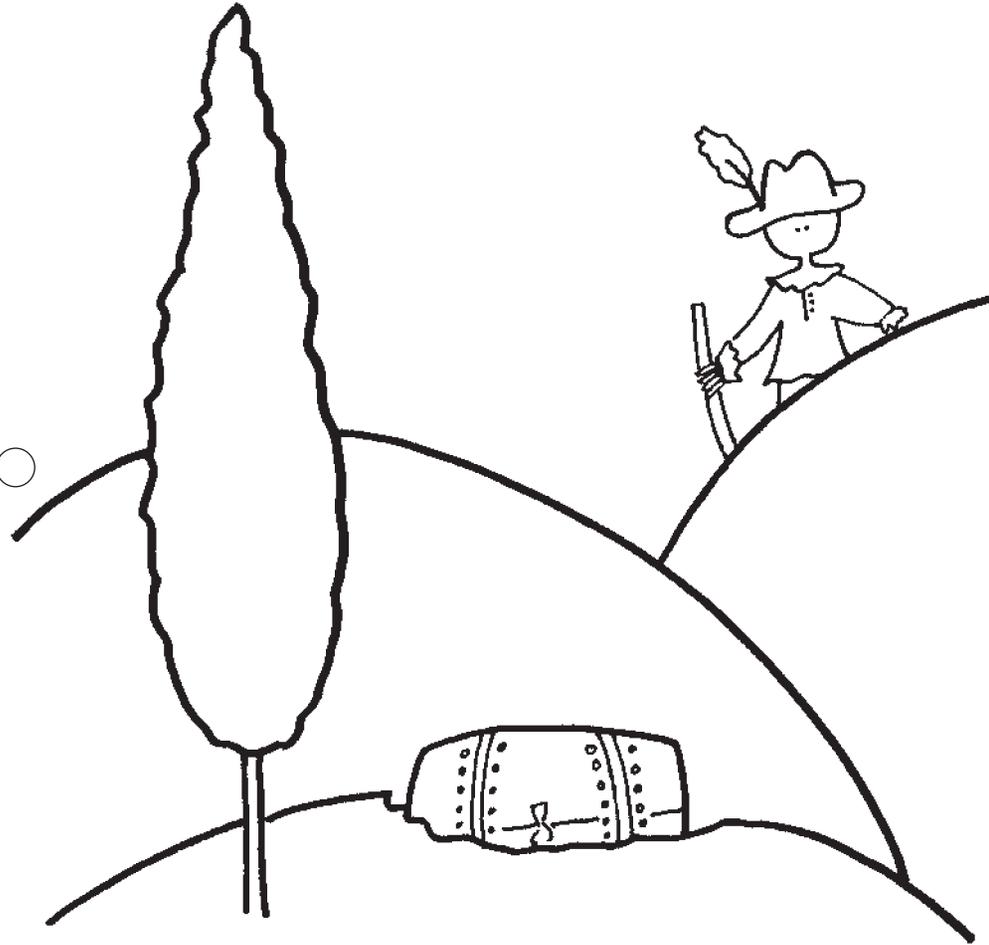


# A Hidden Treasure



Simple Steps Reading Series  
Level 1-B

## 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](http://www.toocutedesigns.com) or contact her at [clwt@kc.rr.com](mailto: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](http://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](mailto: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

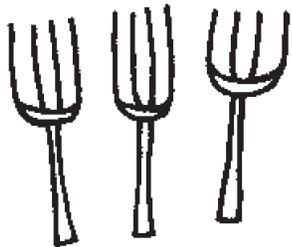
Look for these naming words throughout this book



bride



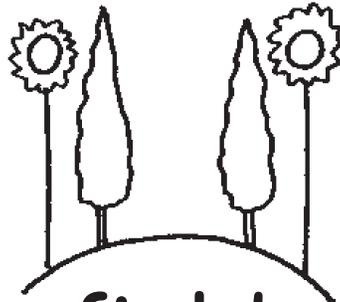
feast



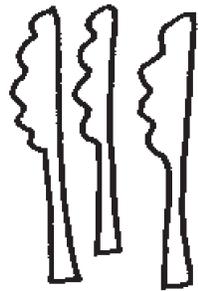
forks



crown



field



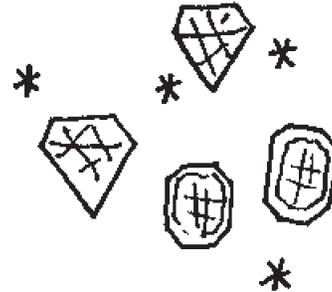
knives



man



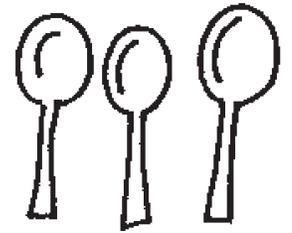
son



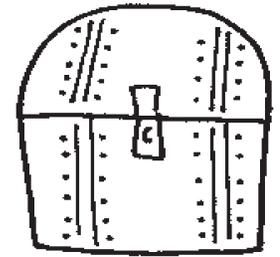
stones



necklace



spoons



treasure chest

This book and its "New Words" build off the introductory book in this series, "The Good Tree", and Level 1-A "The House on the Rock". "A Hidden Treasure at Level 1-B is slightly more difficult.

Set the stage for this book by having an accomplished reader tell the first part of the story. A child will enjoy learning to read even more when a teacher, parent, sibling or friend shares the reading experience.

Once upon a time a man was walking through a field when his foot hit something hard.

"Ouch, that hurts," said the man. He took a shovel and dug away the dirt to expose a heavy, wooden chest.

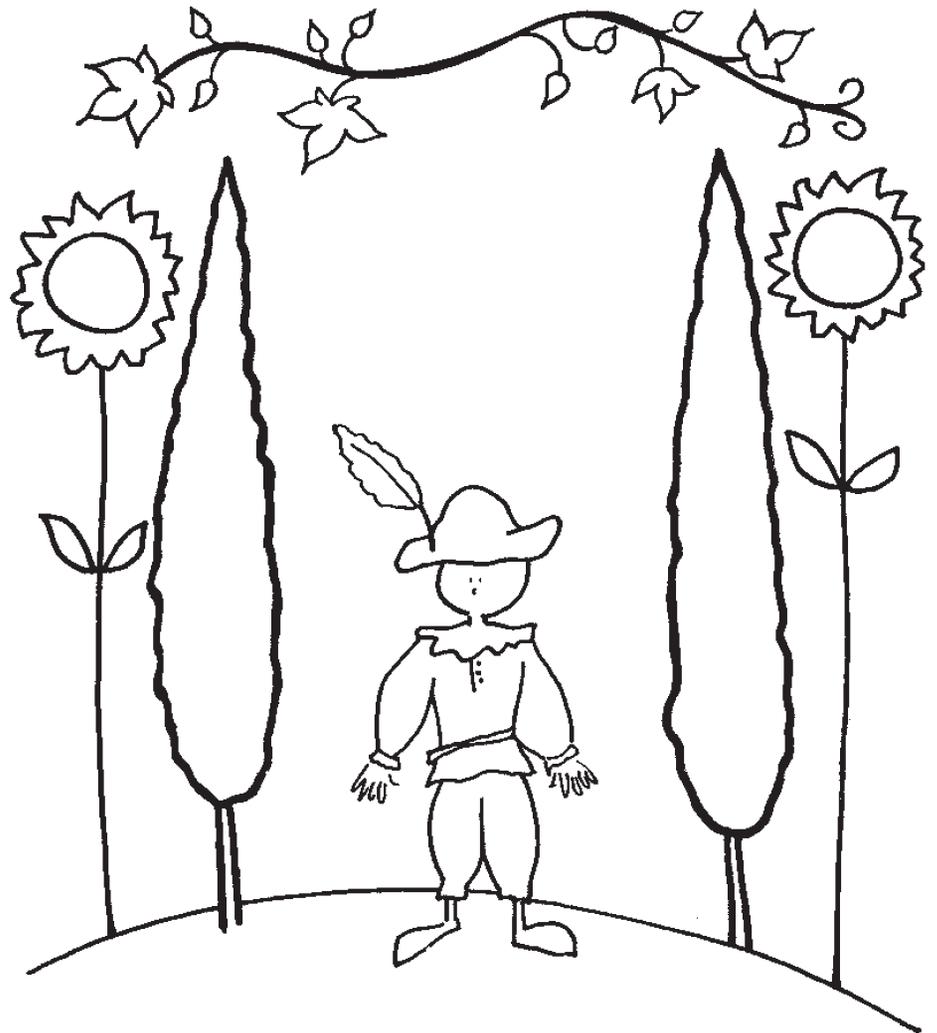
When he opened the top he found a great treasure inside. There was gold, silver and precious stones. He covered the chest with dirt. Then he went and sold all that he owned and took the money to the owner of the field.

"I would like to buy your field," said the man. The owner agreed to the price. After the man bought the field he went his way with great joy because he now owned the treasure chest in the field.

Do you want to know what he did with his treasure? Now it's your turn to read the book.



3

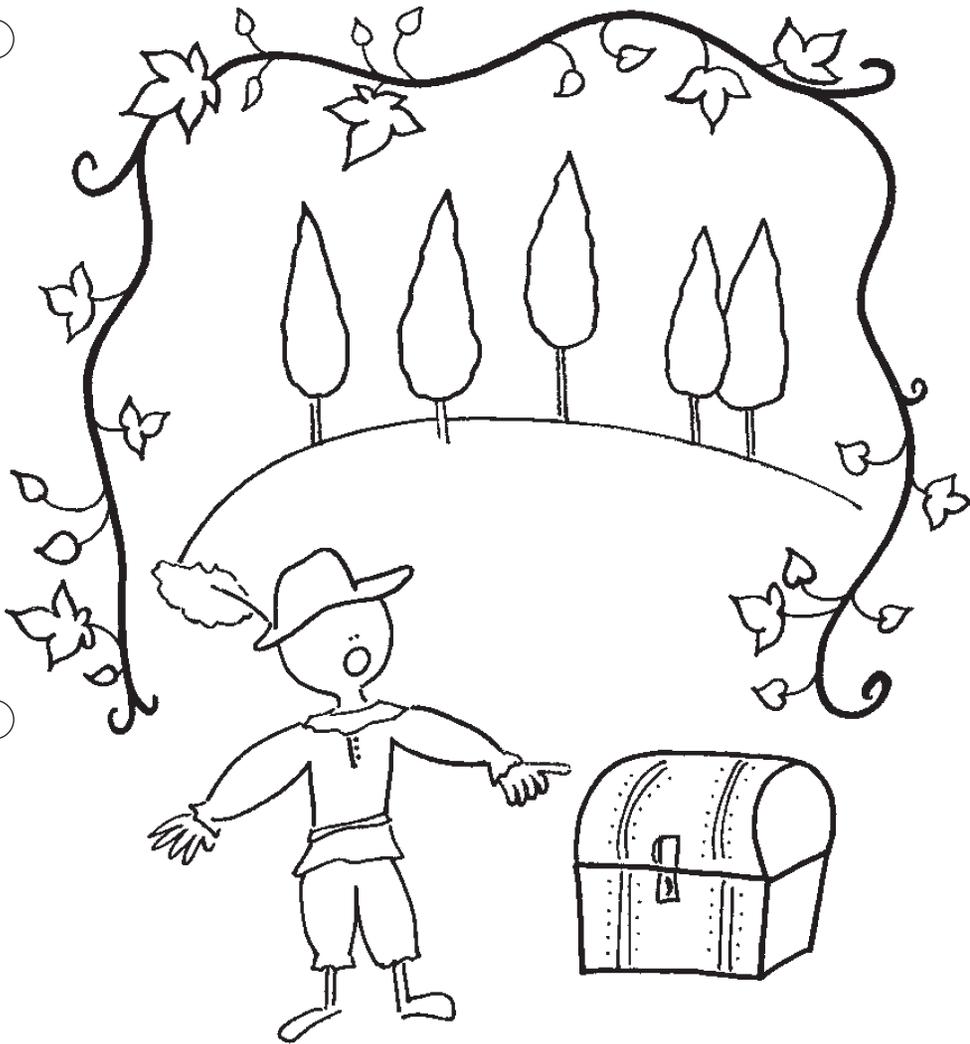


Here is the man  
in a field.

New Words:

4

man in field



He finds a  
treasure chest.

New Words:

He finds treasure chest 5



He wants the  
treasure chest.

New Words:

6

wants



He buys the field.

New Words:

buys

7



He opens the treasure chest.

New Words:

opens

8



Now, what shall I  
choose, says the man.

New Words:

what shall choose

9



My son will  
get married soon.

New Words:

10 My son get married soon

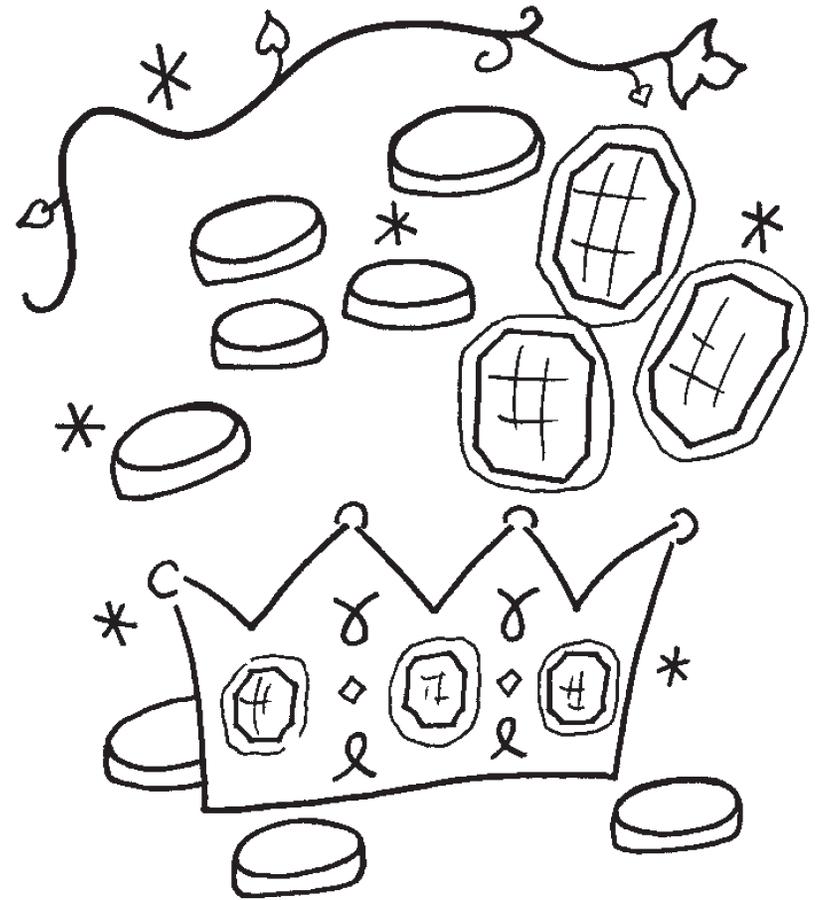


I want to make  
a crown for my son.

New Words:

make crown

11



I will choose gold  
and three red stones  
for the crown.

New Words:

12 gold three red stones



Now, what shall I choose, says the man.

New Words: No new words

13

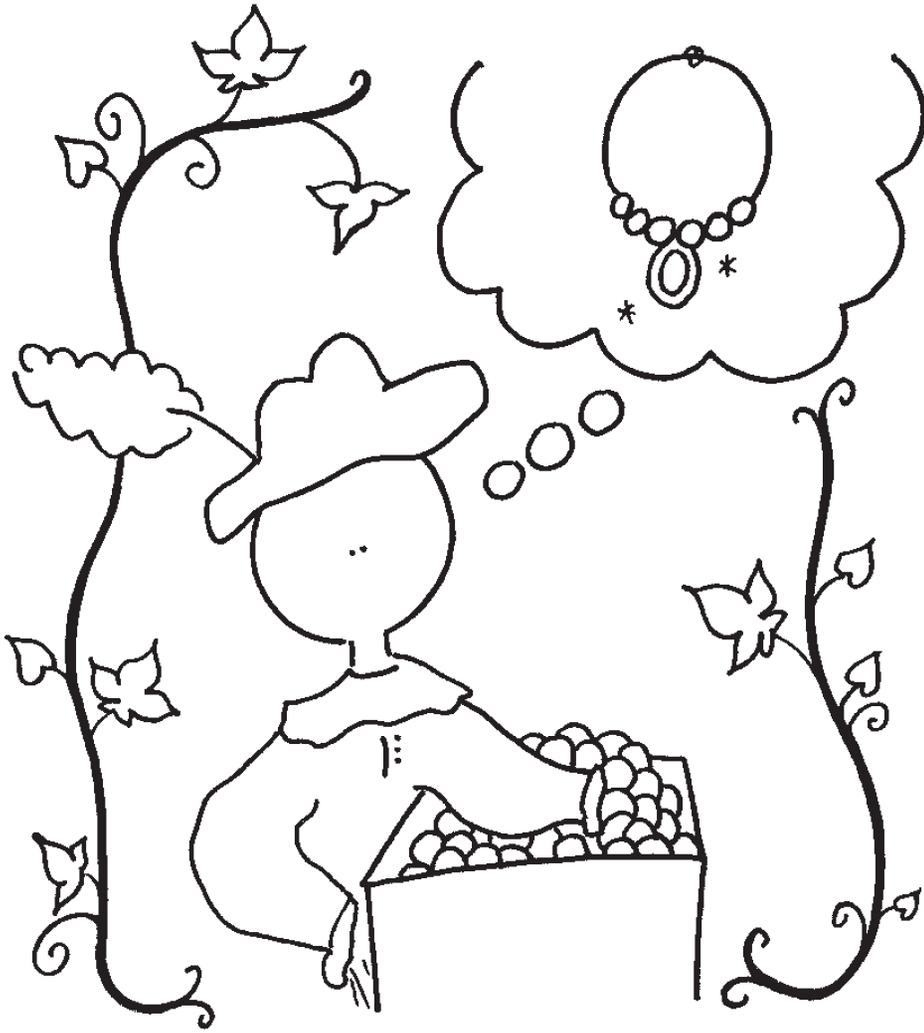


I want to make a necklace for the bride.

New Words:

14

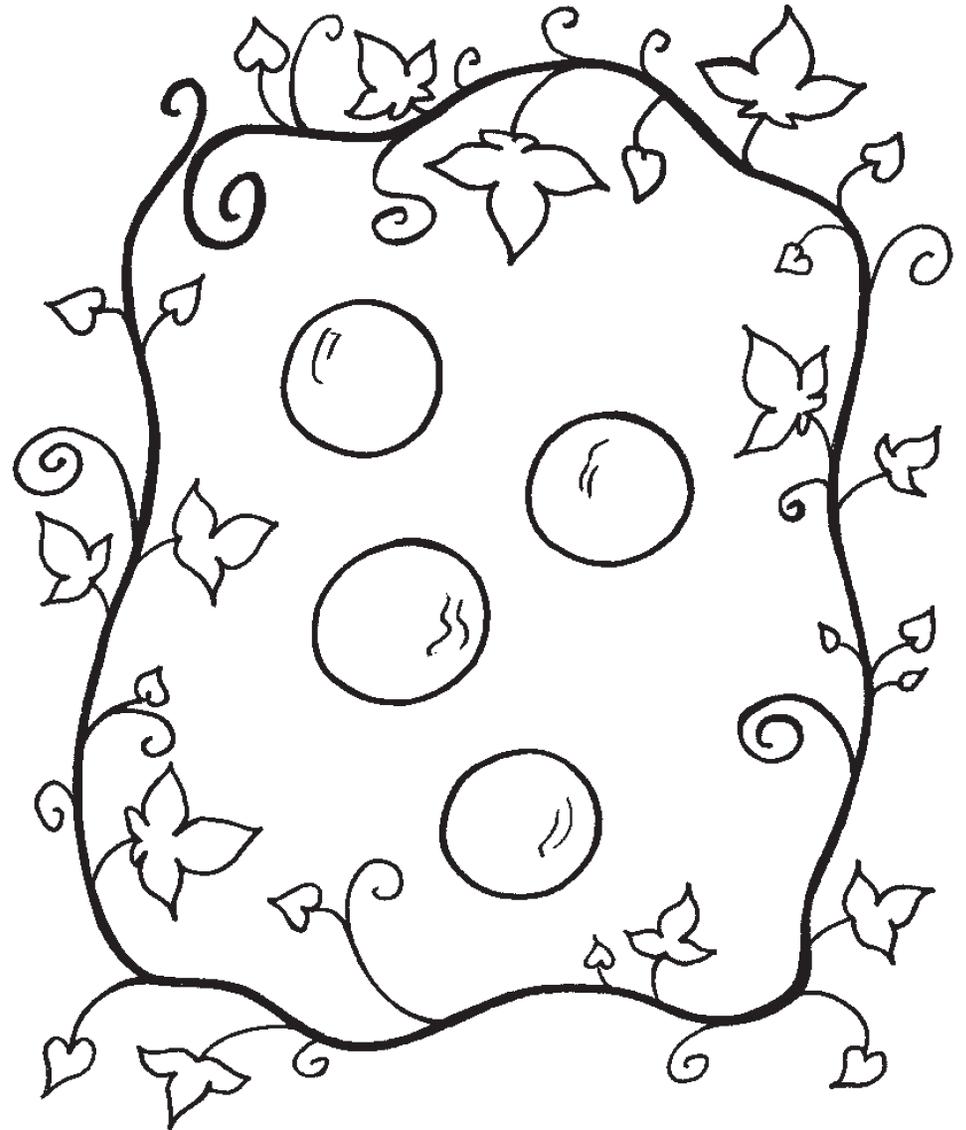
necklace bride



So he takes from the  
treasure chest...

New Words:

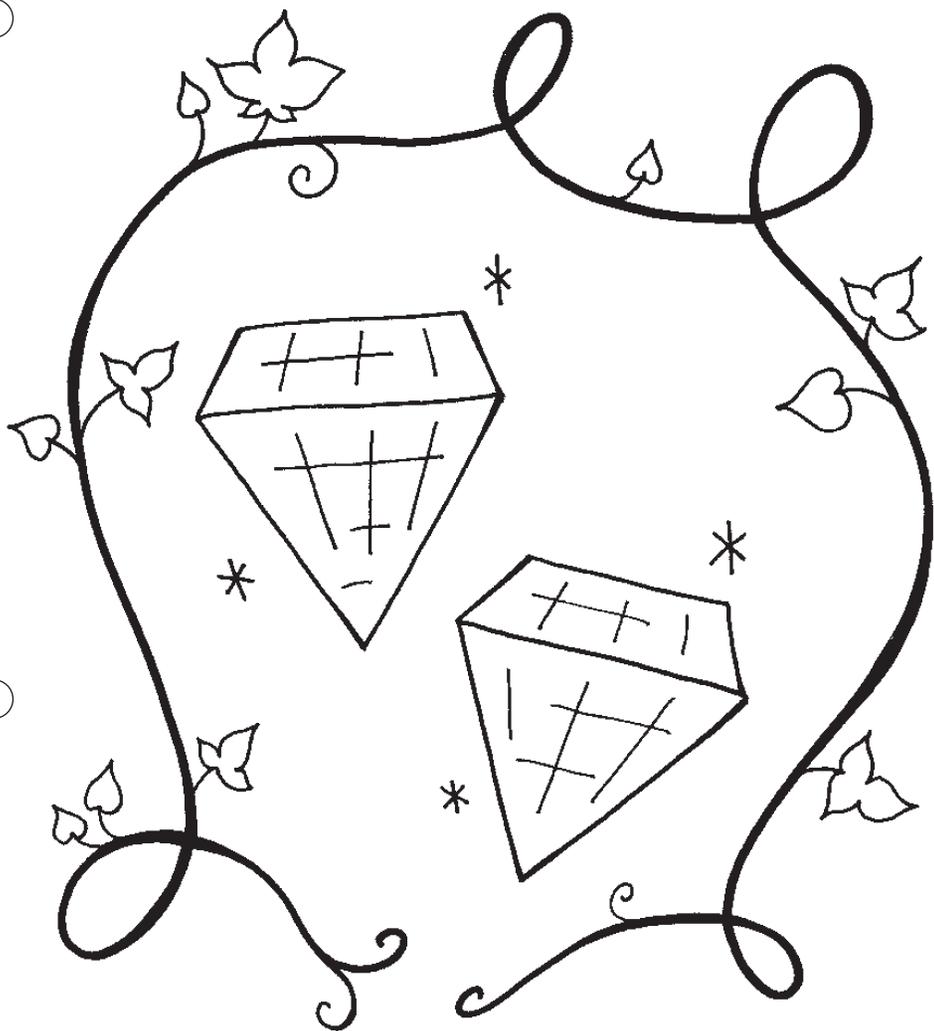
So he takes from 15



four pearls,

New Words:

16 four pearls

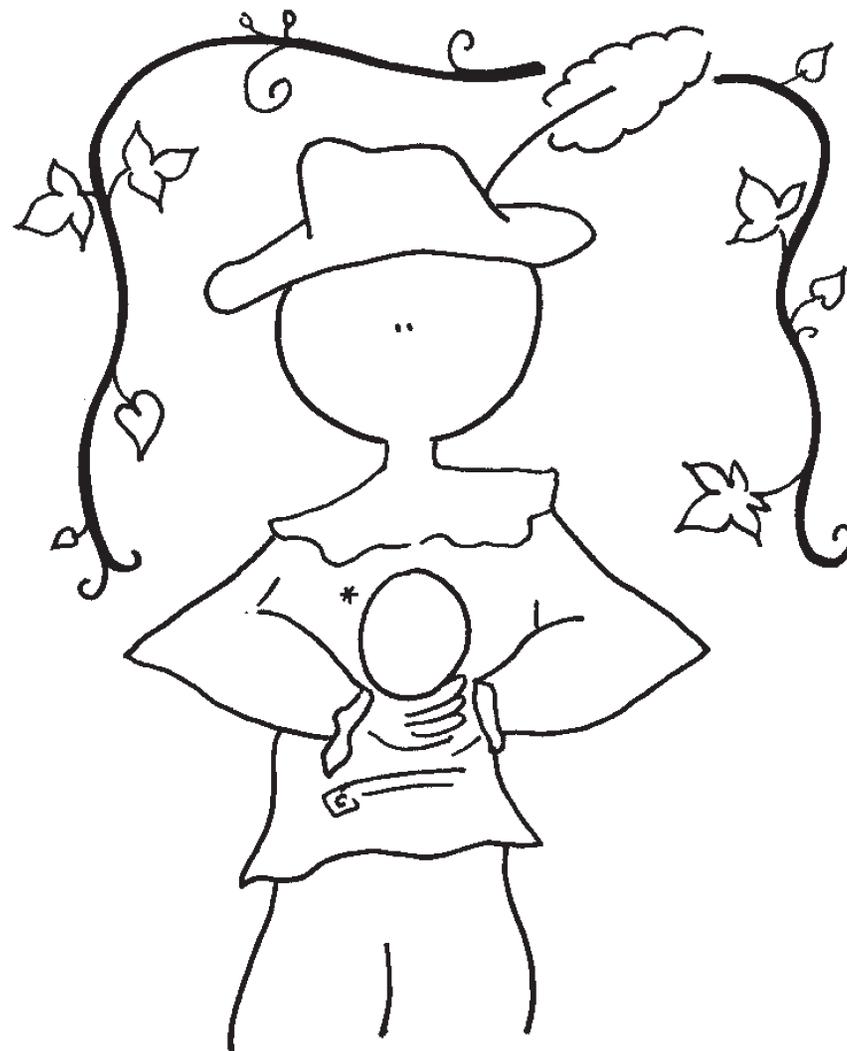


two green stones,

New Words:

two green

17



and one big,  
beautiful opal

New Words:

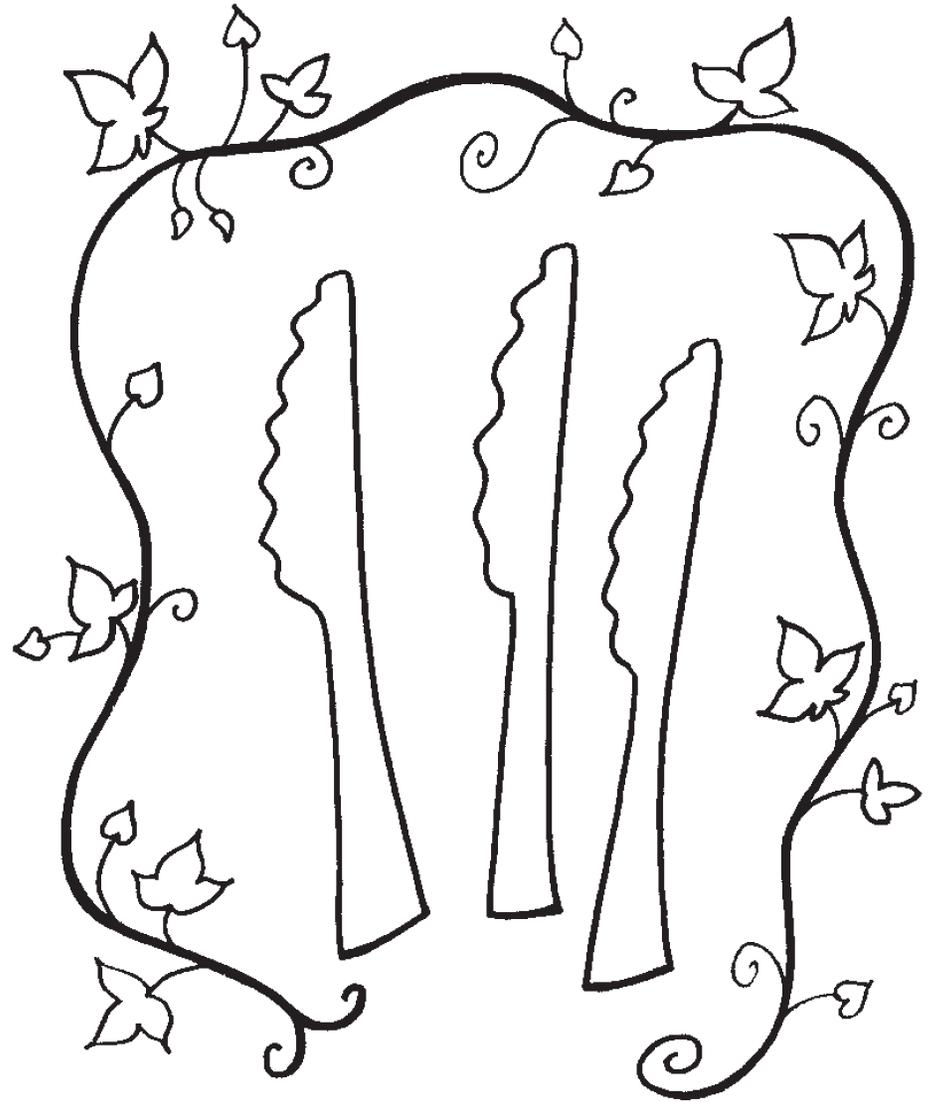
18 one big beautiful opal



For the wedding feast  
he will need...

New Words:

For wedding feast need 19



knives,

New Words:

20

knives



forks,

New Words:

forks

21

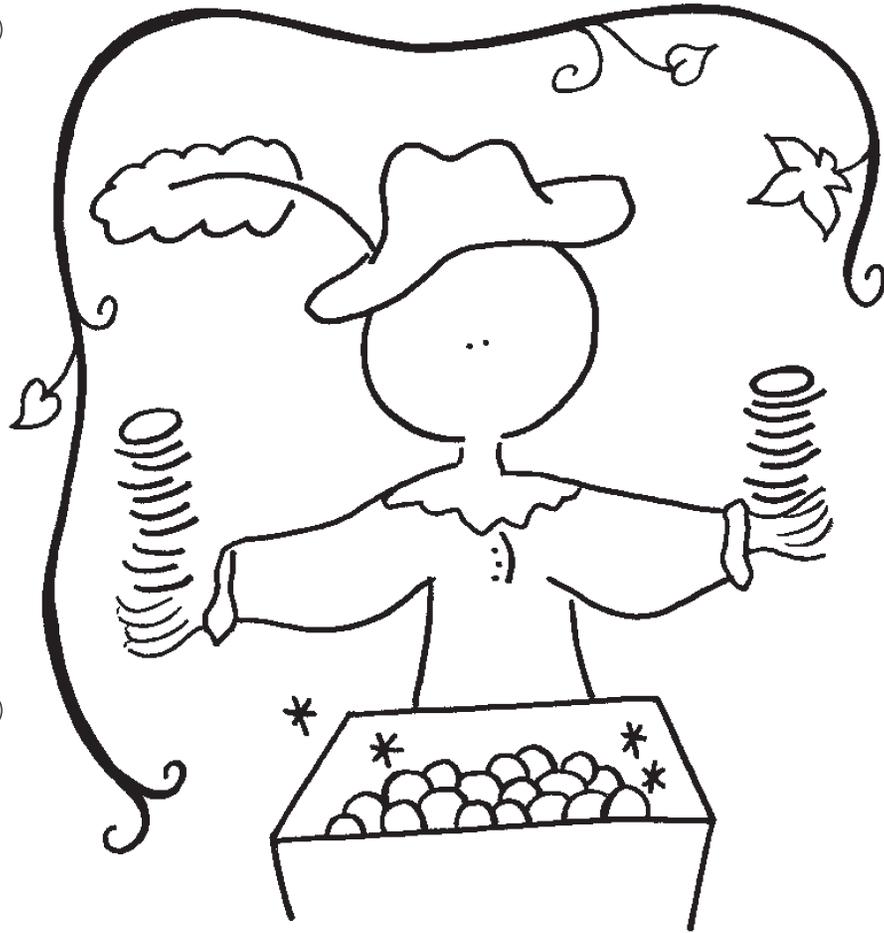


and spoons.

New Words:

and spoons

22

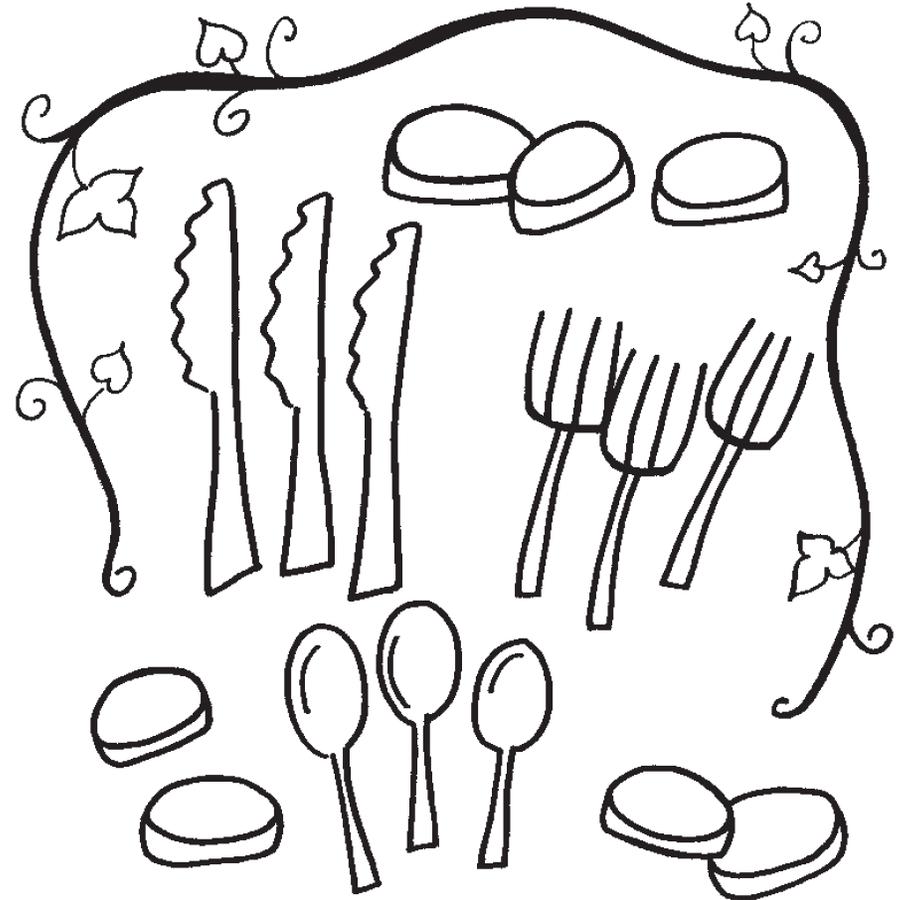


I will choose silver  
from the  
treasure chest.

New Words:

silver

23



With the silver I will  
make knives,  
forks and spoons.

New Words:

With

24



The son wears the crown  
of gold with red stones.  
The bride wears the  
necklace with the big,  
beautiful opal.

New Words:

wears with

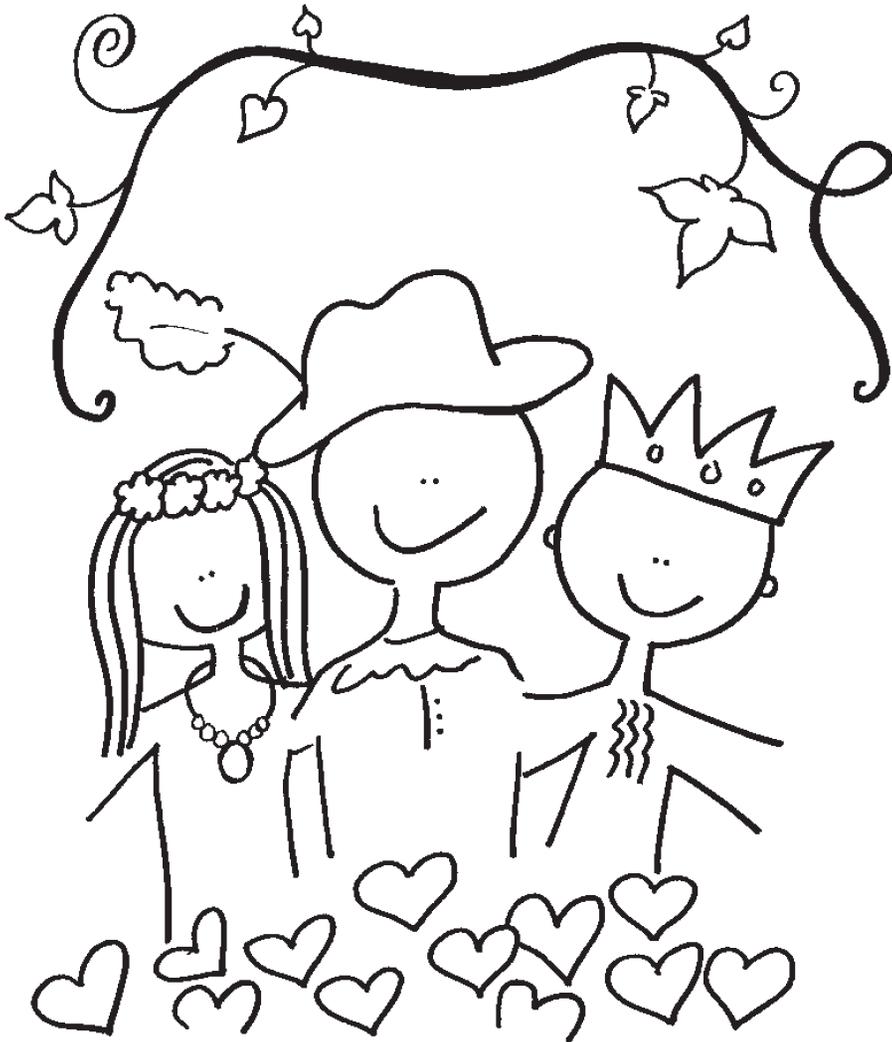
25



All who come  
think the wedding  
feast is beautiful.

New Words:

26 All who come think



## Vocabulary words from "A Hidden Treasure"

### Level 1-B

all	forks	My	stones
All	four	necklace	takes
beautiful	from	need	think
big	get	one	three
bride	gold	opal	treasure
buys	green	opens	two
chest	happy	pearls	wants
choose	he	red	wears
come	He	rest	wedding
crown	his	shall	what
days	in	silver	who
feast	knives	So	with
field	make	son	With
finds	man	soon	
For	married	spoons	

If you enjoyed "A Hidden Treasure" look for the next book in the series, "I See Words." The story helps children understand that people with special needs aren't so different after all. 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 you home or school use.

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"A Hidden Treasure" is based on the Bible parable found in Matthew 13:44: "Again, the kingdom of heaven is like treasure hidden in a field, which a man found and hid; and for joy over it he goes and sells all that he has and buys the field."

New Words:

happy all rest his days 27

# 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](http://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.”