



Homestead Readers

Grant Helps Make A Fence

and other stories

by Kimberly Young

with contributions from Patti Dillistone

homesteadreaders.com

Printed in Canada

©Kimberly Young, Homestead Readers 2024
All rights reserved.

Why Homestead Readers

How are Homestead Readers different from other leveled books on the market labeled as early reading books? Unlike many early reading books, Homestead Readers progress through well thought-out phonics steps to give the student mastery of one skill before moving on to another skill. The new skill(s) for each story is explained at the beginning of the story, so the adult is prepared to help their student learn the new reading skill if they don't already know it.

Most other early reading books introduce all kinds of words at the same time without the student having the skills to decode those words. This often results in the student looking at the picture to guess what the words are saying rather than truly reading. This is a hard habit to break. Just because a book has few words on a page does not mean the page will be easy to read.

Have you never taught phonics? Don't worry. It really is not hard. Phonics is the key for students to be able to decode words they have never seen before. This is an important skill to have! The beginning of each story in the Homestead Readers series will have an explanation of how to go about teaching a student how to decode the words that use the new phonetic concept for that story.

Beginning Reading Tips

- Each story begins with a list of the new words in that story. Practice reading these words until the student can read them fluently. Then, proceed to the story.
- Have the student point with his finger under the words as he reads. This will enable him to keep his place.
- It is important that the student learns to decode the word for himself. If they incorrectly read a word, tell him to try it again by breaking the word down into its individual sounds.
- Never tell the student a word. You may help by telling him to sound out the word again, but let him do the decoding. If he is tempted to look at the picture and guess, cover up the picture. After he has read the words and explained what he has just read, then let him look at the picture.
- After reading a page, ask the student to explain in his own words what happened on that page. This immediate feedback is your way of checking on his reading comprehension. It is important that he can decode the words as well as understand what those words mean all together.
- Ask the student to read each book several times before moving on to the next book. Practice makes perfect, and success breeds success.
- A letter cluster is a group of letters that make one sound (sh, ch, etc.). It can be helpful to have the student copy the words and put a circle around the letter clusters to help them remember to say these letters as one sound.

Review Word List

Skills introduced in Levels 1-8

Tex

this

like

my

that

neat

time

try

stay

sat

barn

come

one

use

coming

bring

thing

shirt

way

pushed

splash

feet

two

posts

call

saw

perfect

Gram

run

wonderful

Review Word List

Skills introduced in Levels 1-8

horse	coming	trimmed
Dad	getting	crouched
day	putting	shouted
sky	birthday	three
Luke	gang	yard
were	string	dirt
them	make	horse
these	Grandpa	nippers
thanks	there	all
share	picked	welcome

Table of Contents

Level 9

Splash! The Dogs Get A Bath . 7

- “oi” as in “coil”
- “oy” as in “boy”

Canoe Day 15

- “ow” as in “owl”
- “-ed” as in “started”

Grant Helps Make A Fence . 23

- “ou” as in “out”

Tex Gets A Trim. 35

- “oo” as in “foot”

Canoe Day

“ow” as in “owl”
“-ed” as in “started”

When the letters “o” and “w” are together in a word, two different sounds can be made. In all the words in this story, these letters say “ow” as we hear in the word “owl”.

The suffix “-ed” can make three different sounds. In all the words in this story, the sounds for the “e” and “d” are both heard, with the “e” making a short vowel sound, as in “started”.

Word List

bow

cow

owl

wow

fowl

now

down

brown

clown

frown

flowers

started

handed

spotted

landed

hoisted

pointed

Sight Word

canoe



It was canoe day! Dad hoisted the canoe down into the water. Grant sat down near the bow. Luke sat down in the middle. Dad sat down near the back.



Dad said, “Now, do not be a clown. We must all sit down, so we do not tip.”

“Okay, may I use a paddle?” Grant said.

“Yes, but in a bit of time, it will be Luke's turn to use the paddle,” said Dad.



Grant had fun paddling at the bow of the canoe. Dad's paddle was for steering the canoe. The canoe went down the river.