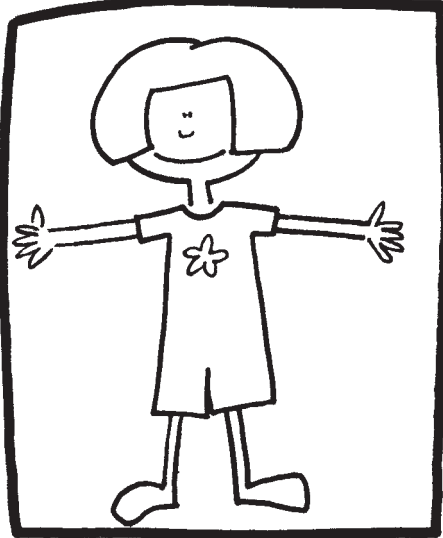
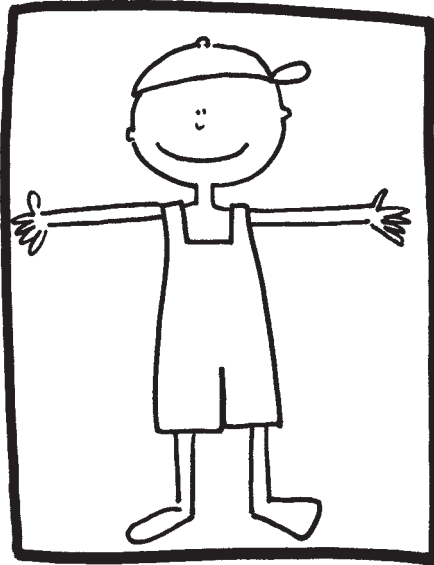
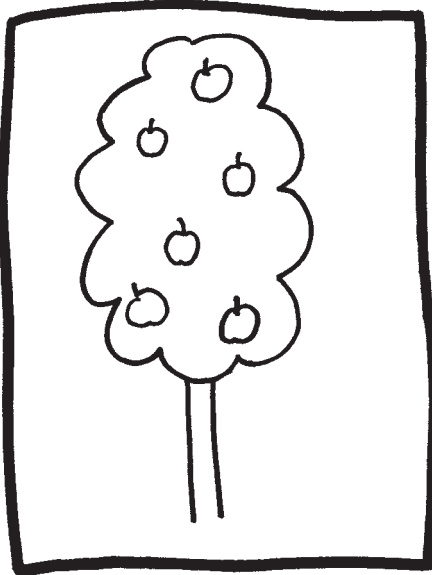


The Good Tree



Simple Steps Reading Series
Introductory book

Binding Your Book

Fold each printed page in half. With a hole punch, punch the circles on each folded page. Put all the pages in order and align the holes. Tie ribbon, string or ring clips through each hole to bind the book together. If desired the child can color the pages to personalize the book or create an extra special gift.

About the Illustrator

This book was illustrated by **Cynthia Toney**. Cynthia specializes in hand painted and custom drawn invitations, announcements and notecards, and she runs a home-based business creating paintings for children's rooms. You can visit her website at www.toocutedesigns.com or contact her at clwt@kc.rr.com to find out what she can create just for you.

This reading series is offered free of charge by downloading the pages from our web site at www.lordequip.com. Please pass this service on to anyone interested. If you have a talent for illustrating and would like to donate your skills to this worthy cause please contact LORD Company for details at lordequip@aol.com.

SIMPLE STEPS READING PROGRAM It's as easy as 1, 2, 3

Read the full page printout titled "Simple Steps Reading Program" for instructions on how use this book to coach a child to be a successful reader. Here's a quick reminder of the three simple steps.

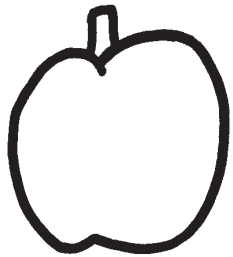
1. When you find a new word say "This word LOOKS like _____," and then say the word,
2. As the child becomes familiar with new words, ask the question "Can you find _____?"
3. When you know the child will be successful point to a word and say "What is this word?" or "Your turn to read the next page."

When the child has read the book don't forget to make a big deal about it: "You finished the whole book!"

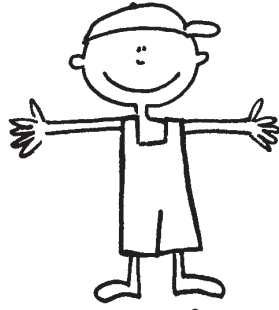
Happy Reading
From LORD Company

Dictionary

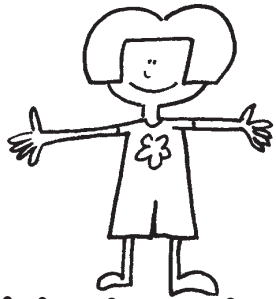
Look for these naming words throughout this book



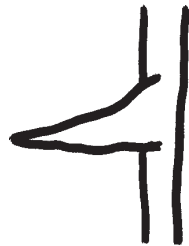
apple



Josh



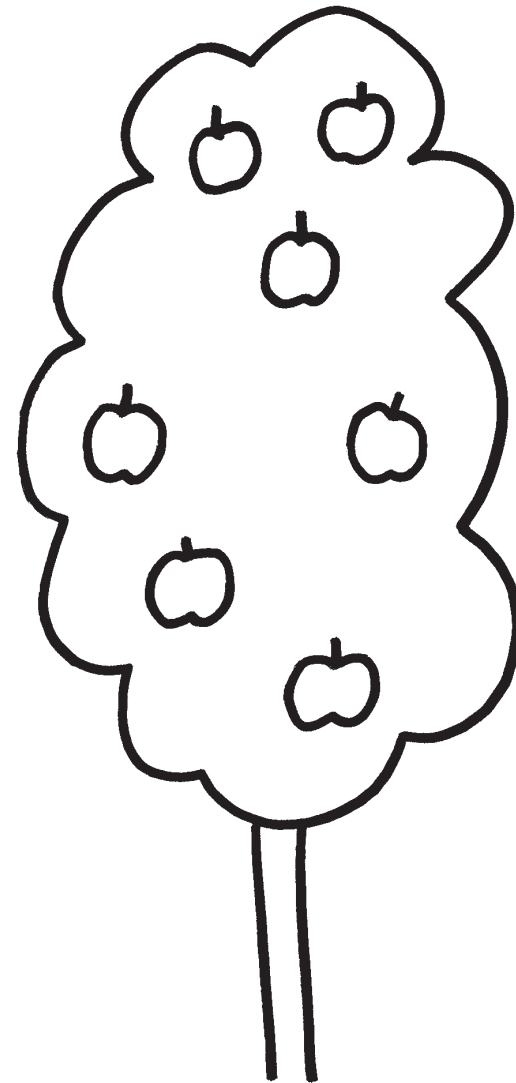
Kristin



thorn



tree



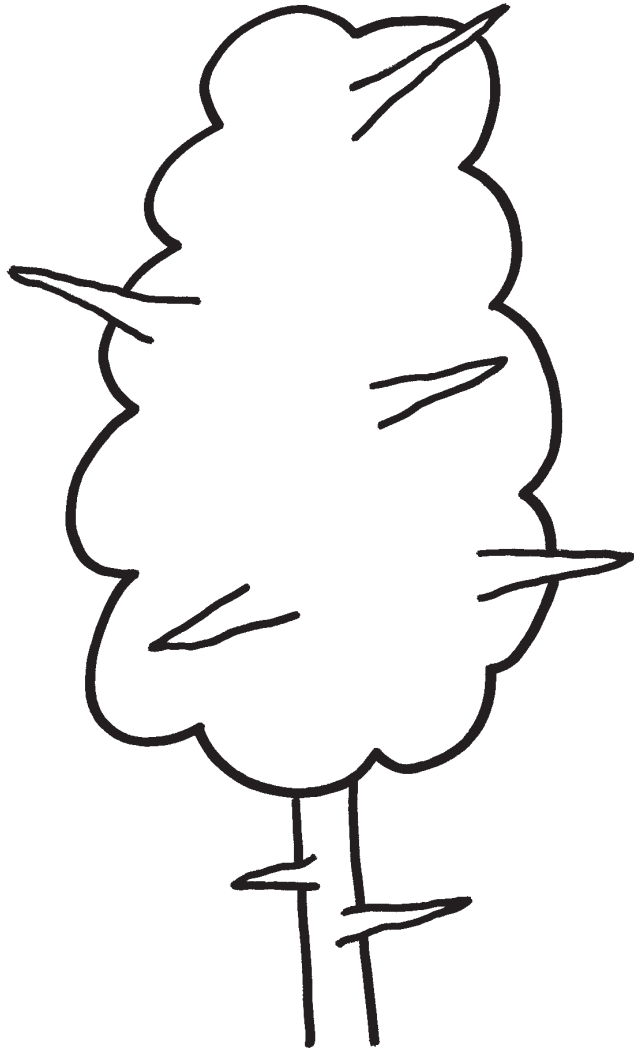
apple tree

New Words:

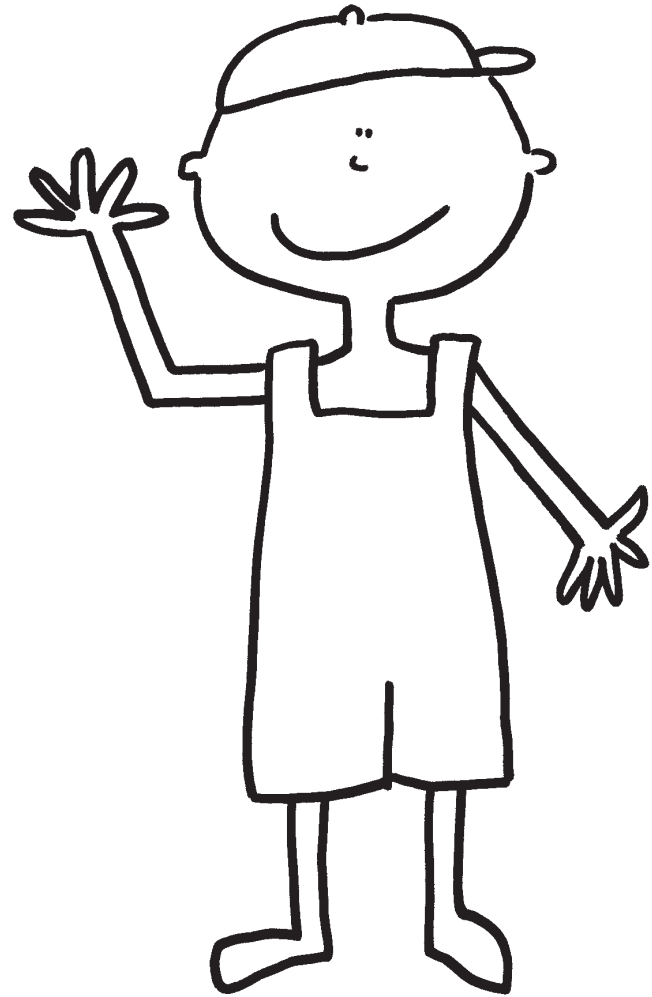
2

apple tree

1



thorn tree



Josh

New Words:

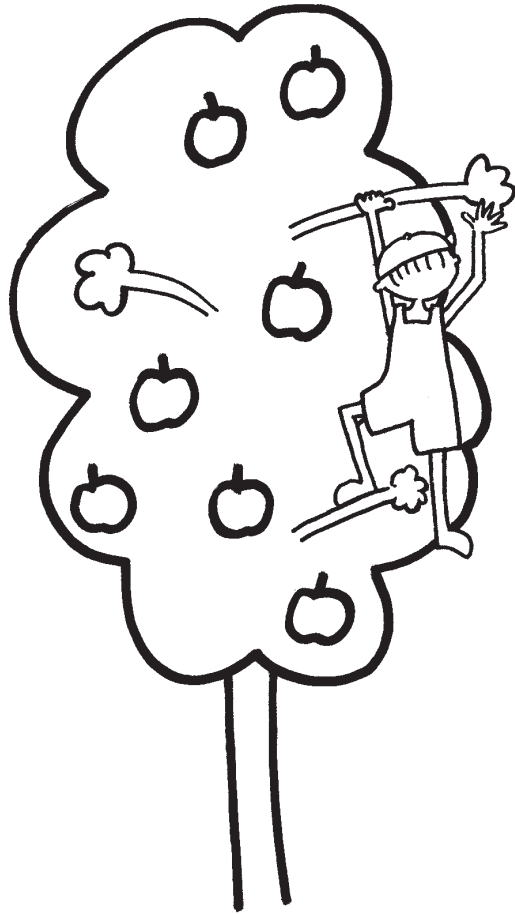
thorn

3

New Words:

Josh

4

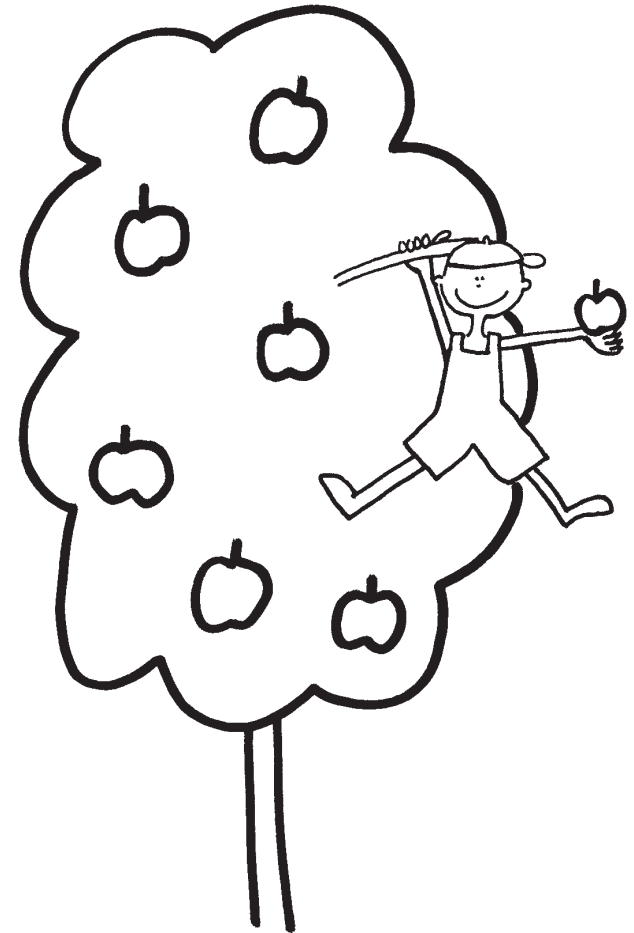


Josh climbs
the apple tree.

New Words:

climbs the

5



Josh has an apple.
Yum!

New Words:

has an Yum

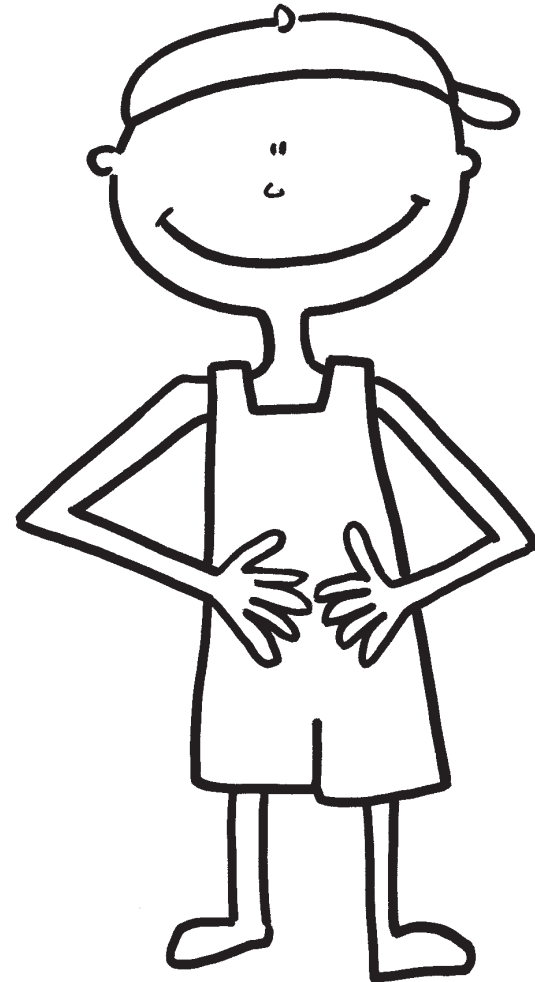
6



Apples are good,
says Josh.

New Words:

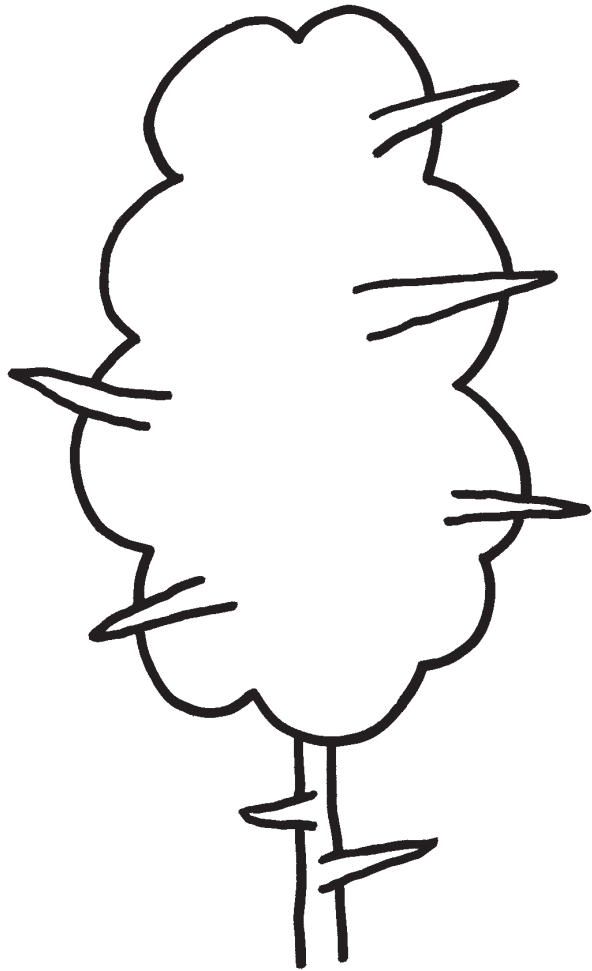
Apples are good says 7



I like apples.

New Words:

8 I like apples



Here is a
thorn tree.

New Words:

Here is a

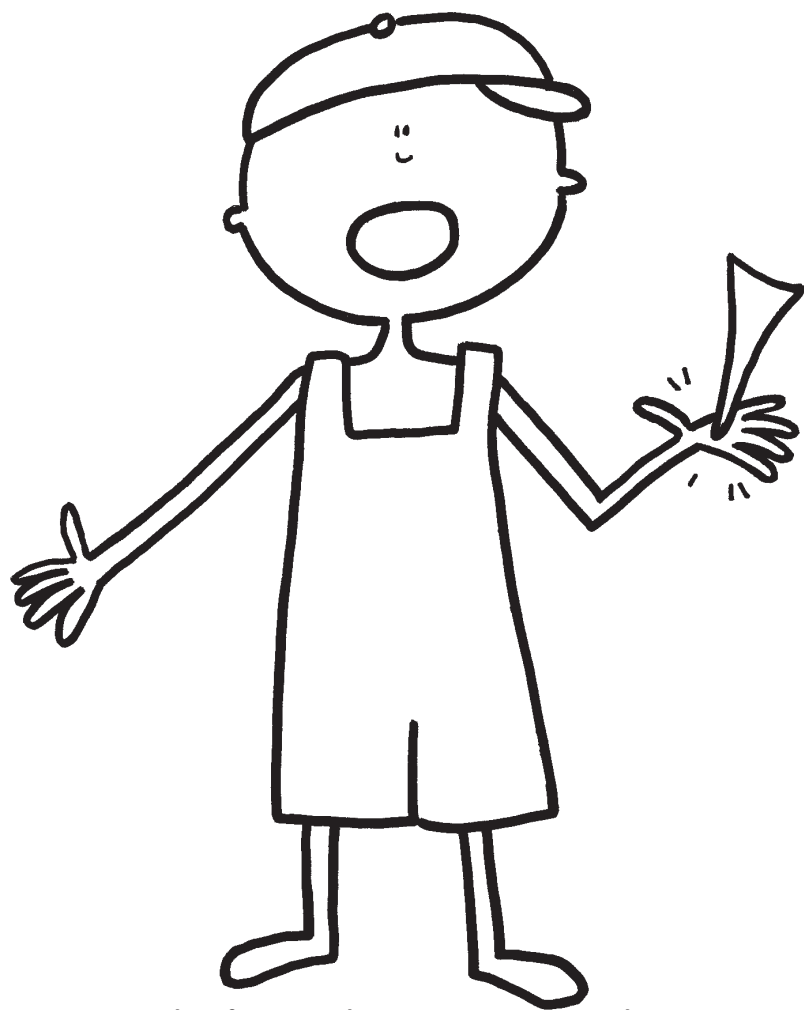
9



Josh climbs the
thorn tree.

New Words: No new words

10



Ouch! Thorns hurt,
says Josh.

New Words:

Ouch Thorns hurt

11

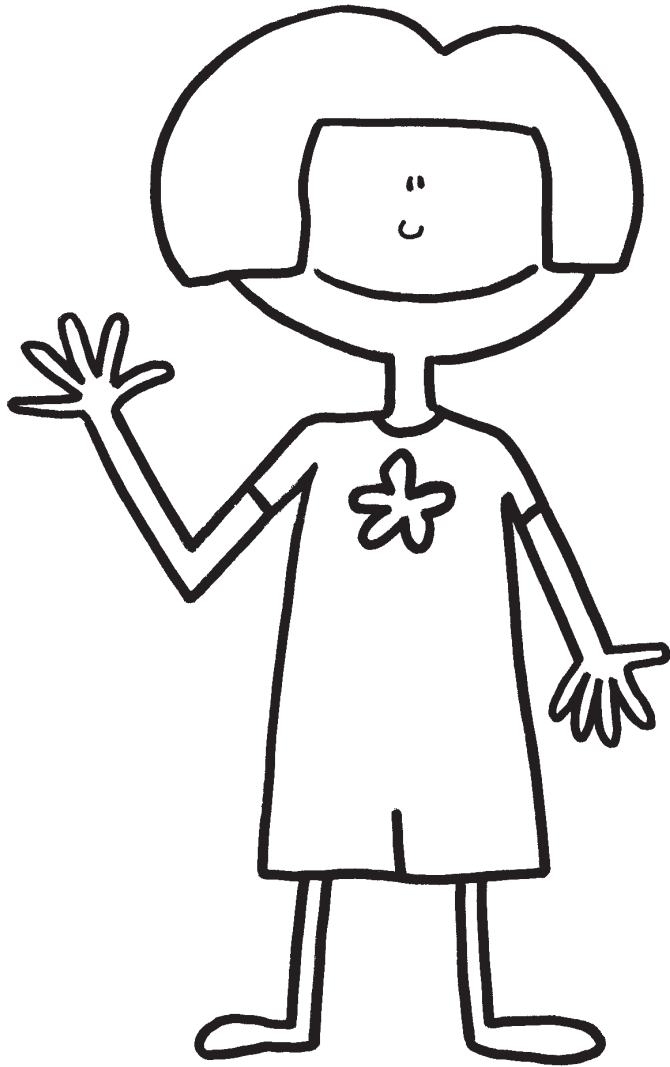


I do not like thorns.

New Words:

do not thorns

12



Here is Kristin.

New Words:

Kristin

13

Come here
Kristin.
Come quick,

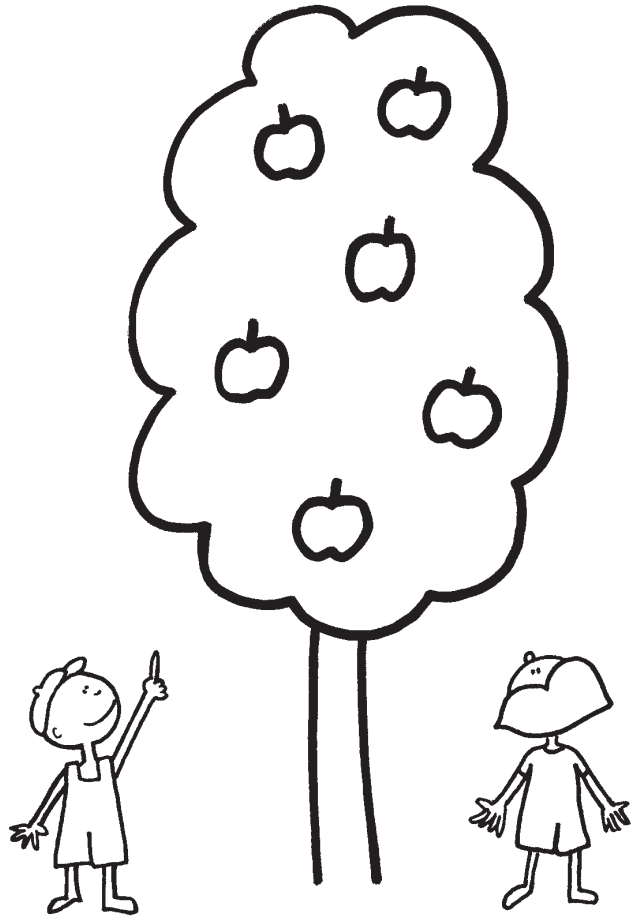


says Josh.

New Words:

14

Come here quick

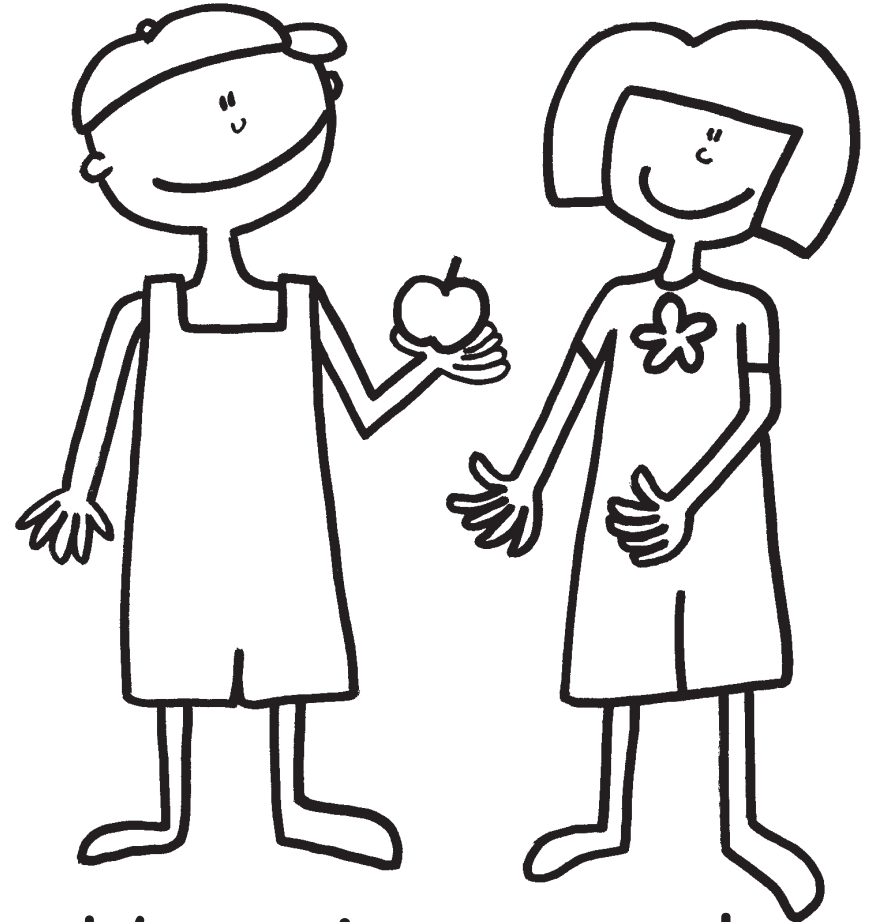


Here is the apple
tree. The tree
has apples.

New Words:

The

15

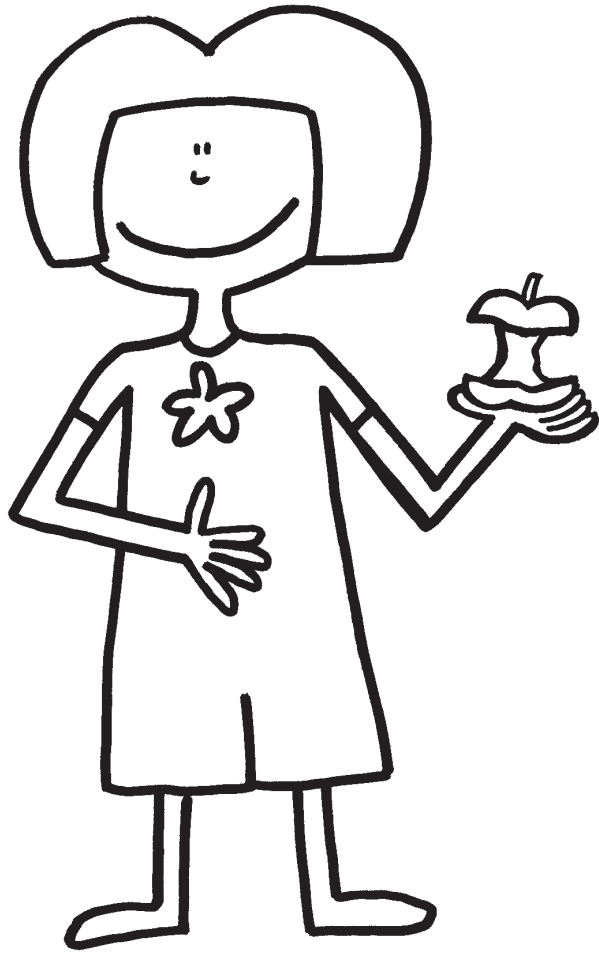


Here is an apple
for you.

New Words:

for you

16



Apples are good,
says Kristin.

New Words: No new words

17



Here is a tree,
says Kristin.

New Words: No new words

18

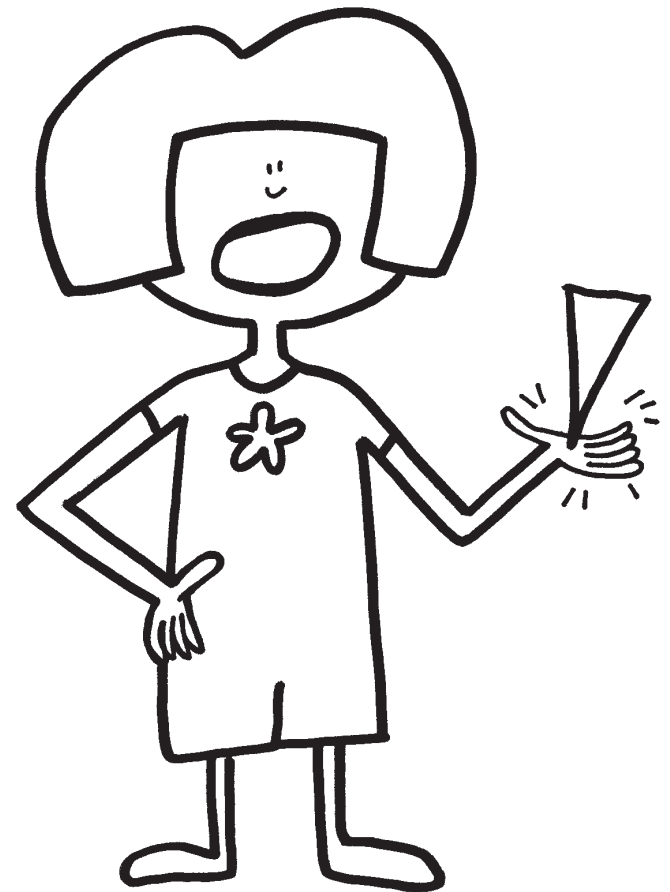


It is a tree of
thorns, says Josh.
You will not like it.

New Words:

It of will it

19



Ouch! Thorns hurt,
says Kristin. I do
not like thorns.

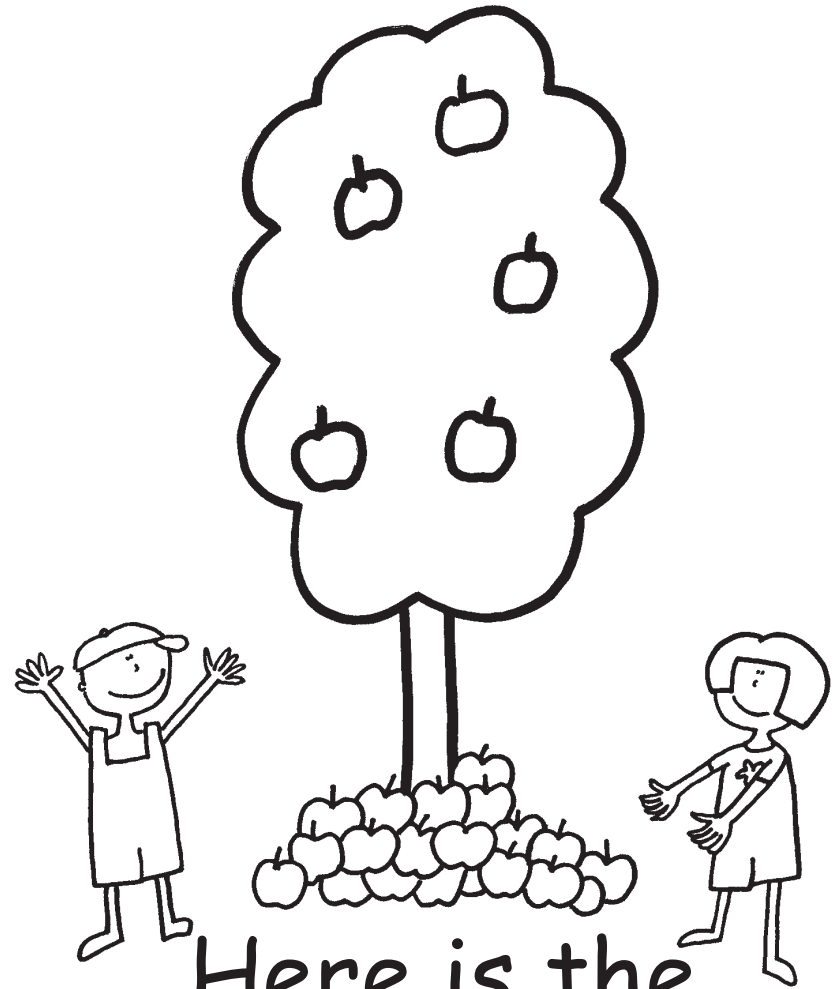
New Words: No new words

20

Come here
Josh.
Come quick,



says Kristin.



Here is the
apple tree.
Here are apples.

New Words: No new words

21

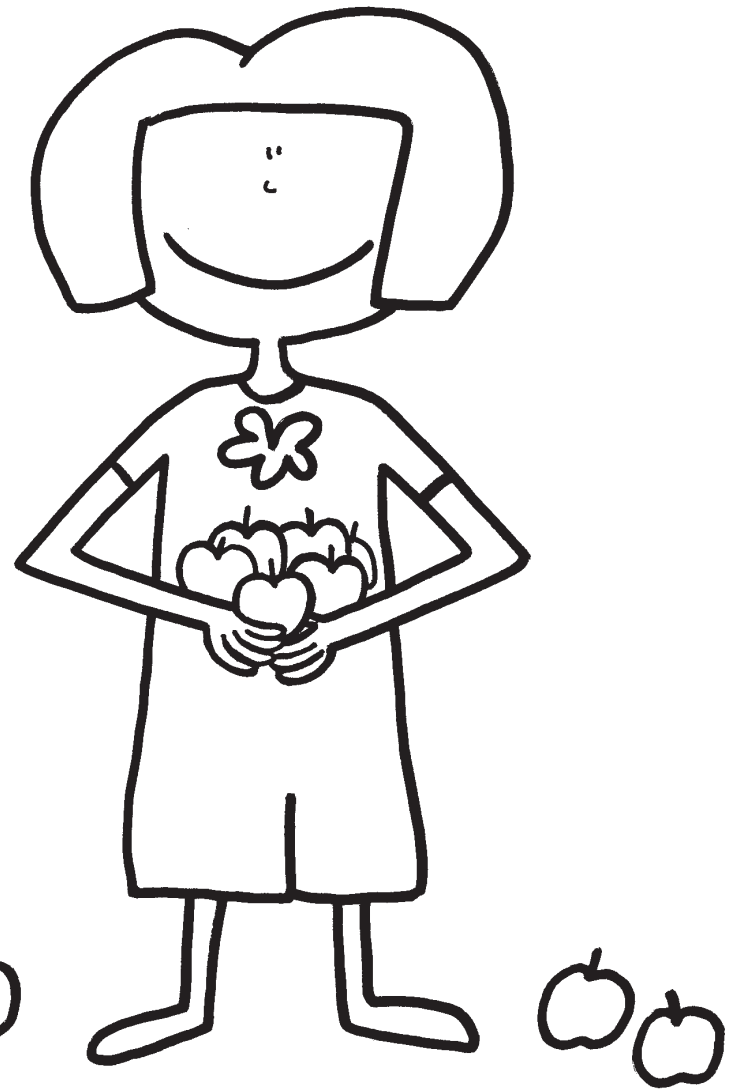
New Words: No new words

22



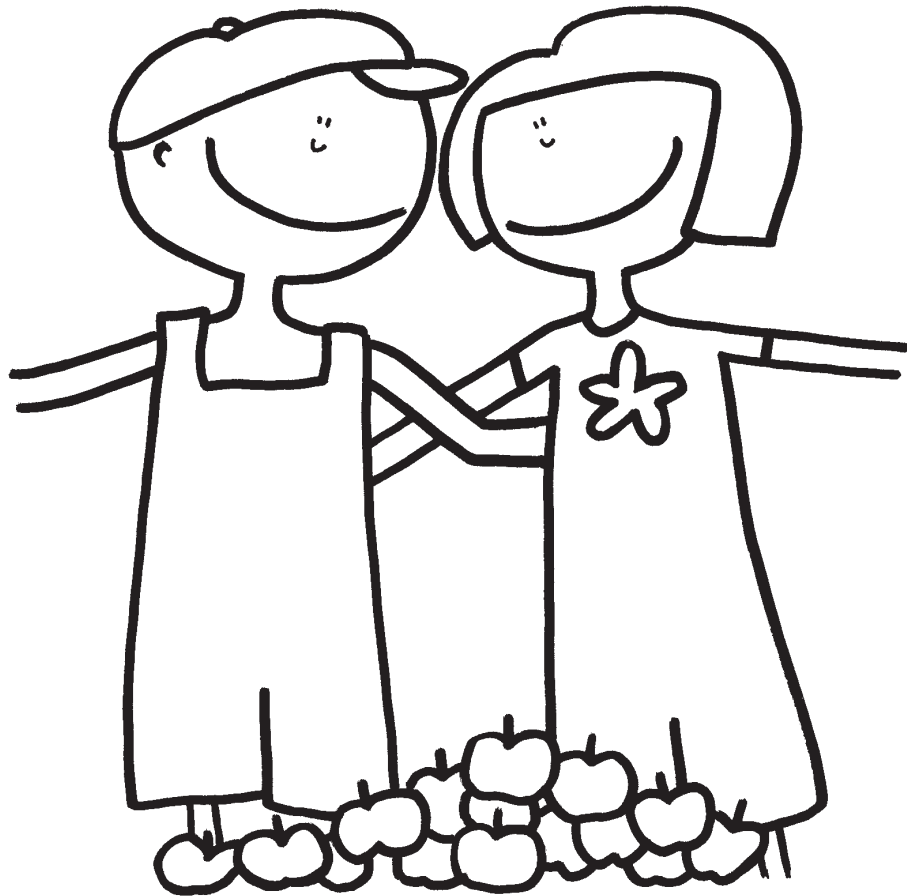
Josh has apples.

New Words: No new words



Kristin has apples.

New Words: No new words



Apples are good.

New Words: No new words

Vocabulary words from "The Good Tree" Introductory Book

a	Here	Ouch
apple	has	quick
apples	hurt	says
Apples	I	the
an	is	The
are	it	thorn
climbs	It	thorns
Come	Josh	Thorns
do	Kristin	tree
for	like	will
good	not	You
here	of	Yum

If you enjoyed "The Good Tree" look for the next book in the series, "The House on the Rock". Your child will learn fun new words like rain and mud. Please tell your friends, family and organizations about these and other books available to download FREE from the LORD Co. website. Please write or e-mail us comments or testimonials about your experiences with the Simple Steps Reading Program.

LORD Co. manufactures and distributes solid hardwood children's furniture for schools and homes. We appreciate your support of this early reading program by considering LORD Co. furniture and equipment line for your home or school use. Please visit our web site often and make us a favorite for your children's furniture and educational needs at:

www.lordequip.com

Or write to us at 103 Methodist St., Cecilia, Ky. 42724
or email us at lordequip@aol.com

The source of this story is from one of the oldest, and most published books in the world. "The Good Tree" is based on the Bible parable found in Matthew 7:15-20 and Luke 6:43-45: "For a good tree does not bear bad fruit, nor does a bad tree bear good fruit. For every tree is known by its own fruit. For men do not gather figs from thorns, nor do they gather grapes from a bramble bush. A good man out of the good treasure of his heart brings forth good; and an evil man out of the evil treasure of his heart brings forth evil. For out of the abundance of the heart his mouth speaks."

Simple Steps Reading Program

Coaching Children to Become Successful Readers

PHONICS AND SIGHT WORDS, two great tools that work great together

Phonetics teaches with a “sound it out” approach. The right way to learn the word “mom” would be to say “mmm...ah...mmm”. The “sight word” approach does not replace phonics as a learning to read theory, but to build on it’s foundation. Any program that helps a child acquire phonetic awareness is time well spent. Phonetic readers are plentiful, and usually apparent in titles such as “Max the Fat Cat”. LORD Company offers a set of over 185 large colorful phonetic word cards starting with 2 letter words and builds up to 9 letter phonetic words. (visit www.lordequip.com, part #620 in the “Language Extensions” section). The price of the phonetic cards is about 50 cents per card or approximately \$90 for all 185 cards. Here are some sample words if you would like to make some cards for yourself. On, it, up, yes, end, cup, stop, rest, silk, trust, spend, solid, talent, invent, respect, majestic and confident. Be sure to teach the letters as pure sound. “F” is “fff” and not “fuh.” “N” is “nnn” and not “nuh.” If you are not careful the word fun will like fuh-uh-nuh to the child instead of fun. We recommend a foundation of phonics work along with the “sight words” procedure which is the focus of the Simple Steps Reading Program outlined below.

The Simple Steps Reading Program supports the child’s reading success at every step. Trying to put together sounds to form a word that is not phonetic can be frustrating for children. When a word is not phonetic present the word by saying “This word LOOKS like _____.” The “sight word” approach allows children to associate pictures with words until they are familiar with what the word looks like. Most of the new vocabulary words in this series of books are chosen because they are not easily formed by phonics. What follows is a procedure for coaching a learning reader, designed to maximize his or her success.

FAMILIARITY, It’s never too early to start

Read these books at bedtime or book time to infants and toddlers. These comfortable book sharing experiences familiarize the very young with the stories and introduce them to new and interesting words. Revisiting the books as preschoolers, children will easily associate words they see on the page. When children pretend to read by themselves, holding the book and making up the story, they are telling you they are ready to become novice readers.

SIMPLE STEPS READING PROGRAM, It’s as easy as 1, 2, 3

1. When you find a new word say, “This word LOOKS like _____,” and then say the word,

The rule for step 1 is to give the child the word. New words will be located at the bottom of each page in the “new word” section. Call it to the attention of the child and ask them to “Look at the whole word.” If the word is a noun take the child to the “dictionary page” at the beginning of the book for another look at the “whole word”. This offers repetition as well as the opportunity to focus on that word along with a picture isolated from the context of the story. As the child moves through a few pages watch for the possibility of failure and take quick action to turn it into success. If you need to re-present a word you might revisit earlier pages that have the same word saying, “This word looks like ‘apple’. I think I saw ‘apple’ back toward the front of the book. Oh yes, here it is on page 3. See it here? It looks like ‘apple’. I found it!” It is this type of interaction and repetition that ensures the success from which the child will develop an appetite for more. As a rule if you believe the child will fail in his or her attempt to read the word, then give them the word. As the child becomes familiar with new words, advance to step 2.

2. Ask the question “Can you find _____?”

The child’s task is to point to the word spoken. It is easier for the child to recognize a word that he or she has been exposed to several times than it is to actually “read” the word. This is actually a game that is played with the child to eliminate the hardship or work of learning to read. Failures should be ignored and all successes praised. Remember that any failure on the part of the child is a signal to the coach to return to step 1 to spend more time “giving” the word. As described above, go through through the whole book looking for instances where the word is used and make sure the child is looking at the word as it is given.

At each new page the coach looks for “new words” and says something like, “Oh look, we get to learn two new words on this page.” Then pick one of the words, point to it and say, “Look carefully at this word right here. It says ‘the’. Can you find ‘the’ anywhere else on the page?” If “the” is written more than once on the page you might continue the game by saying, “I think I see another ‘the’. Can you find it too?” Remember it’s a game. Sometimes you should take a turn. If there were 2 of the “new word” on the page you might find the first then let the child find the second one. This is especially important if the child is experiencing problems.

3. Point to a word and say “What is this word?”

If the child is beginning to recognize words unaided then he or she is ready for step 3. It starts with being able to read words that you have been recently working on and ends with the ability to turn the pages and read all the words of the story. This program is designed to slide back and forth between the three steps as the child needs. Once the child has achieved success in reading these books, they may exhibit a desire to coach other children to the joy of success in reading. By all means encourage and provide opportunities for this activity and don’t forget to make a big deal when a child has read “the whole book all by yourself.”