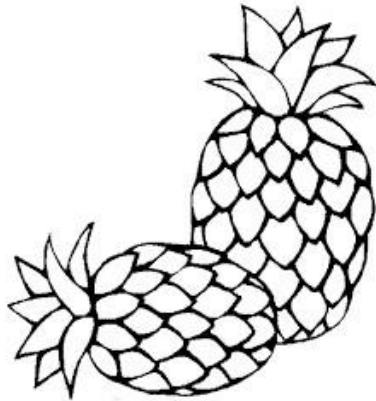
Come and buy some coconuts.

5



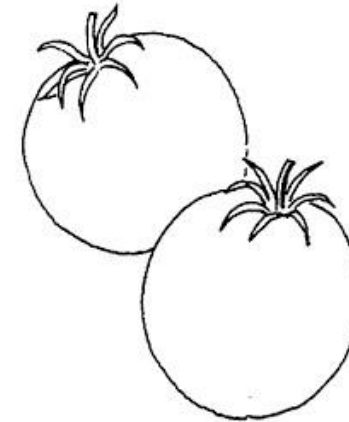
Come and buy some pumpkin.

6



Come and buy some pineapples.

7



Come and buy some tomatoes.

8

Level 1



## Level 1 Lesson 10

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e. Use the picture chart. New sound: f

Show and discuss the fish on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'fish'.

Draw their attention to the letter Ff. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

*f for fish* (Matthew 14, Mark 6, Luke 9, John 6)

### Five loaves and two fish

The disciples looked at Jesus. He looked very tired.

"Jesus, you have healed many people. You must be so tired and hungry. Send the people away to get some food."

But Jesus said, "They do not need to go away.

You give them something to eat."

"But Jesus," they said, "we have only five loaves of bread and two small fish. (*Say 'f' fish*). That will never feed all these people."

"Bring me what you have," said Jesus.

Jesus turned and spoke to the crowd of people.

"Will you all please sit down on the grass,"

They sat down in groups as Jesus told them to. Then He took the five loaves and the two fish, and prayed to His Father God. He blessed the food.

He broke the loaves.....

and He broke the loaves.....

and He broke the loaves.....

and He broke the fish.....

and He broke the fish.....

All the people had plenty of food to eat. There were twelve baskets of scraps left. The disciples picked them up and left the grass clean and tidy.

There were five thousand men there with their women and children. They all had enough food to eat.

### A rhyme to learn:

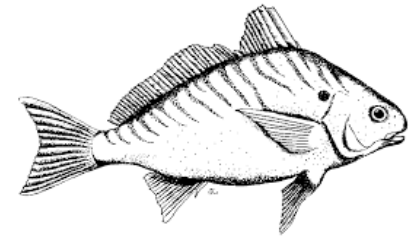
f for fish

With two little fish

And five loaves of bread,

Jesus did a miracle,

And 5000 people were fed.



***Part B: Sight Words*** (Set 1)

**Revise:** this, is, a, I, can, see, like, am, to, go, and, come

**New word:** the

***Part C: Stories***

**Revise:** At the market

**New story:** At night

Find the word 'the' in the story.

**Comprehension:** Which animals are awake at night?

***Part D: Sentence***

Ask the student to make up a sentence about their favourite animal that they might see at night.



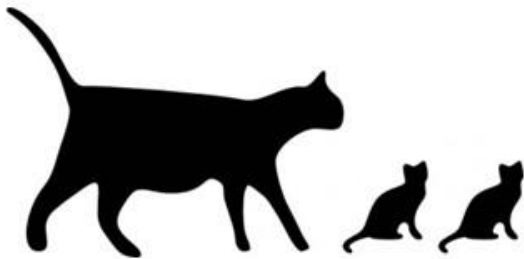
At night

1



The bats come out.

2



The cats come out.

3



The geckoes come out.

4

Level 1



The owls come out.

5



The moon comes out.

6



The stars come out

7



and I go to sleep.

Level 1

8

# Level 1 Lesson 11

## ***Part A: Sounds***

**Resources:** Bible Phonics Picture Chart; Sound pictures a to f

**Revise** a, b, c, d, e, f with sound pictures

Play the box game with one letter on each side of the cube.  
Students select a picture for the sound that comes up on top when they throw the box in the air.

## ***Part B: Sight Words (Set 1)***

**Revise:** this, is, a, I, can, see, like, am, to, go, here, and, come, the

**New word:** 'my' Make a flashcard for this or write it on a piece of paper.

## ***Part C: Stories***

**Revise:** At night

**New story:** My family

Find all the 'my' words in the story.

**Comprehension:** 'What do you like to do with your Mum / Dad / brother / sister?'

## ***Part D: Sentence***

Ask the student to make up a sentence about a family member.



**My family**

1



**I love my Mum.**

2



**I love my Dad.**

3



**I love my Grandma.**

4

Level 1



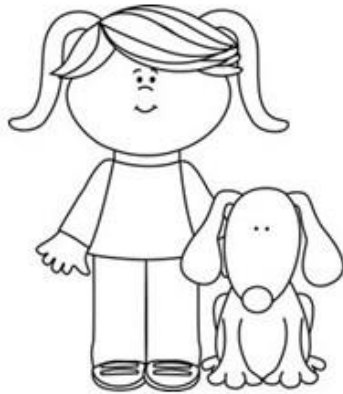
I love my Grandpa.

5



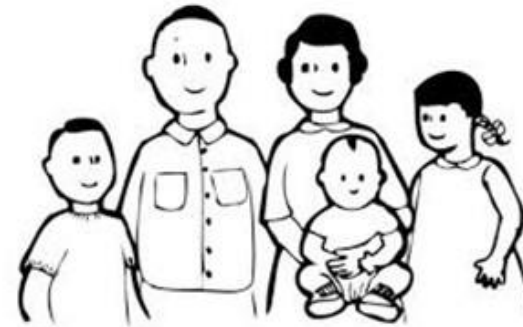
I love my brothers and sisters.

6



I love my pets.

7



Thank you God for my family.

Level 1

8

## Level 1 Lesson 12

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f. Use the picture chart. New sound: Gg

Show and discuss the garden on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'garden'.

Draw their attention to the letter Gg. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

## *g for garden*

in the story of the Garden of Eden (Genesis 2)

### The Garden of Eden

God wanted to make a beautiful world. Before He made people, he had to make a beautiful place for them to live in.

In the beginning there was just an empty space. Darkness covered everything. Then God said, "Let there be light!" and light shone all around. God called the light 'day'.

Next God made water and the sky. This was the second day.

Then He made the land and a beautiful garden of plants to grow on the land. This was the third day.

Next, he made fish to swim in the water and birds to fly in the sky. This was the fifth day.

Then he made animals of all kinds, big and small, to go on the land. God's garden was finished. It was called the Garden of Eden. (*Say 'g' garden*).

But one thing was missing. Yes, He made two people to live in the garden, to be His friends. Their names were Adam and Eve.

#### **A rhyme to learn:**

**g** for garden  
God made a garden  
when the world first began.  
God made a perfect garden  
For a woman and a man.





### ***Part B: Sight Words*** (Set 1)

**Revise:** this, is, a, I, can, see, like, am, to, go, here, and, come, the

**Revise:** 'my' in 'My Family'.

### ***Part C: Stories***

**Revise:** My family

**New story:** 'Let's go to Africa

The purpose of the "Let's go to" stories is to expand the student's comprehension of the world. They do not need to learn how to read the names of the animals. When they are introduced to them, they learn to recognize them by the pictures.

**Comprehension:** "What is your favourite animal from Africa?"

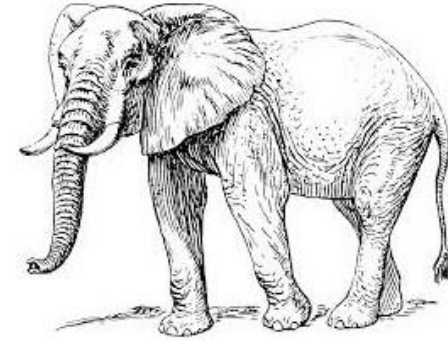
### ***Part D: Sentence***

Ask the student to make up a sentence about a favourite African animal.



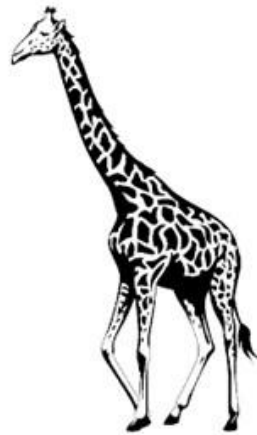
Let's go to Africa

1



and we will see an elephant

2



and a giraffe.

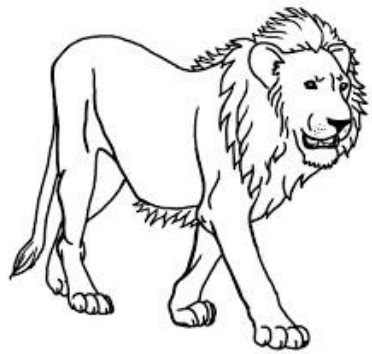
3



and a hippo

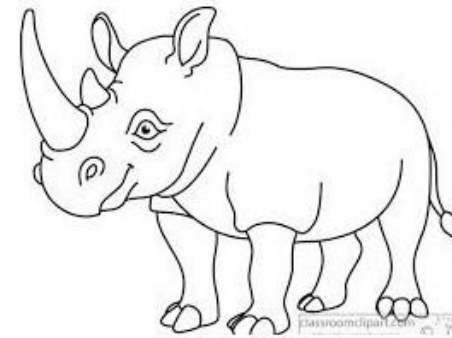
Level 1

4



and a lion

5



and a rhinoceros

6



and a zebra

7



and a monkey.

Level 1

8

## Level 1 Lesson 13

### **Part A: Sounds**

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f, g. Use the picture chart. **New sound:** Hh

Show and discuss the house on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'house'.

Draw their attention to the letter Hh. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

### *h for house*

in the story of the wise man who build his house on the rock (Luke 6:48-49)

### **The house on the rock**

Jesus told a story about two men who built **houses** for themselves. (*Say 'h' house*). The first man chose a good place on solid rock. Although it was harder to build on rock, the man knew it was worth the extra work. Before long, there was a terrific storm. The wind blew furiously and the rain teemed down. Soon there was a great flood, but the house did not fall for it was built on rock.

The other man was foolish for he chose an easy place on low, sandy ground. His house did not have a solid foundation. When the storm and floods came, it fell down with a loud crash.

Jesus then said this to the people who were listening to the story: "Everyone who comes and listens to Me, and obeys Me, is like a man who built on a strong foundation." We can know a lot about Jesus, but we are not wise unless we do what He says to do. Jesus wants to live in our hearts and lives. Then our lives will be built like the house on the rock.

### **A rhyme to learn:**

**h** is for house  
On the rock firm and strong,  
But the house on the sand  
Didn't stay up for long. (*crash!*)



## ***Part B: Sight Words***

Play 'Bingo' with Dolch words Set 1.

## ***Part C: Stories***

**Revise:** Let's go to Africa

**New story:** 'Let's go to America

**Comprehension:** "What is your favourite animal from America?"

## Level 1 Lesson 14

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f, g, h. Use the picture chart. **New sound:** li

Show and discuss the inn on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'inn'. Explain that an inn is a place to stay, like a hotel.

Draw their attention to the letter i. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

### *i for inn*

Luke 2

### No room in the inn

It was time for Baby Jesus to be born. Mary and Joseph had come a long way. They came to Bethlehem. There were many people there. They looked for a place to sleep. They went to an inn, which is a place where people can stay. (*Say 'i' inn*).

Joseph spoke to the inn-keeper, "Have you a room for us, Mr. Inn-keeper? We are so tired."

"I'm sorry," said the inn-keeper, "many people have come to pay their tax. I have no room for you. But wait. If you would not mind, I can make a place for you in the stable."

He gave Joseph a broom. He gave Joseph some hay. Joseph quickly swept the stable. He put the cows outside. He put his donkey outside also. He put clean hay into the manger. He put clean hay over the floor.

Now Mary and Joseph could lie down. They said, "Thank you, Lord for this good place to rest."

That night Baby Jesus was born. Mary put baby clothes on him and laid him close by in the manger. "Thank you, Lord, for your son, Baby Jesus."

### **A rhyme to learn:**

i is for inn - a place to stay  
But for Joseph and Mary there was nowhere to stay.  
So they stayed in a stable under a star so bright,  
And baby Jesus was born on the first Christmas night.



## ***Part B: Sight Words***

Select 6 sight words from Set 1 and play Tic Tac Toe.

## ***Part C: Stories***

**Revise:** Let's go to America

New stories: Let's go to Antarctica and Let's go to Australia

### **Comprehension:**

"What is it like in Antarctica?" "What is your favourite animal from Australia? Why do you like this one?"

## Level 1 Lesson 15

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f, g, h, i. Use the picture chart. **New sound:** Jj

Show and discuss the inn on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'jar'. Explain that in early times jars were not made from glass, but clay, like the one in this picture.

Draw their attention to the letter li. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

### *j for jar and jug*

in the story of multiplication of oil and meal for the woman of Shunem (2 Kings 4)

### Elisha and the jars of oil

Elisha was a servant of God. One day a woman came to Elisha for help. She had no money to pay for food. And she owed money to a man who was very angry at her for not paying.

Elisha asked, "What do you have in your house?"

"I only have a little oil in a jug," said the woman. (*Say 'j' jug*).

Go and ask your neighbours for empty jars," said Elisha. (*Say 'j' jars*).

She went to her neighbours and got as many jars as she could. She lined them up on the kitchen bench.

"Now start pouring the oil from your jug into the jars," said Elisha.

The woman did as Elisha said.  
She poured and poured. Her oil did not run out.  
Her oil did not run out until she filled all of the jars.

She told Elisha, "All the jars are full."  
"Go and sell the oil," said Elisha. "Use the money to pay the man you owe. You can keep the rest of the money to buy food."

#### **A rhyme to learn:**

j is for jar and j is for jug  
The woman had only a little oil in her jug.  
She got lots of jars and set them all out,  
And the oil kept on pouring. It didn't run out.





### ***Part B: Sight Words***

Select 6 sight words from Set 1 and play Tic Tac Toe.

### ***Part C: Stories***

**Revise:** Let's go to Australia

**New stories:** Let's go to England and Let's go to India

**Comprehension:**

"What is your favourite animal from England / India? Why do you like these animals?"

## Level 1 Lesson 16

### Revision

#### *Sounds*

Test all 10 sounds a – j, by pointing to them on the alphabet chart. Ask the student to say the sound. Record the score on the Progress Chart.

### ***Part C: Running Records Test***

Record each mistake that the student makes (unknown word, wrong word, added word, word left out)

Record the score on the Progress Chart.

#### **Level 1 Test: My Body**

Number of words: 27

Record number of words correct, out of 27. Convert to a percentage as follows:

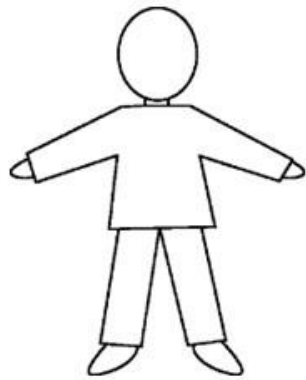
**Accuracy rate:** 1 error = 96%; 2 errors = 92%

#### **Comments:**

Can the student point to the words using one-to-one correspondence? (Can the student point to and say the word at the right time.) The student is not expected to know the words in the title, (which should be read by you.)

#### **Comprehension questions:**

1. Why did God give us eyes?
2. Why did God give us hands?
3. Why did God give us feet?



**My body**

1



This is my hand.

2



This is my foot.

3



This is my head.

Level 1

4



This is my ear.

5



This is my eye.

6



This is my nose.

7



This is me.

Level 1

8