

When I Grow Up to Be Me



... a book to be read to and by young people learning to read













By Ronald E. Johnson, C.Ph.D.

Book 7 of 10

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Dedication

This book is dedicated to parents, teachers, and grandparents who are guiding children as they learn to read while learning about life.

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Introduction

When I Grow Up To Be Me introduces young readers to careers and terms for family and relatives. Along the journey, readers become familiar with multi-syllable words, adverbs, adjectives, blends, and punctuation. Vivid photographs engage readers and listeners to dream about life when they grow up. The center pop-out pages allow readers and listeners to draw and color pictures, and to copy key words. The teacher/parent can access the practical section on Helps For Sounding Out Words to guide students through use of phonetic skills. Multi-syllable words are in bold type and divided with slash marks to help the child learn where to divide “big” words.

Helps For Sounding Out Words

Many English words are “borrowed” from Greek and Latin words that do not fit conveniently into English phonetic rules. Such words must be learned by memory (repeating them often). By reading good books repeatedly, children learn to pronounce, spell, and use words, and to become wise.

The following helps for reading are provided to assist the teacher in training young readers to pronounce words according to basic phonetic rules. These reading rules do not apply to all English words, but the rules equip readers to pronounce and spell many words easily.

English words are made up of two types of letters: **vowels (a,e,i,o,u, and sometimes y) and consonants (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,z).**

In **short words (or single syllables) with <u>one</u> vowel <u>within</u> the word or syllable**, the vowel usually has a short sound. Short word examples: h**a**nd, c**a**t, r**e**d, sl**e**d, f**i**sh, l**i**p, d**i**sh, d**o**g, l**o**g, h**u**g, r**u**g. **A single vowel at the <u>end</u> of a syllable or short word** usually has a long sound (says its name): b**e**, h**e**, m**e**, h**i**, g**o**, s**o**, b**y**, m**y**.

In **short words (or single syllables) with <u>two</u> vowels**, the first vowel usually has a long sound (says its name) and the second vowel is usually silent. Short word examples: **a**pe, **a**te, **e**at, f**ee**t, w**i**se, pr**i**ze, s**oa**p, g**oa**t, bl**ue**, m**u**le, b**y**e, l**y**e.

Some consonants that are side by side make a special sound (bl, br, ch, cl, dr, fl, gr, pl, sh, st, th, wh). Examples: **bl**ack, **br**anch, **cl**ap, **dr**um, **fl**ag, **gr**ape, **pl**um, **sh**ip, **st**op, **th**in, **wh**ip).

The combination of **ph** has the sound of the consonant **f**. Examples: tele**ph**one, ele**ph**ant.

More Helps For Sounding Out Words

The combination of the letters **sl** usually have a special sound made by placing the tip of the tongue just behind the upper teeth and flipping the tongue to pronounce the **sl** sound as in **sl**eep, **sl**ow, **sl**umber, **sl**ed, **sl**ope.

Words ending in two **l**'s have the sound of only one **l**. Examples: wa**ll**, hi**ll**, pi**ll**, fe**ll**.

Words with combinations of a vowel and the letter **r** (er, ir, ur, ar, and or), usually have the sound of just **r**. Examples: sug**ar**, s**ir**, wis**er**, b**ir**d, col**or**, w**or**d, auth**or**, h**ur**t, b**ur**n.

The combination of the letters **ow** sometimes have a special sound as in **ow**l, h**ow**l, c**ow**, n**ow**, h**ow**. At other times the **ow** letters together make a special sound in which only the **O** vowel is pronounced, as in st**o**w, b**o**w, cr**o**w, r**o**w, bl**o**w.

When two **o**'s are side by side, they make a short double-o sound, as in c**oo**k, f**oo**t, b**oo**k, h**oo**k, sh**oo**k. At other times, the **oo** letters have a long double-o sound as in b**oo**t, h**oo**t, t**oo**t, l**oo**se.

Helps For Reading, Dividing, and Saying Words

Words that are in bold should be explained as children listen to parents or teachers read the book. The following reading helps should be consulted and explained as children ask about the **bold** words. This habit expands vocabulary and facilitates memorization of phonetic rules and word meanings. It also stimulates children to draw pictures and play-act the various imaginations which will "well up" in their minds as they read or listen.

Syllables: Every syllable must have a vowel. Many words divide after a vowel or between double consonants.
Examples: ta/ble, pud/dle, ruf/fle, cir/cle, lit/tle, sprin/kle, cy/cle, trac/tor, trail/er, se/dan.

If a **syllable** ends in **a**, **e**, **o**, or **u**, the vowel says its name. If it ends in **I** it may be short or long.
Examples: va/ca/tion, lo/ca/tion, sal/va/tion, de/pend, u/ni/form, star/va/tion.

In a word of several **syllables**, if there is a **k** sound, it is usually sounded as a **c**.
Examples: va/ca/tion, fac/to/ry, va/cant, frac/tion, ac/tion, af/fec/ton, e/lec/tric, de/moc/ra/cy.

Some multi-syllable words are **divided with a / in the text** to help young readers learn to pronounce long words according to syllables.
Examples: **pul/led**, **mer/chants**, **wa/gon**.

More Helps For Reading, Dividing, and Saying Words

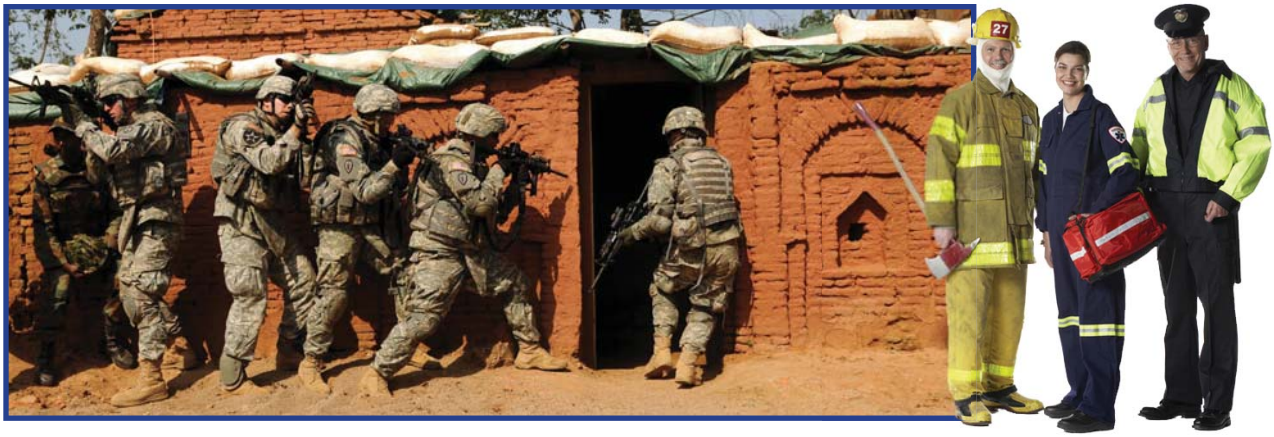
Suffixes include **s**, **ed**, **ing**. If a word ends in one consonant and has just one vowel before the consonant, we double the consonant before adding a suffix that begins with a vowel. We usually divide the word between the double consonants.
Examples: **hop** (hop/**ped** and hop/**ping**), **rub** (rub/**bed** and rub/**bing**), **run** (run/**ning**), **dream** (dream**ed** and dream/**ing**).

Homonyms can be confusing. They have to be learned from use. Some common homonyms are **to**, **too**, **two**. We go **to** church. We are **too** tired to run. You and I are **two** different people.

Other **homonyms** are road and rode, write and right, hear and here, would and wood, ate and eight, pale and pail, meat and meet, by and buy, knew and new, see and sea, week and weak, our and hour, be and bee, there and their, tale and tail, by and bye, threw and through.



Sometimes when I think about me, I wonder what I will be. The books my **mother** reads to me cause my mind to think of lots of things I would like to be when I grow up. On some days, I want to fly a plane high in the sky. On other days, I want to drive a train **over** bridges and **through** the mountains of **Col/o/rad/o**.



Yesterday, I pretended to be a **tug/boat** captain **on** the **Mis/sis/sip/pi** River. On other days, I want to be a sheriff, **po/lice/man**, fireman, or U.S. marine who protects people at home or **across** the sea.







At other times, I want to be a cowboy on a Montana ranch with cows, horses, and wild animals. When I study my school books, I think about going to college to learn to be a doctor, preacher, engineer, judge, senator, or teacher.





A few days ago, my **sister** and **cousin** pretended to be pioneer mothers, **aunts**, and **grand/moth/ers**. On some days, they dress up as nurses, teachers, **sec/re/tar/ies**, merchants, **mis/sion/ar/ies**, farmers, or doctors.

A few weeks ago, my **family** visited Grandfather and Grandmother at their ranch. We gathered eggs, fed the ducks, and stacked hay in the barn. My **uncle** and **aunt** taught us how to pick peaches, squash, and **to/ma/toes** from Grandma's garden.



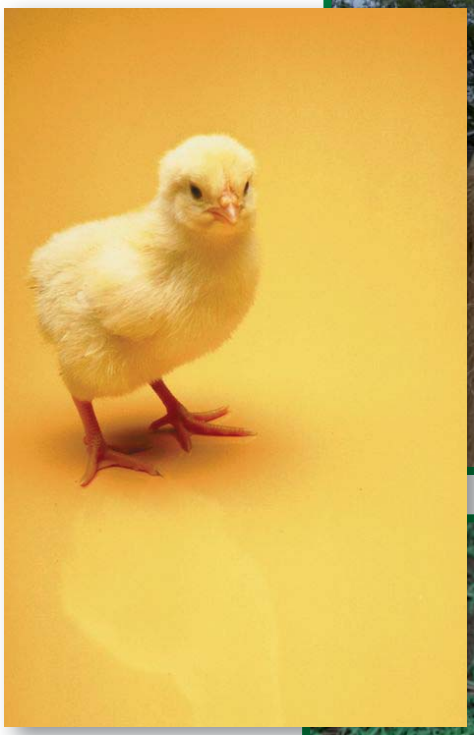






I caught a baby chicken that had escaped from the pen. That visit made my cousins, sister, and me think about being farmers and ranchers.





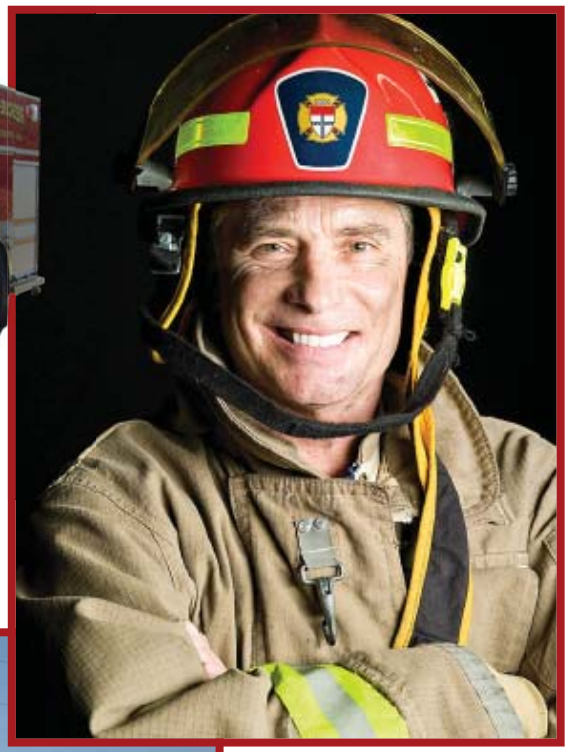




Later, we went swimming and fishing in a pond behind the peach orchard. My uncle told us about ocean **fish/er/men** who use nets and lines with hooks to catch fish such as salmon, tuna, halibut, and mackerel. That made my brain start thinking about being a fisherman.

The sound of a fire truck on the **high/way** made me ask my uncle about firemen. One of my cousins is a fireman in Georgia. Another relative drives an ambulance to rescue people.



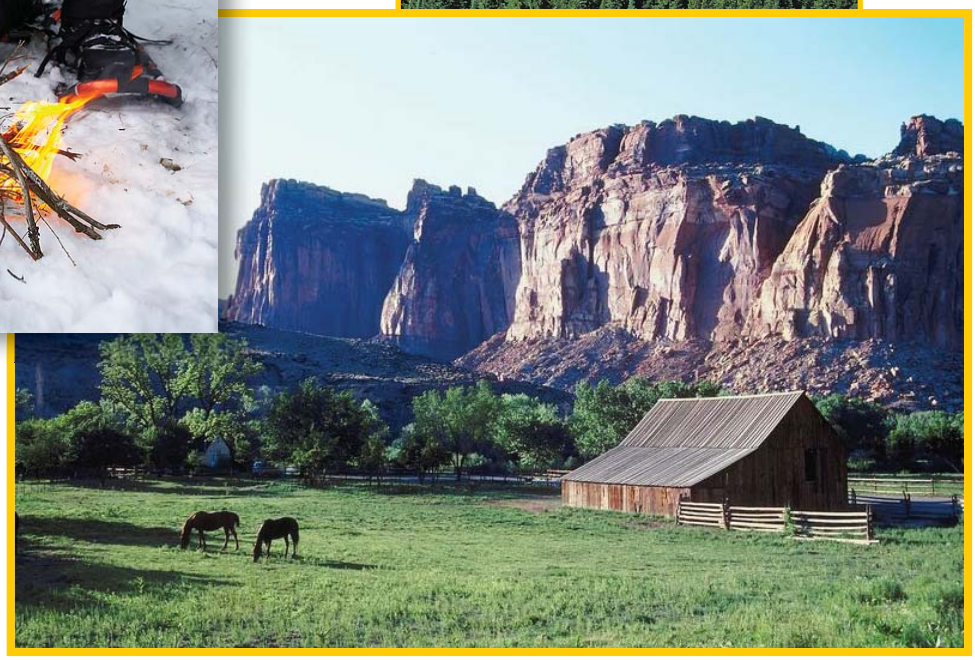




My dad told about his adventures as a forest ranger and the fires he fought in the mountains of Arizona. He helped put out fires that had been started by **thun/der/storms** or careless campers. His stories made me want to be a forest ranger.







My mind was really working hard about my future when Grandmother called us to supper. My mother and aunt had helped prepare a meal for everyone. My uncle owns a **res/tau/rant**, so we knew he could cook **de/li/cious** meals.







My father thanked God for the food. Then we ate until we were stuffed. After supper, we helped wash and put away the dishes. My sister said she might like to own a restaurant or café when she grows up.







Activity Page

Color this Fireman.



Copy these words.

fireman _____ _____ _____

cowboy _____ _____ _____

nurse _____ _____ _____

truck _____ _____ _____

policeman _____ _____ _____

Activity Page

Color this Farmer.



Copy these words.

book _____ _____ _____

animal _____ _____ _____

sheriff _____ _____ _____

ranch _____ _____ _____

cows _____ _____ _____

Activity Page

Color this Marine.



Copy these words.

marine _____ _____ _____

school _____ _____ _____

college _____ _____ _____

doctor _____ _____ _____

read _____ _____ _____

Activity Page

Draw and Color Something in this Book.

My aunt drew a picture of an eagle. She taught us how to draw birds and fish. That's when my cousin thought about becoming an artist. Then, the sound of a truck motor drew our attention.







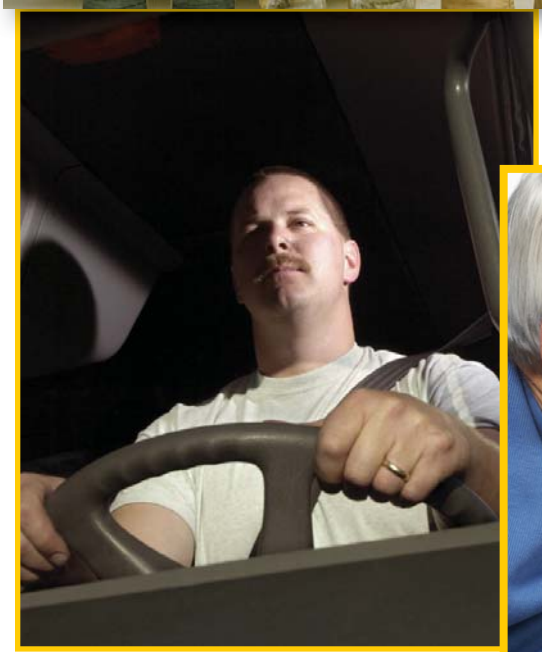
One of my uncles had started his big trailer truck. It has eighteen wheels. He took us for short rides down the country road. That really confused me, because then, I wanted to be a truck driver when I grow up.



We said goodbye to our grandparents and started back to our home. Along the way, I began to count different kinds of jobs I noticed. I saw men and women driving taxi cabs, dump trucks, ambulances, and buses.









Other people repaired wires on electric poles. Cashiers worked at stores. Welders built equipment. State troopers enforced speed limits on highways. Cabinet makers and roofers worked on houses. People cut lawns and trimmed hedges.

















Plumbers **in/stall/ed** sinks, bathtubs, and hot water heaters. Painters painted walls. **Car/pen/ters** built houses, hospitals, and **a/part/ments**. Farmers plowed fields. Radio news reporters talked about **weath/er**, sports, and people.



My mind spun in a whirl as I thought about all the things I could be when I grow up. I asked my dad to tell us how we will know what kind of people we should be when we grow up. He told us that we should learn to notice the things we are good at doing, such as drawing, singing, building things, writing letters, and **or/gan/i/zing** projects.

He also told us to read a lot of books about people, places, and events in history. Dad said that boys and girls usually become like the books they read and the friends they choose.



My mom said that boys and girls are created with special talents, abilities, and interests that make us who we are in life. She said that we should study to become wise by listening, watching, and learning from adults who are good, wise, and honest.







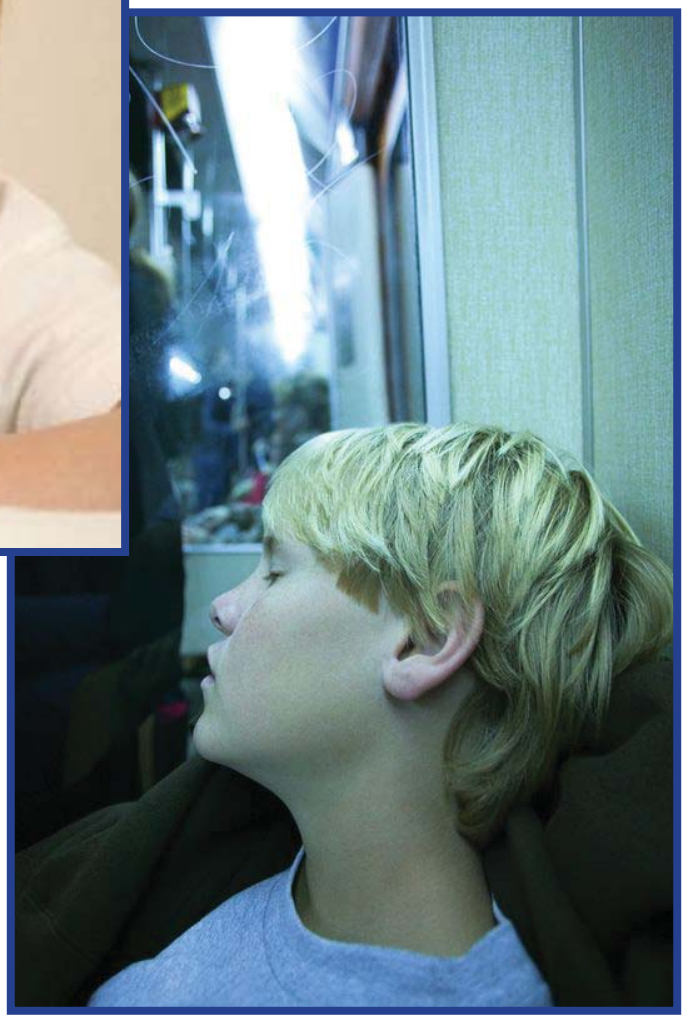
Wise people help guide us to become the kind of people we should be when we grow up. Dad said, “Boys and girls will know what to do when they grow up, as they learn to help other people.”











That night, I said my prayers and asked God to help me be the person I was created to be. I fell asleep thinking about when I grow up.



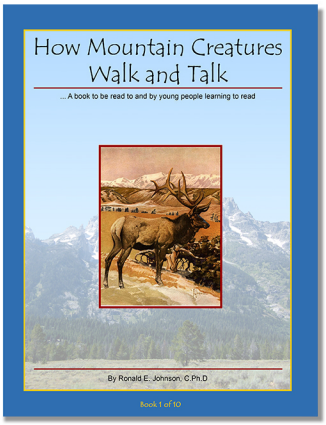


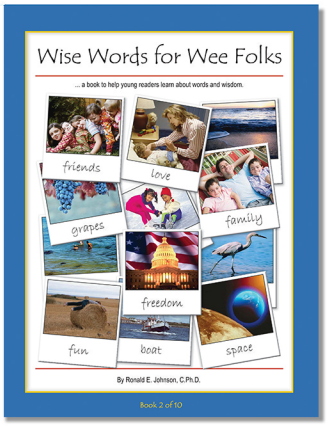


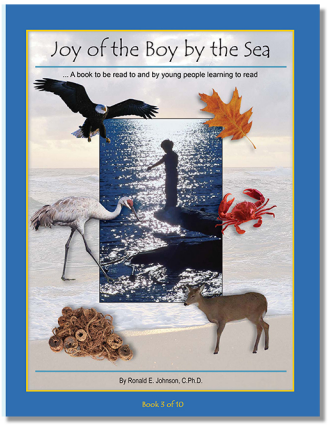


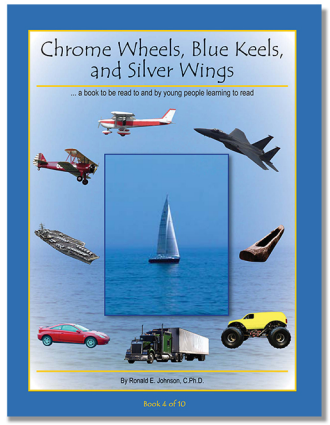


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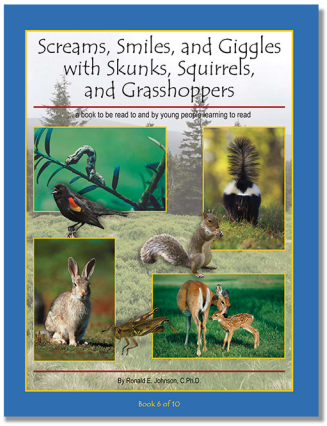


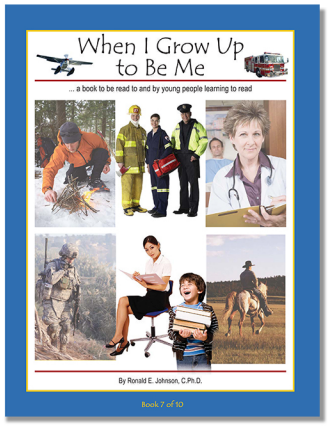


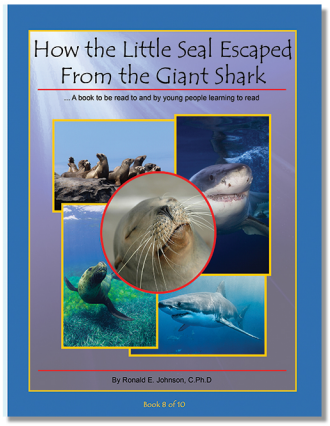


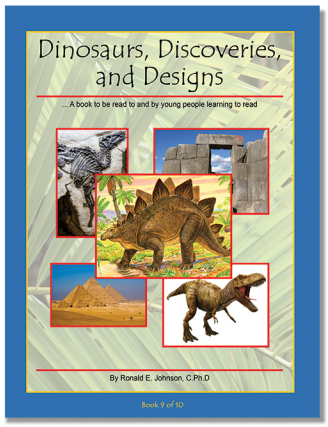


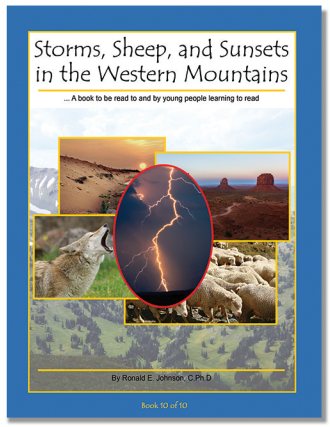












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