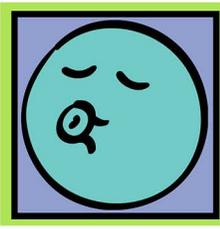
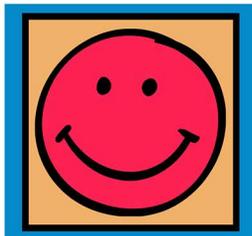


Teaching Reading

with Bob Books

A Sample from all
Five Sets



By Brandy Vencel



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Introduction

Teaching Reading with Bob Books

A Basic Philosophy of Teaching Reading

When I first started tutoring in reading, schools across the nation were still experimenting with the idea of skipping phonics and using the look-say method, essentially treating every word as a sight word. I recently saw the first kindergarten progress report I've seen in twenty-five years (belonging to a tiny cute relative of mine), and I am *thrilled* to see that phonics is right there on the report! The teacher didn't even have to write it in—it is preprinted and she just checks off which sounds the child has learned.

This tells me that phonics might be mainstream again, and we can all breathe a sigh of relief.

At least, I hope it is. I do not know if this same teacher intends to move on from the individual letter sounds to diphthongs, digraphs, and the like. However, at least these kids are starting well.

My opinion on phonics can be neatly summed up like this: Reading should be taught according to the nature of the language.

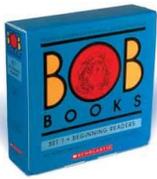
In other words, **English makes sense.**

Well, it mostly does. And because it makes sense, we can teach it logically, methodically, and effectively.

English contains identifiable patterns. There is a reason why cat, hat, sat, mat, brat, fat, and spat all rhyme; they have letters in common. When we show children how these letters make sounds, how c always says either "k" or "s" and never "w," we are offering them a type of freedom: the freedom to become independent of their teachers over time.

If, by contrast, we teach each individual word as a sort of pictograph which must be memorized, children become dependent upon their teacher for conquering each new word. This is a type of intellectual slavery. Students need teachers, yes, but the best teachers help their students to outgrow them.

I teach phonics because I want my students to be able to conquer new words. Yes, there are a handful of words in English which do not follow logic. And yes, these few words must be taught in a sort of look-say method. But the exceptions here only prove



Set 1

Teaching Reading with Bob Books, Book 1

These lessons are really important because they're the very first lessons given to a new reading student. Before this, students would have only played with the alphabet. This is different. This is a *formal* lesson.

So the first thing to do is introduce your student to the TRwBB Binder System. I don't encourage explaining every little thing—that is far too many details for a little person. But explain that this is *his* special reading Binder, just for him. In it, we're going to keep all the letter sounds he learns along the way.

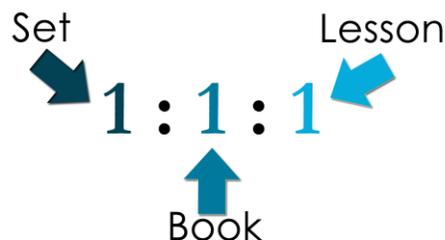
The idea that letters make sounds is a prerequisite for reading, and yet it's still a good idea to remind him. Some letters, like *m*, only make one sound. This is like some animals. But other letters, like the noisier animals, make lots of different sounds.

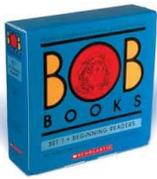
Start the first day with the goal of reading a few pages of Bob Books Set 1 Book 1; it's OK to get carried away with other things, like playing with the new sounds your student is learning.

Book 1 is divided into four lessons. The first three lessons are your first time through the book, over three days, and the last lesson is a review day. This will be exciting and encouraging for both of you.

I recommend always having your student read each book twice, unless they fly through the book without mistakes on the first try. This review time helps solidify the sounds they have learned before moving on.

Wait! What do the numbers mean?





Set 1

Teaching Reading with Bob Books, Book 1

Lesson 1:1:1

- Introduce new sounds: short-**a**, **m**, soft-**s**, **f**
- Build some words and practice sounding them out: at, Mat, mat, sat, Sam
- Read: Set 1, Book 1 ("Mat") pp. 1-3

Mm	at
Aa	Mat
Tt	mat
Ss	sat
	Sam

Binder Card 1:1:1

Lesson 1:1:2

- Introduce new sounds: short-**o**, **n**
- Build some words and practice sounding them out: on, man, tan
- Review appropriate sections in the Binder.
- Read: Set 1, Book 1 ("Mat") pp. 4-5

Oo	on
	man
Nn	tan

Binder Card 1:1:2

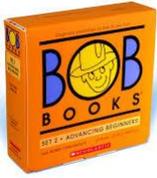
Lesson 1:1:3

- Introduce new phrase: The End.
 - *Simply tell the child that this is what it says, and the child will remember. We'll work on the rule for "The" shortly, because the th sound isn't introduced during the first few days of lessons.*
- Review appropriate sections in the Binder.
- Read: Set 1, Book 1 ("Mat") pp. 6-7

Lesson 1:1:4

- Review appropriate sections in the Binder.
- Read: Set 1, Book 1 ("Mat") pp. **all**

And there you have it! The very first book is finished. Don't forget to add the title to your student's 100 Books Chart.



Set 2

Teaching Reading with Bob Books, Book 3

Most little boys love Bob Books Set 2, Book 3. You see, it teaches the **ar** blend, and now, **finally**, after all his waiting, he can read the word **car** all by himself.

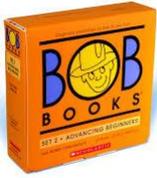
Truth be told it's pretty exciting.

This book is a steep learning curve for some because we introduce so many new phonics rules. For this reason, I break the first reading of the book up into **three** lessons instead of the usual two. This way, our students are only learning one new rule per lesson.

Teaching these new rules is not a fancy process. Simply tell your student that **ar** says "ar as in car," **aw** says "aw as in jaw," and **ow** says "ow as in ow! you just hurt me!" (They always like that last one.)

Feel free to go faster if that is more appropriate for your student. Some are ready for it, I know. All you have to do is combine two lessons to go faster. So, teach two new rules, introduce two binder cards, and read all the assigned pages.

Sample



Set 2

Teaching Reading with Bob Books, Book 3

Lesson 2:3:1

- Introduce new blend: **ar**
- Review appropriate sections in the binder.
- Read: Set 2, Book 3 ("Pip and Pog") pp. 1-4

ar
car
Mark
far
bar

Binder Card 2:3:1

Lesson 2:3:2

- Introduce new blend: **aw**
- Review appropriate sections in the binder.
- Read: Set 2, Book 3 ("Pip and Pog") pp. 5-11

aw
jaw
saw
caw
law

Binder Card 2:3:2

Lesson 2:3:3

- Introduce new blend: **ow**
- Review appropriate sections in the binder.
- Read: Set 2, Book 3 ("Pip and Pog") pp. 12-ff

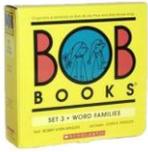
Lesson 2:3:4

- Review appropriate sections in the binder.
- Read: Set 2, Book 3 ("Pip and Pog") pp. **all**

ow
cow
down
how
bow

Binder Card 2:3:3

If reading the whole book in one sitting is too much for your child, simply break the book up into two days. You can do this without counting pages because the staples are exactly in the middle of the book, making it a good stopping place.



Book 5

Teaching Reading with Bob Books, Set 3

In Book 5 (“Summer”), we see the first instance of beginning a sentence with a capital I that does not actually say “I” — there is a sentence that begins with the word *it* and so that *i* at the beginning is capitalized. Up until now, our students haven’t read a capital-I except in the word “I” — which means that almost every student will misread “it” as “I” the first time. Be prepared to correct your student and encourage him to sound out this word. He’ll get the hang of it in no time.

Also in this book are some words that resemble sounds — we call this onomatopoeia. The words are *Ahhh* and *Ohhh* — I don’t make binder cards for these. Just guide your students, and try not to worry about these words too much. I tell my students that the *h* here is silent, and that’s the extent of it.

Lesson 3:5:1

- Review appropriate sections in the binder
- Read: Set 3, Book 5 (“Summer”) pp. 1-6

Lesson 3:5:2

- Introduce new sound: oe-says-long-o
- Review appropriate sections in the binder
- Read: Set 3, Book 5 (“Summer”) pp. 7-ff

Introducing the *oe* Sound

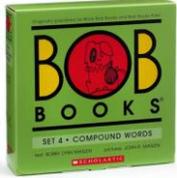
In this lesson, the vowel digraph *oe* makes the long-o sound. Please do not make the mistake of telling your children that this is the *only* sound that this letter combination makes, because that’s not true. Though the other instances are quite rare, *oe* also says *oo* as in *canoe* or *shoe* and also *ee* as in *subpoena*.

oe
toe
hoe
woe
doe

Binder Card 3:5:1

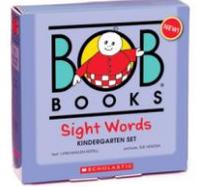
Lesson 3:5:3

- Review appropriate sections in the binder
- Read: Set 3, Book 5 (“Summer”) pp. *all*



Kindergarten Set Book 6

Teaching Reading with Bob Books
Set 4 and Kindergarten Sight Words



As I've said before, the second readings are optional for Kindergarten Set books. In my experience, more students need the second reading on this one than on the other books.

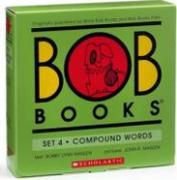
Lesson K:6:1

- Review appropriate sections in the binder
- Read: Kindergarten Set, Book 6 ("Milk") pp. all

Lesson K:6:2 (optional)

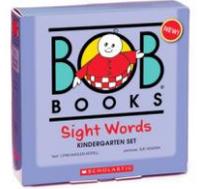
- Review appropriate sections in the binder
- Read: Kindergarten Set, Book 6 ("Milk") pp. all

Sample



Set 4 Book 7

Teaching Reading with Bob Books
Set 4 and Kindergarten Sight Words



Welcome to the book that introduces color names and, consequently, a whole collection of new rules as well. Totally fun, so let's jump right in! We've got a lot to teach for this book, which is why it takes us four lessons to get through the first reading of the book.

Lesson 4:7:1

- Introduce new sounds: soft-*g*, *ue*, soft-*th*, *ow*
- Review appropriate sections in the binder
- Read: Set 4, Book 7 ("Jumper and the Clown") pp. 1-4

The Soft-G Sound: When G Sounds Like J

Your student has known and practiced the hard-g sound for some time. Today, you will have to convince him that the world has not ended just because g sometimes sounds like j.

It helps if you know the rules surrounding the g-says-j phenomena. According to Denise Eide in *Uncovering the Logic of English*:

G may soften to /j/ only when followed by E, I or Y. Otherwise, G says /g/.

It is important to note that the rule is "may" — this is something that is possible, and maybe even probable, but not an absolute rule.

When *ue* Says *oo*

This is a rarer letter combination — there are only a few words that use it. But still, we need to teach it! These little rules are part of mastering reading in English, of course.

Please note that this is *not* the long-*u* sound. There is a subtle difference. These words make the *oo* sound. The long-*u* sound says U's name, as in words like *mule* or *hue*. We will introduce that sound later on.

g
large
gem
angel
orange

Binder Card 4:7:1

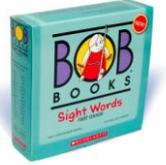
ue
blue
Sue
true
glue

Binder Card 4:7:2



First Grade Set Book 10

Teaching Reading with Bob Books
Set 5 and First Grade Sight Words



And this is the last sight words book ... as in ever! Pat yourself on the back, Mama, because you have done a great job, too!

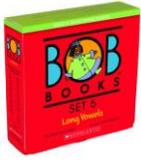
Lesson FG:10:1

- Review appropriate sections in the binder
- Read: First Grade Set, Book 10 ("Before and After") pp. all

Lesson FG:10:2 (optional)

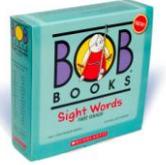
- Review appropriate sections in the binder
- Read: First Grade Set, Book 10 ("Before and After") pp. all

Sample



Set 5 Book 8

Teaching Reading with Bob Books
Set 5 and First Grade Sight Words



And this is your final Bob Books book! Congratulations! You made it! Take your student out to ice cream or something because *this* is a big accomplishment!

Lesson 5:8:1

- Introduce new sound: *ang*
- Review appropriate sections in the binder
- Read: Set 5, book 8 ("The King") pp. 1-10

ang
ang
bang
angle
rang

Binder Card 5:8:1

Teaching the *ang* Sound

There is a sense in which this is just your basic, run of the mill long-a sound. It's true! We teach this as a blend so that students see that there is an entire word family that uses this combination of letters to make the same sound. It helps with spelling in the future.

A couple words in this section might trip your student up, so let me explain the rules in case you need them. **Because** is a **be** word. In addition to this, in the **cause** portion of the word, we use the schwa sound. In the word **music**, remember that this word comes from the word **muse** – hence that long-u sound.

Lesson 5:8:2

- Review appropriate sections in the binder
- Read: Set 5, book 8 ("The King") pp. 11-ff

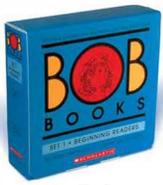
Before reading this section, tell your child that the word *seldom* means *not very often*.

Lesson 5:8:3

- Review appropriate sections in the binder
- Read: Set 5, book 8 ("The King") pp. 1-10

Lesson 5:8:4

- Review appropriate sections in the binder
- Read: Set 5, book 8 ("The King") pp. 11-ff



Binder Cards

Teaching Reading with Bob Books, Set 1

Cut 2.5" wide

Cut 2.5" wide

Cut 5" long

Cut 5" long

Mm

at

Oo

on

Cc

cat

Aa

Mat

man

and

Tt

mat

Nn

tan

Dd

mad

Ss

sat

Sam

Mac

Lesson 1:1:1

Lesson 1:1:2

Lesson 1:2:1

O.K.

Hh

hat

Gg

God

Ss

had

has

Rr

dog

rag

(Optional) Lesson 1:2:2

Lesson 1:3:1

Lesson 1:3:2

Bb

bad

bat

bam

bag

th

the

Ii

Mit

is

did

in

Lesson 1:4:1

Lesson 1:4:2

Lesson 1:5:1

Name: _____

My First 100 Books

1	34	67
2	35	68
3	36	69
4	37	70
5	38	71
6	39	72
7	40	73
8	41	74
9	42	75
10	43	76
11	44	77
12	45	78
13	46	79
14	47	80
15	48	81
16	49	82
17	50	83
18	51	84
19	52	85
20	53	86
21	54	87
22	55	88
23	56	89
24	57	90
25	58	91
26	59	92
27	60	93
28	61	94
29	62	95
30	63	96
31	64	97
32	65	98
33	66	99