

## Level E: Book 1, *Another Dream, Another Commandment*



### Review:

Materials: T can use word charts from the previous lesson or write the words on the white board. Have the "Heart Words" bag and "Words I Know" bag available.

•**"Your turn. The word is *not*. Change the /ō/ to /ē/ and make a new word."**

(S makes the word *net*.)

•**"Your turn. The word is *land*. Change the /ā/ to /ē/ and make a new word."**

(S makes the word *lend*.)

•**"Your turn—read all the words."** (S reads the list independently while T points.)

made	hope	slide
side	hole	gave
throne	while	hide

•**"Let's read all the words we've made:**

**blow, know, low, bow, row, true, blue, clue, due**

•Give S all the words in the "Heart Words" bag and say,

**"Read each 'Heart Word,' and look away from the card and orally spell it. Read the word a second time."**

•Give S all the words in the "Words I Know" bag and say,

**"Line up all the words in ABC order and then read each word."**

### Fluency Reading:

Note: Continue to have S read all 3 books. T will time S for one minute on the reading of the third book. It would be helpful to keep a record of the scores of how many words were read in one minute. The target for retell would be to use at least 50% of the number of words read in one minute. The goal is to regularly raise the score of the words read per minute. (Children enjoy making a bar graph of their scores, and it shows improved fluency.)

- Hold up book D-4 and say, **"Read *Lehi's Family gets Ready to Leave Jerusalem*."**
- Hold up book D-5 and say, **"Read *Lehi Obeys God*."**
- Hold up book D-6 and say, **"Read *Nephi Prays to Know*. I will time you for 1 minute and then I will ask you to tell me about what you have read. Ready—begin."**

(T times while S reads for one minute. T keeps track of any incorrect words that are not self-corrected. If T tells a word it is counted as incorrect.)

**"Tell me everything you can about what you just read. Begin."**

(S tells everything he/she can remember.)

**"Help me count the words you read in one minute."**

(T monitors S while counting the total attempted words read in 1 minute. T deducts the mistakes and records the reading score.)

### Phonemic Awareness: Syllables—multi-syllabic words

Note: This is a listening activity. The S does not see the words.

I DO: **"I will snap for each syllable in the word *another*."**

(T says an/o/ther and snaps 3 times.)

WE DO: **"Together let's snap for each syllable in the word *genealogy*."**  
 (T and S say gen/e/al/o/gy and snap 5 times.)

YOU DO: **"Your turn. I'll say a word, then you say the word as you snap for each syllable."**  
 (T says whole word. S says word and snaps for each syllable.)

fam/i/ly	com/mand/er
Je/ru/sa/lem	im/por/tant
com/mand/ment	

**Phonics: Reading multi-syllabic words**

Note: Children can learn to decode multi-syllabic words by dividing them into syllables.

I DO: (T writes the word *another* on the white board.)  
**"I can read this word when I divide it into syllables: an/o/ther, another."**  
 (T puts slash marks between the syllables and then reads the word.)

WE DO: **"Let's do this together."** (T and S read the syllables and then the word.)

YOU DO: **"Your turn. Do it by yourself."** (S reads the syllables and then the word.)

Practice: (T writes words below, without slashes, 1 at a time, on the white board. T reads word and S tells T the syllables—T assists if needed—T makes slashes between syllables. S reads the word.)

an/o/ther	gen/e/al/o/gy
fam/i/ly	com/mand/er
Je/ru/sa/lem	im/por/tant
com/mand/ment	

**Phonemic Awareness: Segmenting Words**

Note: This is a listening activity. S does not see the words.

I DO: **"I can say all the sounds in the word *told*. My turn—/t/ /ō/ /l/ /d/."**

WE DO: **"Let's say the sounds in the word *must* together."**  
 (T and S say /m/ /ŭ/ /s/ /t/)

YOU DO: **"Your turn. Say the sounds in the word *spoke*."** (S says /s/ /p/ /ō/ /k/)

Practice: **"I will give you some more words."**  
**"Your turn. Say all the sounds you hear in \_\_\_\_."**  
 (T gives the following words: plates /p/ /l/ /ā/ /t/ /s/  
 blessed /b/ /l/ /ĕ/ /s/ /d/  
 dream /d/ /r/ /ē/ /m/)

**Phonics: Reading Words**

Note: Children can learn to decode words with blends by understanding that letters represent sounds.

I DO: (T writes the word *told* on the white board.)  
**"I can read each sound in this word. My turn: /t/ /ō/ /l/ /d/, told."**  
 (T points under each letter while reading each sound. Then T slides hand under word from left to right while reading the word.)

WE DO: **"Let's do this together."** (T and S read each sound and then the word.)

YOU DO: **"Your turn. Do it by yourself."** (T writes the word *must* on the white board. S reads the letter sounds while T points under each letter. S blends the word while T slides hand under word from left to right.)

Practice: (T writes the words below on the white board. S reads the sounds in each word and then reads the whole word while T slides hand under word.)

Note: If 2 letters represent one sound—example: blessed /ss/, T can point under both letters with 2 fingers to indicate those 2 letters make one sound. Likewise, T

can use 2 fingers to point to the *o* and *e* in *spoke* to indicate that silent *e* makes the *o* a long sound.)

told	dream
plates	must
spoke	blessed

### **Vocabulary: scripture, genealogy, complain**

1. (T writes the 3 vocabulary words on the white board.)  
**"Our first word is *scripture*. *Scripture* is a writing that is inspired by God. The *Bible* and the *Book of Mormon* contain *scripture* writings."**

**"Use the word *scripture* in a sentence."** (S makes a sentence. T checks for correctness.)

**"Clap the syllables in *scripture*."** (S claps 2 times.)

**"Spell the word *scripture*."** (S spells the word.)

**"Spell it again without looking."** (S spells.)

**"In the next part of our lesson I will have you look up a *scripture* in the *Book of Mormon*."**

**"Tell me what our vocabulary word *scripture* means."** (S response)

2. **"Our next word is *genealogy*. Say that with me."** (T and S say the word together.)

**"Let's clap the syllables in *genealogy*."** (T and S clap 5 syllables while saying the word.)

**"You have a *genealogy*. Your *genealogy* includes your name and the names of all of your family members who were born before and after you were born. Tell me some names in your *genealogy*."**

(S can name parents, family members, grandparents, etc. T could have the child fill out his/her own pedigree and/or family group sheet.)

**"Can you think of a synonym for *genealogy*?"**

(T may need to help: family history, ancestors, forefathers, progenitors—choose only one that the S understands and can remember.)

3. **"Our last word is *complain*. Have you ever heard anyone complain about something they didn't want to do?"** (S response)

**"Use *complain* in a sentence."** (T makes sure S uses word correctly.)

**"Do you like to hear complainers? Why? or Why not?"**

(T provides 2 papers for S and T. T models everything below and S copies it.)

Note: S will do this alone in the next lesson. Keep this paper as an example to show.)

1. **Fold this paper into fourths.**

2. **Write *complain* in the middle of the paper and draw a circle around the word.**

3. **Write the following at the top of each quarter of the paper.**

- **What does it mean?** to say you are not happy about something
- **Use it in a sentence.**
- **Draw a picture.**
- **Synonym:** whine, criticize, grumble
- **Antonym:** agree, approve, enjoy

4. **"Write the 3 new words on separate cards and add them to the "Words I Know" bag.**

### **Comprehension**

1. **"Our new book is *Another Dream, Another Commandment*. Read p. 2 and look at the picture. Then answer these questions:**

- **What is the problem in this book?** (how to get the brass plates)

**•Why would God want Lehi to take the brass plates with them?**

(So they could follow God's commandments and know their family history.)

**•How do you think Lehi will accomplish what God told him to do?** (\$ response)

2. **"Let's find out how Lehi solves his problem. Your turn—read the book to me."**

(T listens and assists S if needed.)

3. **"In your own words describe how Laman and Lemuel responded to father Lehi."**

**"In your own words describe how Nephi responded to father Lehi."**

4. **"At the bottom of page 7 is a scripture. Look up I Nephi 3:7 and read it from the *Book of Mormon*."**

T asks questions and allows S to respond:

**•Why does God give us commandments?** (So we can be happy.)

**•Why was Nephi willing to go to get the plates?**

(He knew the Lord would help them to do what He had commanded.)

**•Why did Nephi know that the Lord would help them, but Laman and Lemuel did not know?"**

(Nephi believed the Lord spoke to his father because he had prayed earlier to know if his words were true, and the Lord made the truth known unto him. (Book D-6) Laman and Lemuel did not ask the Lord.)

**•Do you think it would be difficult to get the brass plates from Laban? Why?**

**•What will Heavenly Father always do to for us when He gives us a commandment?"**

(He will always prepare a way for us to accomplish it.)

**•When the Bishop asks a person to teach a class what promise does that person have?**

(Heavenly Father will prepare a way for him/her to teach it.)

**•Will Heavenly Father help you to obey the commandment to \_\_\_\_\_?**

(T fills in a commandment that is applicable at the time and discusses it with S.)

**•Why did Nephi's words make his father happy?**

(He knew his son had been blessed of the Lord.)

**•How can you 'liken' I Nephi 3:7 to your life?**

5. (T provides pencil and paper or a journal for S to record his/her thoughts.)

**"Quickly write 3 things you have learned from this story. Use complete sentences and read it to me when you've finished."** (\$ writes and reads aloud.)

6. **"Your turn. Read the story to me again, and then I will ask you to tell me everything you can remember that happened in the story."** (\$ reads the story.)

7. **"Tell me everything you can remember about this story."** (Without the book S retells story.)

8. The child needs to fluently read the book with 95% accuracy before going on to the next book. Check the back of the book for the acceptable error count.