

ANALYSIS OF THE A BEKA BOOK
KINDERGARTEN DECODABLE READERS

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Set 1: I Learn to Read - Four Readers

I Learn to Read, Book 1

To the Parents & Teacher: *I Learn to Read, Book 1* is designed as basic introduction to the sounding of one-vowel words.

Beginning: c m h t J w h b T t c p m r e f y f I k a l u d s th

Vowels: short a e i o u

Ending: p n t b g d g p ll s g ss ck

Syllable Structure: 2 & 3 letter words. CVC, VC, VCC

Sentences: The pig sat in the mud. (This is the only sentence; the rest is individual words to decode.)

Sight Word: the

Vocabulary (50 words): at bag bat bed bug bun cap cot cub cut did duck egg fed fell had hat hen hid him hop in it Jan job jog jug kit leg man men milk miss mud not pan pet pig ran red rip sat the Tim tub up wag well wet yes

I Learn to Read, Book 2

To the Parents & Teacher: One-vowel words ending in 2 consonants are included. One-vowel rule: When there is one vowel in a word, it usually says its short sound.

Sight Words: a, the

Phrases: a pet, a cap, a bat, the cat, the log, Dan's cap, bad Sam, sad Sam

Words you might need help with: is, it, on, and.

Sentences: Eight Sentences. (The rest are blends and words)

Syllabic Structure: ending blends added: lp mp lt ll

Vocabulary (32 words): a and bed belt can cat Dan Dan's fell get help him it jump leg Liz log men net not on Pam pet red run sad the Sam set wax wet will

I Learn to Read, Book 3

One-vowel rule: When there is one vowel in a word, it usually says its short sound.

One-vowel words ending in 2 consonants are included.

Running Text: 54 words.

Sight Word: to

Vocabulary (28 words): Ann can cat digs fill fun has help hop hug in is it Jim Jon jump Kit lap milk pack pan run runs sand sun the to will

I Learn to Read, Book 4

To the Parent and Teacher: *I Learn to Read, Book 4* is a basic introduction to the sounding of two-vowel words. Two-vowel Rule: When there are two vowels in a word, the first says its long sound and the second vowel is silent. (One-vowel words are included as review.)

Sight Word: to

Vocabulary: 113 words) a and bake bead bed big bike bit bite boat bone cake can cane cap cape coat cub cube cut cute dad Dale Duke dune eat feed feeds get goat got has hat heat hide him his home in is Jack Jake Jan Jane Joan Joe Jon June like likes loaf made mail make meal meat Mike mile miss moat mule neat need nose oats on pad paid peas peek pet Pete pin pine rain ran read red ride rip ripe rod rode rope rose rule Sam same seat seed side sit Sue suit tail take the them Tim time to toad Todd toes tub tube tune us wed weed went wide will

Set 2: I Do Read – Four Readers

I Do Read, Book 1

To the Parents and Teacher: *I Do Read, Book 1* is designed as a phonetic reader. One-Vowel Rule and Two-vowel Rule.

Running Text: 88 words

Vocabulary (44 words): a big box bug cake can Dad dog dug eat gift God got hen him hip hole hug in is it Jack Jake Jake's Jen's kiss let lick lid lift likes made name read red see six sun the Tip us well will Yip!

I Do Read, Book 2

To Parents and Teachers: *I Do Read, Book 2* is designed as a phonetic readers. It is helpful for the child to read each story several times. One-vowel rule & Two-vowel rule.

Running Text: 200 words

Vocabulary (84 words): a and ate back bee beep big bill Bill's boat bugs bun bus but buzz camp can coat duck eat feet fell fig figs fine fire get goat got has helps him his hot hotdog in is it its jam Jill Joe Kate keep lake leak like likes made make makes meal Meg mom mud Nan Nate nine not off on Poke rain ride rode rope rub run safe see set suck take tent the tie to up use vine we Web will yum

I Do Read, Book 3

To Parents and Teachers: *I Do Read, Book 3* is designed as a phonetic reader. Simple compound words are introduced. This book provides review and an introduction to simple consonant blend words.

Running Text: 274 words

Vocabulary (107 words): a Al and at base bat big bite black bless blip block blocks bluff boat bus but can cat Dad Dave Deb did dig doll eat feed feel fell five fun game get got had help hen hid hide him his hit I in is it its Jill Joan Joe Jon just Kate Kim lap late like likes made mail mailman makes man Matt meal name nap not nut on pet pie plus Puff rag ran red ride rode run sail sand sandbox see sit stack step stick stop stump take team ten the Tim time Tom tot up wait wake well wet will win yell yes

I Do Read, Book 4

To Parent and Teacher: *I Do Read, Book 4* is designed as a phonetic reader. The child's fluency in reading can be encouraged by reading these stories.

Sight word: says.

Running Text: 387 words

Vocabulary (137): a and at ate bed bedtime beef big bikes black came cave Coal cut did dig digs doll doll's eat eggs feed fell fill fix fun gad gave get glad got had hand has help hide him his home hop hops hug hugs in is it jam job jump jumps Kate kiss let's lick like likes Luke Luke's made mailman make Matt meat meet Meg mess Mike milk Mom Mom's mud must name next not on pail pal Pam pet pies pond pup rag read reads red rock rode rose rug run runs sad safe sand says sea seaside see sick sit sits six stick stove tail takes the time to toads toast tucks tugs up vase wade wags wait waits wave waves went wet will Yum

Set 3: I Can Read Well – Five Readers

I Can Read Well, Book 1

To Parent and Teacher: This book provides review and further introduction to simple consonant blend words.

Running Text: 255 words

Vocabulary (164): aim at bag bait band base bead bean beat bed Ben big black bliss block blue boat bun buns can cap clack clap clean click clip clock clop Dad Dean deed deep dive duck eat egg fast fat feels five flag flat flip float flop fun Gabe Gail gas gave get glad glass goat Gus hands has hats hem hill his hit home hop hot huff hug hum hums is Jan Jon just keep keg kiss lake late lead let let's lid lied like line lock made maid main make Matt mean Mel miss Mom neat nod not off on pal pan pass peek pen pig pine plan plane plate plot plus pup rag rap-a-tap rat ride rip road run safe sail says see side sill sit slam slap sled slide slit soap Steve still tail take team Ted ten the tick-tock tied till time Todd Todd's tot tub up us van vase wade wait wake waves went wet will win wind yes Zac

I Can Read Well, Book 2

To the Parent and Teacher: *I Can Read Well, Book 2* is designed as a phonetic reader providing the introduction of more difficult consonant blend words.

Sight Words: do, to

Running Text: 345 words

Vocabulary (174): a aid and at beep beet bid black Blake blue Brad brave bug bus but cake came can cat clean crab crack crate crust dad deep did do dog drape dress drill drop drum eat fast fee feed fell fin find fine fit Flip flit Fluff for fret frog gain get glad globe God got grass green grill grin grip help his home if in is it Jane Jess Joe Kim kin lake last late let licks like likes lips loaf loan made mail meet miss Mom not o'clock on pack pass past peel pie pin plan press prim prod rain read reef ride roam run safe says scale scat Scott sea see side six skid skim skin skit sleep slide smack smell smoke smug snack snag sniff sniffs spell spill spin spine stack stand still stop street streets stuff sun swam sweet swept swift swim take tan the Tim to toad track trade train treat tree trim trip Trish trot trust up vest wade wail wake wave well wet will wilt yes yet

I Can Read Well, Book 3

Note: The last three readers do not have the "To the Parent and Teacher" information.

Sight Word: to was said

Running Text: 380 words

Vocabulary (152 words): a am and at bath bed big blue box breeze bug can cat cats Chad class clean clocks cloth cranes cried cry cute dive dogs dreams drive dust ear eat fast feel fine fish fix flag flake flash float flop fly Fred frog fruit fun gasp gate glad glue go goat God grass greet had hair he hear here his home hope hops hot I if in is jump just land like likes lost lot me meal meet mile mom my not of on past pen Pete plan plane play pray queen read real ride roam rocks run sad safe said sail scream scrub sea shad shade shine ship ships shuts skate slide smash smell smile so soap speak splash squeak stay still stream swift swim swipe take tales teeth that the then this those three to train trains trash tried trip trucks twig use was wave way wide will wise with

I Can Read Well, Book 4

Sight Words: Bible, are, from

Running Text: 584 words

Vocabulary (251 words): a am and are as at barks barn barnyard be beans best Beth Bible big bird Blake blue book bright brook but can car Chad chain chart cheese chicks chill Chip Church clean clouds coat cob cook cord corn cost cream curves dad dark day did dimes dirt do down dress drive dry eat eggs farm fast feeds fell fill fire first five flat fly for fork found from fun gas get girl glad go God good got rain Granddad's grant gray great green greet ground grow hand hard has he help her his home hood hope horn house how I if in is it Jill job jobs Josh Kay keep kite let lick lie like likes look loud lunch made make Mark Matt may me Meg might miss Mom mouse mouth munch must my nail name nap need nest nine no north not now nurse nuts of off on one or ouch our out pal pay pick picks plant play plays plow proud quit rain rained read real ride right rows rug run safe sail saved scout sea see send she shell Shep shine shirt shook shop shout shuck sight sits sky slow snack sneak snow so south speaks sprout stars stay still stop sun sunset sweet swerve swim swirl swish take tale taste tells that the them then they this three thrill throat throne time tire to took town track trap treat truck try twigs twins twirl two up verse was we will with woods work worms yard

I Can Read Well, Book 5

Words to Watch: school, about, Jesus, sister, done, store, teacher, worked, to, have, bedtime

Running Text: 497 words

Vocabulary (172 words): a about add and as at bath be beans bedtime best Beth Beth's Bible big bike book Brad buns bus but by cake can car chips Church clean cleans clear cooks count Dad dad's day days do dogs done down dress drum dump dust each eat end fast first fish five fly for forks Friday fun game games get gets go God good grass had hard have he hear help helps here his home hot I in is Jesus kite leaves lets like line lunch march me meal meat milk miss mix Mom Monday mows must my next night not now of on one our out pants park peas pick plates play playground praise pray rake read reads reel Rex ride rides row run same Saturday says school shirts sister sit sits slide so store sun Sunday sweep tag take taste teach teacher team ten that the them then there this Thursday to too trash treat Trish Tuesday turns up us verse wakes was way we Wednesday week will with work worked

Cumulative Word Count

For All 13 A Beka Book Decodable Readers

(including inflected forms of the same words)

764 Words

a about add aid aim Al am and Ann are as at ate back bag bake band barks barn barnyard base bat bath be bead bean beans beat bed bedtime bee beef beep beet belt Ben best Beth Beth's Bible bid big bike bikes bill Bill's bird bit bite black Blake bless blip bliss block blocks blue bluff boat bone book box Brad brave breeze bright brook bug bugs bun buns bus but buzz by cake came camp can cane cap cape car cat cats cave Chad chain chart cheese chicks chill Chip chips Church clack clap class clean cleans clear click clip clock clocks clop cloth clouds Coal coat cob cook cooks cord corn cost cot count crab crack cranes crate cream cried crust cry cub cube curves cut cute dad dad's Dale Dan Dan's dark Dave day days Dean Deb deed deep did dig digs dimes dirt dive do dog dogs doll doll's done down drape dreams dress drill drive drop drum dry duck dug Duke dump dune dust each ear eat egg eggs end farm fast fat fed fee feed feeds feel feels feet fell fig figs fill fin find fine fire first fish fit five fix flag flake flash flat flip Flip flit float flop Fluff fly for fork forks found Fred fret Friday frog from fruit fun Gabe Gail gain game games gas gasp gate gave get gets gift girl glad glass globe glue go goat God good got Granddad's grant grass gray great green greet grill grin grip ground grow Gus had hair hand hands hard has hat hats have he hear heat help helps hem hen her here hid hide hill him hip his hit hole home hood hop hope hops horn hot hotdog house how huff hug hugs hum hums I if in is it its Jack Jake Jake's jam Jan Jane Jen's Jess Jesus Jill Jim Joan job jobs Joe jog Jon Josh jug jump jumps June just Kate Kay keep keg Kim kin kiss Kit kite lake land lap last late lead leak leaves leg let let's lick licks lid lie lied lift like likes line lips Liz loaf loan lock log look lost lot loud Luke Luke's lunch made mail mailman main make makes man march Mark Matt may me meal mean meat meet Meg Mel men mess might Mike mile milk miss mix moat Mom Mom's Monday mouse mouth mows mud mule munch must my nail name Nan nap Nate neat need nest net next night nine no nod north nose not now nurse nut nuts o'clock oats of off on one or ouch our out pack pad paid pail pal Pam pan pants park pass past pay peas peek peel pen pet Pete pick picks pie pies pig pin pine plan plane plant plate plates play playground plays plot plow plus Poke pond pray praise press prim prod proud Puff pup queen quit rag rain rained rake ran rap-a-tap rat read reads real red reef reel Rex ride rides right rip ripe road roam rock rocks rod rode rope rose row rows rub rug rule run runs sad safe said sail Sam same sand sandbox sat Saturday saved says scale scat school Scott scout scream scrub sea seaside seat see seed send set Shad shade she shell Shep shine ship ships shirt shirts shook shop shout shuck shuts sick side sight sill sister sit sits six skate skid skim skin skit sky slam slap sled sleep slide slit slow smack smash smell smile smoke smug snack snag sneak sniff sniffs snow so soap south speak speaks spell spill spin spine splash sprout squeak stack stand stars stay step Steve stick still stop store stove stream street streets stuff stump suck Sue Suit sun Sunday sunset swam sweep sweet swept swerve swift swim swipe swirl swish tag tail take takes tale tales tan taste teach teacher team Ted teeth tells ten tent that that the them then there they this those three thrill throat throne Thursday tick-tock tie tied till Tim time Tip tire to toad toads toast Todd Todd's toes Tom too took tot town track trade train trains trap trash treat tree tried trim trip Trish trot truck trucks trust try tub tube tucks Tuesday tugs tune turns twig wigs twins whirl two up us use van vase verse vest vine wade wag wags wail wait waits wake wakes was wave waves wax way we web wed Wednesday weed week well went wet wide will wilt win wind wise with woods work worked worms yard yell yes Yip yum Zac

A Beka Book K-5 Basic Phonics Reading Program

Word Counts

Decodable Readers	Individual Word Count	Running Text Word Count
1. <i>I Learn to Read, Book 1</i>	50 words	----
2. <i>I Learn to Read, Book 2</i>	32 words	----
3. <i>I Learn to Read, Book 3</i>	28 words	54 words
4. <i>I Learn to Read, Book 4</i>	113 words	94 words
5. <i>I Do Read, Book 1</i>	44 words	88 words
6. <i>I Do Read, Book 2</i>	84 words	200 words
7. <i>I Do Read, Book 3</i>	107 words	265 words
8. <i>I Do Read, Book 4</i>	137 words	387 words
9. <i>I Can Read Well, Book 1</i>	164 words	255 words
10. <i>I Can Read Well, Book 2</i>	172 words	345 words
11. <i>I Can Read Well, Book 3</i>	152 words	380 words
12. <i>I Can Read Well, Book 4</i>	251 words	584 words
13. <i>I Can Read Well, Book 5</i>	172 words	497 words
Cumulative Program Word Count	764 words	

Note: *I Can Read Well, Book 5* used to be a separate book in a previous edition of the program. It was called *Our Week*.

Students will read 765 different words including inflected forms of the same word.

I counted 1,497 words with duplicates in the individual word counts between the 13 decodable readers.

Note that “running text” does not include the study words in the “Sound these words” sections.

A Beka Kindergarten

Pacing for Decodable Readers

OCS School Year: 2018- 2019

1	18	35	52	69 12/06	86 1/16	103 2/11	120 3/18	137 4/10	154 5/08
2	19	36	53	70 12/07	87 1/17	104 2/12	121 3/19	138 4/11	155 5/09
3	20	37	54	71 12/10	88 1/18	105 2/13	122 3/20	139 4/12	156 5/10
4	21	38	55	72 12/11	89 1/22	106 2/14	123 3/21	140 4/15	157 5/13
5	22	39	56	73 12/12	90 1/23	107 2/18	124 3/22	141 4/16	158 5/14
6	23	40	57	74 12/13	91 1/24	108 2/19	125 3/25	142 4/17	159 5/16
7	24	41	58	75 12/14	92 1/25	109 2/20	126 3/26	143 4/18 Rdg Test Wk	160 5/17
8	25	42	59	76 12/17	93 1/28 8-min, 3-days	110 2/21	127 3/27	144 4/23	161 5/20
9	26	43	60	77 12/18	94 1/29	111 2/22	128 3/28	145 4/24	162 5/21
10	27	44	61	78 12/19	95 1/30	112 2/25	129 3/29	146 4/25 8-min, 5-days	163 5/22
11	28	45	62 11/27 Give Phonics Test	79 12/20	96 1/31	113 2/26	130 4/01	147 4/26	164
12	29	46	63 11/28	80 1/08	97 2/01	114 2/27	131 4/02	148 4/29	165
13	30	47	64 11/29	81 1/09	98 2/02	115 2/28	132 4/03	149 4/30	166
14	31	48	65 11/30	82 1/10	99 2/05	116 3/04	133 4/04	150 5/01	167
15	32	49	66 12/03	83 1/11	100 2/06	117 3/05	134 4/05	151 5/02	168
16	33	50	67 12/04	84 1/14	101 2/07	118 3/06	135 4/08	152 5/06	169
17	34	51	68 12/05 8-min, 3-days	85 1/15 Send Home	102 2/08	119 3/07	136 4/09	153 5/07	170

Don Potter's Notes from A Beka Kindergarten Curriculum Teacher's Guide

Reading is the only subject in which homework is given.

Students take books home to parents twice a week starting in Lesson 84.

In the A Beka program the lesson number and day of the school year are the same.

Numbers in **Red** are Reading Circle days. Comprehension Questions are in the *Teacher' Manual*

Reading Circle

Begin Lesson 68: 8-minute 3 days per week
 93: 12-minute 3 days per week
 146: 12-minute 5 days per week

Analysis of My *Blend and Word Book*

Phonics Chart 1

Short Vowel Sounds: apple, elephant, inchworm, ostrich, umbrella.

Phonics Chart 2 - 5

Consonant & short vowel sounds: apple, bell, cat, dog, elephant, fox, goat, horse, inchworm, jar, kite, lamp, milk, nest, ostrich, pig, queen, ring, sun, table, umbrella, violin, fox, yarn, zebra.

la le lo lu lu	tu to ti te ta	bu bo bi be ba	mu mo mi me ma
ru ro ri re ra	mi te lu ba ro	no ne ni nu na	du di do de da
he ha hi hu ho	su so si se sa	ca ki co ke cu	ke ki nu sa co
fu fo fi fe fa	ge go gp ga gi	yo ye yi yu ya	jo je ji ju ja
wo wi wu wa we	fag u wi jo ye	pa pu pe pi po	qui quo que qua
va ve vi vo vu	za ze zu zi zo	fu he la gi po	ca ke no du ji
do lu fa pe ni	mu ro se ba ti		

bib pan den lad bit mug ham ten fit pet rug lug nip pad mitt
gas mud cap yes nut red ham men tub sob van cub wig fun Jill
at am an add egg if it no off up bend tent camp hand soft next
held gulp bump quilt

cap cape bit bite fed hop hope rat rate time
dim dime rob robe hive team sail bait load cute
beet toad pain peep read tune cone gate ride seal
stuck plum trip black my lost then shut frost rush
frame stone peat fried flute.

Chart 6: **ck** in duck, **e** in me, **o** in go, **ay** in pray, **st** in stop, **pl** in plane, **fr** in frog, **tr** in train, **sh** in ship, **th** in think, **th** in this, **bl** in block, **cl** in clock, **fl** in flake, **gl** in glue. RH (*Reading Handbook*) pp. 62 - 74

Chart 7: **br** in bride, **dr** in drum, **pr** in pray, **gr** in grin, **sm** in smoke, **sc** in scat, **sk** in skate, **ap** in spade, **cr** in crab, **tw**, in twin, **spl** in splash, **spr** in sprain, **scr** in scream, **squ** in squeak, **sn** in snack, **sl** in sleep, **str** in stream, **sw** in swim. RH pp. 75 - 87

Chart 8: **thr** in three, **ar** in stars, **ch** in church, **or** in morning, **ou** in out, **ow** in owl, **ow** in bowl, **er** in verse, **ur** in nurse, **ir** in bird, **oi** in coin, **oy** in boy, **oo** in book, **oo** in tooth, **wor** in worms, **igh** in night, **all** in ball, **alk** in walk. RH pp. 87 - 102

Note: There are 13 Phonics Charts with the A Beka Phonics Reading Program. The Kindergarten decodable readers introduce the first 8 Phonics charts. The remaining charts teach advanced spelling patterns. The long vowels are taught with the 2-Vowel Rule which include what other programs call long vowel digraphs.

Special Sounds in Book 4 & 5: ir, or, ur, er, ou (out), ow (bowl), ey (they) igh, ie (lie), wor (work), oo (book), y (by).

Note from Internet Publishers: A Donald L. Potter

January 21, 2018

It has been my privilege to teach at an A Beka Book Christian School for twelve years. I have taught the complete first grade program and assisted students on all other grade levels. I did a thorough analysis of the A Beka Book first grade program in 2014. This year I have been assigned to teach the Cursive Handwriting with Phonics component of the kindergarten program.

Out of curiosity, I decided it would be interesting to learn more about the thirteen decodable readers that are taught in kindergarten. I made a list of all the individual words in each book and then created a Combined List consisting all the individual words taught in the program.

I was especially delighted to discover that there are very few sight words. Miss Geraldine Rodgers developed a system of coding reading program by the percentage of sight words: Code 1 = all sight words and no phonics; Code 10 = all phonics words and no sight words. Based on her theory of Two Types of Readers, she hypothesized that the less sight words and more phonics words the better readers the program would produce. Applying these classification criteria, I would judge the A Beka Kindergarten reading program to be very close to Code 10 optimal phonics program.

This is a completely independent analysis. Other than being a satisfied teacher of the program, I am in no way financially with the program. I have analyzed several other successful older programs over the years. I am also the author of the *Blend Phonics Lessons and Stories*. I have published several phonics-based programs, including republication of Florence Akin's 1913 *Word Mastery: Phonics for the First Three Grades* and a new edition of Webster's 1908 *Elementary Spelling Book*.

Based on my experiences, I would have to judge the A Beka kindergarten program as one of the strongest phonics based reading program available.

It is important to realize that the all the components of the program are tightly integrated in a developmental (logical) sequence. The phonics lessons and cursive handwriting are integral parts of a single systems approach to teaching reading.

To better understand the A Beka approach to phonics, read professor James A. Chapman's article, "Why Not Teach Intensive Phonics." What Chapman calls whole-word (gradual phonics) goes under many different guises: Whole Language, Guided Reading, and Balanced Literacy.

Note that the A Beka use of the term "sight word" is more restricted than the common use in the classroom. A Beka words are the few truly irregular words that follow no rules, or rather rules that are so complicated and infrequent that the words are taught better with spelling than phonics. At no time should ANY word be memorized by mere look-say.

<https://www.abeka.com/resources/articles/whynotteachintensivephonics.aspx>

For more information on phonic instruction visit my websites:

www.donpotter.net

www.blendphonics.org.