

*Christian  
Life  
Readers*

*First Reader*

*A Keepers of the Faith Reader  
Biblical Character and Values  
For Our Children*

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## Table of Contents

What Makes <i>Christian Life Readers</i> Different? .....	3
The Purpose of the First Reader.....	5
How To Use the First Reader .....	7
Lesson I.....	10
Lesson II.....	12
Lesson III .....	14
Lesson IV .....	16
Lesson V .....	18
Lesson VI.....	20
Lesson VII.....	22
Lesson VIII .....	24
Lesson IX.....	26
Lesson X .....	28
Lesson XI.....	30
Lesson XII.....	32
Lesson XIII .....	34
Lesson XIV .....	36
Lesson XV .....	38
Lesson XVI.....	40
Lesson XVII.....	42
Lesson XVIII .....	44
Lesson XIX.....	46
Lesson XX .....	48
Lesson XXI.....	50
Lesson XXII.....	52
Lesson XXIII .....	54
Lesson XXIV .....	56
Lesson XXV.....	58
Lesson XXVI.....	60

Lesson XXVII.....	62
Lesson XXVIII.....	64
Lesson XXIX.....	66
Lesson XXX.....	68
Lesson XXXI.....	70
Lesson XXXII.....	72
Lesson XXXIII.....	74
Lesson XXXIV.....	76
Lesson XXXV.....	78
Lesson XXXVI.....	82
Appendix A Roman Numeral Chart.....	85

## **What Makes *Christian Life Readers* Different?**

There are lots of readers out there. Why did we create yet another set? And what sets these apart from all the rest? We wanted something that would not only build reading ability more effectively than most others, but would build lives as well. *Christian Life Readers* are not just readers—they are life-impacting. We could almost call them Christian life training manuals.

A reader, especially a Christian reader, should be more than just a collection of stories. At this formative stage of the student's life it is important to build a strong spiritual foundation as well as a reading foundation. *Christian Life Readers* do just that. The lessons in the *Christian Life Readers* are about the Christian life. They will provoke thought about the student's own life. They require spiritual thinking and evaluation. As the student's reading comprehension grows, his or her spiritual discernment will be commensurately exercised.

Yet, the primary goal of a reading course is to build effective reading skills. This is where *Christian Life Readers* excel. The ability to read is an extensive set of skills built one upon another in proper sequence until the whole becomes a single, complete, instinctive process. Recent findings by ACT, the college testing organization, indicated that most college entrants are currently deficient in the necessary reading comprehension skills to perform at college levels. One article stated: "In complex reading passages, organization may be elaborate, messages may be implicit, interactions among ideas or characters may be subtle and the vocabulary is demanding and intricate."

*Christian Life Readers* are specifically designed to build these skills. Once the student has become familiar with basic phonetic

constructs through a good phonics program like *Succeeding at Reading*, basic comprehension skills are addressed in the *First Reader*. Skills are then built line upon line and brick upon brick throughout the entire series. Many facets of comprehension are exercised in increasing degrees building up to the levels mentioned.

*Christian Life Readers* do not just introduce vocabulary. They build lifetime vocabulary skills. Vocabulary is the media of communication. Speaking, reading, writing, and the comprehension of such cannot exist without vocabulary. The life skills and habits for building one's vocabulary are an integral part of each lesson, even to the inclusion of several levels of mini-dictionaries to encourage and cement competent dictionary usage.

Early on, the student is introduced gradually to different types and usages of punctuation. Punctuation is as integral to the written word as voice inflection is to the spoken word. The student will learn, through reading with attention to punctuation, to fluently translate from one medium to the other. As comprehension skills increase, analysis becomes a part of the lesson exercises. Thus, as all these factors come into play, the full process of reading is realized.

Add to this the careful mix of studies in character and godliness, and you have a superior learning environment in which your child will learn to excel at consuming and digesting the written word. Awareness of the value of such traits at an early age, when the mind is in such a receptive state, will serve as a springboard into a positive, competent, rewarding life. Good character breeds success, and everything works better when it is rightly related to God. It is our intent that these readers should bring all these important benefits to the life of the student, and thus teach those things that are also dear to the teacher and parent.

## **The Purpose of the First Reader**

To use the *First Reader*, the student should have learned all the phonograms, and should be able to read basic word exercises. If the student is using *Succeeding at Reading*, completing page forty-five at 10-20 words per minute will allow enough phonetic skill to start in this reader. The student should continue to work on phonetic drill to build instinctive recognition and combining of all the phonetic constructs. They make up about ninety percent of the language, and are the base upon which everything else is built. Thus, the fluency developed will enhance all other reading experiences.

The goal of this reader is to bring the student from merely reading sounds to combining those sounds, and comprehending the idea that is represented by a group of sounds that is represented by a group of printed letters. You may feel that your student is fluently “sounding out” much larger words than those contained in this reader, and, thus, is beyond it. However, the skill of sounding out words should not be confused with the skill of extracting meaning from those words. Comprehension is a separate skill. It is developed more efficiently when beginning at a basic level.

The comprehension exercises at this level are very basic. They consist of a few questions about the reading lesson. The questions are directly answered in the text of the lesson, and, for the most part, each question is worded almost identically as is it is referenced in the passage. The student will begin to realize some of the things presented while reading the lesson. With younger students, this may not happen at first. They may need to look up the answers to the questions, even in very short passages. This is fine. The student’s skill will develop over time.

Each passage is accompanied by a picture that serves as an additional link in connecting the letters on the page with the thoughts

to be comprehended. As the student works through the lessons, the vocabulary, phonetic difficulty, number of irregular words, story length and number of questions will increase. The student's level of reading and comprehension will increase as the lessons progress.

Note: You will notice that the lesson outline indicates that the student should read the lesson aloud repeatedly. This is because it is important at this age for the student to read thoughts and sentences aloud. However, the purpose of reading aloud in this reader is *not* to teach the student to sound out words. A reader is a very poor phonics tool. The student should continue to work in a tool specifically engineered to rapidly build instinctive phonetic recognition, such as *Succeeding at Reading*, available from Keepers of the Faith. Even while progressing through the *Christian Life Readers*, the student should continue honing phonetic skills in *Succeeding at Reading* until he or she can complete all pages at 100+ words per minute.



## How To Use the First Reader

The following is a basic format that will prove helpful in gaining the most benefit from this reader. This lesson outline is a template or guideline. It may be modified or extended as needed for special cases or needs. The outline includes suggested minimum requirements for the lessons and additional activities that can be considered optional. Optional activities are indicated by a star.

### Day 1

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily. If necessary, allow the student to read the lesson again, or several times, to become better familiarized with the text. The stories are simple enough that this should help some with fluency. The teacher may need to assist with some pronunciation, especially with words that do not conform to phonetic rules.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” has been mastered.

### Day 2

1. Have the student read the lesson aloud.
2. Review any pronunciation as needed.
3. Check to see if the student understands all of the words used in the lesson. Be careful to note that we adults take many words

for granted that a young child does not fully grasp. Provide word meanings and explanations for word usage as needed.

### **Day 3**

1. Have the student read the lesson aloud.
2. Ask the questions at the end of the lesson, and have the student answer orally. If the student did not comprehend thoroughly enough, or does not remember, the details in question, allow the student to reread the lesson aloud or silently to find the answer. Reading for an answer to a known question is somewhat easier than retaining everything that is read for all possible future questions.

At this age most students will habitually read aloud, but having them do so provides another benefit. The process allows the teacher to know if the student reads past the answer. If so, the student is having difficulty comprehending what is read, or has forgotten the question by the time the answer is found. Either way, the cause is probably because the student must concentrate so heavily on simply sounding out the words.

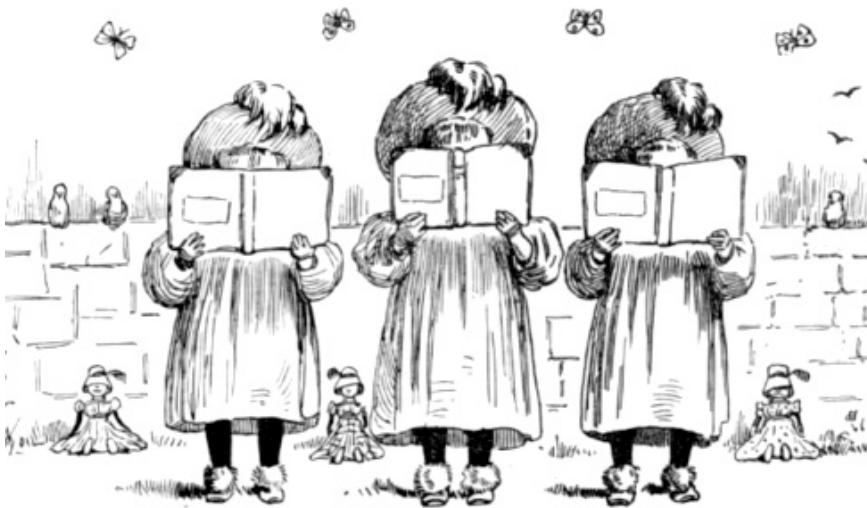
### **Day 4**

1. Have the student read the lesson aloud.
2. Have the student tell the lesson in his or her own words in order to see how the lesson was comprehended as a whole.
  - i It helps for the student to periodically return and reread previous stories aloud. Rereading the lessons makes comprehension easier, and the extra practice cements the process a little better. This can be done orally or silently. The stories are easy reading,

and usually students enjoy rereading them, especially if using this tool has been a successful, enjoyable experience. It is important to patiently allow the student to develop at his or her own pace. No matter what a child's ability, that student can be paced and appraised as successful each day. Under such circumstances, a teacher will nearly always be instructing a happy, eager learner.

<b>Weekly Schedule at a Glance</b>	
<b>Day 1</b>	
T	Have the student read the story aloud.
<b>Day 2</b>	
T	Have the student read the lesson aloud.
T	Review pronunciation.
T	Review vocabulary.
<b>Day 3</b>	
T	Have the student read the lesson aloud.
T	Have the student answer the questions orally.
<b>Day 4</b>	
T	Have the student read the story aloud.
T	Have the student tell the lesson in his or her own words.
i	Have the student reread previous lessons.

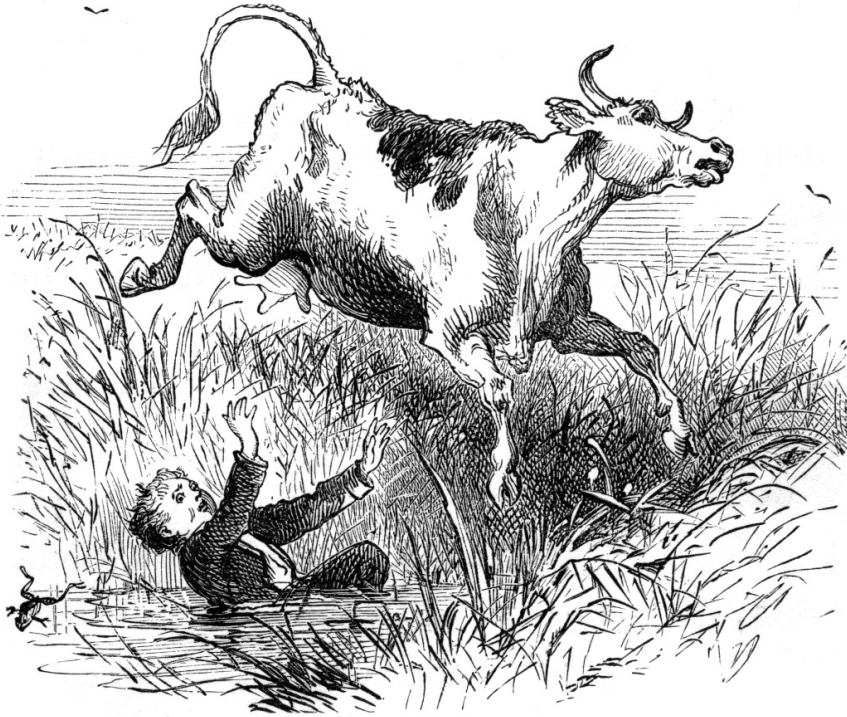
i Optional



## Lesson I

The girls sing to the dolls.  
The birds sing with them.  
The song is a sweet hymn.  
The dolls cannot hear, but God can.

1. The girls sing to whom?
2. Who sings with them?



## Lesson II

Sam went to catch a frog.  
The frogs hop in the creek.  
Betsy the cow spots little Sam.  
She bumps Sam into the creek.

1. Sam went to catch a what?
2. Who bumps Sam?





## Lesson III

Beth had a red hen.

Beth fed the red hen corn.

The red hen had six chicks.

The six chicks ate the corn.

1. What color was the hen?
2. What did Beth feed the hen?



## Lesson IV

Bill has a small colt.

The colt likes to run and play.

He runs away when Bill gets near.

Bill likes to ride the colt.

1. Who has a colt?
2. Bill likes to ride what?



## Lesson V

Ned had a hen and a pig.  
The pig was in the pen.  
Ned fed the pig and the hen.  
Both the pig and hen ate with zest!

1. What did Ned have?
2. Where was the pig?



## Lesson VI

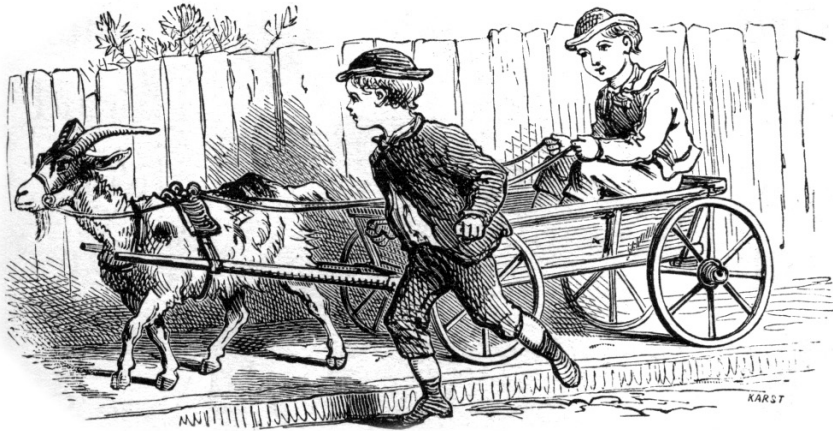
Tom has a good dog.

The dog likes to sit in the sun.

He stays by Tom when he can.

He keeps Tom safe from harm.

1. Tom has a good what?
2. The dog likes to sit where?





## Lesson VII

Ben and Joe are good pals.  
The old goat is fun to play with too.  
He gives them rides in the wagon.  
They take turns having fun rides.

1. Ben and Joe are what?
2. What do they play with?
3. What do they take turns doing?



## Lesson VIII

Puss and old Dobbin are friends.  
Dobbin is too old to work.  
Puss was lonely.  
Then old Dobbin came.  
Now Puss is not alone.  
Puss purrs and rubs Dobbin's nose.

1. What is Dobbin too old to do?
2. What was Puss before old Dobbin came?
3. Puss rubs what?



## Lesson IX

The jolly mailman has come.  
We rush to meet him.  
We hope he has mail for us.  
Scruffy and Muffy rush to see him too.  
Does he have a letter for us?  
Yes, it is a letter from Uncle Ned!

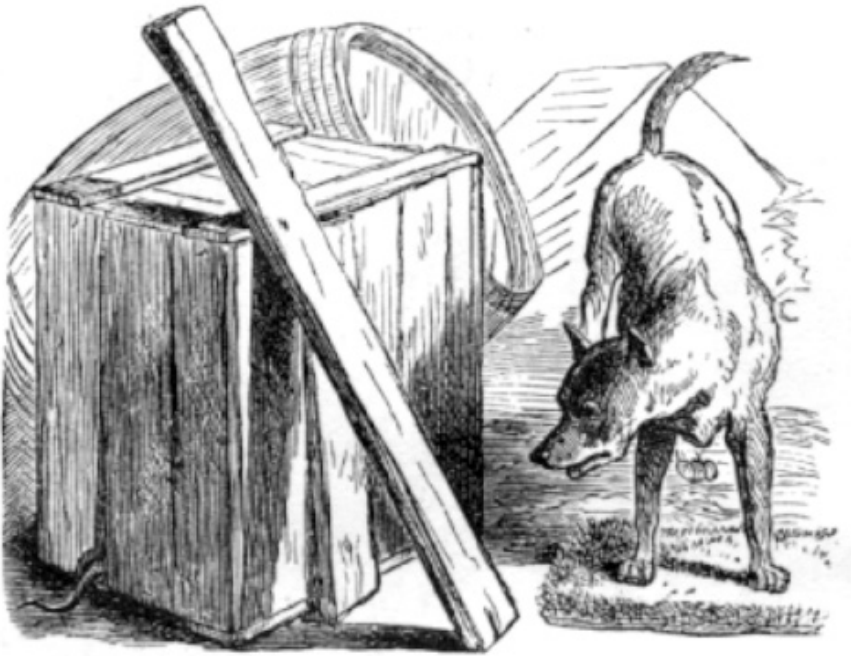
1. Who has come?
2. The mailman has what?
3. Who is the letter from?



## Lesson X

Father is a fisherman. He sails the sea each day. He is teaching big brother how to fish as well. Big brother likes it too. I give them both a big hug each time they sail in and out.

1. What is Father?
2. Who teaches big brother?
3. What do they get each time they sail in and out?





## Lesson XI

Rover has spotted a cat. The cat is hiding in the box. Rover cannot get in the box. The cat is afraid to come out of the box. Each must wait for the other to leave. Who will give up first?

1. What did Rover spot?
2. Where is the cat hiding?
3. What is the cat afraid to do?



## Lesson XII

Polly is going on a trip. She is going to see her aunt in the country. She is waiting for her mother to get the tickets. Her mother told her to be good and not to move. Polly is a good girl. She stays even when the train man comes for her bag.

1. Who is going on a trip?
2. Who is she going to see?
3. Who is she waiting for?



## Lesson XIII

In spring, the robins made a nest in the tree by the fence. Pete likes to hear the birds singing. Today, Pete could hear small chirps from the nest. He yelled for Mom to come quick! Mom helped Pete stand on the fence. The nest held three tiny baby robins!

1. What made a nest in the tree?
2. Pete likes what?
3. What was in the nest?



## Lesson XIV

Papa is hungry. It is time for lunch. Susan must bring it to him. It is her work to do each day. Susan loves to bring Papa his lunch. He is always happy to see her. He gives her a big hug.

1. What time is it?
2. Who brings Papa his lunch?
3. Papa gives Susan a big what?





## Lesson XV

Sally likes to watch Grandma knit. Grandma uses two big needles. She pulls the yarn from balls. Puss likes to play with the yarn balls. Sally saves the balls from Puss. This makes Grandma happy. Grandma has Sally sit in her lap and gives her a big hug.

1. What does Sally like to do?
2. What does Grandma use to knit?
3. What does Puss do?



## Lesson XVI

How fast I can run and jump! I like to jump with my rope in the yard. Mom says, "Jane, you jump like a rabbit." Kelly is my little sister. She likes to watch me jump. Now she wants to jump too. She cannot jump alone. I will jump with her!

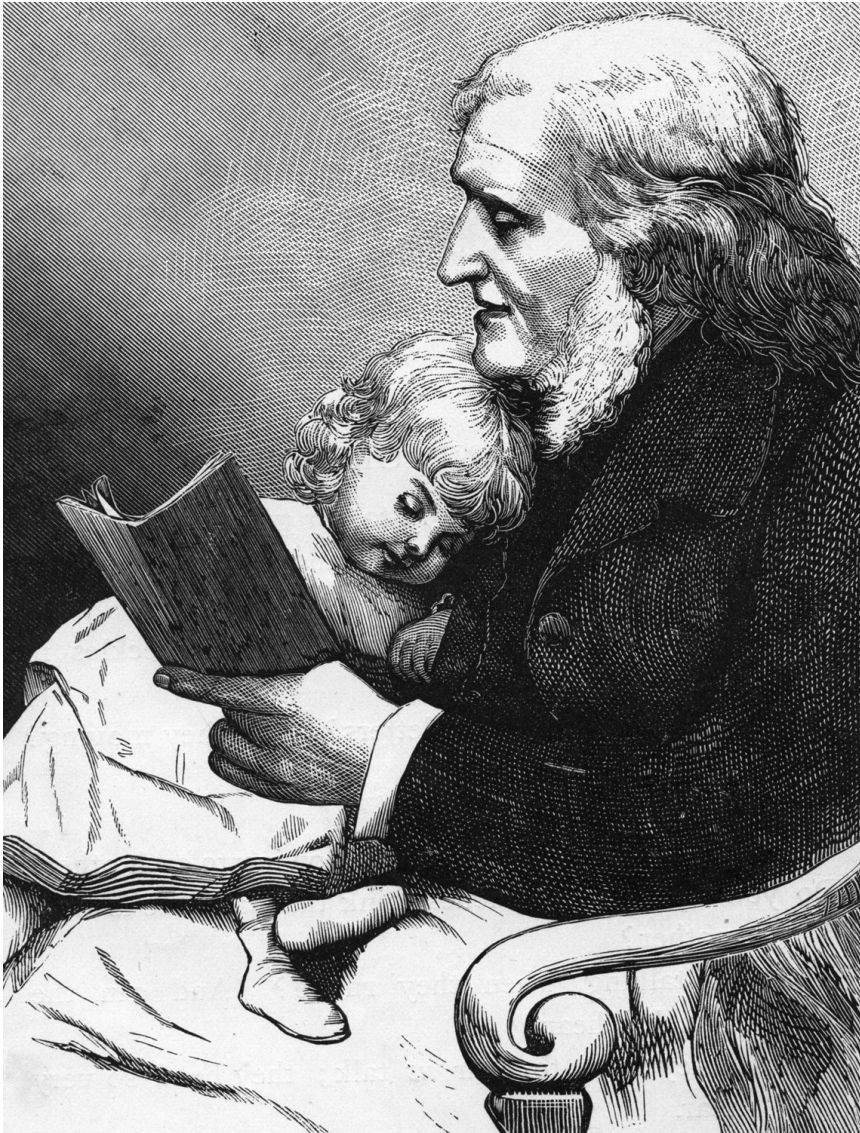
1. Where does Jane like to jump?
2. Who is her sister?
3. What does her sister want to do?



## Lesson XVII

Mamma told Penny to stay in the yard. Penny had wanted an apple from the tree down the lane. Penny left the yard to get an apple. She fell from the tree and tore her good dress. Mamma was so sad that Penny was bad. Penny is sorry for being bad.

1. Where did Mamma tell Penny to stay?
2. What was torn when Penny fell from the tree?
3. What does Mamma have to do now?



## Lesson XVIII

Lucy climbed on Grandpa's knee;  
Dear little Lucy, tired was she,  
All the day busy as could be.

Lower her little head pressed  
Till it drooped on Grandpa's chest,  
Dear little Lucy, sweet be thy rest.

1. Where did Lucy climb?
2. Why was Lucy tired?
3. Where did Lucy lay her head?

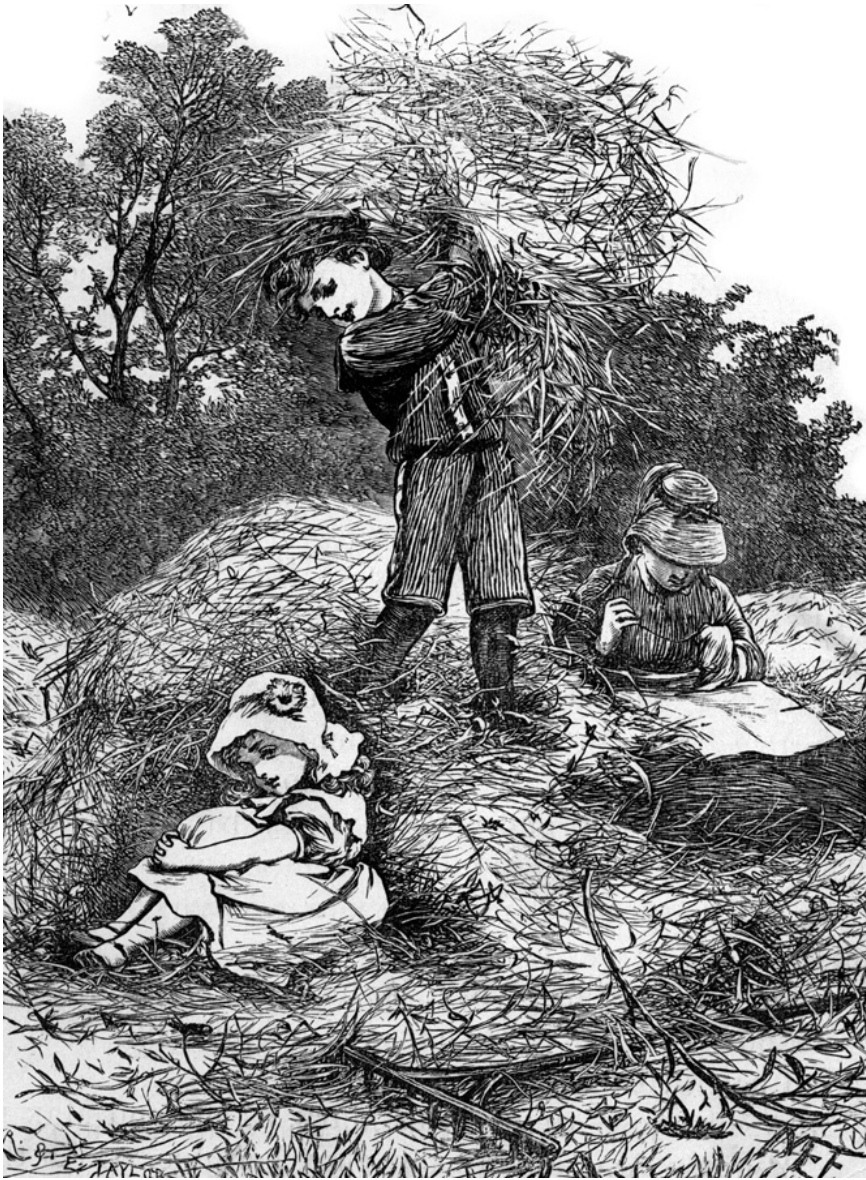




## Lesson XIX

Fluffy is Ben's rabbit. Ben cares well for him. Ben gives Fluffy lots of greens to eat. The way Fluffy eats his salad makes Ben giggle. Ben cleans Fluffy's cage to keep it nice. He plays with Fluffy to make him happy. He likes to pet him since his fur is so soft. Fluffy is Ben's very good friend.

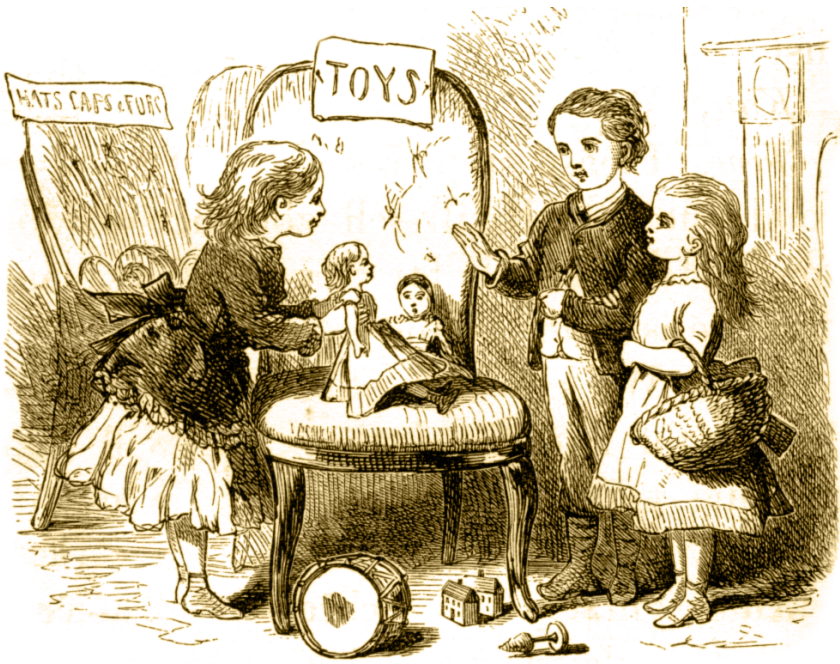
1. Who is Fluffy?
2. What does Ben give Fluffy to eat?
3. What is Fluffy's fur like?



## Lesson XX

Tom and Rose worked hard all day.  
They have stopped a while for play.  
    Rose hit Tom with a bit of hay.  
    Then Tom jumped into the fray.  
    They tossed hay without a stop,  
Until, tired, in the hay they did plop.

1. What have Tom and Rose done all day?
2. What did Tom and Rose stop to do?
3. What did they toss without stop?



## Lesson XXI

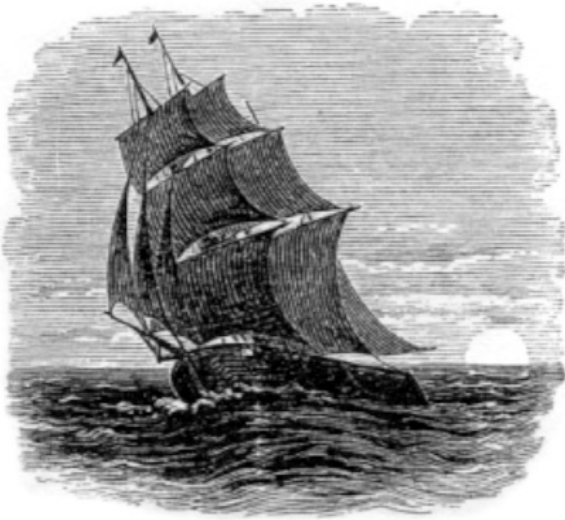
"Do you want to buy a doll?" said Libby. "It is only a penny."

"Oh, no, I would much rather buy a drum," said Chuck waving his hands.

"I want to buy the doll," said Sally. "Will you buy it for me, Chuck?"

"Yes, and I will buy the drum for me," said Chuck.

1. Who is selling a doll?
2. Who wants the doll?
3. Who wants the drum?



## Lesson XXII

Here at home my baby rocks,  
Close by Mother's side;  
Far away his father's ship  
Rocks upon the tide.  
Heavenly Father, here and there  
Keep them in Thy tender care.

1. What did the baby do at home?
2. What was far away?
3. What rocks upon the tide?

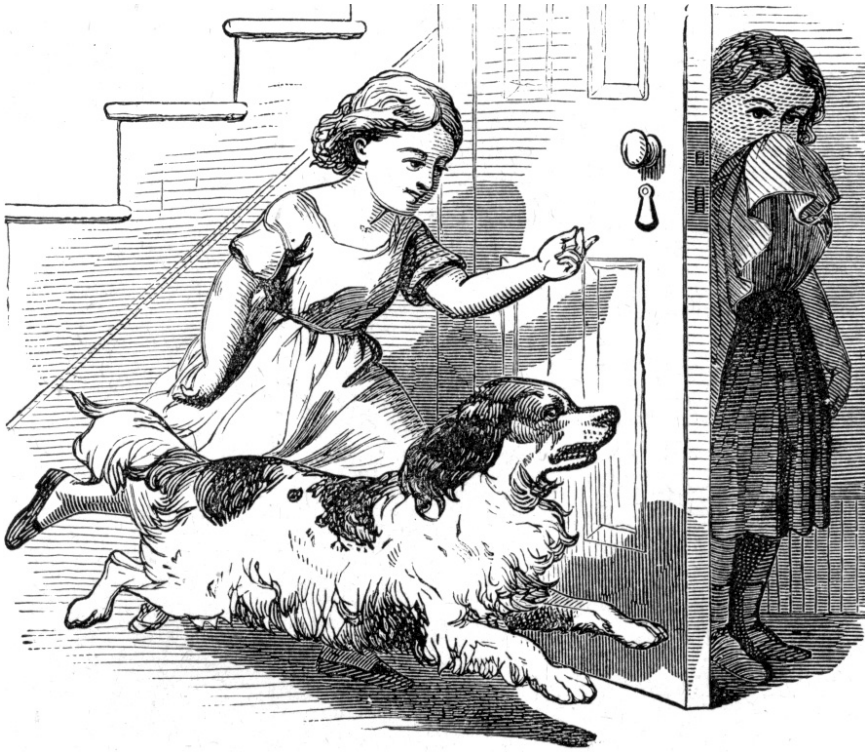




## Lesson XXIII

Little fat Hans is a happy baby. His mother is too busy to hold him all the time. On pleasant days he goes in the big basket in the fresh air. The chickens and the flowers keep him happy. It will not hurt him at all to play with them for a bit.

1. What is fat Hans?
2. What did Hans play in?
3. What kept Hans happy?



## Lesson XXIV

Ruth had been away for many days. She was afraid Spot would forget her, but when he heard her voice he ran to find her. He would not have been so glad if Ruth had been mean to him. Love earns love. And dogs do not forget friends.

1. Ruth was afraid of what?
2. What did Spot hear?
3. If Ruth had been mean to Spot, would he have loved her?



## Lesson XXV

“There, Polly, I’ll give you what we were going to have for our party,” said Kate to the bird on the ground.

“My dolly is broken and she cannot eat it. I could have a party to myself and eat it all, but that would be selfish. If I had wings like you, I would fly away and not stay on the ground.”

1. What was broken?
2. What could Kate have to herself?
3. If Kate had wings, what would she do?



## Lesson XXVI

Jim has made a kite. He is flying it now since it is a nice warm day. The breeze is perfect for flying a kite. Letting out his string, he runs across the field. The kite soars into the air.

Madge watches from her seat in the grass. She is happy Jim's kite is flying well. She is sure he will give her a turn soon.

1. What is Jim flying?
2. Who is watching Jim fly his kite?
3. Why is Madge happy?





## Lesson XXVII

“Take good care of the chickens, please. Do not step on them or let the cat catch them. I want them to grow up and lay many eggs. Every penny from the eggs is going into my box for the poor,” said Sally.

“I wonder what those pennies will do for the poor,” said Mamma. “You know there was a boy once who had only five loaves and two little fishes. But Jesus did a great deal with them.”

1. Who should not catch the chickens?
2. What will the chickens do when they grow up?
3. Who did a great deal with the loaves and fishes?



## Lesson XXVIII

It is night. The darkness has dropped softly down. It seems to say, "Rest, sleep, and make ready for tomorrow." What a comfort it is to tell God all about the happy things and the sad things of the day. He knows it all. We ask Him to make us better tomorrow! Then we can lie down and sleep sweetly, safe in His care.

1. What has dropped softly down?
2. Who knows all the things of the day?
3. What can we ask Him to do for us tomorrow?

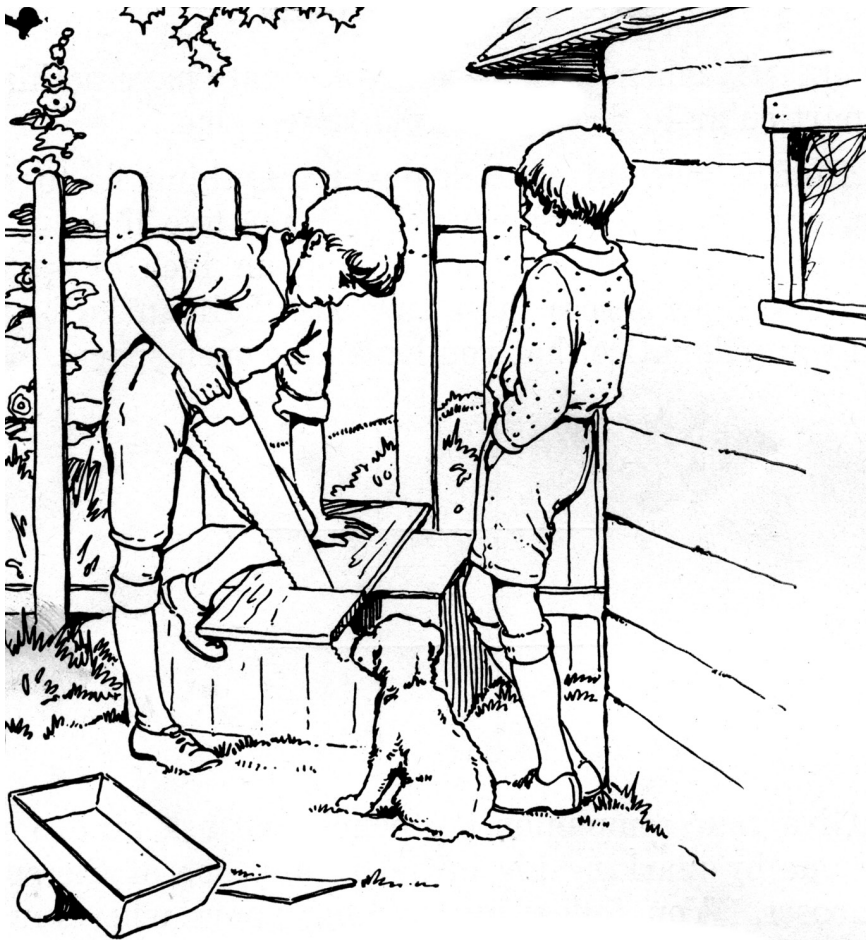


## Lesson XXIX

Charles built a little sailboat. He wanted to go down to the river to sail it. Mother would not permit it today, as it looked like rain.

Charles had another idea. He filled the tub with water. Then he used a bellows for wind. And he and his little brother Brian sailed the boat all morning long. They had great fun!

1. What did Charles build?
2. What did Charles fill with water?
3. What did Charles and Brian have all morning long?



## Lesson XXX

My puppy needs a home;  
I will build him one today;  
Then he will not care to roam,  
But safely there will stay.

My puppy must be taught,  
While he is very small,  
To do the things he ought,  
And come when I call.

1. Who needs a home?
2. Where will the puppy stay?
3. When must the puppy be taught?





## Lesson XXXI

The poor beggar boy is a sad sight. His name is Jim, and he is an orphan. An orphan is a child without a father or mother. He works little odd jobs that he can get for pay. He also depends on the kindness of others to live. There is a kind man taking pity on poor Jim.

1. What is Jim?
2. What is an orphan?
3. What does Jim do for pay?



## Lesson XXXII

What fun! Tim and Trudy are having a great time. They got a plank from Papa and put it over an old log! Now they are trying to bounce each other off while keeping an apple on the plank. It looks like Trudy is winning, and poor Tim has lost his hat. Children can always have fun, even with simple things.

1. What are Tim and Trudy doing?
2. Where did they put the plank from Papa?
3. Who is winning?



## Lesson XXXIII

A mother has so much to do,  
To keep the home a happy place.  
The little folks should lend their help,  
To keep a smile upon her face.

Their little feet can save her steps;  
Their little hands can help her too.  
To do each task they find;  
Each day so many to do.

1. What should little folks do?
2. What can their little feet save?
3. What can their little hands do?



## Lesson XXXIV

How bright and red it looked! It was the first apple of the season. Mary picked it with glee and ran with it to her mother.

"Here is something for you, Mother," she said, holding up the rosy fruit.

"Thank you, my dear!" said Mrs. Downs. She ate it with a smile. She liked the fruit very much. She looked with love on her child.

Mary liked that look of love. She enjoyed that smile more than eating the apple herself!

How nice it is to see children think so much of their parents.

1. What was bright and red?
2. What did Mary do with glee?
3. What did Mary enjoy more than the apple?





## Lesson XXXV

"Was there ever so good a mother as you are?" said Hattie, kissing her mother with great love.

"Oh, yes!" answered little Henry. "There is One a great deal better."

"Why, Henry! What do you mean?" asked Hattie. She knew Henry loved his mother as she did.

"I mean God. He is better than Mother."

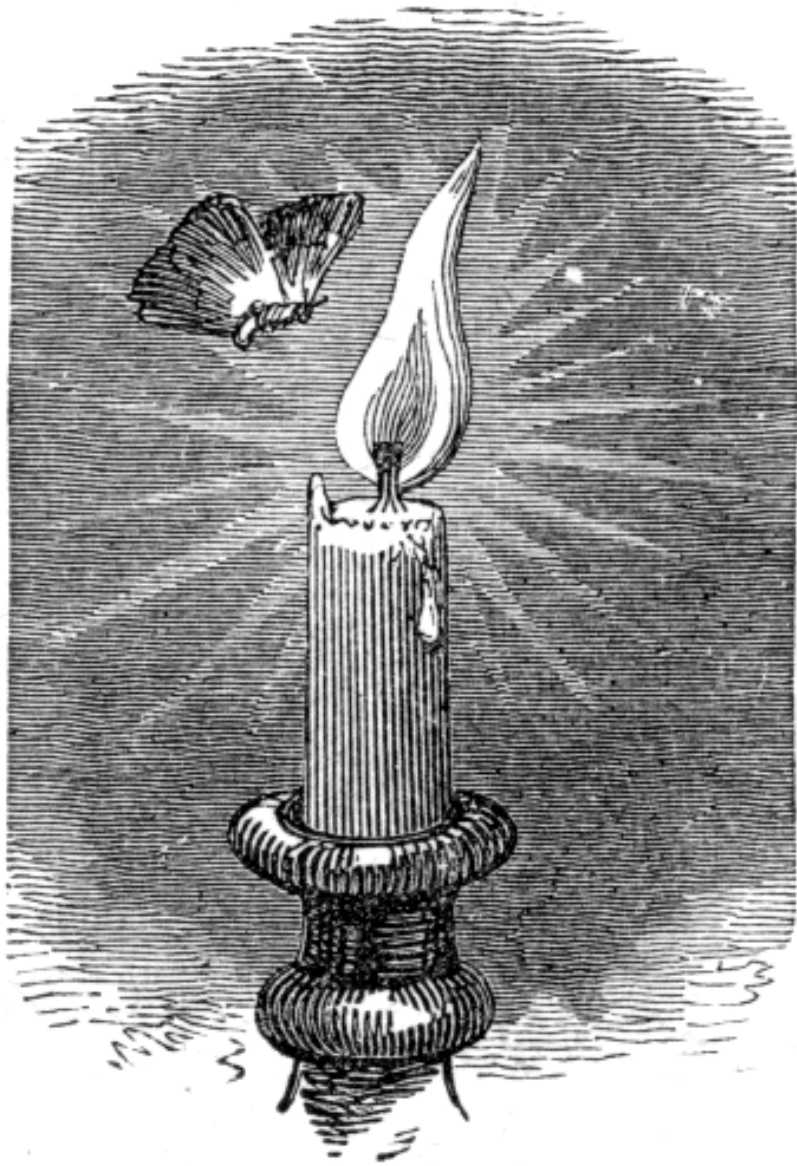
"But God is a Father. He is our Father in heaven," said Hattie.

Henry was a very little boy. Yet he had learned that God loved him even more than his father or mother. He was too young to know as much about God as older children. But he knew that we should love God more than anyone else.

Jesus said, "He that loveth father or mother more than me is not worthy of me." God should be first in our hearts.

1. Who is better than Mother?
2. Where is God?
3. Whom should we love more than anyone else?
4. Who should be first in our hearts?





## Lesson XXXVI

Jesus bids us shine  
With a clear, pure light,  
Like a little candle  
Shining in the night.  
In this world of darkness  
We must shine,  
You in your small corner  
And I in mine.

Jesus bids us shine  
First of all for Him,  
Well He sees and knows it  
If our light is dim.  
He looks down from heaven,  
And sees us shine,  
You in your small corner  
and I in mine.

1. What does Jesus bid us do?
2. What are we to shine like in the night?
3. Where do we shine?

## Appendix A

### Roman Numeral Chart

1.	=	I	21.	=	XXI
2.	=	II	22.	=	XXII
3.	=	III	23.	=	XXIII
4.	=	IV	24.	=	XXIV
5.	=	V	25.	=	XXV
6.	=	VI	26.	=	XXVI
7.	=	VII	27.	=	XXVII
8.	=	VIII	28.	=	XXVIII
9.	=	IX	29.	=	XXIX
10.	=	X	30.	=	XXX
11.	=	XI	31.	=	XXXI
12.	=	XII	32.	=	XXXII
13.	=	XIII	33.	=	XXXIII
14.	=	XIV	34.	=	XXXIV
15.	=	XV	35.	=	XXXV
16.	=	XVI	36.	=	XXXVI
17.	=	XVII			
18.	=	XVIII			
19.	=	XIX			
20.	=	XX			