

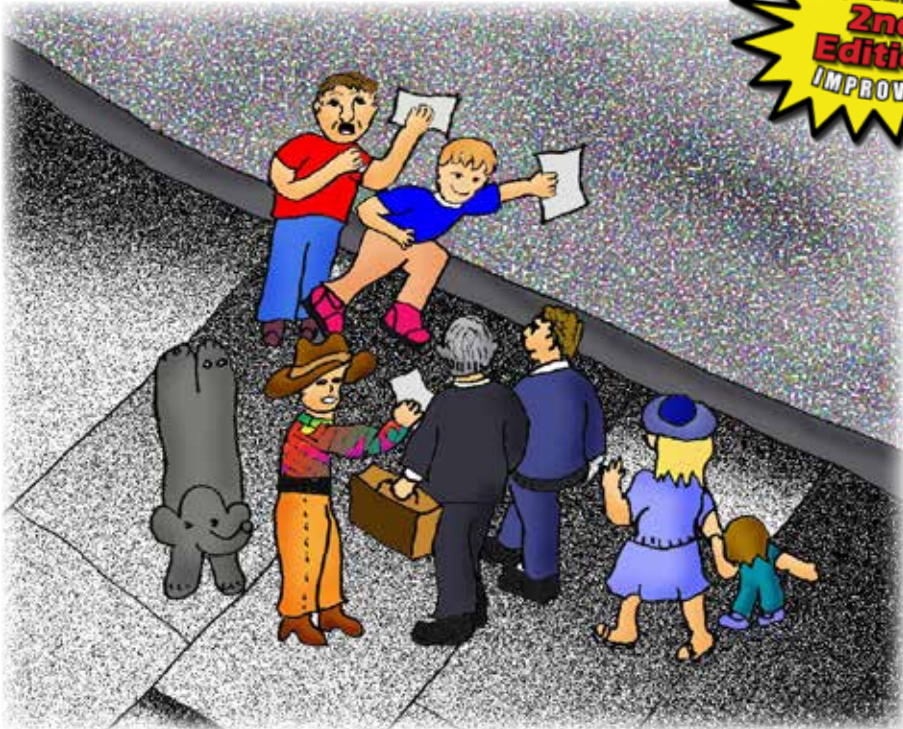
# Reading - Writing - Spelling

Complete and comprehensive reading skills instruction in:  
Phonics, Comprehension, Speaking, Spelling, Language, Writing, Character Building and Listening

## Level 3 - Story 5

### The Mother's Day Gift

*Reading and Activities Workbook*



**Phonetic Element /age/**

This book belongs to:

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

I started this book on (date): \_\_\_\_\_

I finished this book on (date): \_\_\_\_\_



Enabling Children To Master Their Reading  
Potential Through a Sequential, Comprehension  
and Phonetically Oriented Program

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## What You'll Learn in Level 3

Story Title	Phonetic Elements	Main Idea or Value Theme
1. Raid On the Bait	Long /ai/	Be Prepared to Expect the Unexpected
2. They Were On Beautiful Bay	Long /ay/	A Friend Can Be More Than Just a Friend
3. When I Was Eight	/eigh/	I Can Appreciate Modern Transportation
4. Could We Or Maybe	vowel consonant 'e'	I Will Use Common Sense Reasoning
5. The Mothers' Day Gift	/age/	Using Your Talents to Earn Money
6. Something Rare	/are/ in care	I Can Keep a Secret
7. Bugs In a Pie	/ie/	When We Don't Do the Work We Don't Get the Reward
8. Litter In the Beautiful Pines	i consonant e	I Can Help the Little Forest Animals That Share Our World
9. The Night Flight	/ight/	People Have Always Risked Their Lives to Save Others
10. We Can Fly	/y/ ending	Adults Often Help Make a Creative Project Better

## How I Can Become a Fluent Reader

Your fluency is increased in each story.

Every page in each story that appears on the monitor is also printed in this Reading and Activities Workbook.

It's more fun to read if you are "fluent." What does being fluent mean? It means several things:

Ask yourself the questions below. Each question is a part of being fluent.

- 1. Is my voice *loud enough* for my audience to hear?**
- 2. Do I *know the words* in the story automatically by sight?**
- 3. Am I *slowed down by having to sound out* too many words?**
- 4. Am I able to *think mostly about the meaning* or plot of the story and not so much about just knowing the words?**
- 5. Do I *use phrases* or group my words together?**
- 6. Do I *read like the characters* in the story might talk?**
- 7. Am I able to *emphasize certain important words* to help my audience understand what I am reading?**
- 8. Can I *spell and write* many of the words in the story?**
- 9. Can I *talk about and answer questions* about the story?**

Being a fluent reader is very much like being an actor or an actress. Actors must be able to read the part of the character they are playing.

All the stories in CompuRead lead you into fluency.

The gray numbering to the left of the stories text is accumulated per page.

**Teacher  
Note**

The student covers the answers before he answers them. After the student answers the questions, allow him to see and discuss the answers to feel confident in his ability to answer correctly. The immediate answers prevents the child from practicing error.

# Fluency Reading Chart

This chart lets you know if you are as fluent as you should be. An adult can time you with a stopwatch for one minute. If you make the following errors, your score will be one word less per minute for each error.

Error Reason	Code
Not knowing the word. After two seconds the teacher must <b>tell</b> you.	T
Saying the <b>wrong word</b> for the word in the story as "quite" for "quiet."	W
Saying the word backwards or <b>reversing</b> it, as in "was" and "saw."	R
Leaving a <b>word out</b> .	O
<b>Pronouncing</b> the word wrong as "overhalls" for "overalls." If you correct yourself, it does not count as an error.	P

**How to Compute your Words Per Minute:** In the story text, find the numbers of words per minute (WPM) you've read printed in the left margin. In the column on the left, color in under the date column, the number of words you can read in one minute. Continue practicing your reading and coloring in the column the number of words per minute.

## How You Will Enjoy Reading in Any Book

**Independent Level:** You will enjoy reading in any book if you can read a page and know all the words but 2 or 3. You will enjoy the book with little help. That means you can read the book **all by yourself**.

**Instructional Level:** This is the level that you **learn from in your classroom**. If you know most of the words, except 5-7, you're doing well, but you will need more help.

**Frustration Level:** If you know all but 9 to 10 words per page, the book is too hard. You probably won't get much pleasure from it if you want to read by yourself. These books are fun for an **adult to read to you** and you follow along.

This paragraph will talk about the suggested words per minute for each grade level.

Level	Words Per Minute
1	30-60
2	70-100
3	80-120
4	90-140
5	110-150
6	110-160

WPM	Date
160	
150	
140	
130	
120	
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100	
90	
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70	
60	
50	
40	
30	
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## 1. Main Idea or Value Theme

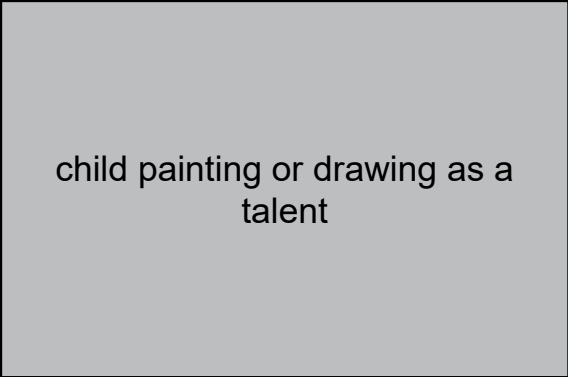
We'll learn what day  
Mother's Day is, why  
we have it and what  
we do to celebrate on  
that day.

## 2. Prestory Background

### The Mother's Day Gift

Everyone has talent. But most people let that talent rust away. Playing games that require little skill is what most children like to do.

But when you find a talent that you can see yourself as a great success when you



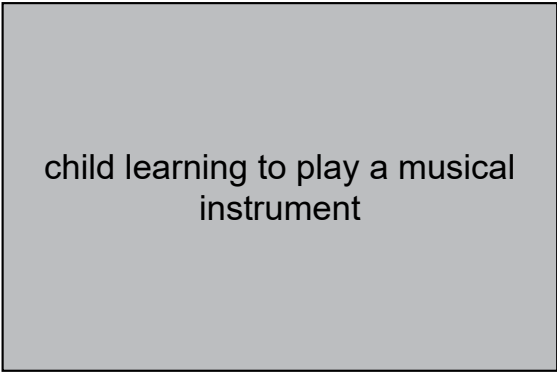
child painting or drawing as a talent

grow up. Start practicing. Now's the time to start, when you're young.

One of the hardest things to do is practice. Practice takes more passion than you use

for other projects. It takes motivation to see yourself with perfect performance.

And it takes persistence day after day,  
month after month,



child learning to play a musical  
instrument

and love for the  
talent you find you  
want to perform.

Set a goal. Direct  
your energy toward

it. See yourself when you grow up as a famous  
star with you in the main light on the stage.

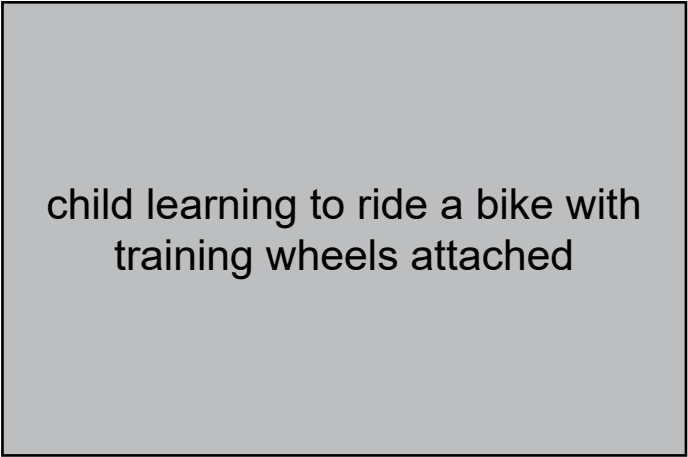
The audience is clapping and shouting. See  
yourself dressed in a shiny sequined costume.

Vividly imagining yourself practicing and  
performing a skill is a great first step to  
actually doing it. Whether you're becoming a



great salesman, singer, musician, politician, football player or any number of talents. Tell yourself, “I know I can succeed. I’m good. I want to be a star.”

“I’ll make mistakes in anything I try now while I am young. I’ll correct them now. These mistakes will help me know where I need to work harder. I know practicing is hard. I know I’ll have to struggle. Like most talents, skills and knowledge comes one skill at a time. I’ll practice that skill slowly and in tiny steps until it



child learning to ride a bike with training wheels attached

stays in my mind.”

Kids who see mistakes as opportunities for learning are the ones who become leaders at anything they try. Children who practice everything they attempt very slowly and accurately can build a higher skill. Those who keep practicing until every skill is learned develop personal confidence.

You may not think these skills are important, but keep at it and you'll be a winner. As your skill increases, you'll be able to go faster, be more accurate and really enjoy your new skill.

Teaching kids that talent is accomplished from practice and not born, allows them to look at failure as not the end of the line, but a path forward. And mistakes are not something to be embarrassed about, they're

steps on the path to success. Greatness is practice and correcting mistakes.

Rest assured, the great violinists did not begin their first day of lessons playing like a virtuoso violin master.

**3. Listening to the Story Narrated w/o Interruption****The Mother's Day Gift**

3 Bryon, Alan and  
7 Debee were not happy.  
11 They didn't have their  
16 usual grins on their faces.  
20 "Next week is Mother's  
24 Day," said Alan. "Not  
30 one of us four has a  
33 present for mother.



39 "Here comes Grace," said Bryan. "Maybe  
48 she can help with something. Grace, we hope you  
56 have a gift for Mother's Day next week."  
64 "We've all thought and thought. But what can  
72 we buy without money?" said Alan sadly. "Well,  
76 nothing much," said Grace.

Teacher Directions: Read the story FIRST without asking questions. Return to the story and read each page and answer each question. The post story activities are given after the story. After the post story activities, return to the story with the child knowing why he studied the phrases, phonics and vocabulary to help him know what he is striving for.

“We all want to get something beautiful, all four of us. Not one of us has any money — not one cent.”

### Questions for The Mother's Day Gift

1. Literal-S-20-Why - Why is Bryan so unhappy?
2. Literal-S-24-Details - What are the names of the four family members?
3. Literal-S-26-Own Words - Did any of the children have any money?
4. Literal-S-2-Own Words - Have you ever wanted to buy something and had no money?
5. Interpretation-P-9-Conditions, Mood - Even if you had not read the story, could you tell the mood mostly is unhappy. Whose mood seems to be out of place in the picture?

1. ...has no gift for Mother's Day
2. Bryan, Alan, Debee and Grace
3. No
4. Answers will vary.
5. ...children not smiling...sitting slouched...heads hanging.

8        “Well,” said Grace, “Does that say we can’t  
14 do something to get some money?”

22        “I know,” said little Debee. “Maybe we could  
31 do some funny acts. The Kids’ Club just across  
41 the bridge have plays and I act in them. Maybe  
46 we could do something here.”

56        “You think of fun things to do,” said Bryan as  
62 he patted his little sister’s shoulders.

70        Debee felt very good about herself. She looked  
77 up at Bryan with a big grin.

86        “People could pay to see us sing and dance,”  
95 said Grace. “We have plenty of space for a  
96 stage.”

104       “Our back porch has lots of space,” said  
111 Bryan. “Maybe a surprise for the neighbors  
116 could get us some money.”

## Questions for The Mother's Day Gift

1. What good idea did Debee suggest?
2. Did Bryan encourage Debee with her ideas?
3. How did Grace's suggestions help to solve the problem?
4. Have you ever felt good about something an older member of the family said to you? Did it give you a warm feeling inside?

1. ...do some funny acts
2. ...You think of fun things.
3. ...pay to see us...plenty of space...get us some money
4. Answers will vary

10 “We are not the age that does big acts,” said  
11 Grace.

19 Then Bryan added, “Grace and I could sing  
24 some funny songs and dance.”

33 “We could get into some clothes that don’t fit,”  
42 said Grace. A funny outfit does something for an  
52 act. You could tell some jokes. Bryan is good at  
56 telling tales,” she laughed.

65 All the children wanted Alan to do his lariat  
66 act.

75 “Get that big ten gallon cowboy hat of daddy’s.  
84 Everybody would come to see you do your lariat  
87 act,” said Debee.



## Questions for The Mother's Day Gift

1. What word that Grace said tells you the acts wouldn't be big?
2. What suggestions did Grace have to make the show funny?
3. What special act could Alan do?

1. age

2. ...clothes that don't fit...tell jokes

3. ...lariat act

43 “What can I do, Bryan?” asked Debee. “I  
18 can’t do many fun things. I can’t swing a lariat.  
29 I can’t sing much. What does a little kid do to  
30 help?”

38 “Let me see,” said Bryan with a laugh.

48 “You can be an elephant locked in a cage. If  
58 you want, you can be a dangerous elephant in a  
68 rage. But you may not want to be an elephant  
77 that does nothing but stand there on the stage.”

86 “Me, an elephant in a cage? What could you  
95 do to change me into an elephant?” said Debee.

104 “Where will we get a cage?” asked Bryan. “Is  
110 there enough space on our stage?”

120 “We’ll all help make a cage ,” said all the  
126 laughing children. “For the elephant’s cage,  
136 we can nail slats from daddy’s shop to make a  
145 frame. This cage must be strong for this raging  
149 elephant,” they all laughed.

12 “We can put some hay in it and put sage in the  
19 hay. It will smell good,” said Alan.  
29 “I can just smell the sage,” said Debee. “I can  
35 be an elephant that likes sage.”

### Questions for The Mother's Day Gift

1. How do we know Debee is the youngest member of the family?
  2. Does being a raging elephant in a cage take a lot of talent?
1. What does a little kid do to help?
  2. Your own opinion.

8 Grace traced a long elephant trunk from a  
13 gray dress she didn't want.

22 She made the dress stiff and stuffed the head  
24 and trunk.

33 "You will be a special elephant that can walk on  
44 its front feet. Its back feet will be up. Your feet  
53 will be the elephant's feet. You will look out of one  
63 of the elephant's back feet. You will make the  
71 elephant dance on its front feet."

## Questions for The Mother's Day Gift

1. How did Grace make the elephant costume?
2. What will be different about this costume?
3. How is Grace helping to persuade Debee to be confident when she goes on stage?

1. ...dress she didn't want
2. Answers will vary.
3. ...making costumes, ...putting her in the cage

8 It was a beautiful late spring evening. When  
17 they got their costumes on they walked up and  
24 down their block. They walked around many  
27 other blocks shouting:

31 "COME AND SEE US.

37 COME AND YOU WILL HAVE SOME  
38 FUN.

42 SEE SINGING AND DANCING.

48 SEE THE DANGEROUS ELEPHANT IN A  
49 CAGE.

55 SEE THE GREATEST LARIAT ACT IN  
57 THE WORLD.

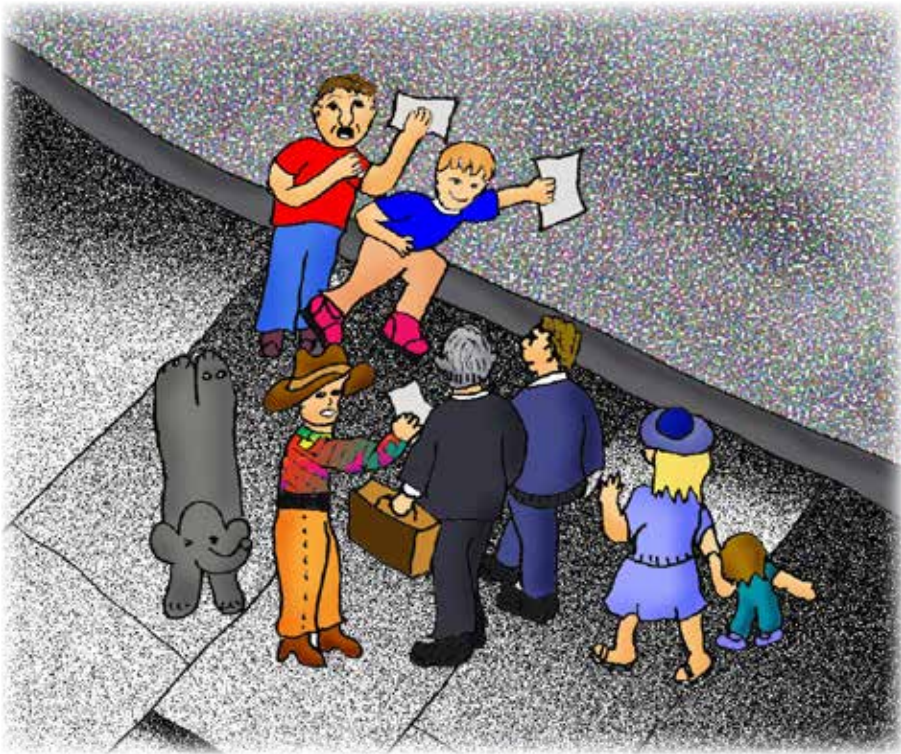
65 YOU CAN BUY A TICKET FOR A DIME.

69 YOU WILL ALL LAUGH.

76 COME TO SEE OUR ACT AT SIX  
82 O'CLOCK ON SATURDAY, AT 30 ELM  
83 STREET."

92 They handed out the one page ads they had  
93 made.

7 They handed them to people they met.  
15 They asked each other, "Will all this shouting  
24 make the neighbors on our block want to come?  
33 Will it make people from other blocks want to  
37 come to our place?"



## Questions for The Mother's Day Gift

1. Will wearing the costumes help to get the people to come?

2. Did the flyers tell the real truth about the acts?

Were people expected to believe what the flyers said?

Did they believe what the family shouted? Do you believe everything you see and hear advertised?

3. Which 3 lines state actual facts about their show?

4. Which lines tell the opinion of the children?

5. Which line tells something fun but the children didn't expect anybody to believe?

6. Why was line one written...

1. Answers will vary. 2. no, no, We don't know, No, 3. ...ticket for a dime...8:00 o'clock...30 Elm Street. 4. ...have fun...you will laugh 5. ...dangerous elephant...greatest lariat act 6. To make a noise... to get an audience for the show...to give away tickets...to show their costumes?



3 The little family  
5 practiced and  
8 practiced all week.  
12 Mother and the family  
16 made fudge and other  
21 candy to sell in little  
22 bags.



24 Friday evening  
32 came. The children were in their costumes. Debee  
40 was in her elephant costume. The elephant cage  
50 had been put on the stage. The children had asked  
59 a neighbor to take the money at the gate.

68 One family said, "We have come to see the  
73 dangerous elephant in the cage."

82 Another family said, "We have come to see the  
88 greatest lariat act in the world."

94 Many people came. People almost wedged  
101 themselves into the backyard. There were people  
106 back to the backyard hedge.

9 Daddy had to get cans and packing boxes from  
19 the shop. There was much money in the cash box.  
26 The children were backstage in the kitchen.  
34 They looked out and saw all the people.  
43 They were nervous but they knew they had to  
52 put on the acts. They could not change their  
61 minds. They had to do as they had said.

### Questions for The Mother's Day Gift

1. How do we know the family was getting ready to do the acts?
2. What did the children feel like inside before they went on stage?
3. What was the effect of the advertising?

1. ...practiced and practiced
2. ...nervous...couldn't change minds.
3. ...many people came.

8 Debee's act was first. She was very nervous.  
18 The others had to nudge and nudge her. At last  
27 she raged onto the stage. She walked around the  
37 stage on her feet. It looked like the elephant was  
46 walking on it's front feet. She made the elephant  
55 dance. She wedged into the cage. She pushed and  
62 shook the slats with her elephant feet.  
71 She rocked her body back and forth. The cage  
81 slid almost to the edge of the stage. She made  
89 a great noise. The people laughed and shouted.  
94 Debee was a great hit.  
98 Debee backed from the  
104 cage and ran off the stage.  
108 "That was great!" the  
113 family said. But there was  
117 no time for talk.



## Questions for The Mother's Day Gift

1. Did Debee want to go on stage?
2. Did she do her part well?
3. Did the family have much time to tell Debee how well she did?

1. ...had to be nudged.

2. Yes...raged onto stage...shook slats...rocked her body...made a great noise.

3. No, there was no time to talk.

4 Alan had his lariat  
10 tricks to do. He ran on  
15 stage. He made the rope  
19 swing around his waist.  
24 He made it swing around  
30 his legs and his feet. Then  
36 he made it swing in the  
42 air then down to his feet  
43 again.

49 The happy people clapped and clapped.

54 Alan was such great fun.

61 Then he jumped out of his lariat.

68 He walked to the edge of the  
74 stage. Daddy came on stage and  
80 asked, "Did you do your good  
82 deed today?"

88 "I sure did," said Alan. "Four  
95 of us kids helped an old lady  
98 across the street."



5 “It took four of you?”

10 “She didn’t want to go.”

16 Daddy ran back into the kitchen.

23 Everyone laughed. Some people knew the joke,  
27 but they laughed anyway.

35 Alan jumped back into the lariat. He whirled  
42 and whirled it. He jumped out again.

52 He asked the people. “Do you know what to do  
57 when your car motor rattles?”

60 Nobody said anything.

64 “Turn up the radio.”

70 Grace shouted from backstage. “Answer the  
72 phone, Alan.”

77 “It isn’t ringing,” he said.

86 “Well, do you have to wait until the last  
87 minute.”


96 Alan jumped back into his rope and whirled it  
105 off the stage. The people kept on laughing and  
106 clapping.

6 Grace and Bryan sang funny songs.  
14 They asked the people to sing with them.  
21 All the family, with mother and daddy,  
29 came on stage and swayed and swayed with  
31 the songs.




## MY BONNIE

*Playfully*




1. My Bon-nie lies o-ver the o-cean; My Bon-nie lies o-ver the sea; My  
 2. O blow, ye winds, o-ver the o-cean, And blow ye winds o-ver the sea; O  
 3. Last night as I lay on my pil-low. Last night as I lay on my bed, Last

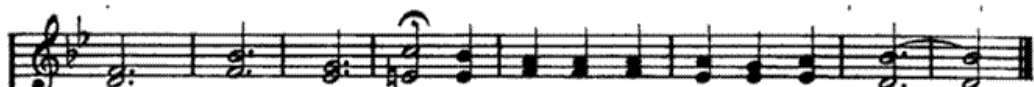


Bon-nie lies o-ver the o-cean; O bring back my Bon-nie to me.  
 blow, ye winds, o-ver the o-cean, And bring back my Bon-nie to me.  
 night as I lay on my pil-low, I dreamed that my Bon-nie were dead.

**Chorus**



Bring back, bring back, Bring back my Bon-nie to me, to me;



Bring back, bring back, O bring back my Bon-nie to me.



**POLLY - WOLLY - DOODLE***Moderato*

1. Oh, I went down South for to see my Sal; Sing Pol-ly-wol-ly-doo-dle all the  
2. Oh, my Sal, she am a maid-en fair;

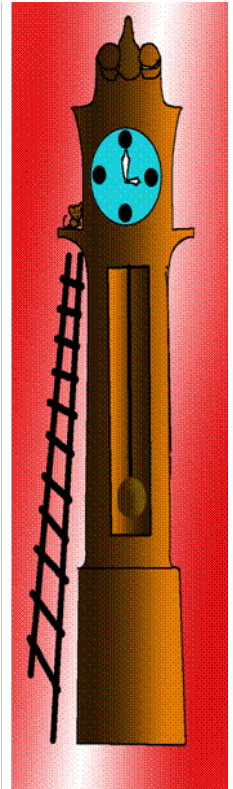
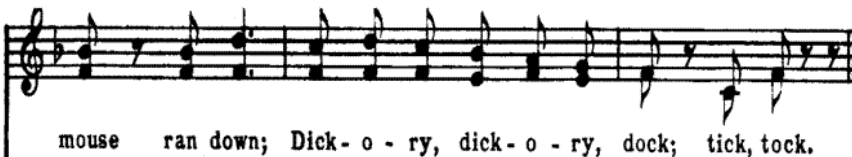
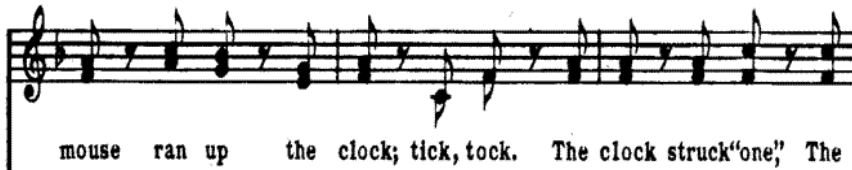
day. My Sal-ly am a spunk-y gal; Sing Pol-ly-wol-ly-doo-dle all the  
With cur-ly eyes and laughing hair,

day. Fare thee well Fare-well Fare thee well Fare-well Fare thee  
well, my fair-y fay, For I'm goin' to Louis-i - an - na, For to  
see my Su - sy - an - na, Sing Pol-ly-wol-ly-doo-dle all the day.

The musical score is written on five staves in a single system. It begins with a treble clef and a key signature of one flat (B-flat). The tempo is marked 'Moderato'. The first staff contains the first two lines of the song. The second staff continues the melody and includes the lyrics 'day. My Sal-ly am a spunk-y gal; Sing Pol-ly-wol-ly-doo-dle all the With cur-ly eyes and laughing hair,'. The third staff continues with 'day. Fare thee well Fare-well Fare thee well Fare-well Fare thee'. The fourth staff continues with 'well, my fair-y fay, For I'm goin' to Louis-i - an - na, For to'. The fifth staff concludes the piece with 'see my Su - sy - an - na, Sing Pol-ly-wol-ly-doo-dle all the day.' The melody is simple and repetitive, with a clear refrain.

## DICKORY, DICKORY, DOCK

*Lively Allegretto*



# Oh, My Darling Clementine



*Allegretto*

P. MONTROSE

1. In a cav-ern, in a can-yon, Ex-ca-vat-ing for a  
 2. Light she was and like a fai-ry, And her shoes were num-ber  
 3. Drove she duck-lings to the wat-er, Ev'-ry morn-ing just at  
 4. Ru-by lips a-bove the wat-er, Blow-ing bub-bles soft and

mine, Dwelt a min-er, for-ty nin-er, And his daugh-ter Cle-men-tine.  
 nine; Her-ring box-es, with-out top-ses, San-dals were for Cle-men-tine.  
 nine, Hit her foot a-gainst a splin-ter, Fell in-to the foam-ing brine.  
 fine: A-las, for me! I was no swim-mer; So I lost my Cle-men-tine.

REFRAIN

*f* Oh, my dar-ling, Oh, my dar-ling, Oh, my dar-ling Cle-men-tine, You are

*f* lost and gone for-ev-er, Oh, my dar-ling Cle-men-tine.

## Questions for The Mother's Day Gift

1. How do you know this is a happy family?
2. Was asking the audience to sing along with them a good idea? Why?

1. ...Everyone smiling...arms on other's shoulders...near to each other.
2. Ans. could include: having the audience feel a part of the show.

4 The stage acts were  
5 over.

9 “When can you do  
13 this again?” the people  
16 asked. “We’ll pay  
20 money again to see  
24 your acts. We loved  
31 your fudge and candy, too.” Everyone went  
40 home with grins on their faces. They were all  
44 glad they had come.



51 The happy family counted their money. “See,  
59 we have enough money to buy you something  
66 beautiful,” said Grace to mother. “Alan didn’t  
75 have to dodge one tomato for telling jokes that  
83 were not funny. And we weren’t even scared.”  
91 “You gave me your Mother’s Day gift,” said  
100 their mother. “You gave me a beautiful gift. You  
106 did such funny acts for me.

10 Your father and I had such fun and so did  
17 everyone. That was a beautiful Mother's Day  
24 gift."Mother and daddy put their arms around  
28 their happy little family.

### Questions for The Mother's Day Gift

1. Do you think mother will want to buy something with the money or will she say her family has made her happy enough?
2. What if the family had not wanted to work to put on the acts?

1. Your own opinion.
2. Your own opinion.

Listening for the soft /c/ as in city and lace

# **Fancy Lace for Pretty Grace**

## A Jumping Rope Rhyme

Grace, Grace has a  
pretty face  
She has a hat with  
fancy lace  
She wants to make  
more fancy lace  
To hang around her  
pretty face.



How many days will it take Grace  
To make all of that fancy lace?

# The Mother's Day Gift

*Slant Manuscript*

*Bryon, Alan and Debee were not happy. They didn't have their usual grins on their faces. "Next week is Mother's Day," said Alan. "Not one of us four has a present for mother.*

*"Here comes Grace," said Bryan. "Maybe she can help with something. Grace, we hope you have a gift for Mother's Day next week."*

*"We've all thought and thought. But what can we buy without money?" said Alan sadly.*

*"Well, nothing much," said Grace. "We all want to get something beautiful, all four of us. Not one of us has any money--*



not one cent.”

“Well,” said Grace, “Does that say we can’t do something to get some money?”

“I know,” said little Debee. “Maybe we could do some funny acts. The Kids’ Club just across the bridge have plays and I act in them. Maybe we could do something here.”

“You think of fun things to do,” said Bryan as he patted his little sister’s shoulders.

Debee felt very good about herself. She looked up at Bryan with a big grin.

“People could pay to see us sing and dance,” said Grace. “We have plenty of space for a stage.”

“Our back porch has lots of space,”

said Bryan. "Maybe a surprise for the neighbors could get us some money."

"We are not the age that does big acts," said Grace.

Then Bryan added, "Grace and I could sing some funny songs and dance."

"We could get into some clothes that don't fit," said Grace. A funny outfit does something for an act. You could tell some jokes. Bryan is good at telling tales," she laughed.

All the children wanted Alan to do his lariat act.

"Get that big ten gallon cowboy hat of daddy's.

Everybody would come to see you do your lariat act," said Debee.

“What can I do, Bryan?” asked Debee. “I can’t do many fun things. I can’t swing a lariat. I can’t sing much. What does a little kid do to help?”

“Let me see,” said Bryan with a laugh.

“You can be an elephant locked in a cage. If you want, you can be a dangerous elephant in a rage. But you may not want to be an elephant that does nothing but stand there on the stage.”

“Me, an elephant in a cage? What could you do to change me into an elephant?” said Debee.

“Where will we get a cage?” asked Bryan. “Is there enough space on our stage?”

“We’ll all help make a cage,” said all

the laughing children.

“For the elephant’s cage, we can nail slats from daddy’s shop to make a frame. This cage must be strong for this raging elephant,” they all laughed.

“We can put some hay in it and put sage in the hay.

It will smell good,” said Alan.

“I can just smell the sage,” said Debee.

“I can be an elephant that likes sage.”

Grace traced a long elephant trunk from a gray dress she didn’t want.

She made the dress stiff and stuffed the head and trunk.

“You will be a special elephant that can walk on its front feet. Its back feet will be up. Your feet will be the elephant’s

feet. You will look out of one of the elephant's back feet. You will make the elephant dance on its front feet.”

It was a beautiful late spring evening. When they got their costumes on they walked up and down their block. They walked around many other blocks shouting:

“COME AND SEE US.  
COME AND YOU WILL HAVE SOME FUN.  
SEE SINGING AND DANCING.  
SEE THE DANGEROUS ELEPHANT IN A  
CAGE.  
SEE THE GREATEST LARIAT ACT IN  
THE WORLD.  
YOU CAN BUY A TICKET FOR A DIME.  
YOU WILL ALL LAUGH.

COME TO SEE OUR ACT AT SIX  
O'CLOCK ON SATURDAY, AT 30 ELM  
STREET."

They handed out the one page ads they  
had made.

They handed them to people they met.

They asked each other, "Will all this  
shouting make the neighbors on our block  
want to come?"

Will it make people from other blocks  
want to come to our place?"

The little family practiced and  
practiced all week.

Mother and the family made fudge and  
other candy to sell in little bags.

Friday evening came. The children

were in their costumes. Debee was in her elephant costume. The elephant cage had been put on the stage. The children had asked a neighbor to take the money at the gate.

One family said, "We have come to see the dangerous elephant in the cage."

Another family said, "We have come to see the greatest lariat act in the world."

Many people came. People almost wedged themselves into the backyard.

There were people back to the backyard hedge. Daddy had to get cans and packing boxes from the shop. There was much money in the cash box.

The children were backstage in the kitchen. They looked out and saw all the

people.

They were nervous but they knew they had to put on the acts. They could not change their minds. They had to do as they had said.

Debee's act was first. She was very nervous.

The others had to nudge and nudge her. At last she raged onto the stage. She walked around the stage on her feet. It looked like the elephant was walking on it's front feet. She made the elephant dance. She wedged into the cage. She pushed and shook the slats with her elephant feet.

She rocked her body back and forth.

The cage slid almost to the edge of the



stage. She made a great noise. The people laughed and shouted. Debee was a great hit. Debee backed from the cage and ran off the stage.

“That was great!” the family said. But there was no time for talk.

Alan had his lariat tricks to do. He ran on stage. He made the rope swing around his waist. He made it swing around his legs and his feet. Then he made it swing in the air then down to his feet again. The happy people clapped and clapped.

Alan was such great fun. Then he jumped out of his lariat. He walked to the edge of the stage.

Daddy came on stage and asked, “Did you do your good deed today?”

"I sure did," said Alan. "Four of us kids helped an old lady across the street."

"It took four of you?"

"She didn't want to go."

Daddy ran back into the kitchen.

Everyone laughed. Some people knew the joke, but they laughed anyway.

Alan jumped back into the lariat. He whirled and whirled it. He jumped out again.

He asked the people. "Do you know what to do when your car motor rattles?"

Nobody said anything.

"Turn up the radio."

Grace shouted from backstage. "Answer the phone, Alan."

"It isn't ringing," he said.

“Well, do you have to wait until the last minute.”

Alan jumped back into his rope and whirled it off the stage. The people kept on laughing and clapping.

Grace and Bryan sang funny songs. They asked the people to sing with them.

All the family, with mother and daddy, came on stage

and swayed and swayed with the songs.

The stage acts were over.

“When can you do this again?” the people asked. “We’ll pay money again to see your acts. We loved your fudge and candy, too.” Everyone went home with grins on their faces. They were all glad they had come.

The happy family counted their money. "See, we have enough money to buy you something beautiful," said Grace to mother. "Alan didn't have to dodge one tomato for telling jokes that were not funny. And we weren't even scared."

"You gave me your Mother's Day gift," said their mother. "You gave me a beautiful gift. You did such funny acts for me. Your father and I had such fun and so did everyone. That was a beautiful Mother's Day gift."

Mother and daddy put their arms around their happy little family.

## Student/Teacher Talk

Where Does the Setting Take Place?

Before you begin to read any story or article, ask yourself:

- Did the story happen a long time ago?
- Did it happen now or in the future?
- Is it on land or on water?
- Does the setting matter?
- Does every story need a setting?
- Do articles need a setting? Have a picture in your mind.

## 4. Phonics, Writing and Spelling

### Comparing

Compare the program the family put on to a TV program.

How is it the same?

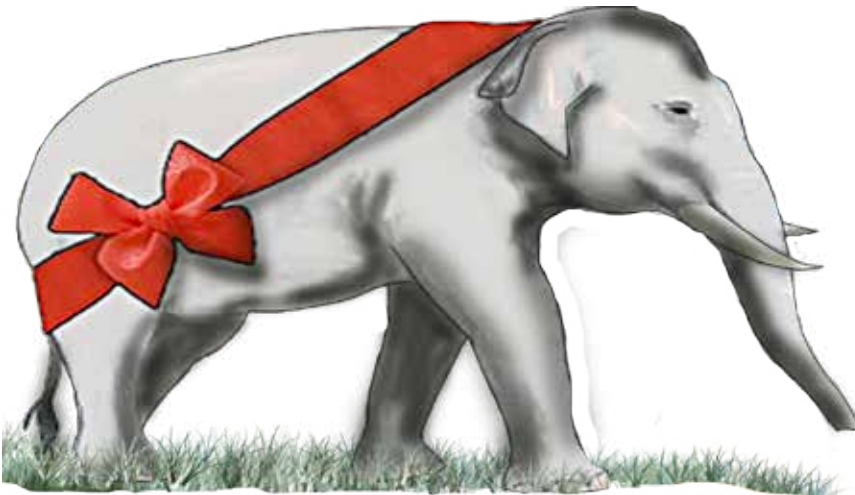
How is it different?

You will think about likenesses and differences that you haven't thought of before. You will want to think about this lesson for days. You may come up with a likeness or a difference several weeks from now.

What fun comparative thinking can be!!!

## An Idiom About Elephants

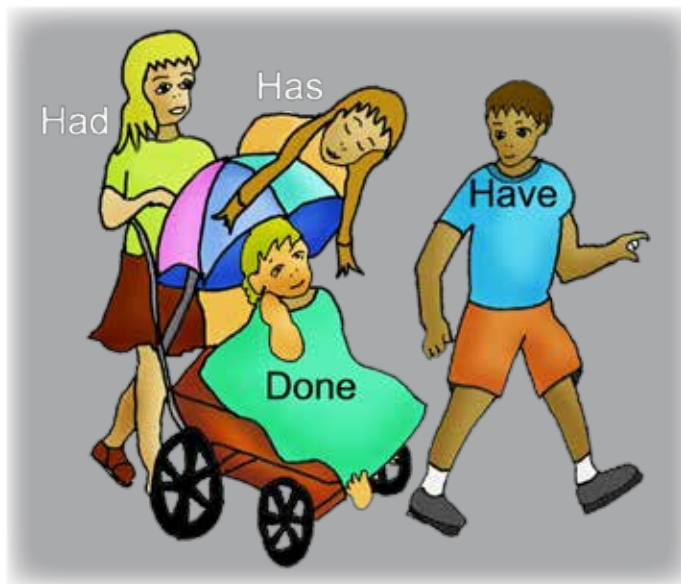
Mary took a white elephant gift to the party. The definition of a white elephant is an object of no use to you, or that you no longer use.



## Have, Has, Had and Baby Done

**When writing or speaking, the word done should never be alone.**

Baby Done is a beautiful child. She is too young to be alone. She has an older brother Have, and two older sisters, Had and Has. Have, Has and Had never leave their little sister alone, ever. And they will never leave her all her life.





## Using Have, Has and Had Correctly

Write the following sentences using have, has or had with done.

1. I \_\_\_\_\_ my home work.
2. He \_\_\_\_\_ nothing but play all day.
3. What \_\_\_\_\_ you \_\_\_\_\_ with my ball?
4. I \_\_\_\_\_ my best.
5. \_\_\_\_\_ mother \_\_\_\_\_ her cooking today?
6. We \_\_\_\_\_ all the math problems.
7. They \_\_\_\_\_ all their work.

1. have done, 2. has done, 3. have, done, 4. have done,  
5. Has, done, 6. have done, 7. have done.

## Celebrating Holidays

Discuss the holidays your family celebrates together. Talk about what your family does. Does your family have a big family meal? Do you have presents for each other? Do you invite many people to celebrate? Do you go to rest homes to entertain and visit? Do you visit relatives? Do you cook in the backyard? Do you go on a picnic. Do you call or email relatives?

Write about what your family does and how you would change the way your family celebrates. Write about holidays that only your family observes.

## The Mother's Day Gift

1. Run a race at a fast  
pace. (ace)

1. Run a race at a fast  
pace.

2. Grace is beautiful in her  
lace dress.

Grace is beautiful in her  
lace dress.

3. Casey is an ace  
space pilot.

3. Casey is an ace  
space pilot.

4. See into the cage and  
watch the lion rage. (age)

4. See into the cage  
and watch the lion  
rage.

## Writing About Mom and Dad

Think of the answers to these questions. Your answers will be different from everyone in the class. If you don't live with a mom or dad, you may write the lesson for the person or people who take care of you.

1. My mom is happy when \_\_\_\_\_  
\_\_\_\_\_.

2. I wish mom would \_\_\_\_\_ like she did when I was little.

3. I wish mom had time to \_\_\_\_\_  
\_\_\_\_\_.

4. Don't worry mom, I wouldn't trade you for even a \_\_\_\_\_  
\_\_\_\_\_.

## My Dad is Wonderful, Too

1. I think my dad is wonderful because \_\_\_\_\_  
\_\_\_\_\_.

2. My dad likes food. He likes \_\_\_\_\_ best.  
When we go to a cafe to eat he likes \_\_\_\_\_  
\_\_\_\_\_.

3. My dad tells me about when he was little he liked to \_\_\_\_\_  
\_\_\_\_\_.

4. My dad likes his family to \_\_\_\_\_.

**Dropping the final "e" as in trace, traced, rage, raging**

Write each word. Then write the endings ed and ing. The final 'e' on each word is dropped before adding the endings. Every word does not have both endings. It is easier to remember when to add "ed" by saying: "I drop the 'e' on the word and add 'ed' – thinking that you are adding both letters." This will help you in adding 'ed' to the hundreds of other words you will learn all your life.

**ce**

face dance

trace lace

grace

**ge**

rage cage

stage page

huge range

plunge charge

**dge**

bridge large

wedge ledge

budge dodge

fudge smudge

## Sounds in The Mother's Day Gift

Dropping the final 'e' in traced Schwa in again (similar to short /u/ sound) as in fun.

 in dance says soft /c/ in city and cent

 in bridge says j

 in rage says j

 in shout says ou

### Soft /c/ Words

lace pace race brace space place Grace trace  
face trace cent dance since chance city

### Double Consonant Words

happy gallon patted stiff stuffed summer

### Contractions

did not--didn't we have--we've can not--  
can't we will-- we'll

### One Syllable Words

grins club locked trunk hung waist  
nail sway swayed week three heels feel  
rock lock out

### Multi Syllable Words

present plenty evening flyers practiced  
costumes kitchen feeling



## Compound Words

maybe something without herself outfit  
cowboy everybody backstage backyard  
anyway everyone

## Sight Words

usual none buy nothing four shoulders  
nervous shoes lariat great greatest minute  
Saturday tomato almost school our out  
around shouted three week heels

## Phonetically Regular Spelling Words

Rule: After a short vowel sound the /j / sound is spelled "dge" and says /j /.

(ce) face    Grace    lace    cent    dance  
trace (dropping final 'e') traced

(ge) cage    stage    page    huge    range    plunge  
charge    large

rage (dropping final 'e') raging

(dge) bridge    smudge    wedge    ledge    badge  
dodge

## Variant Ending /ing/

Write these sentences. Write the word that is needed in each sentence. Use the words above.

1. Mother is \_\_\_\_\_ a cake for dinner.
2. We have fun \_\_\_\_\_ up and down the sidewalk.
3. We are \_\_\_\_\_ all the little kittens.
4. Mother is \_\_\_\_\_ me to see my friend.
5. Eight people were \_\_\_\_\_ in the van.
6. The men were \_\_\_\_\_ into the river.

Words: dive diving, rake raking, name naming, skate skating, ride riding, drive driving, make making, drop the final “e” before adding “ing.”

1. making, 2. skating, 3. naming, 4. driving, 5. riding, 6. diving.

## Words Ending With a Consonant

Rule: Words ending with a consonant do not change when adding the "ing".

pack packing	sail sailing
jump jumping	help helping

Copy these sentences. Spell the word, then write that same word with 'ing' added after the sentence.

1. Christopher and Tom can \_\_\_\_\_ a rainy lake. \_\_\_\_\_
2. Little Debee liked to \_\_\_\_\_ up and down to make the people laugh. \_\_\_\_\_
3. The people had to \_\_\_\_\_ into the yard. \_\_\_\_\_
4. Everyone wanted to \_\_\_\_\_ get the Mother's Day gift. \_\_\_\_\_

1. sail, sailing, 2. jump, jumping, 3. pack, packing, 4. help, helping.

## Answers to Words Ending With a Consonant

Rule: Words ending with a consonant do not change when adding the "ing".

pack packing	sail sailing
jump jumping	help helping

## The Soft "c"

Rule: 'c' followed by 'e', 'i', or 'y' takes the soft /c/ sound.

center	cinnamon	cycle	circle
celebrate	citizen	cyclone	circus
celery	civilian	certain	cell
civilize	cellar	central	century

## Review of Short /e/

pen	men	egg	sell	less	pet
net	bet	let	bed	yes	den
den	sell	well	net	pen	set
get	leg	yell	mess	bell	let
Ned	bed	wet	men	peg	beg
hen	ten	pet	let	red	den
tell	bed	peg	tell	jet	

# Review of Short /a/, /i/, /o/, /u/ and /e/ to Sound, Read, Spell and Write

dig	sin	hum	but	tip	nap
pup	pass	tan	run	mug	bet
big	sob	men	lip	bus	mill
top	fuzz	fill	top	yet	bug
bib	but	net	Ned	tell	pat
bun	hip	sun	ten	nut	uyell
let	gum	lip	Nat	tug	gas
bell	fog	tap	run		

## Sounds in The Mother's Day Gift

/ce/ in dance, /ou/ in shout /dge/ in bridge, /ge/  
in rage, soft /c/ in city and cent

### We'll also learn...

dropping the final 'e' in traced  
schwa (like short /u/ sound, but said softly and  
quickly,) in again

Well over half of the words in the English Language  
have the schwa sound. Look at any sentence in any  
book. We say the schwa sound many times and  
aren't even aware of it.



## Using /ge/ and /ce/ Sounds

Use only the words with the /ge/ sound to complete this strange sentence.

dance shout bridge rage prance grace  
huge stage city prince glance cage since  
glance

The elephant in a \_\_\_\_\_ wanted to \_\_\_\_\_ his  
act on the \_\_\_\_\_.

Use only the words with a /ce/ sound to complete this strange sentence. Do your sentences make sense?

The princess wanted to \_\_\_\_\_ with \_\_\_\_\_  
as she caught a \_\_\_\_\_ of the handsome  
\_\_\_\_\_.

## 5. Fiction and Nonfiction Writing

### Writing Genres

#### Teacher Note

See the CompuRead Teacher's Manual for detailed explanation of fiction and nonfiction writing. See also Story Mapping to further explain the elements of fiction writing.

The post story activities include Fiction/Nonfiction writing and art. "Story starter" ideas and a "character rhyme" are available to assist the child in his writing efforts. Synonyms are given to increase vocabulary.

Each story has been written and labeled around its own genre. Those genres are:

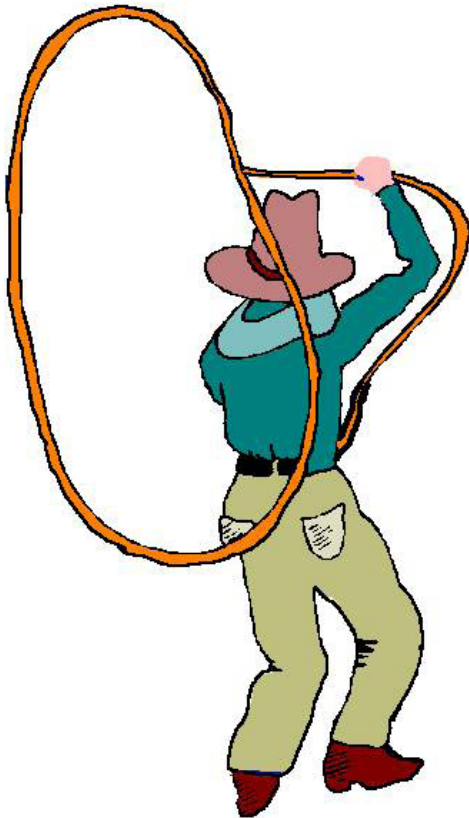
- |                            |                             |
|----------------------------|-----------------------------|
| 1) Fantasy/Science Fiction | 6) Animal Stories and Tales |
| 2) Historical Fiction      | 7) Mystery                  |
| 3) Myths and Legends       | 8) Realistic Fiction        |
| 4) Folk Tales              | 9) Nonfiction               |
| 5) Poetry                  |                             |

## Fiction and Nonfiction Writing

Story Title: The Mother's Day Gift

Main Idea: Using Your Talents to Earn Money

Genre: Realistic Fiction



### Character Rhyme

Practice and practice  
when just a kid,  
When I grow up and I'm  
a star,  
I'll be very, very glad I  
did.

### Possible Situations For Story Starters

You were singing a song on the school program and forget the words. People are clapping because you danced so well but when you danced off the stage you fell and tore your costume.

### Definitions

Here are some definitions for “talents”: natural gift, creative ability, mental power, acquired skill, inborn power, unusual ability

### Picture and Story

Start your story below and continue on the next page.

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Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines on the page.



## Quickie Questions

1. Say the schwa sound. Say three words with the schwa sound.
2. Say and spell three words that end with the /ce/ sound.
3. Name three reference materials to find information.
4. What is the sound of /dge/.
5. Spell four words that drop the final 'e' before adding /ing/.
6. Spell four words that do not drop the final letter before adding /ing./
7. Write three words that start with the soft /c/ sound.

## 6. Vocabulary and Expressive Speaking

### Many Meanings of Words

1. Little Debee liked to jump up and down to make the people laugh.

The word jump in sentence 1 means the same as:

- a. jump off the ground
- b. jump in surprise
- c. jump the track
- d. jump the gun

---

2. The people had to pack into the yard.

The word pack in sentence 2 means the same as:

- a. a back pack
- b. a first aid pack
- c. a wolf pack
- d. pack tightly

---

3. Everyone wanted to help get the Mother's Day gift.

The word help in sentence 3 means the same as:

- a. help to buy
- b. cannot help myself
- c. help the poor
- d. help yourself to the cake

## Answers to Many Meanings of Words

1. Little Debee liked to **jump** up and down to make the people laugh.

The word jump in sentence 1 means the same as:

- a. **jump off the ground**
  - b. jump in surprise
  - c. jump the track
  - d. jump the gun
- 

2. The people had to **pack** into the yard.

The word pack in sentence 2 means the same as:

- a. a back pack
  - b. a first aid pack
  - c. a wolf pack
  - d. **pack tightly**
- 

3. Everyone wanted to **help** get the Mother's Day gift.

The word help in sentence 3 means the same as:

- a. **help to buy**
- b. cannot help myself
- c. help the poor
- d. help yourself to the cake



## Phrases

were not feeling good	were not in high spirits
want to get something	desire to obtain a gift
not one cent	not possessing the lowest coin
people could pay to see	humans probably would give money to observe
felt very good	in high spirits
we have come to see	people have traveled to observe

## Phrases

backstage in the kitchen	behind the scenes in the room where food is prepared
had to put on the acts	were committed to perform the performance
do your good deed	perform your act of kindness
went home with grins on their faces	departed to the places of residence with mouths poised in pleasant positions

## 7. Science Background

### Mother's Day

Mother's Day is celebrated the second Sunday in May. It is celebrated in the United States by honoring our mothers. People travel many miles to get home and pay tribute to their mothers on Mother's Day.

Miss Anna Jarvis wanted to honor her own mother. She traveled across the country and talked to many people to convince everyone that mothers everywhere should be honored one day a year. She spent years traveling and giving speeches. Does it seem odd to you that she should have to work so hard to convince people to honor their mothers?

On May 8, 1914, President Woodrow Wilson signed that we should honor our mothers. He wore a white carnation to tell others that his mother had passed away. Pink carnations are the official flower of Mother's Day. Remember to honor your mother every day, not just one day a year.

## Listening Questions

1. Who traveled and talked to many people to start Mother's Day?
2. Which president signed that we should honor our mothers?
3. On what day did he sign?
4. Why do you think it took so long to tell everyone in the country to honor their mothers?
5. Which places might have information about Anna Jarvis.  
1. a telephone book      2. an encyclopedia  
3. a newspaper      4. Internet

Let's discuss each reference and why or why not it would be the correct place to find out about Anna Jarvis.

1. A Telephone Book – When did Miss Anna Jarvis live? Would she likely be alive at this time? Do we know what city she lived in?
2. An Encyclopedia – People who contribute something important to our society are usually given a short biography (a story written by someone else

besides the person) about them in an encyclopedia.

If the person contributed one thing to society, the article is usually quite short. If they contributed many things the biography is longer and tells about each contribution. It tells the birth and death dates. If you wanted to find a detailed biography of her life, look for her name in the card catalog or on the library computer. A longer biography is usually written and on the library shelf. An encyclopedia cannot write every detail of a person's life because of space limitations.

If you wanted to find about President Wilson's signing about Mother's Day, where would you look. Would it tell about it in an encyclopedia? President Wilson signed hundreds of documents and laws. Would a detailed biography of his life be a better place?

3. A Newspaper – If you had lived in May of 1914 and your teacher had told you to write about

Mother's Day, would the newspaper have been a good reference to look? Newspapers tell what is happening right now. Is Anna Jarvis traveling and speaking right now?

Let's pretend that Anna Jarvis lived to be a very, very old woman and she died today. Would you look in a newspaper to find her obituary? Yes, that happened now. She died many years ago, where would we look to find her date of death?

4. The Internet – The Internet is a huge-huge-huge encyclopedia. It would appear every bit of knowledge the world has to offer is at your fingertips. The article you find there would likely be taken from a published encyclopedia.

### Listening

1. Who started Mother's Day?
2. Did she have an easy time to get people to honor their mothers?
3. What is the official flower of Mother's Day?
4. Should mothers be honored just one day a year?

## 8. Story Mapping

Name of Story – Overall View of Story

Setting – Where the story takes place.

Problem – What the characters have to solve.

Goal – What the characters want to happen.

Events – What happens as characters try to reach the goal.

The End – How goal was reached and the problem was solved. Are the characters and readers satisfied with how the problem is solved?

Name of Story – The Mother's Day Gift

Setting – On the porch made into a stage.

Problem – Not knowing how to earn money.

Goal – To get a mother's day gift for their mother.

Putting on a show, each performing own talents. Events  
– Each family member performs well. Neighbors and friends enjoy the show.

The End – Money earned. Family feels successful.

## 9. Home Fun

### Several Meanings of Many Words

With your dictionary, review how to find words by opening your dictionary in the middle. Review how to locate a word. Find familiar words and show how they are spelled phonetically. Note the diacritical markings.

Show the symbols for noun, 'n', verb 'v', singular, 'sing'.

Find some more words with several meanings. Write sentences and add them to the sentences you wrote before. Are you astounded as to how many words in our Language have several meanings you never even thought of? For instance, look at the word 'back'. See how many meanings it has. Look at 'out', 'over', 'pick', or 'on' and many others that have many meanings.





# Certificate of Completion



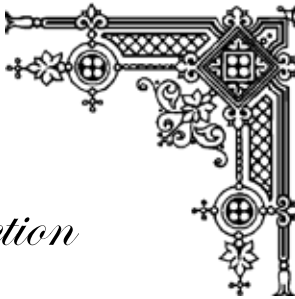

No.	Specific Skill or Action	✓
1	I will find out my talents	
2	I will learn /ce, ou, dge, ge and soft c/ in The Mothers' Day Gift	
3	I can use /ge/ words to complete the sentences.	
4	I can listen and discuss the Background and Summary	
5	I will listen, read and answer the questions for the Mothers' Day Gift	
6	Have fun saying Fancy Lace for Pretty Grace and jumping rope	
7	Listen to how Mothers' Day started and answer the questions	
8	I can discuss each Reference Material	
9	I will review and study all words to learn in The Mother's Day Gift	
10	I will learn the Story Phrases and some High Vocabulary Definitions	
11	I will learn the rule of dropping the final 'e'	
12	Using the final 'e' rule in sentences	
13	I know how to spell words ending with a consonant and 'ing'	
14	I know many meanings of familiar words	
15	I know the soft 'c' rule in reading and spelling	
16	I can read and spell the review short vowel words fluently	
17	I will find out my talents	
18	I will learn /ce, ou, dge, ge and soft c/ in The Mothers' Day Gift	
19	I can use /ge/ words to complete the sentences.	
20	I can listen and discuss the Background and Summary	



## Certificate of Completion



21	I will listen, read and answer the questions for the Mothers' Day Gift	✓
22	Have fun saying Fancy Lace for Pretty Grace and jumping rope	
23	Listen to how Mothers' Day started and answer the questions	
24	I can discuss each Reference Material	
25	I will review and study all words to learn in The Mother's Day Gift	
26	I will learn the Story Phrases and some High Vocabulary Definitions	
27	I will learn the rule of dropping the final 'e'	
28	Using the final 'e' rule in sentences	
29	I know how to spell words ending with a consonant and 'ing'	
30	I know many meanings of familiar words	
31	I know the soft 'c' rule in reading and spelling	
32	I can read and spell the review short vowel words fluently	



*It is with great pride and satisfaction  
that this*

*Certificate of Completion*

*is presented to* \_\_\_\_\_

*this* \_\_\_\_\_ *day of* \_\_\_\_\_ *20* \_\_\_\_\_.

*In recognition and accomplishment  
in the art of reading.*

*Signed*

*Teacher* \_\_\_\_\_

*Student* \_\_\_\_\_

*School* \_\_\_\_\_



**Level 3 - Story 5 - The Mother's Day Gift**, is one of a series of 68 Reading, Writing and Spelling Workbooks of ***The CompuRead Multisensory Reading Program***. This complete and extensive program is designed to teach the basics, logic and beauty of the English Language from Pre-K through the 6th grade.

***CompuRead*** provides beginning to advanced reading skills that's easy to teach and understand. It's presented systematically — skill-upon-skill. The complete program includes; audio narration, digital and printed wall charts and many other audio/visual instructional products.

Each story in the *Reading and Activities Workbook* is preceded by a Prestory Background which provides a detailed framework for in-depth comprehension of the controlled vocabulary story. This extensive introduction to each story presents background knowledge, thereby giving the student an excellent introduction to the story being studied.

***CompuRead*** can be effectively used with many types of students and abilities; the struggling learning disabled and or the gifted and fluent reader.

Each story in ***CompuRead*** presents vocabulary designed for the student's level of reading instruction. As the student progresses, step-by-step, through the ***CompuRead*** program, many new reading concepts are taught enabling the student to build upon previously learned concepts.

The major purposes of ***CompuRead*** are to...

- 1) reduce directional confusion
- 2) prepare young children to enter kindergarten successfully
- 3) sequentially present the English Language with as much continuity as it allows
- 4) assist parents in dyslexia prevention through early intervention
- 5) teach correct phonemic awareness, letter formation, listening and picture comprehension, speaking, spelling, language, writing and character building
- 6) plus many other critical reading skills necessary for today's modern classroom

***The CompuRead Program*** has been tested in many educational environments and has proven itself many times over in assisting students in learning to read.

Discover more about ***The CompuRead Multisensory Reading Program*** at [compuread.com](http://compuread.com).