



# Homestead Readers

## **Chores Are Fun!**

and other stories

by Kimberly Young

with contributions from Patti Dillistone

[homesteadreaders.com](http://homesteadreaders.com)

Printed in Canada

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## 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 1-9

need

helped

report

sheep

see

them

pup

shut

together

said

this

that

hay

home

green

take

try

could

all

from

would

bring

that

should

away

time

do

chore

serving

off

# Review Word List

Skills introduced in Levels 1-9

woke

cheered

grain

Mr.

then

could

day

please

blowing

thanks

with

small

tent

barn

laid

came

helper

picked

smiled

made

lots

into

three

may

gator

going

was

wait

call

next

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- “ew” as in “flew”

# Chores Are Fun!

“ew” as in “flew”

When we see “e” and “w” together in a word, we say “ew” as in the word “flew”.

## Word List

blew

grew

crew

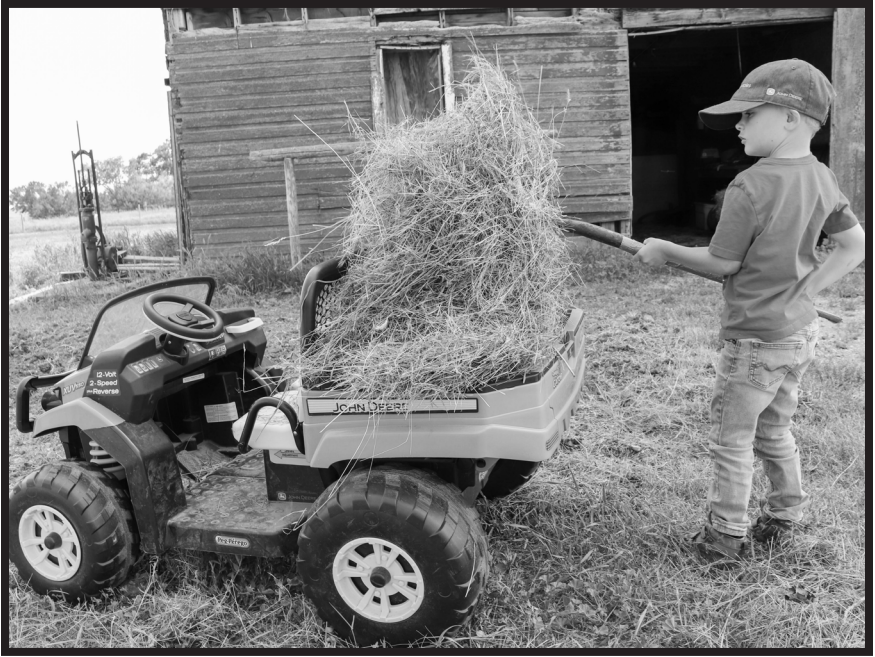
threw

dew

mew

flew

chew



Grant was the chore crew.  
On his gator, the hay he threw.  
“On this day in spring,  
The animal's food I will bring.”



“The grain for Donut I can stow  
In the gator while I drive slow.  
I will put the grain in it’s place  
And enjoy seeing Donut’s happy  
face.”



The kittens cried, “Mew! Mew!”  
As over the hay bales they flew.  
In no time, the hungry little crew  
Were purring as their food they  
did chew.