

Introducing Phonemic Awareness Using Oral and Written Instruction

Grade Level: 1st Grade
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Length of Unit: Eight lessons

I. ABSTRACT

This unit is designed for students to demonstrate their ability to read with fluency, accuracy, and comprehension. Phonemic awareness will emerge with an understanding that the sound of a word consists of a sequence of smaller, individual sounds. By teaching the specific lessons with the color-coding of both long and short vowels, the students develop a mastery of the skill. Giving dictation to the students develops a mastery of skill in listening, and comprehending sounds of consonant and vowel letters.

II. OVERVIEW

- A. Concept Objectives
 - 1. Understand and develop an awareness of phonemic relationships
 - 2. Understand the relationship of sounds, words, and sentences.
 - 3. Understand the use of oral direction to convey relationships.
- B. Content from the *Core Knowledge Sequence* (pages 23 and 24, Grade 1)
 - 1. Isolate consonant letter sound and vowel sound
 - 2. Blend phonemes in one-syllable words
 - 3. Decode common initial digraphs and endings
 - 4. Recognize common irregularly spelled words by sight
 - 5. Spell words from oral direction composed of phonemes
 - 6. Orally blend phonemes of one and two syllable words
 - 7. Independently blend phonemes into words
 - 8. Show mastery of beginning writing skills
- C. Skill Objectives
 - 1. Students will recognize a consonant letter and the sound it represents.
 - 2. Students will read stories orally.
 - 3. Students will color code all short vowel letters red in written work.
 - 4. Students will color code all long vowel letters in specifically given colors in written work.
 - 5. Students will play riddle game orally with teacher.
 - 6. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - 7. Students will read books independently and orally to the teacher.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *SRA Open Court*, McGraw-Hill, 1994. (The teacher will use this series for the purpose of understanding the color-coding method for vowels long and short.)
 - 2. Blevins, Wiley. *Phonics From A-Z*. (The teacher will use page 24 of this book to find the directions to the game “Match It.”)
 - 3. Harris, Dorothy. *Phonics*. (The teacher will use these workbooks for background information on the methods of teaching phonics. You will use levels 1A-1C.)
- B. For Students (from the *Core Knowledge Sequence*, pages 7 and 8, Grade: Kindergarten)
 - 1. Recognize and name all upper and lower case letters of the alphabet.

2. Match letters to spoken phoneme.
3. Decode letter into phoneme it represents.
4. Write the correct letter to represent a sound or sequence of sounds.
5. Begin to recognize common words by sight, including a, the, I, my, you, are, and is.
6. Understand and follow directions given by the teacher orally.

IV. RESOURCES

- A. First Grade Teacher's Edition, *Open Court Reading*
- B. Blevins, Wiley. *Phonics A-Z*
- C. Harris, Dorothy. *Phonics*
- D. Maslen, Bobby Lynn. *Bob Books*
- E. Millbrook Press. *Real Kids Readers, Levels 1,2,3*

V. LESSONS

Lesson One: Consonant Letter Recognition

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships
 - b. Understand the relationship of sounds, words, and sentences.
 2. Lesson Content
 - a. Using isolation and identification of consonant letter sounds
 3. Skill Objective
 - a. Students will recognize a consonant letter and the sound it represents.
- B. *Materials*
 1. One Alphabet Assessment per student (Appendix A)
 2. Letter cards for each letter of the alphabet that will be handed to each student
 3. A set of School Zone Phonics flashcards for the reading center
 4. Sets of the series, *Bob Books*
- C. *Key Vocabulary*
 1. Alphabet - all twenty-six letters of the English alphabet
 2. Decoding - turning letters into the speech sound they represent
 3. Letter - a visual representation of the English language
- D. *Procedures/Activities*
 1. Teacher will individually meet with each student and do the pre-assessment of the alphabet while other students silently read from a book from the *Bob Books* series.
 2. Play "Match It" game. This game will be played as a whole class activity.
 - a. The teacher will pass out one letter of the alphabet to each student.
 - b. The teacher will write a letter on the board.
 - c. The student with the letter that matches it will step forward.
 - d. The teacher will continue until each student has a turn.
 3. Reading Center Extension
 - a. Two students will take turns playing with the phonics flashcards at the reading center. One student will show the card and the other student will say the sound of the letter. The students will trade places after they finish the whole alphabet.
- E. *Assessment/Evaluation*
 1. The teacher will evaluate the alphabet assessment using the directions on the assessment itself (see Appendix A).

2. The teacher will observe students during the "Match It" game to see which students need extra help and can accurately identify the alphabet letters. This will be recorded in the grade book for reference.

Lesson Two: Recognizing Short Vowel Letters and Consonant Letters

A. Daily Objectives

1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sounds, words, and sentences.
2. Lesson Content
 - a. Isolate consonant letter sound and vowel sound
 - b. Orally blend phonemes of one and two syllable words
 - c. Independently blend phonemes into words
3. Skill Objectives
 - a. Students will recognize consonant letters with the sound it represents.
 - b. Students will color code all short vowels letters red in written work.
 - c. Students will play a riddle game orally with the teacher.
 - d. Students will read stories orally.

B. Materials

1. Story: A Rat Will Hop (Appendix B), one copy for each student
2. One red colored pencil for each student
3. One #2 pencil for each student
4. Independent readers from the *Bob Books* series

C. Key Vocabulary

1. Riddle - a question asked with clues to reach the correct answer
2. Short Vowels - medial sounds that do not say their own name
3. Log - a part of a tree laying on it's side on the ground

D. Procedures/Activities

1. Hand to each student the story to be read, Appendix B: A Rat Will Hop.
2. Read the story aloud as a class.
3. Give each student a red-colored pencil.
4. Then, instruct students to trace all the short vowel letters that they can find.
5. Play a riddle game with the whole class.
 - a. The teacher will say sounds of the letters in order to form a word.
 - b. The students will raise their hands when they know the word.
6. Students will have 10 minutes of independent silent reading time with *Bob Books*.

E. Assessment/Evaluation

1. The teacher will collect and correct the short vowel color-coded story.
2. The teacher will observe which students raise their hand during the riddle game for mastery of concept.
3. The teacher will listen to students individually during silent reading time for decoding skills and fluency.

Lesson Three: Long Vowel Letter E and Consonant Letter Blends

A. Daily Objectives

1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sound, words, and sentences.
 - c. Understand the use of oral directions to convey meaning.

2. Lesson Content
 - c. Isolate consonant letter sound and vowel letter sound
 - d. Orally blend phonemes of one and two syllable words
 - e. Independently blend phonemes into words
 3. Skill Objectives
 - a. Students will recognize consonant letters with sound it represents.
 - b. Students will color code all short vowel letters red in written work.
 - c. Students will color code all long e vowel letters yellow in written work.
 - d. Students will play the riddle game orally with the teacher.
 - e. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - f. The students will understand and follow oral directions.
- B. *Materials*
1. Story: The Green Frog (Appendix C), one copy for each student
 2. One yellow, red, and #2 pencil per student
 3. One copy per student of the Dictation Worksheet (Appendix D)
 4. Copies of *Bob Books* recorded on cassettes
- C. *Key Vocabulary*
1. Dictation - orally spoken directions copied down on paper
 2. Pond - a small pool of water
 3. Treated - given to
- D. *Procedures/Activities*
1. The teacher will hand out one copy each of the story, The Green Frog (Appendix C).
 2. The students will read the story, The Green Frog (Appendix C), aloud as a class.
 3. The students will trace on their paper all the long e vowel letters in yellow and the short vowel letters in red.
 4. The class will play the riddle game with the teacher. (See Lesson Two, Procedure #4)
 5. The teacher will pass out the Dictation Worksheet (Appendix D) to each student.
 6. For line one: the teacher will dictate a different consonant letter sound, the student will write the correct letter.
 7. For line two: the teacher will dictate a different vowel letter sound, the student will write the correct vowel.
 8. For line three: the teacher will dictate short vowel words and the student writes the correct spelling of the word.
 9. The students will have 10 minutes of silent reading with *Bob Books*.
- E. *Assessment/Evaluation*
1. The teacher will collect and correct the color-coded story.
 2. The teacher will collect and correct the dictation.
 3. The teacher will listen to and evaluate decoding and fluency skills of students during quiet reading time.

Lesson Four: Long A Vowel Letter Sounds and the Consonant Relationship

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sounds, words, and sentences.
 - c. Understand the use of oral direction to convey relationships.

2. Lesson Content
 - a. Isolate consonant letter sound and vowel letter sound
 - b. Orally blend phonemes of one and two syllable word
 - c. Independently blend phonemes into words
3. Skills Objectives
 - a. Students will recognize consonant letters with the sound it represents.
 - b. Students will read stories orally.
 - c. Students will color code all short vowel letters red in written work.
 - d. Students will color code all long a vowel letters green and all long e vowel letters yellow in written work.
 - e. Student will play riddle game orally with the teacher.
 - f. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - g. Students will read books independently, and orally to the teacher.
- B. *Materials*
 1. Story: Davy's Game (Appendix E), one copy for each student
 2. One green, red, yellow, and #2 pencil per student
 3. Dictation Worksheet (Appendix D)
 4. Bob Books series and Real Kids Readers series
 5. Cassettes of *Bob Books* and *Real Kids Readers* for reading center
- C. *Key Vocabulary*
 1. Famous - well known
 2. Tune - a song
- D. *Procedures/Activities*
 1. The teacher hands out one copy of story Davy's Game (Appendix E) to each student.
 2. The students will read the story aloud, Davy's Game (Appendix E)
 3. The students will trace the long a vowel letters in green, the long e vowel letters in yellow, and the short vowel letters in red.
 4. The students will play the riddle game orally with the teacher (See lesson two, procedure #4)
 5. The teacher will pass out the Dictation Worksheet to the students for the students to use in dictation.
 6. For line one: the teacher will dictate consonant letter sounds.
 7. For line two: the teacher will dictate long a vowel letter and e vowel letter sounds.
 8. For line three: the teacher will dictate short vowel letter words.
 9. Students will read *Bob Books*, *Real Kids Readers*, or listen to the book cassettes for 10 minutes.
- E. *Assessments/Evaluation*
 1. The teacher will collect and correct the color coded story.
 2. The teacher will collect and correct the dictation.
 3. The teacher will listen to students read independently for fluency.

Lesson Five: Long I Vowel Letters and the Consonant Relationship

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sounds, words, and sentences.
 - c. Understand the use of oral direction to convey relationships.

2. Lesson Content
 - a. Isolate consonant letter sound and vowel letter sound
 - b. Orally blend phonemes of one and two syllable word
 - c. Independently blend phonemes into words
 3. Skills Objectives
 - a. Students will recognize consonant letters with the sound it represents.
 - b. Students will read stories orally.
 - c. Students will color code all short vowel letters red in written work.
 - d. Students will color code all long a vowel letters green and all long e vowel letters yellow in written work.
 - e. Student will play riddle game orally with the teacher.
 - f. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - g. Students will read books independently and orally to the teacher.
- B. *Materials*
1. Story: Bath Time for Tiny (Appendix F), one copy for each student
 2. One blue, green, yellow, red, and #2 pencil per student
 3. Dictation Worksheet (Appendix D)
 4. From Reading Center, a book from the series *Real Kids Readers* for independent reading
- C. *Key Vocabulary*
1. Capital - an uppercase letter
 2. Period - the punctuation at the end of a sentence
 3. Grab - to take hold of
- D. *Procedures/Activities*
1. The teacher will hand out the story, Bath Time for Tiny (Appendix F).
 2. The students will read aloud, as a class, the story Bath Time for Tiny.
 3. The students will trace in the story the long vowel letter I in blue pencil, the long vowel letter a in green, the long vowel letter e in yellow, and all the short vowel letters in red.
 4. The teacher will lead the riddle game (see Lesson Two, procedure #4) with the whole class.
 5. The teacher will hand out the Dictation Worksheet (Appendix D) for the students to use in dictation.
 6. For line one: the teacher will dictate short vowel letter words.
 7. For line two: the teacher will dictate long vowel letter words using a, e, and i.
 8. For line three: the teacher will dictate a short sentence, reminding the students to use a capital at the beginning of the sentence and a period at the end of the sentence.
 9. The students will read independently for 10 minutes book from the *Real Kids Readers* series.
- E. *Assessment/Evaluation*
1. The teacher will collect and correct the color coded story.
 2. The teacher will collect and correct the dictation.
 3. The teacher will listen to independent reading for fluency.

Lesson Six: Long O Vowel Letters and the Consonant Relationship

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sounds, words, and sentences.

- c. Understand the use of oral direction to convey relationships.
 - 2. Lesson Content
 - a. Isolate consonant letter sound and vowel letter sound
 - b. Orally blend phonemes of one and two syllable word
 - c. Independently blend phonemes into words
 - 3. Skills Objectives
 - a. Students will recognize consonant letters with the sound it represents.
 - b. Students will read stories orally.
 - c. Students will color code all short vowel letters red in written work.
 - d. Students will color code all long a vowel letters green and all long e vowel letters yellow in written work.
 - e. Student will play riddle game orally with the teacher.
 - f. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - g. Students will read books independently and orally to the teacher.
- B. *Materials*
 - 1. Story: The Dog and His Bone (Appendix G), one copy for each student
 - 2. One orange, blue, green, yellow, red, and #2 pencil per student.
 - 3. Dictation Worksheet (Appendix D)
 - 4. A reading book chosen from the *Real Kids Reader* series
- C. *Key Vocabulary*
 - 1. Stream - a small flowing river
 - 2. Share - to give something of yours to others
- D. *Procedures/Activities*
 - 1. The teacher will hand out the story, The Dog and His Bone (Appendix G)
 - 2. The students will read the story, The Dog and His Bone, aloud as a class.
 - 3. The students will trace, in the story, the long vowel letter o in orange pencil, the long vowel letter i in blue pencil, the long vowel letter a in green pencil, the long vowel letter e in yellow pencil, and all the short vowel letters in red pencil.
 - 4. The teacher will hand out the Dictation Worksheet to the students (Appendix D).
 - 5. For line one: the teacher will dictate short vowel letter words.
 - 6. For line two: the teacher will dictate long vowel letter words, using a, e, i, and o.
 - 7. For line three: the teacher will dictate a short sentence.
 - 8. The students will read one-on-one to the teacher from the series *Real Kids Readers*.
- E. *Assessment/Evaluation*
 - 1. The teacher will collect and correct the color-coded story.
 - 2. The teacher will collect and correct the dictation.
 - 3. The teacher will listen to the students individually for fluency.

Lesson Seven: Long U Vowel Letters and the Consonant Relationship

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sounds, words, and sentences.
 - c. Understand the use of oral direction to convey relationships.
 - 2. Lesson Content
 - a. Isolate consonant letter sound and vowel letter sound
 - b. Orally blend phonemes of one and two syllable word
 - c. Independently blend phonemes into words

3. Skills Objectives
 - a. Students will recognize consonant letters with the sound it represents.
 - b. Students will read stories orally.
 - c. Students will color code all short vowel letters red in written work.
 - d. Students will color code all long a vowel letters green and all long e vowel letters yellow in written work.
 - e. Student will play riddle game orally with the teacher.
 - f. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - g. Students will read books independently and orally to the teacher.
- B. *Materials*
 1. Story: The Boy Who Refused to be Amused (Appendix H), one copy for each student
 2. One brown, orange, blue, green, yellow, red, and # 2 pencil per student
 3. Dictation Worksheet (Appendix D)
 4. Independent reading book, chosen from the *Real Kids Readers* series
- C. *Key Vocabulary*
 1. Accused - thought to have done something
 2. Amused - to be happy
 3. Refused - to not do something
 4. Joke - a funny saying or story
 5. Except - all but this
 6. Hairstyle - the way you fix you hair
- D. *Procedures/Activities*
 1. The teacher will hand out the story, The Boy Who Refused to be Amused (Appendix H) to the class.
 2. The students will read the story, The Boy Who Refused to be Amused, aloud in class.
 3. The students will trace the long u vowel letters brown, the long o vowel letters orange, the long i vowel letters blue, the long a vowel letters green, the long e vowel letters yellow, and the short vowel letters red.
 4. The students will play the riddle game with the teacher. (See lesson two, procedure # 4)
 5. The teacher will pass out the Dictation Worksheet (Appendix D).
 6. For line one: the teacher will dictate short vowel letters.
 7. For line two: the teacher will dictate words using all the long vowel letters.
 8. For line three: the teacher will dictate a sentence to the students.
 9. The teacher will listen to the students read a book from the *Real Kids Readers* series independently for fluency.
- E. *Assessment/Evaluation*
 1. The teacher will collect and correct the story that is color-coded.
 2. The teacher will collect and correct the dictation.
 3. The teacher will listen to the independent reading of each student and evaluate their fluency, and decoding skills.

Lesson Eight: Sight Word Recognition and Beginning Writing Skills

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand and develop an awareness of phonemic relationships.
 - b. Understand the relationship of sounds, words, and sentences.
 - c. Students will understand the use of oral direction to convey relationships.

2. Lesson Content
 - a. Isolate consonant letter sound and vowel letter sound
 - b. Orally blend phonemes of one and two syllable word
 - c. Independently blend phonemes into words
 - d. Recognize common irregularly spelled sight words
 - e. Show mastery of beginning writing skills
 3. Skills Objectives
 - a. Students will recognize consonant letters with the sound it represents.
 - b. Students will read stories orally.
 - c. Students will color code all short vowel letters red in written work.
 - d. Students will color code all long a vowel letters green and all long e vowel letters yellow in written work.
 - e. Student will play riddle game orally with the teacher.
 - f. The student will be dictated consonants, blends, vowels, sight words, and sentences by the teacher.
 - g. Students will read books independently and orally to the teacher.
- B. *Materials*
1. First grade writing paper for the story
 2. One brown, green, yellow, blue, orange, red, and # 2 pencil per student
 3. Dictation Worksheet (Appendix D)
 4. A book to read from the *Real Kids Reader* series
- C. *Key Vocabulary*
1. No new vocabulary will be introduced
- D. *Procedures/Activities*
1. The teacher will pass out first grade handwriting paper to each student.
 2. The teacher will review from Kindergarten sight words they have been introduced.
 3. Each student will write a short story using vocabulary they are familiar with.
 4. The teacher will meet with the students to help edit and revise their story.
 5. When all editing and rewriting is complete the students will exchange papers and write their name on the paper also.
 6. The students will neatly trace with color-coding the long and short vowel letters.
 7. With the #2 pencil they will circle all the common sight words discussed earlier.
 8. The teacher will collect the stories to evaluate the mastery of long and short vowel letter recognition.
 9. The teacher will hand out the dictation paper.
 10. The teacher will dictate sentences for all three lines of paper.
 11. The students will read independently for 10 minutes book from the *Real Kids Reader* series.
- E. *Assessments/Evaluation*
1. The teacher will collect and correct all the stories with the color-coding.
 2. The teacher will collect and correct the dictation.
 3. The teacher will listen to independent reading and evaluate fluency.

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Alphabet Assessment (two pages), Lesson One
- B. Appendix B: Short Vowel Story: A Rat Will Hop, Lesson Two
- C. Appendix C: Long E Vowel Story: The Green Frog, Lesson Three
- D. Appendix D: Dictation Worksheet, Lessons Two-Eight
- E. Appendix E: Long A Vowel Story: Davy's Game, Lesson Four
- F. Appendix F: Long I Vowel Story: Bath Time for Tiny, Lesson Five

- G. Appendix G: Long O Vowel Story: The Dog and His Bone, Lesson Six
- H. Appendix H: Long U Vowel Story: He Refused to be Amused, Lesson Seven

VII. BIBLIOGRAPHY

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Appendix A, page 1-Introducing Phonemic Awareness
Alphabet Assessment, Lesson One

Name _____ Date _____

Uppercase alphabet letters

Have the child point to each letter as you say the letter's name. Circle the letters the child gets correct.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Lowercase alphabet letters

Have the child point to each letter as you say the letter's name. Circle the letters the child gets correct.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Appendix A, page 2-Introducing Phonemic Awareness
Alphabet Assessment, Lesson One

Matching upper/lowercase letters

Have the child draw lines to match the uppercase letter to the lower case letter in each box.

A	c	B	d
C	v	D	f
G	a	E	e
V	u	F	b
U	g	H	h
I	l	P	r
J	I	Q	z
L	j	R	q
K	o	Z	p
O	k	M	x
S	t	N	y
T	s	X	n
W	w	Y	m

A Rat Will Hop

A rat sat on top of a rug. The rug is at the top of a hill. The rat can see a cat. Will the rat get off the rug? Will the cat get the rat? The rat ran off the rug. He ran in a log on top of a hill. The cat did not get the rat. Can the rat hop off? I cannot see the rat hop. Can you? I see the rat run.

The Green Frog

The green frog that eats in the pond likes to sleep all day. He will not hop and play. This green frog will be fat if he does not hop in the pond. If you see this frog going into the pond you will be treated to a big flop not a hop. This fat green frog is not pretty to see. You see the big green frog now deep in the pond. He cannot get off the bottom he is so fat. This is the end of the big green frog.

Appendix D-Introducing Phonemic Awareness
Dictations Worksheet, Lessons Two-Eight

Dictation

1 _____

2 _____

3 _____

Davy's Game

A boy named Davy liked to play games with his dog Big Feet. Davy sang a song to Big Feet when he wanted him to play. Big Feet loved the song and he would come running. The song was not long but it was a happy tune. It had a fast beat in it. All the children that lived by Davy liked the song too. Davy and Big Feet became famous for the song. Now all the children in the world can sing Davy's song.

Bath Time for Tiny

It is time for a bath Tiny. But Tiny wants to play. It is time for a bath Tiny. But Tiny wants to dig in the mud. Tiny needs to come for a bath. But Tiny wants to roll in the grass. It is time for Tiny to get nice and clean. In you go Tiny! Tiny does not want a bath. Tiny climbs out of the bath. Come back Tiny and get in the tub. Tiny grabs the rag and pulls. Let go of the rag Tiny! Let go! Oh! Time for a bath for all of us!

The Dog and His Bone

One day a dog finds a big bone by the stream. He takes the bone to the bank of the stream. The dog loves the big bone it is so good to eat. Along came two more dogs. These dogs want some of the bone too. The dog sees that the two dogs want to eat on the bone too. The dog with the bone is very nice and he shares it with his new friends. The dogs all eat and then go off to play together.

The Boy Who Refused To Be Amused

Once there was a boy named Sam who refused to be amused by any joke that he heard. He was always sad. Many children in his school tried to make him amused. These children had no luck. One day a boy came to school with a fun new hairstyle. All the children laughed at this boy except Sam. Sam did not know that the boy was just trying to be funny. Sam accused the other children of being mean. So, Sam went home and gave himself the same hairstyle. When Sam got to school the next day the children laughed at him. At first Sam was sad but then he looked in the mirror and he started laughing at himself. From then on Sam was no longer the boy who refused to be amused.