



## *Delightful Reading Kit*

Thank you for your interest in the *Delightful Reading Kit*. This document contains sample pages from two of the books in the kit, the *Delightful Reading* teacher book and *A Delightful Reader* student reader.

The *Delightful Reading Kit* contains

- **The *Delightful Reading* book of lesson plans**—These easy-to-use plans and ideas cover preschool through elementary levels, teach the 100 Most Commonly Used Words (plus hundreds more), and include helpful teaching tips and reminders.
- ***A Delightful Reader* book of rich reading selections**—Your child will enjoy learning to read with these twaddle-free selections: *Rain* by Robert Louis Stevenson, *The Dogs and the Fox* by Aesop, Proverbs 23:4 and 5 (NIV), Letter to My Friends from a Delighted Author.
- **476 word and letter tiles** made from 130-lb. coated card stock for durability—The tiles come printed on full sheets so you can tell at a glance that you have all the tiles you need. Simply cut them apart and you're ready to go!
  - **Word tiles** for all four reading selections—Use the word tiles to teach interesting and meaningful sight words and to encourage your child to compose his own sentences.
  - **Uppercase and lowercase letter tiles**—Use the letter tiles to reinforce word-building and phonics skills while gently introducing spelling.
  - **Blend tiles**—Expand your child's vocabulary by adding blend tiles (like ch, sh, th, sp, etc.) to the letter tiles activities.
  - **Blank tiles**—Use the blank tiles as place-holders for any unknown words in sentences and build anticipation for learning more.
- **Bags and labels** to organize word, letter, and blend tiles—Keep your manipulatives sorted and at your finger tips for each lesson.
- **Child's word notebook**—Record the words your child can read, and celebrate his progress!
- **CD with word list and extra word tiles**—Print words for the notebook or replacement tiles for the lessons from your home computer with this handy CD.

**We hope you will enjoy these sample pages from  
*Delightful Reading*, the teacher book, and  
*A Delightful Reader*, the student reader—  
both included in the *Delightful Reading Kit*.**

**Visit [www.SimplyCharlotteMason.com](http://www.SimplyCharlotteMason.com) to order the complete  
*Delightful Reading Kit* today!**

*Sample Pages*  
*from*

*Delightful Reading*  
*Teacher Book*

by  
Lanaya Gore

Delightful Reading  
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# Supply List

## *Supplies Included in the Delightful Reading kit*

- Uppercase letter tiles
- Lowercase letter tiles
- Blend tiles
- Blank tiles
- Word tiles for *Rain*
- Word tiles for *The Dogs and the Fox*
- Word tiles for Proverbs 23:4 and 5
- Word tiles for *Letter to My Friends*
- Bags to organize word, letter, blank, and blend tiles
- Labels for bags
- *Delightful Reading*, teacher book of lesson plans
- *A Delightful Reader*, student book of reading selections
- Child's word notebook
- CD of word tiles file and word list file
- Storage box

## *Additional Supplies You Will Need*

- Alphabet book for baby/toddler stage
- Set of alphabet letters (magnetic, wooden, plastic, etc) for baby/toddler stage
- White dry erase board with markers (or chalkboard with chalk) for all stages

# *Introduction*

I began exploring Charlotte Mason education when my oldest child was in Kindergarten. Having limited knowledge about all the homeschool curricula and options available, I felt Charlotte's writings were a breath of fresh air from the textbook curriculum I had previously chosen. I've been using her methods since then for our homeschooling journey and have been more than satisfied and joyful with the process.

Before I found Charlotte Mason, I used a little of this and a little of that for my daughter's education. She learned enough via this route, but I'm not sure how. I still can't quite figure out how she learned to read. I decided I wanted to do something a little better-planned for my next child. After reading through *Home Education* by Charlotte Mason, I liked the sound of her reading lesson ideas. But no prepared lesson plans could I find that would be easy to implement. The plans in *Delightful Reading* are a result of my need for a Charlotte Mason reading curriculum.

What you will find first here are the writings of Charlotte herself on the subject. These are straight from *Home Education*, Volume 1 of The Original Home School Series. You can read the reasons why she came upon her method and how she proposed its implementation.

Next are the two sections of reading plans: Early Stages of Reading and Reading Lessons.

For the early stages of reading there are two stages: Baby/Toddler Stage which is for letter recognition, learning sounds of letters, and starting to write the letters. The Preschool/Kindergarten Stage is for starting some word-building exercises so that words become familiar to the child.

Reading Lessons are for Kindergarten/Early Elementary age children. Four selections are used for teaching: *Rain* by Robert Louis Stevenson, *The Dogs and the Fox* by Aesop, Proverbs 23:4 and 5, and finally, a *Letter to My Friends*. (You'll find more details in the Welcome Letter on the next page.)

May you and your child enjoy this delightful Charlotte Mason road to reading.

# *Welcome to Delightful Reading*

Dear Parent,

Welcome to *Delightful Reading*, the wonderful experience of teaching reading the Charlotte Mason way! It's easy to get started. Simply select the stage where you want to begin.

## *Baby/Toddler Stage (Alphabet Fun)*

If you're starting from the very beginning with a little one, see page 27 for playtime ideas with alphabet fun.

## *Pre-School/Kindergarten Stage (Word-Building Activities)*

If your child already knows the alphabet and the sounds the letters make, start with the activities on page 29.

## *Kindergarten/Elementary Stage (Reading Lessons)*

If your child can already read many simple short-vowel words and some long-vowel words, start building his confidence and reading skills with the lessons on page 37.

In order to make sure you have everything you need for those lessons, and at your fingertips right when you need them, follow these simple steps for organizing your *Delightful Reading* kit.

1. Peel off the convenient labels and attach them to the bags. It doesn't matter which label goes on which bag, just put a label on each bag.
2. Cut apart the letter tiles and put them in their appropriate bags: one for lowercase and one for uppercase. You'll also have two bags in which to put the blank tiles and the blend tiles (like *ch*, *th*, *sp*, etc.).
3. Cut apart the word tiles and put the words in their matching bags. If you cut the long lines between the rows of words first, you can quickly snip the words apart. Each phrase should be clearly marked on your labels to make this step easy. If you don't have time to cut apart all the word tiles now, simply cut apart the word tiles for each reading selection as you teach it.

Once your tiles are cut apart and in the labeled bags, you're ready to begin using the delightful reading lessons. Enjoy!

*Lanaya*



# Baby / Toddler Stage

## Notes

### *Supplies Needed*

- ABC picture book
- Box of letters (with capitals and lower case)
- Tray of sand, rice, or cornmeal

### *Read ABC picture books.*

You can begin even when your child is a baby by giving him a big, bright ABC picture book for the two of you to read together.

### *Play with letters.*

A box of letters can follow. Let your child play with the letters. Tell him what sound each makes as he shows it to you. Include both upper and lower case letters so your child learns both.

“You’ll notice that the sound of the letter is more important to learn than the name of the letter. ‘He loves to play at finding his letters,—“Show me the letter that stands for baby, etc.,” and he does so with a look of real pride and pleasure on his face’ ” (*The Parents’ Review*, Volume 12, “First Reading Lessons”).

The letter *W* would make a *D*, *B*, and *U* sound if the child thought the name of the letter was the key to reading a word.

### *Draw letters in the air.*

“Cultivating the child’s observation” is important in all aspects of a Charlotte Mason education, and so we find it in alphabet learning also. “He should be made to *see* what he looks at” (*Home Education*, p. 201). Make a big letter in the air and let your child name it. Have him make letters in the air and you name them. Start with the upper case and then move on to the lower case, since the lower case will take more effort to remember.

### *Draw letters in sand.*

A tray of sand (rice, cornmeal, baggie of toothpaste, etc.) can be used to form the letters with his fingers. This is easily erased if incorrect, so your child doesn’t look too long upon the wrong image of the letter.

### *Find letters in print.*

And now your child should be able to pick each letter, big and little, from a page of type (perhaps a newspaper or book).

*This early stage should not be in the form of lessons per se. The activities should be like play to the child.*

“It is a great thing to be a parent: there is no promotion, no dignity, to compare with it. The parents of but one child may be cherishing what shall prove a blessing to the world.”

# Preschool / Kindergarten Stage

## Supplies Needed

- Box of letters
- White board with markers or chalkboard or large sheet of paper

## Some things to consider as you work

-Your child needs to be trained in seeing the word in his mind as he does these word-building lessons. Have him close his eyes and picture the word he has just made.

-Let the child pronounce each word with distinctness.

-A word on sight-reading and Charlotte's philosophy: I will let Miss E. Armitage's "First Reading Lessons" (*The Parents' Review*, Volume 12) explain some of the thought behind Charlotte Mason's sight-reading approach.

"If words were always made on a given pattern in English, if the same letters always represented the same sounds, learning to read would be a very easy matter; but this is far from the case. Take, for example, the letter O, as we have it in "for," "to," "of," "word," "no," "round," etc., and it represents a different sound in each case; and surely it is not a suitable and appropriate task for a child to analyse these sounds as they occur in the different words. It would involve unnecessary labour for him if we based the teaching of reading entirely on the sounds of the letters. Upon what then is this, as all other teaching, to be based? Let us remember that in all branches of education, ideas are the chief agent with which we have to work, and that these ideas must be sown in the child's mind, that there they may feed and grow and produce other ideas after their kind. Therefore, in reading, the child should be taught from the first to regard the printed word as he already regards the spoken word, as the symbol of a fact or idea full of interest to him. Thus, no matter what the length of the word, he will learn to recognise it, if it be connected in his mind with some living idea. No steps then are needed in learning to read, but he must start straight away with the words, and learn to recognise a word, "which" for instance, just as he recognises the

## Notes

*When your child knows his letter sounds and how to form them, he may be ready for some simple word-building.*

*You may continue using the letters from the Baby/Toddler Stage or begin using the letter tiles provided with the Delightful Reading kit.*

*Once you complete the Reading Lesson section, your child will have more than 950 words "stamped on his brain" with the ability to sound out and "stamp" more. Your child can learn countless words in this word-building stage before he even gets to reading lessons.*

**"Accustom him from the first to shut his eyes and spell the word he has made."**

## Notes

letter B, because he has seen it before, been made to look at it with interest, and the pattern of it is stamped on his brain, in fact, it has become an idea in his mind. What definitely we propose, then, in teaching a child to read is:—

“Firstly.—That he shall know at sight some thousand words. This will be accomplished in about five months if he learn ten words a day. Secondly.—That he shall be able to build up new words with the elements of those he already knows by sight.”

The idea is that some thousand words will be stamped on your child’s brain and then we will build up new words using the elements of those he already knows by sight. Add that to the word-building element we’re about to pursue, and it would seem Charlotte Mason’s philosophy was a mixture of phonics and sight-reading.

*Remember to keep lessons short for the child. Ten or 15 minutes will be plenty for one so young as a new reader.*

“There is no occasion to hurry the child.”

## *Lesson 1*

### *Word-Building with “at”*

Take up two of his letters and make the syllable *at*. Tell him it is the word we use when we say *at* home, *at* school. Then put *b* to *at*—*bat*; *c* to *at*—*cat*; *f* to *at*—*fat*, *h* to *at*—*hat*, *m* to *at*—*mat*, *s* to *at*—*sat*, *r* to *at*—*rat*, and so on. Let your child say what the word becomes with each initial consonant you add to *at*, in order to make *hat*, *pat*, *cat*. Let the syllables all be actual words which he knows.

Write the words he is learning on the white board and then let him read them to you at the end of word-building with *at*.

## *Lesson 2*

### *Word-Building with “en”*

Take the letters and make the syllable *en*. Ask your child if *en* is a word. He should say No, and you can tell him that some letters can be added to *en* to make words. Add *b* for *Ben*, then *den*, *hen*, *men*, *pen*, *ten*, and *yen*. Write the words on the white board and have him read them to you.

## Lesson 3

### Word-Building with “od”

Take the letters and make the syllable *od*, another combination that does not make a word by itself. Now put letters in front of the syllable and have him say the words *cod*, *God*, *nod*, *pod*, *rod*, and *sod*. He may come up with other non-words like *wod* or *Tod*. Simply tell him those words aren't actually spelled with those letters and move on. He will learn those words another time and his curiosity will be piqued. Write the words he learned on the white board and have him read them to you.

## Lessons 4 and following

### Word-Building with Short Vowels

There are many combinations with initial and final consonants and short vowel sounds to be made. You may have your child continue these kind of three-letter combinations as long as he is interested. Your child may soon be able to think of some on his own.

Continue the lessons with these steps:

1. Make an ending, such as *-it*, and have your child add letters to the beginning to make a word.
2. Write the words on the white board and have him read them up and down and criss-cross (mixed up).

#### *Some keys to remember*

- The words must be real words (not *yut* or *ket*).
- If your child comes up with a word that sounds real, but is not spelled the way he wants to spell it, tell him that word is spelled with different letters and move on to a different word (examples: *mut*, *sot*, or *nat*).
- Keep the lessons short: 10-15 minutes at a time.
- Some words may seem inappropriate for explaining to your child. Use your discretion as to what you want him to learn about at this age.
- Always require clear and distinct pronunciation.

## Notes

*You will find a list of endings that single letters can be added to on page 32.*

“He has seen it before, been made to look at it with interest, and the pattern of it is stamped on his brain, in fact, it has become an idea in his mind.”

# Kindergarten /Early Elementary Stage

Now you are ready for the big day when your child will begin to read actual sentences.

Charlotte gives several different reading lessons in her writings: a Twinkle lesson, a Cock Robin lesson, and a Little Pussy (kitty) lesson. These are not all laid out the same. For that reason we're going to use different reading selections than she used, and we will combine the elements she talked about into each lesson. You'll notice that there are different kinds of lessons also:

1. Reading words and sentences
2. Spelling and word-building

## *Some things to keep in mind*

- Remember to keep lessons to 10–15 minutes. If a lesson takes longer, do only half a lesson that day. Or do a 15–minute lesson, take a break to do something else, and come back to do another 15 minutes.

- Before you begin, make sure you have cut apart the letter tiles, blend tiles, blank tiles, and word tiles (at least for *Rain*) and placed them in their appropriate labeled bags.

- The “word notebook” can be time-consuming for a child who may not know how to write or does not write very well yet. Instead of having him write every new word learned, you can have him paste the words in his notebook or have him write one word and you finish the rest. (Pages 139–161 give a list of all words learned which can be photocopied and cut apart for this purpose. Also, the CD that came with your *Delightful Reading* kit contains the same word list; you can print it and cut it apart if you would rather.) Do something so that he is involved and he can see his list of known words grow after each lesson. Be creative in making this a personal notebook for your child since it will include all of the words he has learned in these lessons. Let him decorate the cover of the notebook. He'll be proud to look through it and see all the words he can read.

- If you happen to need a replacement for any of the word tiles used in these lessons, you'll find a file on the CD that came with this kit that you can print and cut apart. We recommend printing on heavy cardstock paper for good durability.

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**PLEASE NOTE: For this sample, we have included two lessons from the Proverbs passage near the middle of the book—one sight-word lesson and one word-building lesson.**

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*“It is desirable that ‘Tommy’ should not begin to ‘read’ until his intelligence is equal to the effort required by these lessons. Even then, it may be well to break up one into two, or half a dozen, as he is able to take it” (Vol. 1, p. 222).*

**“Let us recognise that learning to read is to many children hard work, and let us do what we can to make the task easy and inviting.”**

## Notes

*If you ever need to replace any of the word tiles used in these lessons, you'll find a file on the CD that came with this kit that you can print and cut apart.*

*Make sure you have cut apart the word tiles for Letter to My Friends and placed them in their appropriate labeled bags.*

## Lesson 9

### *“And fly off to the sky like an eagle”*

#### **1. Review.**

Review the words from the previous lesson by reading them in the word notebook.

#### **2. Learn new words.**

Take out the bag of word tiles for the fifth phrase: *and fly off to the sky like an eagle*.

Write *off* on the board. Tell your child what it says. Discuss the word and what it means. Have him repeat it as he looks closely at it. Erase the word and let him find the word *off* in his pile of word tiles. Hide that word in the pile and let him spell the word with his letter tiles. If he can't remember, just write the word on the board again. Leave the word on the board. Let him find the word on page 21 in *A Delightful Reader*.

Continue the pattern with *like* and *eagle*: write the word on the board; read aloud; discuss; erase; have him find the word in his word pile; let him make it with letters; write it on the board; let him find the word on his Scripture page.

Write *and, fly, to, the, sky, and an* on the board. Those words were covered in previous lessons.

Have your child read the list—up and down and mixed up.

#### **3. Read the book.**

Now have him read the entire Scripture selection on page 21 in *A Delightful Reader*.

#### **4. Create new sentences.**

Make new sentences with word tiles and read them aloud. Examples:

Fly off, eagle!

An eagle will fly in the sky.

#### **5. Record the new words.**

Include the new words in the word notebook.

## Lesson 10

### Word-Building

### Notes

#### 1. Review.

Review these words on the board: *eagle*, *off*, *like*. Erase.

#### 2. Make words from “eagle.”

Have your child make *eagle* with his letter tiles, from memory if he can. Write it on the board. “What can we add to *eagle* to make *beagle*?” Have him add *b*, and write the word on the board.

#### 3. Make words from “off.”

Have your child make *off* with his letter tiles, from memory if he can. Write it on the board.

Make:

*doff*

*scoff*

*Doff* means “to take off the hat as a sign of greeting or respect.”

#### 4. Make words from “like.”

Have your child make *like* with his letter tiles, from memory if he can. Write it on the board. Say the word *like* slowly and ask him what sound is left if you take the *l* sound away. Let him get *ike*.

Make:

*bike*

*dike*

*hike*

*Mike*

*Nike*

*pike*

*tike*

*trike*

*spike*

*strike*

*A dike is a low wall.*

*Nike is the goddess of victory.*

*A pike is a long spear.*

*A tike can refer to a small child or an uncouth person.*

Have your child read the list of words—up and down and mixed up.

#### 5. Create new sentences.

Now he can make new sentences with the words and read them aloud.

## *Notes*

*You will find more sentences that your child can read on page 30 in A Delightful Reader (also listed on page 134 in this book).*

Examples:

Mike scoffed at the trike and rode the bike.  
Strike off on the hike.

### ***6. Record the new words.***

Include the new words in the word notebook.



*Sample Pages*  
*from*

*A Delightful Reader*  
*Student Reader*

by  
Lanaya Gore



## Proverbs 23:4 and 5

Do not wear yourself out to get rich;  
have the wisdom to show restraint.

Cast but a glance at riches,  
and they are gone,  
for they will surely sprout wings  
and fly off to the sky like an eagle.

# More Sentences You Can Read

after "And fly off to the sky like an eagle"

If you swing the bat like that one more time,  
you will surely get a strike.

Mike doffed his hat as if in a trance.

You know the drill—set the ball so she can  
spike it.

The hike was done, so she sat on her cot.

Do not scoff at someone who will not cast off  
their morals.

The dog killed his prey but found that the  
quills put a ding in his thrill.

Now slowly get off your bike, and trot on  
down to get your cone.

Shut the box of paints or your sis will see  
them.

# Teach your child to read the delightful way!

Charlotte Mason taught reading with a gentle mix of phonics, sight words, beautiful reading selections, hands-on activities, and creative fun with words. Her sensible and natural approach has been faithfully reproduced in *Delightful Reading*.

The easy-to-use lessons in this book

- Use rich reading selections, not twaddle
- Feature hands-on learning with letter and word tiles
- Teach the **100 Most Commonly Used Words**, plus hundreds more!
- Include teaching tips, word definitions, and other helpful notes
- Cover preschool through elementary levels

Make reading lessons a delight with *Delightful Reading*!

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