

# Bart's Mart



By Sarah K Major



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Ages 7 and up.

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Other educational work: Child1st SnapWords® and alphabet.

# Bart's Mart

## BEFORE YOU READ:

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

## SOUND SPELLINGS:

Write the target sound spelling on your whiteboard. Today we are switching to the sound of AR, spelled both AR and EAR (as in ART and HEART).

a. Play Quick Draw with the target spelling words. Start with BART, MART, MARK, PARK, DARK, SHARK, HARP, STAR, DART, TARP, ARM, HARM, BARN, FARM, LARGE, BARGE, CHARGES, SMART, and SHARP. All these words can be sounded out pretty easily.

b. Next practice the EAR words: HEART, HEARTILY. When the children write these two words, consider asking them to write the spelling EAR in a contrasting color so they can see the sound in contrast to the other sounds in the words. HEART, HEARTILY.

## SNAPWORDS®:

for this story are FAR, FIND, and KIND. These words are pretty simple to sound out. FAR follows our target sound spelling, while FIND and KIND are almost twins!

## SOUND OUT:

this word: No new words to sound out.

## NOUNS:

STORM, RAIN, PLANET.

## 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. Do you feel Bart and Mark changed their attitudes in the story at all?
2. If you feel they did, what was Bart like in the beginning and how did he act differently at the end of the story?
3. What about Mark? How was he in the beginning and how did he change?
4. What do you think made the men change?

## 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.



Smart Bart has Bart's Mart by his farm. He has a large barge in the river. Bart finds fish not far from his mart. He charges people for the fish.



Mark sits in the park not far from Bart's Mart. He plays his harp all day. Mark plays his harp in the dark. When stars come out, Mark stops to look.



So, Bart was not harmed. "I like you with all my heart," Bart said heartily. "You can play your harp in the park all day."





But now, Mark wants to work. He finds a farm with a barn. But when it is dark, Mark still plays his harp.