

Sample Alveary Reading Lessons (10-15 minutes per lesson)

These lessons were developed using the Treadwell Primer. “The Gingerbread Boy” is the second story in the book.

Lesson 2: “The Gingerbread Boy”

1. Continue to review letter sounds by playing with tiles or playing Go Fish. Read “The Gingerbread Boy” aloud to the child. Print out the first 2 lines on p. 12 and cut the words apart. Have the child match the words, put them in the right order, and read the lines. Mix the words up and have him read them in random order and then put them back in order. Record any new words in the journal.
2. Continue to review letter sounds by playing with tiles or playing Go Fish. Introduce the word “wanted” and record it in the Word Journal. Have the child read the first 2 lines of p. 13 of “The Gingerbread Boy.” Then have him try the next two lines. There are no new words. Have the child visualize the words “little” and “there,” dictating them for the child to write on a chalk board. Prevent any spelling mistakes by erasing any wrong letters and having the child try to visualize the word again.
3. Continue to review letter sounds by playing with tiles or playing Go Fish. Print out and cut apart the last 3 lines on p. 13 of “The Gingerbread Boy.” Have the child match the words, put them in the right order, and read them. Mix the words up and have him read them in a random order, put them back in the correct order, and reread them. Have him read p. 12-13. Record new words in the Word Journal.
4. Continue to review letter sounds by playing with tiles or playing Go Fish. Have the child read p. 12-13 of “The Gingerbread Boy.” Get out the letter tiles *b, o, y, c, j, s,* and *t*. Have the child make the word “boy.” Have him play with making new -oy words by changing the first letter. Start a list of -oy words in the word journal and have the child read them back to you. Point to random words in the journal and have the child read them.
5. (Continue to review letter sounds by playing with tiles or playing Go Fish until the child knows all of them well.) Print out and cut apart the words from the first 3 lines of p. 14 of “The Gingerbread Boy.” Have the child match the words, put them in the right order, and read them. Mix them up and have the child read the words in random order, put them back in the right order, and read them again. Record any new words in the word journal.
6. Print out and cut apart the words from the last 3 lines of p. 14 of “The Gingerbread Boy.” Have the child match the words, put them in the right order, and read them. Mix them up and have the child read the words in random order, put them back in the right order, and read them again. Have the child read random words from the word journal.
7. Have the child read p. 12-14 of “The Gingerbread Boy.” Get out the letter tiles *r, a, n, b, c, f, m, p, t,* and *v*. Have the child make the word “ran.” Is the a long or short? Play with making new words by changing the first letter. Start a list of -an words in the word

journal. Try dictating these words for the child to write on a chalkboard so you can erase any mistakes quickly.

8. Print out and cut apart the words from line 1 of p. 15. Have the child match the words, put them in the right order, and read them. Mix the words around and have him read them and then put them back in the correct order. Get out the letter tiles *m, e, t, b, g, j, l, n, p, s, v,* and *w*. Have the child make the word “met.” Is the e long or short? Have him create new words by changing the first letter. Start a list of -et words in the word journal and have the child read them back to you.
9. Print out and cut apart the words from lines 2-4 of p. 15. Have the child match the words, put them in the right order, and read them. Mix the words around and have him read them and then put them back in the correct order. Enter any new words in the word journal. Have the child study and visualize the word “said.” Dictate the word as the child writes it on a chalk board. Have the child read random words from the word journal.
10. Print out and cut apart the words from the last 2 lines of p. 15. Have the child match the words, put them in the right order, and read them. Mix the words around and have him read them and then put them back in the correct order. Have the child visualize the words “away” and “from,” and then dictate them as the child writes them on a chalk board. Have the child read p. 12-15.
11. Introduce the words “run” and “you” and write them in the Word Journal. Print out and cut apart the words from the first 4 lines of p. 16. Have the child match the words, put them in the right order, and read them. Mix the words around and have him read them and then put them back in the correct order. Get out the letter tiles *c, a, n, b, p,* and *t*. Have the child make the word “can.” Is the a long or short? Tell the child, “We have been making new words by changing the *first* letter. Now we are going to play with the *end* of the word. What do you think you could do to change “can” to “cap?” Continue with “cab” and “cat.”
12. Have the child read p. 12-17 of “The Gingerbread Boy.” There are no new words. Have the child visualize the words “woman” and “man.” Dictate the words as the child writes them on a chalk board. Prevent any mistakes. Have the child read random words from the word journal.
13. Have the child read p. 18-20 of “The Gingerbread Boy.” There are no new words. Have him read the first line of p. 21. Introduce the word “fox.” Get out the letter tiles *f, o, x, b,* and *p*. Have the child make the words “fox,” “box,” “pox,” and ‘ox,” and record these -ox words in the word journal. Is the o long or short? If the child is proficient in printing, he may begin recording the words himself in his word journal.
14. Have the child read p. 21-23 of “The Gingerbread Boy.” There are no new words. Get out the letter tiles *r, a, n, g, m, p,* and *t*. Have the child make the word “ran.” Is the a long or short? Then have him see what new words he can make by changing the *last* letter. The adult or child may record the words in the word journal.
15. Have the child read p. 24 of “The Gingerbread Boy.” Point to random words on the page

and have the child read them. The child may enjoy reading the whole story aloud during evening reading time. Allow the child to reread the story aloud frequently to build fluency. Continue to have him go back and review words at random in the Word Journal. Only new words will be added from the next story.

Resources for “The Gingerbread Boy”

1.

There was a little old woman. There was a little old man.

3.

The little old woman said, “I will make a gingerbread boy.” So she made a gingerbread boy.

5.

The gingerbread boy ran away. He ran away from the little old woman,

6.

He ran away from the little old man,

He ran, and he ran, and he ran.

8.

The gingerbread boy met a cat.

9.

He said, "I am a gingerbread boy, I
am,

I am, I am.

10.

I ran away from the little old woman,

11.

I ran away from the little old man, I

can run away from you, I can, I can, I

can.”

The Gingerbread Boy

3

Words I know:

1. there
old
woman
man
2. wanted
3. gingerbread
boy
so
made
5. ran
away
from
9. am
11. run
you

I know 44 words!

Patterns I know:

4

4. -oy
boy
coy
joy
toy

11. ca_
can
cab
cap
cat

7. -an
ran
ban
can
fan
man

13. -ox
fox
box
pox
ox

pan
tan
van

14. ra_
ran
rag
ram

8. -et
met
bet
get
jet
let
net
pet
set
vet
wet

rap
rat
*ramp