

# The Sheared Beard



By Sarah K Major



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Ages 7 and up.

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Other educational work: Child1st SnapWords® and alphabet.

# The Sheared Beard

## BEFORE YOU READ:

*(All SnapWords® resources are available at [www.child1st.com](http://www.child1st.com))*

## SOUND SPELLINGS:

Write the target sound spelling on your whiteboard. Today we are practicing the sound of EAR, spelled EAR.

- a. Play Quick Draw with the target spelling words. Here they are: BEARD, DEAR, YEAR, SHEARS, HEAR, WEARY, TEARS.
- b. Challenge the children to be on the lookout for more EAR words that sound just like these words.

## SNAPWORDS®:

for this story are DIDN'T and DON'T. Show how the words are made from DID NOT and DO NOT. You push the word pairs together, and when you take out the O in each, you leave a little placeholder!

## SOUND OUT:

these words: SHEEP, EACH, WAY, OH, BATH, MUD, FACE, UPSET. Many of the words are simple sound spellings or sounds we've already learned. BATH, MUD, and UPSET are all easy. SHEEP, EACH, WAY, OH, and FACE are just long vowel spellings.

## NOUNS:

There are no new nouns.

## PREVIEW:

the storyline, scanning for sight words and for sound spelling words.

### READ:

- a. To help with comprehension, prompt the children to close their eyes and “see” the action as they read each page.
- b. Tell the children that they will have a chance to retell the story after you read, so they should focus on what the story is saying.
- c. Consider having the children use scratch paper to record names of characters and a simple sequence of events as you read.

### COMPREHENSION QUESTIONS:

1. What do you think of how the man with the beard conducted his shearing each year?
2. How would you handle the problem of getting the sheep clean before shearing them?
3. How would you manage if you were doing this on your own?
4. What do you think about how the man solved his problem of losing part of his beard?
5. Was his idea of using sheep wool for a beard a good one?

## HOW TO PLAY QUICK DRAW:

- Each child will have a whiteboard, marker, and eraser.
- Say the first word on your list while the children listen.
- Hold up fingers to show the structure of the word, one finger for each letter. If two or more letters combine to make a sound, those fingers will be close together. Use only the sounds of letters, not the names of letters.
- As you point to each finger, sound out the word, making sure the children are sounding with you.
- Then say, “Sound and write.” The children will say each sound in the word as they write each sound on their whiteboards. It is important for them to orally sound, as this will guide them into correctly writing the word. If your child struggles with writing, let him or her use pull-down letters to form the words.
- Do a quick visual check for errors. If there is a mistake, do the fingermapping again, asking the child to sound with you to find out where the error is.



I know a man with a long beard. He has many white sheep. His sheep are dear to him. Each year the man shears his sheep. He does not like to shear, but he does it anyway.



This year, he took the sheep to the river to give them a bath. He did hear the sheep playing. Next, he got the sheep out of the river. But when he wanted them to stay, they didn't. "Don't run away!" the man yelled.



As the man sheared the sheep, he cut his beard! OH NO! His long beard was a mess! Then he knew the sheep were not dear! But at last all the sheep were sheared.





Then the man saw a lot of white wool. "OH MY!" yelled the man. He began to work on his beard. "Now my beard is better than before," said the happy man. "What dear sheep I have!"