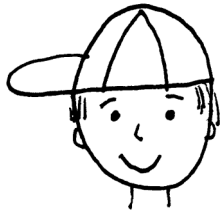


Learning The Alphabet

A B C



With Handwriting Readiness

WORKBOOK 1

Teaches letters:

t, i, h, l, n, w, u, b, m, r, f, x, e

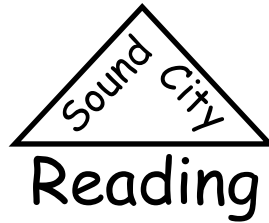
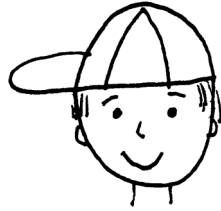
Letters And Sounds

Phonemic Awareness

Letter Discrimination

Handwriting Readiness

Working With Plastic Letters



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Printed in the United States of America

The games and activities described in this book can be found at <http://www.soundcityreading.com>.

The fonts used in producing this book can be purchased from Educational Fontware, Inc, at 1-800-806-2155 or <http://www.educationalfontware.com>.

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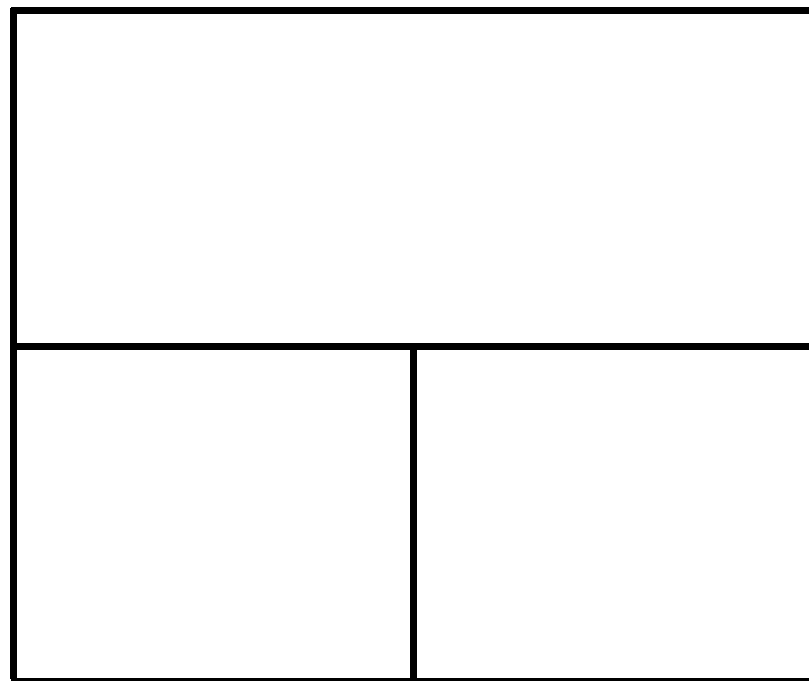
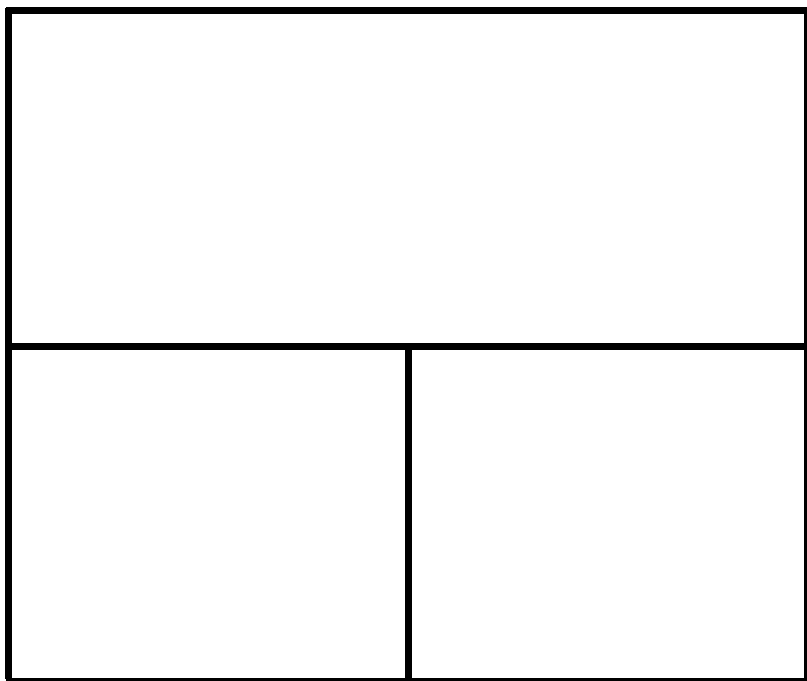
Worksheets for the following skills are included for each new letter:

- 1) Easy oral blending, 2) Handwriting readiness, 3) Sound story (letters and sounds),
- 4) Large letters to finger trace, 5) Small letters to trace, 6) Visual letter discrimination,
- 7) Beginning sound awareness, and 8) Rhyming pictures.

| | |
|---|---------|
| 1 - Tt | 43 |
| 2 - Ii | 53 |
| 3 - Hh | 61 |
| Long I Sound Story | 70 |
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| How To Form The Letters, with arrows | 165 |
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| Note: The remainder of the letters are taught in <i>Learning The Alphabet, Book 1-B</i> . | |



Segmenting Frames



This page is left blank so the page can be removed and the segmenting frames on the front can be cut out.

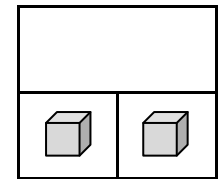
Segmenting

Segmenting means taking a word apart, separating it into its individual sounds. At this level, students will be introduced to segmenting by learning to separate two-syllable words into individual syllables. For instance, *football* becomes *foot.....ball*, with a pause between the syllables.

Materials: Use the oral blending pages in this book. The first two oral blending exercises use compound words. Some of these have three syllables. Skip these two sets. All the other oral blending exercises use two-syllable words. Any of these pages may be used.

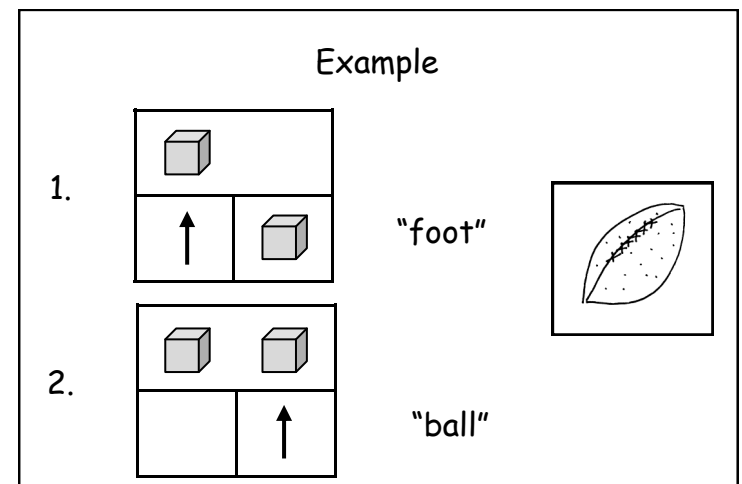
You'll need two small objects for each student. Colored one-inch cubes or teddy bear counters work well. They are available from school supply stores. You could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square would work, too.

Segmenting frames are included in this book. Remove the page and cut out each frame. Put the two small objects in the bottom spaces, as shown. You will need one frame per student.



To do the activity:

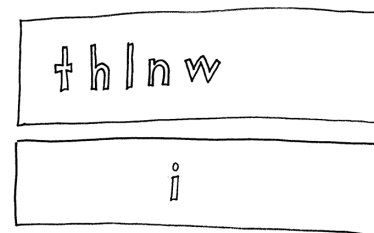
- 1) Model segmenting while the student watches. Point to the first picture on the page. Say the word normally. Then show the student how to break the word apart. The oral blending page shows you where to break the word apart when you say it. Say each part separately, with a one to two second pause in between. As you say each part, push a cube forward into the box above it, starting with the cube on the left. Each cube represents a part of the word.
- 2) Have the student repeat the process in the same way with the same word.
- 3) Continue modeling and having the student repeat after you. After several more words, let the student try it himself. Point to the picture, say the whole word, and let the student break it into two syllables, pushing an object forward when each syllable is pronounced.
- 4) The goal is for the student to point to a picture and separate it into syllables without help from you.
- 5) Be sure to explain the meanings of any unfamiliar words.



Working With Plastic Letters

Hear The Sound, Find The Letter

"Show me /i/."



This activity helps students become familiar with the letters. They will find individual letters when given the sound. The activity can be done with one student, a small group, or a class. Do this activity after a new letter has been introduced, using the new letter and the last five letters taught.

To Prepare The Activity

Use the plastic letters that came with this book. If you need more sets, use this link for purchasing plastic letters at a very reasonable price: <http://alphabetletter.com/>. Get the less expensive kind that are not magnetic, unless you prefer the ones with magnets. Put each set of letters into a shallow plastic box with a lid. The inexpensive boxes that can be purchased at a grocery store work well.

You will need a work mat for each student. Make a mat by drawing a horizontal line across the center of a sheet of blank paper, construction paper, or card stock. You can cut along the line to divide the paper into two pieces, or just use the whole sheet.

Start out using only lower case letters. After these have been mastered, practice doing the activity again with capital letters.

Initial Introduction Of The Letters

Before doing this activity for the first time, spend a few minutes looking at the letters with the students. Dump one set of letters out and spread them out. Encourage students to observe and talk about the shapes of the letters. Point out the letters with curves, the letters with straight lines, tall letters, short letters, and so on. Ask students to show you a letter with a straight line, a curve, or lines that cross. Think of as many ways as possible to describe the letters. At this point you don't need to mention the names of the letters or their sounds. You are just noticing and describing the shapes of the letters. (This does not need to be done every time.)

A Warm-Up Activity

Put the six letters you're going to use in the current lesson in a small, opaque, bag. The students should not be able

to see the letters. Giving one sound at a time, have students take turns reaching into the bag, feeling for the correct letter, and pulling it out to see if they are correct.

Selecting The Letters For The Activity

Give each student a box of letters. Use the chart on the following page, look to see which letters which will be needed for the lesson. This will include the newest letter and the five previously taught letters. (Students do not need to look at the chart; it is for teacher reference.) Ask the student to find one letter at a time by saying the sound of each letter. The student finds the letter, repeats the sound, and places it on the top section of the work mat. Explain to the students that this top section is called the "letter bank." After the needed letters have been selected, students should set aside the box with the rest of the letters.

Have an alphabet chart nearby so that you can point out any letters that students don't remember.

There will be quite a bit of digging around in the boxes by the students to find the correct letter. Help as needed. If desired, the teacher can get out the correct letters before the lesson to save time. However it is good practice for students to find the letters themselves. They will have to discriminate between b's and p's and d's, and between other similar letters. If you wish, you could start out with only the letters that have been taught in each box, and then add one new letter at a time as needed.

Doing The Activity

Say the sound for each letter, one at a time. "Show me /t/." (The slash marks around the letter indicate to give the sound of the letter.) Students are to find the letter on the top section of the work mat, move it to the bottom section, and say its sound. Give the sound for another letter. "Show me /h/." Students move the first letter back up to the top, find the new letter, move it down to the lower section, and say its sound. Continue in this way until you have done all the letters one or more times. Model as needed until the students understand what to do. It's important to do this in the way described, with the students learning the routine in a structured way. Eventually, students will use this routine to put two letter sounds together, and then to spell three-letter words.

Working With Beginning Sounds

If students are able to find the correct letter after hearing the sound, try saying whole words. Students listen for the beginning sound in each word, find the letter, say the sound, and place it on the bottom section of the work mat.

Letter Chart - Single Letters

| | New Letter | Select These Letters | | | New Letter | Select These Letters |
|----|------------|----------------------|--|----|------------|----------------------|
| 1 | t | t | | 14 | s | m, r, f, x, e, s |
| 2 | i | t, i | | 15 | j | r, f, x, e, s, j |
| 3 | h | t, i, h | | 16 | o | f, x, e, s, j, o |
| 4 | l | t, i, h, l | | 17 | c | x, e, s, j, o, c |
| 5 | n | t, i, h, l, n | | 18 | d | e, s, j, o, c, d |
| 6 | w | t, i, h, l, n, w | | 19 | a | s, j, o, c, d, a |
| 7 | u | i, h, l, n, w, u | | 20 | v | j, o, c, d, a, v |
| 8 | b | h, l, n, w, u, b | | 21 | g | o, c, d, a, v, g |
| 9 | m | l, n, w, u, b, m | | 22 | p | c, d, a, v, g, p |
| 10 | r | n, w, u, b, m, r | | 23 | k | d, a, v, g, p, k |
| 11 | f | w, u, b, m, r, f | | 24 | y | a, v, g, p, k, y |
| 12 | x | u, b, m, r, f, x | | 25 | qu | v, g, p, k, y, q |
| 13 | e | b, m, r, f, x, e | | 26 | z | g, p, k, y, q, z |

Find the letter that you are currently introducing. Have students pick out the six letters listed above from their box of letters. These should be placed in the top half of each student's work mat. One by one, say the sound of each letter. Students find the correct letter, say its sound, and place it on the lower half of the mat. When the next sound is given, students move the first letter back to the top, and select the new letter to move to the bottom.

Working With Plastic Letters - Activity 2

Putting Two Letter Sounds Together

Optional At This Level

In this activity, students listen to two-sound letter combinations (ab, ac, ad and ba, ca, da) and build them with plastic letters. Student begin to understand that the sound they hear first will be represented by the first letter, and the sound they hear next will be represented by the second letter. They are learning to segment each chunk into two different sounds, and to place letters in the correct order to represent those sounds. This prepares students for beginning to spell and read real words. Trying to listen for three sounds (cab, bat, sad) is often too difficult at first. It works much better to teach the student to put together two-sound combinations to start with, since this is easier for the student,

Wait until students are sure of their letter sounds before trying this activity. If you model this activity a few times and the student does not seem to catch on, wait, give the student time to mature, and try again after a period of time.

Materials

You'll need a set of plastic lower case letters and a piece of paper divided horizontally into two sections to use as a work mat. Put a strip of paper above each student's work mat, with a star on the left and an arrow pointing to the right. (You can use one from this book.) Have the student put a finger in the circle, and pull it to the right along the arrow. Explain that when we put sounds together, we always start at the star, and move to the right, following the arrow.

Setting Up the Activity

Give each student a box of letters. You'll say the sound of one letter at a time, and have students find the correct letter and place it on their work mats. Use the chart with the list of letters, letter combinations, and words, found on the following pages, as a reference. After you say each sound, students find the letter, repeat the sound, and place it on the top section of the work mat. This top section is called the "letter bank." After the needed letters have been selected, have students set aside the box with the rest of the letters.

There will be quite a bit of digging around in the box by the student to find the correct letter. Help as needed. If desired, the teacher can get out the correct letters before the lesson to save time. However it is good practice for students to find the letters themselves. They will have to discriminate between b's and p's and d's, and between other similar letters. When all the needed letters have been placed in the letter bank, you're ready to begin.

Doing The Activity

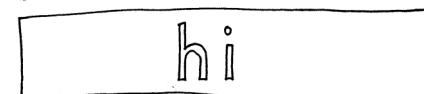
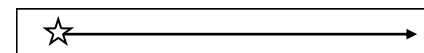
The teacher will dictate several vowel-consonant and consonant-vowel combinations, for example: *bi, li, ni, ti*, and *it, il, in, ib*, . Each combination will have two sounds. One sound will be a short vowel sound, and the other sound will be a consonant sound. Do all the patterns with the consonant first (*bi, ti, li, ni*), then all the patterns with the vowel first (*ib, it, in, il*). The student is to listen for the sounds and place the letters in the correct order in the bottom section of the work mat. Then the student pronounces the letter combination orally, connecting the sounds smoothly, without a break. Students should return the consonant to the top part of the work mat after building each letter combination, and leave the vowel in the bottom part. Model and help as you go.

Explain to the student that these are not real words. These letter combinations are "silly sounds" since they don't really mean anything. Explain that being able to spell these silly sounds will help them learn to spell and read real words.

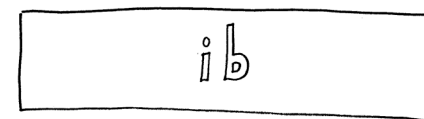
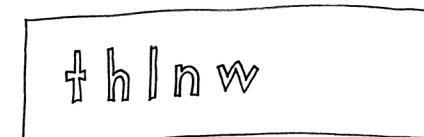
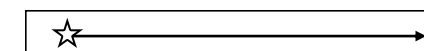
This process of building two-letter sound combinations helps students "break the code" and understand that speech is made up of smaller sounds. Instead of starting with three-letter words, it's much easier for students to just concentrate on two sounds at a time. Being able to see the letters and physically move them as they hear the combined sounds and build them opens the door to a real understanding of the structure of words.

Comment

I worked with my niece years ago before she entered kindergarten. She worked hard to learn her alphabet letters. At first she couldn't remember which letter was which and couldn't remember the sounds. I wrote the sound story for her, and using posters with the letters and sound pictures, she learned those letters like a pro. But she still did not grasp the concept that the letter sounds could be put together to form meaningful words. One day, as I was trying to teach her to build three letter words with plastic letters with no luck, we invented this activity together. Doing just two sounds at a time made a huge difference. The light bulb went on during the lesson. From then on she made steady progress, and went on to make straight A's in first grade. She is now doing well in her honor's reading classes in high school, and most important, she loves to read.



"Show me /hi/."
(Use the short i sound.)



"Show me /ib/."

Working With Plastic Letters - Activity 3

Spelling Short Vowel Words

Optional At This Level

In this activity students begin spelling real words. Use the words from the chart on the following pages. Be sure that students are comfortable doing "Working With Plastic Letters - Activity 1" and "Activity 2" before attempting to do this activity. Lead in to this activity by having students select the letters as described in Activity 1. Also have them build the two letter combinations before attempting to spell the words. Model and help as needed. If the student doesn't seem ready, continue with the single letters and two-letter combinations, then come back to three-letter words at a later time.

Materials

See the information about obtaining plastic letters and setting up work mats in Activity 1 on the previous pages. Put a strip of paper above each student's work mat, with a star on the left and an arrow pointing to the right. Have the student put a finger in the circle, and pull it to the right along the arrow. Explain that when we read and spell words, we always start at the star, and move to the right, following the arrow.

Setting Up the Activity

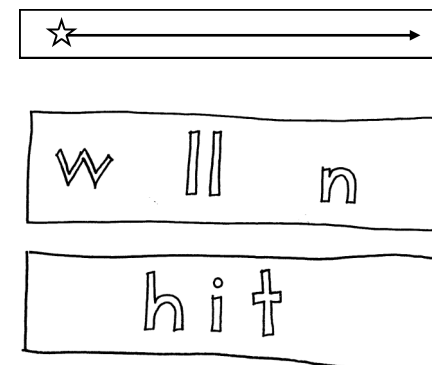
Give each student a box of letters. Use the chart with the list of letters, letter combinations, and words, found on the following pages. Find the place on the chart with the newly introduced letter. The chart will show you which letters the student will need. Ask the student to find one letter at a time by saying the sound of each letter. The student finds the letter, repeats the sound, and places it on the top section of the work mat. This top section is called the "letter bank." After the needed letters have been selected, set aside the box with the rest of the letters.

There will be quite a bit of digging around in the box by the student to find the correct letter. Help as needed. If desired, the teacher can get out the correct letters before the lesson to save time. However it is good practice for students to find the letters themselves. They will have to discriminate between b's and p's and d's, and between other similar letters. When all the needed letters have been placed in the letter bank, you're ready to begin.

Doing The Activity

Say each word slowly and distinctly. Coach the students to listen for each sound and place the letters accordingly from left to right. Model as needed. You may have to say the word several times, first emphasizing the first sound, then the middle sound, and finally the last sound. Students will select the letters needed from their "letter banks," and spell the word in the spelling area. Encourage students to say each letter sound as they place it. Check each student's work and have them listen again and correct as needed. Then have students repeat the word, putting the sounds together smoothly. Finally, have students place the letters back into their letter banks (the top section) before dictating another word.

After the students become comfortable with the process, go through a number of words as quickly as the students can spell them.



"Hit"

Variations

Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*." Or say, "Change the middle letter to make the word *cut*." Soon, the students won't need to be cued. Just say a string of words as follows, one at a time, and have students replace or remove letters as needed to spell the word: *cat*, *can*, *fan*, *fax*, *tax*, *ax*, *ox*, *box*.

This activity greatly enhances a student's phonemic awareness. He is matching letters with the sounds he hears in words. He is learning to sequence, add, remove, and substitute sounds in known words to make new words.

| Letter Chart - Two Sounds, Short Vowel Words - Optional At This Level | | | | |
|---|------------|--|--|---|
| Lesson | New Letter | Select These Letters | Letter Combinations To Make With Plastic Letters | Words To Spell With Plastic Letters |
| 1 | t | t | | |
| 2 | i | t, i | it, ti | it |
| 3 | h | t, i, h | hi, ti, it | hit |
| 4 | l | t, i, h, l, l | il, it, li, ti, hi | lit, hill, till, ill |
| 5 | n | t, i, h, l, n | in, il, it, ni, ti, hi, li | in, tin |
| 6 | w | t, i, h, l, l, n, w | wi, ti, hi, li, ni, it, il, in | win, will, wit |
| 7 | u | t, h, l, l, n, w, u | tu, hu, lu, nu, wu, ut, ul, un | nut, hut, hull |
| 8 | b | t, h, l, l, n, w, b, u, i | bu, tu, hu, lu, nu, wu, ut, ul, un, ub | bun, but, tub, bit, bill, Bill, bin, bib, nib |
| 9 | m | t, t, h, l, l, n, w, b, m, u, i | mu, tu, hu, lu, nu, wu, bu, um, ut, ul, un, ub | mutt, hum, mum, mitt, mill, him, Tim |
| 10 | r | t, h, l, n, w, b, m, r, u, i | ru, tu, hu, lu, nu, wu, bu, mu, ut, ul, un, ub | run, rub, rut, rim, rib |
| 11 | f | t, h, l, l, n, w, b, m, r, f, f, u, i | fu, ru, tu, hu, lu, nu, wu, bu, mu, uf, ut, ul, un, ub, um | fun, muff, huff, buff, fit, fill, fin, fib, if |
| 12 | x | t, h, l, n, w, b, m, r, f, x, u, i | ix, it, il, in, ib, im, if, ti, hi, li, ni, wi, bi, mi, ri | mix, fix, tux |
| 13 | e | t, h, l, l, n, w, b, m, r, f, x, e | te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex | tell, well, bell, fell, let, wet, bet, met, net, ten, Ben, men, hen, web, hem |
| 14 | s | t, h, l, l, n, w, b, m, r, f, x, s, s, e, u, i | se, te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex, es | sell, set, less, Bess, mess, sit, six, sill, miss, hiss, us, bus, fuss, sub, sun, sum |

During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.

| Letter Chart - Two Sounds, Short Vowel Words - Optional At This Level | | | | |
|---|------------|--|--|--|
| Lesson | New Letter | Select These Letters | Letter Combinations To Make With Plastic Letters | Words To Spell With Plastic Letters |
| 15 | j | t, h, l, l, n, w, b, m, r, f, f, x, s, j, e, u, i | je, se, te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex, es | jet, Jeff, jut, Jim, Jill |
| 16 | o | t, h, l, n, w, b, m, r, f, f, x, s, s, j, o | to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os | on, off, ox, Tom, hot, box, moss, boss, toss, loss, sob, mob, rob, job, fox, lot, not, jot |
| 17 | c | t, h, l, n, w, b, m, r, f, f, x, s, j, c, u, o | co, to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os, oc | cut, cub, cuff, cot, cob |
| 18 | d | t, h, l, l, n, w, b, m, r, f, x, s, j, c, d, d, u, o, e, i | do, co, to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os, oc, od | did, dill, dim, hid, lid, rid, dull, bud, mud, den, Ted, led, Ned, wed, bed, red, fed, odd, nod, cod, sod, rod, dot, doll, Don |
| 19 | a | t, h, l, n, w, b, m, r, f, x, s, s, j, c, d, a | ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad | tan, tab, tax, hat, bat, mat, rat, fat, sat, cat, ham, had, an, Nan, fan, Jan, can, Dan, bass, bad, lab, cab, man, Max, mad, Sam, jam, ax, wax, sax, dad |
| 20 | v | t, h, l, n, w, b, m, r, f, x, s, j, c, d, v, a, e, i | va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av | van, vat, vet, vex, vim |

During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.

| Letter Chart - Two Sounds, Short Vowel Words - Optional At This Level | | | | |
|---|------------|---|--|---|
| Lesson | New Letter | Select These Letters | Letter Combinations To Make | Words To Spell |
| 21 | g | t, h, l, n, w, b, m, r, f, x, s, j, c, d, v, g, g, a, e, i, o, u | ga, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av, ag | gas, got, gum, gun, gull, gill, get, Gus, bag, tag, wag, rag, sag, beg, leg, peg, Meg, egg, big, dig, pig, wig, fig, rig, dog, fog, hog, jog, log, bog, bug, dug, hug, mug, rug, tug, jug |
| 22 | p | t, h, l, l, n, w, b, m, r, f, x, s, j, c, d, v, g, p, a, e, i, o, u | pa, ga, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av, ag, ap | pan, pat, pad, pen, pet, peg, pep, pin, pill, pig, pit, pot, pod, pox, pup, puff, cap, lap, map, nap, tap, dip, hip, lip, rip, sip, tip, zip, hop, mop, pop, top, cup, pup |
| 23 | k | t, l, l, n, g, k, a, e, i, o, u | ke, ki, ak, ok, ek | kit, kill, kin, Ken, keg, kiss, wok |
| 24 | y | y, p, t, l, l, y, m, a, e, i, o, u | ye, ya, yi, yo, yu | yap, yak, yip, yet, yell, yes, yum, yam |
| 25 | qu | q, u (red), t, z, l, l, a, e, i | qui, qua, que | quit, quill, quilt |
| 26 | z | z, z, p, f, b, j, a, e, i, o, u | za, ze, zi, zo, zu, az, ez, iz, oz, uz | zip, zap, fizz, fuzz, buzz, fez, jazz, quiz |

During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.

Student Introduction - To Be Read Aloud To The Student

Day 1: Learning About Words

When we talk to each other or read stories, we are using words. Words are the bits and pieces that make up our language. Some words tell us the names of people or things, such as truck, mother, and apple.



truck



mother



apple

Some words tell us what someone or something is doing, such as run, jump, and sing.



run



jump



sing

Some words, such as huge, pretty, and black, describe things.



huge



pretty



black

If you want to learn to read, you must learn to read words. Here are some words that you will soon be learning.



cat



bus



mop

Notice that the words don't look anything like the pictures. When we use words, we are using symbols. This means that words tell us about something, but they aren't the real thing.

When we talk, we don't just use one word at a time. We use a lot of words together. If we use our imagination, the words can make a picture in our minds. For instance, if we hear words that say "a small, black kitten" we can think of what that would look like, since we have seen a kitten before. We know that a kitten is a baby cat. We also know what the color black looks like, and we know that small means not very big. Can you draw a picture of a small, black kitten to show how it would look?

Day 2: How Words Are Arranged On The Page

When people write stories, they use lots of words together, to tell us about things. Sometimes there are pictures with the stories, to show us what the words are saying. Sometimes there aren't any pictures, and then you have to listen to the words and make a picture in your mind of what the words are saying. Can you do that? It's a good idea to have some one read stories to you every day, so that you can learn to listen to the words and make those pictures in your mind. This is called using your imagination. I'm going to read a story to you right now. Listen carefully, because after the story, you will draw a picture to show what happened.

(Read a short story with pictures and large print. An oversized "big book" would work well. When you finish the story, continue as described below.)

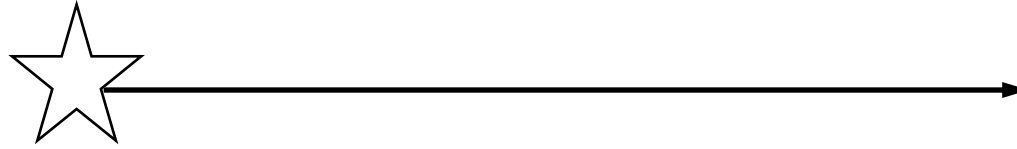
Before we draw our pictures, let's look at the words in this story. Notice that each word is separate from all the other words. There are little white empty spaces between the words, so that we can see each word by itself. If there weren't any blank spaces between words, it would be hard to tell where each word started and each word stopped. That would make it a lot harder to read.

We can see that there are many, many words in a story. When we are reading, how do we know which words to read first? The answer is easy. When we see words in a book, they appear on the page in order. We start at the top of the page, on the left side, and read each word from left to right, like this. When we get to the end of the line, we move down, go back to the left side, and start again. We go across the new line, word by word, moving toward the right. We keep moving down and starting each line in the same way, until we get to the bottom of the page. Then we turn the page and start again at the top. (Demonstrate on the page.)

You can see that this is true for yourself. I'm going to read a page in this story and point to each word as I read it. You'll see that my finger follows each line from left to right, beginning at the top of the page and going down.

Now I'm going to read part of this page backwards, starting at the bottom of the page and going from right to left. Do the words make sense? Do they tell us a story? No, they don't! Reading only makes sense if you're reading the words in the right direction.

Sometimes it's hard to remember where to start and which way to go when we're reading. We can use a special arrow to remind us about this.



Put your finger on the star and then pull your finger to the right, along the line, following the arrow. You'll find some cards with the star and arrow in this book. When you start to read by yourself, you can lay the card above or below the line of print, to show you which way to go when you read.

Now I want you to draw a picture to show something that happened in this story. Think of the words you want to use to describe your picture. I'll come around to each desk and write the words on your paper for you.

Day 3: Recognizing Words

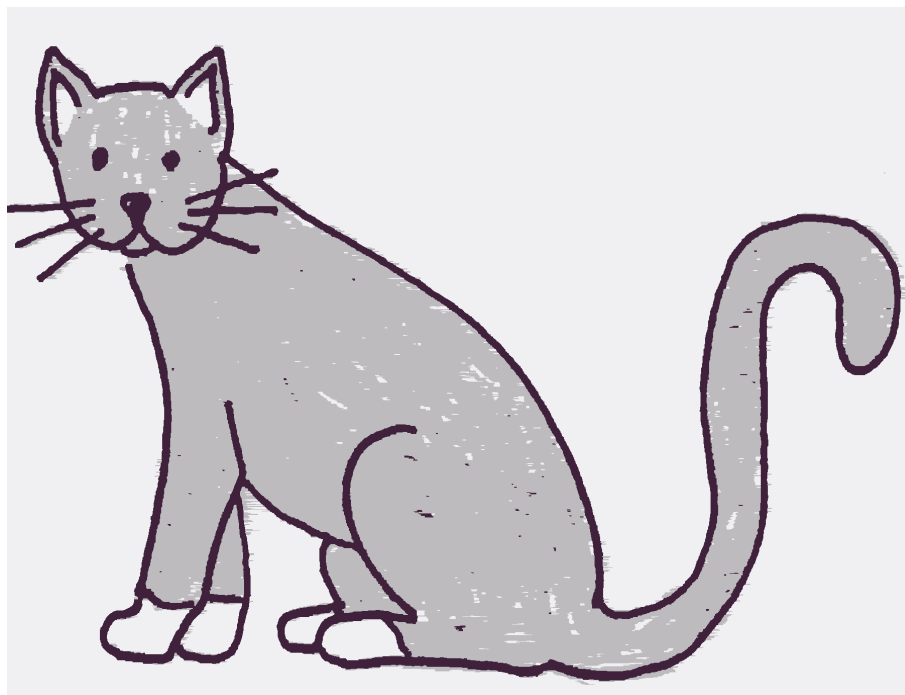
You may know some words already. You might know your name, your parents names, the name of your street, or the name of your favorite restaurant or cereal. You might know some of the words in your favorite books.

You can learn new words in several ways. First, someone can show you a word and tell you what it says. You can look at the word carefully and remember it, just like you remember the face of a friend. Every word is a little bit different from every other word, so if you can remember how they look, you can tell them apart.

We're going to play a little game to show you what I mean. Let's look at these pictures. There are some words to tell about each picture. The words go together to make a sentence. Do you see the dot at the end of this sentence? It is called a period, and it tells us that we are at the end of the sentence.

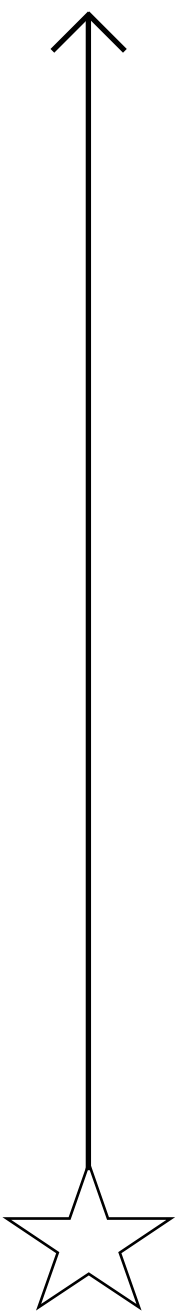
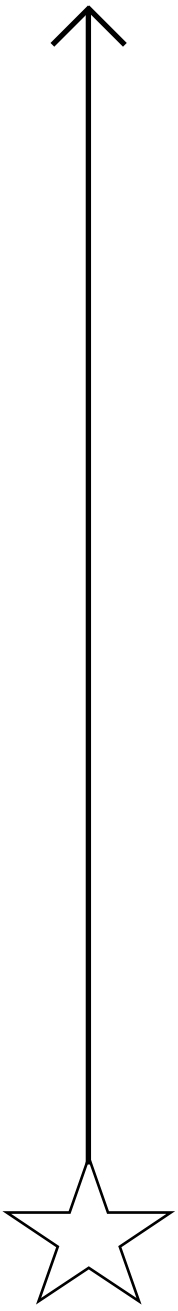
I'm going to point to each word in the first sentence as I read it to you. "Mittens...is...a...gray...cat." You do it. Point to the words and say the sentence. Now I'm going to do the same thing with the second sentence. "Mittens...climbs...up...a...tree." Can you point to the words and say this sentence, too? Give it a try.

Now, let's see if we can recognize these words. Here are some word cards with the same words that are in the first sentence. Can you find the word that matches the first word, "Mittens?" Lay it right underneath. Can you find the next word? It's a little word that says "is." Put it here. Now find this little word; it says "a." Where will you put it? This word says "gray." And this word says "cat." Good, you were able to match every word, just by looking carefully. Let's do the other sentence in the same way.



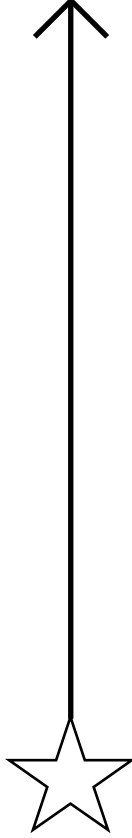
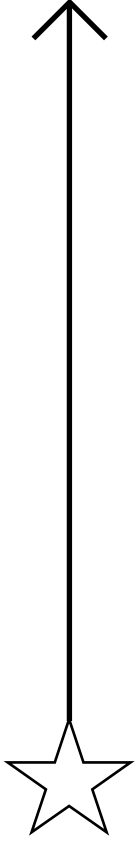
Mittens is a gray cat.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



Remove this page from the book.

Cut out the arrow strips. Place one of the strips above the page that a student is reading. Or, place above the page when a student is spelling, or building words with plastic letters.



Cut out the words for each sentence. Put each word in the correct place under the kitten pictures.

Mittens is a gray cat.

Mittens climbs up a tree.

This page is left blank on purpose, so that the page can be removed and cut apart. See the directions on the other side.



Mittens climbs up a tree.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Day 4: Learning About Letters

There are lots and lots of words, and it can be hard to remember all of them. Even though every word is different, some of them look almost alike. It may be hard to tell them apart. For instance, look at these three words. They look almost the same, don't they? Can you see how they're different?


cat

cap

cab

To help us recognize different words, it helps us to know about the little tiny pieces that go together to make up words. These little pieces are called letters. There are twenty-six different letters that we use to make up our words. Here they are.

a b c d e f g h i j k l m n o
p q r s t u v w x y z

Each letter has a certain shape to it. Some letters have round parts that look like a circle, like this  O.



Some letters have straight parts that look like a line, like this  I. Other letters have lines that curve, but don't



make a circle, like this  S. Some letters have round parts and straight parts stuck together, like this  b.

All twenty-six letters together are called the alphabet. Whenever you draw pictures with circles, lines, and curves, you are helping yourself get ready to learn to write the alphabet.

When letters are printed in books, they often look a little fancier. They have little lines sticking out at the top and bottom of the letter, like miniature flags. The little flags are called serifs. Here are the letters of the alphabet written with serifs.


a b c d e f g h i j k l m n o p q
r s t u v w x y z

Can you see that most of the letters look pretty much the same as the first alphabet we looked at? Did you notice that two of the letters look different? This letter  a turned into this one  a, and this letter

 g turned into this one  g.

Why do we care about letters? First of all, it's because letters go together to make words. But there's more to it than that. There is something almost magic about letters. Letters are symbols, kind of like words. This means that they tell us something secret, something that we can't see just by looking at them. But letters don't tell us the names of things like words do. Here is the secret about letters: each letter tells us about a sound.

For instance, this letter  m tells us about the sound you make when you are humming, mmmmm. This letter

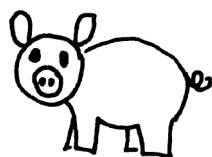
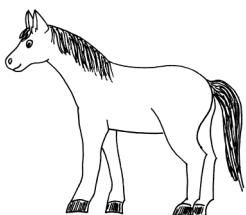
 S tells us about a sound that is like the hissing of a snake, sssssss.

Learning about the letters and their sounds will be your first big step towards learning to read. Give your self a pat on the back for the great work you are doing to learn the alphabet!

Day 5: Letters Have Names And Sounds

We're going to start today by talking about farm animals and the sounds that they can make. This will help us learn more about letters and their sounds.

Animals And Their Sounds



Look at the pictures of these animals. (Point to each animal as you proceed. Call on individuals to answer.) What is the name of this animal? (horse) How about this one? (pig) What is this animal? (sheep) And this one? (cat). Who can name this animal? (cow) What is the name of this animal? (dog) Great job! You could tell me the name of all of these animals.

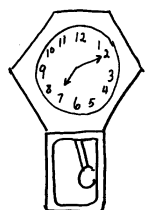
I want you to think for a minute. Can any of these animals make a sound? (Yes) What sound does a horse make? (neigh) Let's all sound like a horse together. (neigh) What sound does a pig make? (oink, oink) Everybody say it. (oink, oink, oink) What about a sheep? (baa). Let's say it. (baa, baa) What sound does a cat make? (meow) Everybody say it. (meow) What sound can a cow make? (moo) Everybody... (moo) What about a dog? (ruff, ruff) Together... (ruff, ruff) Good job!

Do you call this animal a neigh? (Point to the horse.) (Nooo!) What do we call it? (A horse.) That's right, it's name is a horse. And what is it's sound? (neigh) That's right. Is the name and the sound the same? (No.) Do you call this animal an oink? (Point to the pig.) (No!) What is it's name? (a pig) What is it's sound? (oink, oink, oink. Is the name the same as the sound? (No!) OK! You guys know about this very well! Fantastic.

Letters And Their Sounds

Now we're going to talk about the names of letters and their sounds. Let's talk about these letters. Does anyone know the name of this letter? (Point to T.) That's right, T. And this letter? That's right, H. What is the name of this letter? That right, W.

T



Look at the picture beside the letter T. It's a clock. When it ticks, it sounds like this: t, t, t, t. (Say the t sound.) You say it. Good. The sound for the letter T is t, t, t.

H



Look at the picture beside H. It shows a boy running. He's out of breath. He sounds like this: h, h, h. (Say the h sound.) You say it. Yes, that's right. The sound for H is h.

W



Look at the picture beside W. It shows the wind blowing. The wind sounds like this: wwwwww. You say it. The sound for W is www.

I'm going to point to each letter and it's sound picture. Give me the name of the letter, and then give me the sound. I want you to think about whether the letter name is the same as the letter sound. Be ready to tell me. (Point to the letter T and the picture. Students give the letter name and then the sound. Model as needed.) Is the name the same as the sound? (No!) (Point to the letter H and the picture. Students say the letter name and sound.) Is the name of this letter the same as the sound? (No!) (Point to the letter W and its picture. Students

say the letter name and sound.) Is the name of this letter the same as the sound? (No!)

You have done a great job learning about letter names and sounds. Here is something important to know. When you read words, you don't use the letter names. You use their sounds. So when we look at our letters on flashcards, we'll always say their sounds. This will help us get ready to read real words.

You've done a great job listening. Give yourself a pat on the back!

Day 6: How We Speak - Making Sounds To Say Words

Every day we talk to people around us to tell them things. We might say, "I'm hungry," or, "I hurt myself," or, "Thank you for helping me." Another word for talking is speaking. Today we're going to learn how different parts of our body work together so that we can speak.

First, I want everyone to quietly blow on your hand, like this. (Blow on your hand to model.) What did you feel? You felt air. Air is all around us, but you can't see it. We know it's there because we can feel it. Air is what you feel when the wind blows. You might be surprised to know that air helps you to speak.

Now I want you to take a big, deep breath and hold it.....(model holding your breath).....OK, now you can breathe out. When you breath in, what is happening? Air is going down into a special place inside of you called your lungs. When you breath out, you're pushing the air back out of your lungs. We breathe in and out all day, every day, because we need oxygen from the air to help our bodies work.

It's a good thing we can push air out of our lungs, because that's what we need to do when we speak. But just breathing out, by itself, won't make the sound come out. We have to do something else, too.

Put the tips of your fingers on your throat, like this. (Model finger placement.) Now keep your fingers on your throat and say, "La, la, la, la, laaaa." What do you feel? If you don't feel anything, move your fingers a little and try again until you do feel it. There are two little flaps of skin inside your throat that are vibrating. Vibrating means moving back and forth really fast. These are your vocal cords, and you use them to make sounds when you talk. When you make sounds, you can feel the vibration with your fingers.

We also need to use our mouth when we talk, to make the words come out right. We might need to move our jaw (model moving jaw up and down), our lips, or our tongue to make the right sound. Put your lips together and make this sound, "Mmmmm." That's right. Now put your tongue under your teeth and make this sound, "Thhhhh." Good! Now open your mouth and say "Aaaahhhh." Perfect.

When we talk to each other, we say more than just sounds. Sounds all by themselves don't really mean anything. When we speak to each other, we use words. Words mean something. To say a word, we have to put more than one sound together. This happens so fast we never even think about it. Let's try it. Say, "Father." What does the word "Father" mean? Now, let's say that word very slowly, and listen carefully. We want to try to hear the sounds in it. "Fffffaaaathhhhherrrr." What sound did we say at the beginning of "Ffffather?" Let's say that

sound all by itself. "Ffff." What's the next sound we hear in "Faaaaather?" That's right. It's "Aaaahhhh." Can you hear the next sound? "Fathhhhhher." It's "Thhhhh." You try it. Let's listen for the last sound. "Fatherrrrrr." Who can hear it? It's "Rrrrrrr." Say it with me.

It sounds really strange to separate the sounds in a word, doesn't it? When we do that, it's called *segmenting* the word. Segmenting means breaking something into separate parts. Segmenting is not something we usually do when we are speaking, so we're not used to it.

The funny thing is, babies segment words all the time. Have you ever heard a baby talk? It doesn't say the whole word, does it? It just says parts of words, like "ma, ma, ma, ma," or "da, da, da, da." When babies talk this way, it's called babbling. That's how they learn to pronounce all kinds of sounds, so that they can eventually put them together to make whole words.

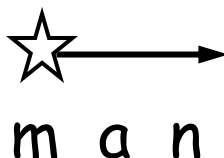


We'll be doing a lot of practicing, saying the separate sounds in words, to help us learn how to do it better. That will really help us learn to read. You'll find out why tomorrow. For now, I just want you to remember that when we say a word, our vocal cords and our mouth are forming all the sounds in the word. It happens so fast we don't even think about it.

Day 7 - Words Are Made Of Sounds

Let's look at our alphabet chart. Did you know that these letters that tell us about sounds can help us learn to read? It seems a little strange, because after all, we don't talk to each other with sounds. We talk to each other with words. But words have a secret, too, just like letters. We learned yesterday that words are made up of separate, individual sounds. Here is the secret. The letters in words tell us those sounds. Remember, we don't usually hear the sounds in words, because we say words fast, and slide the sounds together when we talk. But if you say a word slowly, in just the right way, you will be able to hear the separate sounds, just like we did with the word *father*.

Let's look at this word. It says *man*. We're going to use the letter sounds to help us read this word. Do you see the star and arrow above the word? We'll start with the letter under the star and follow the direction of the arrow when we look at the letters.



We're going to say the sound for each letter. Are you ready? Stretch the sounds out and pay attention to what your mouth is doing. You'll notice that your mouth, lips, and tongue are working to make each sound in the word come out. The

first letter is  **m**. It shows us the mmmmmm sound. The next letter is  **a**. It shows us the aaaaaaaa

sound. The last letter is  **n**. It shows us the nnnnnnn sound. Let's put the sounds together, very slowly:

Mmmmmaaaaaaannnnnn. When you say the word *man*, slowly, you can hear that you are really saying three separate sounds. When you put the sounds together fast, *man*, the sounds get all smushed together. Then it sounds like the regular word, *man*. What we just did is called decoding. Decoding means saying the sound of each letter in a word, one at a time, so we can figure out what the word says.

These ideas sound pretty silly and are probably a little confusing because we don't usually stop to think about how our mouth makes the sounds in words. We learned to talk when we were babies, and now our mouth just forms the words automatically. But thinking about how this happens will help us learn to read words, so that someday you can read stories, poems, newspaper articles, and anything else you want.

Day 8: More About Letters In Words

Here is the word *man* that we talked about yesterday. Do you remember how we looked at the letters and said the sounds? We're going to use this word to show you something important. We must understand that the letters in words are always written in a certain order.

The first letter in a word is always on the left side, like this.

m a n
①

The next letter is just to the right of the first, like this.

m a n
②

And the next letter is to the right of the second one, like this.

m a n
③

Since there are no more letters in this word, the third letter is the last letter. Let's look at the same word again, with each letter numbered.

m a n
① ② ③

Let's say the sounds one at a time to read this word, like we did yesterday. Remember we start with the first letter, then go to the second letter, and then the third letter. *Mmmmaaaaaannnnn*. Say it fast, *man*.

m a n



Here is another word. It has five letters.

s t a m p
① ② ③ ④ ⑤

Point to the letter that is first. Point to the letter that is last. Point to the letter that is second. Point to the letter that is third. This word says "stamp."

s t a m p



It doesn't matter how short or long a word is. We can use as many letters as we need. But we know that the first letter in a word is always on the left side, and that we look at each letter in order, starting at the left side and moving to the right.

You're probably wondering why all of this is so important. It's because, if the letters in a word get out of order, if they get mixed up, then it won't be the same word anymore. Look at these letters. They are the same letters that we saw in the word *stamp*. Do these letters show us that word?

t p m a s

No, they don't, because they're not in the right order. The *s* should be first and the *p* should be last and the other letters should be in just the right place in between.

Now why do the letters need to be in a certain order? To answer that question we need to remember the wonderful, magic part about words. Almost every word uses its letters to tell us the sounds that are in it. The first letter in a word tells us the sound that comes first when we say the word. The second letter tells us the sound that comes next, and so on. The letter at the end of the word tells us the sound that we say last when we say the word.

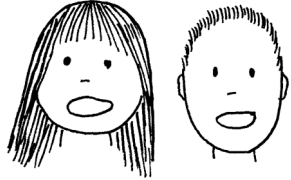
Why is this so wonderful? Because this helps us to figure out what a word says even if we don't know or can't remember. If we know the sound of each letter in a word, we can put the sounds together to figure out the word. This is called decoding, because it's like using a secret code.

As an added bonus, if we remember that the letters show us the sounds in words, we can also write the word whenever we want. All we have to do is say the word slowly, listen for the sounds one at a time, and write the matching letters.

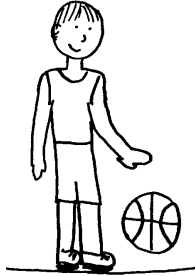
If you understand what we've talked about, that's great! But don't feel bad if you don't really understand everything yet. In your books, you are going to learn everything we just talked about, one step at a time. You'll learn the sound for each letter of the alphabet and how to write it. You'll learn to hear the separate sounds in words. You'll learn how to put the separate parts of a word together to make the whole word. As you learn all of these things, some of that magic that we have been talking about will start to rub off on you. It won't happen all at once. It will happen a little bit at a time. You will learn to read.



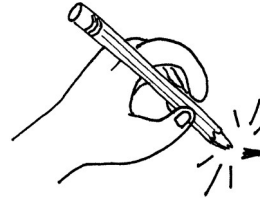
Aa



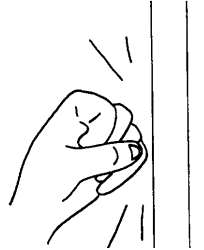
Bb



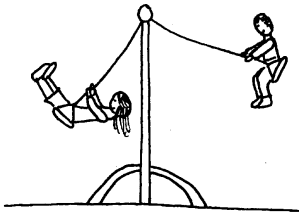
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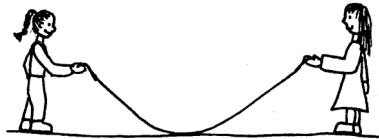
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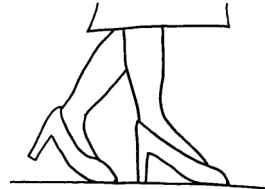
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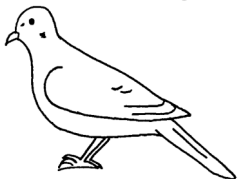
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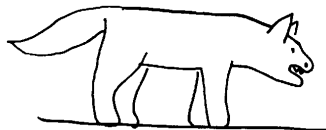
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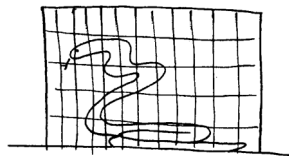
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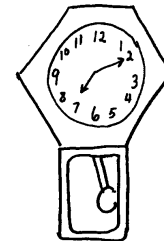
Rr



Ss



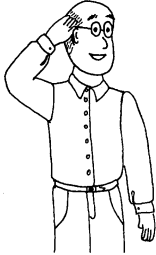
Tt



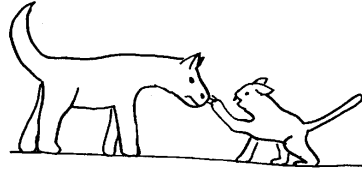
Uu



E e



F f



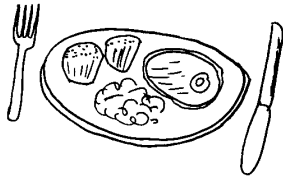
G g



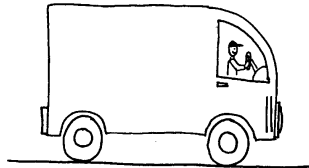
H h



M m



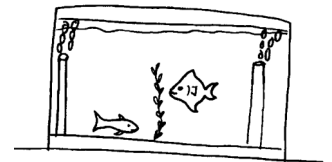
N n



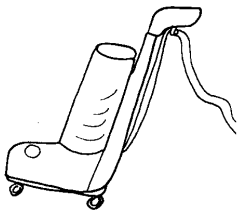
O o



P p



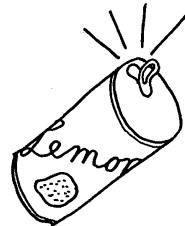
V v



W w



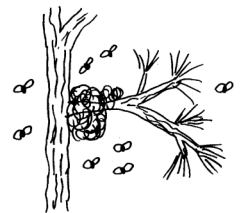
X x

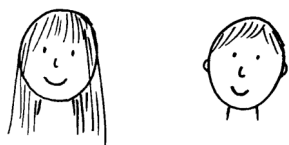


Y y



Z z



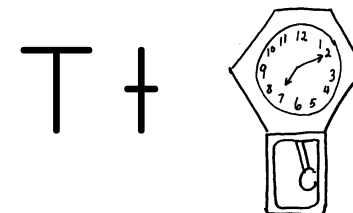


A Sound Story

About Audrey and Brad

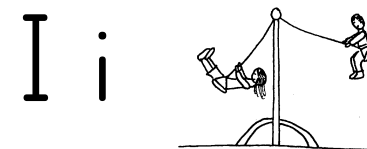
Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.

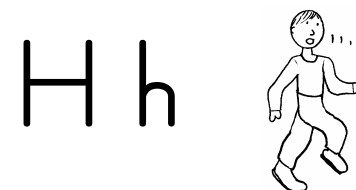


"Hey, Mom," said Brad. "Can we walk down to the park?"

"Yes," said Mom. "Be sure you are back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i." (i/in)



Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."

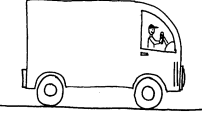







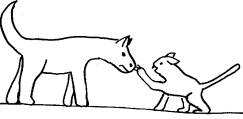
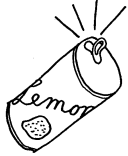

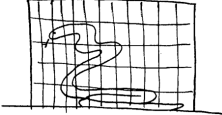


They ran home and their Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)



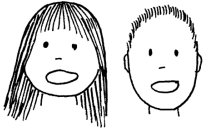


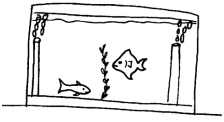




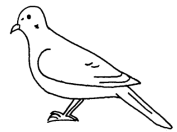

Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



| | |
|--|--|
| <p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p> | <p>N n </p> |
| <p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, “wwwwww.”</p> | <p>W w </p> |
| <p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right. (u/up)</p> | <p>U u </p> |
| <p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p> | <p>B b </p> |
| <p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p> | <p>M m </p> |
| <p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p> | <p>R r </p> |

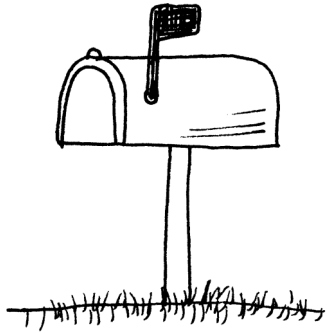
| | |
|---|--|
| <p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p> | <p>F f </p> |
| <p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.</p> | <p>X x </p> |
| <p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)</p> | <p>E e </p> |
| <p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.</p> | <p>S s </p> |
| <p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.</p> | <p>J j </p> |
| <p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)</p> | <p>O o </p> |

| | |
|---|--|
| <p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p> | <p>C c </p> |
| <p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p> | <p>D d </p> |
| <p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)</p> | <p>A a </p> |
| <p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p> | <p>V v </p> |
| <p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p> | <p>G g </p> |
| <p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the "p, p, p, p" sound of the air pump pushing air into the water.</p> | <p>P p </p> |

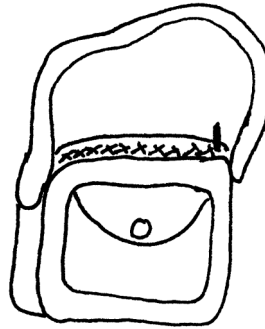
| | |
|---|--|
| <p>Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p> | <p>K k </p> |
| <p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p> | <p>Y y </p> |
| <p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."</p> | <p>Q q </p> |
| <p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p> | <p>Z z </p> |
| | |
| | |

Oral Blending

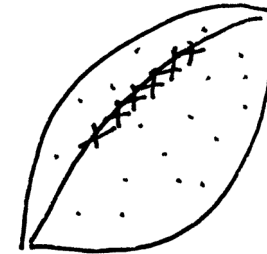
T t



mail.....box



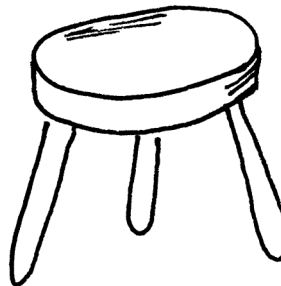
pocket.....book



foot.....ball



rain.....bow



foot.....stool



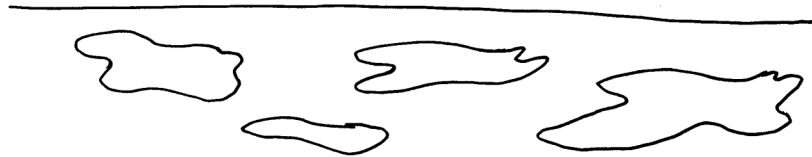
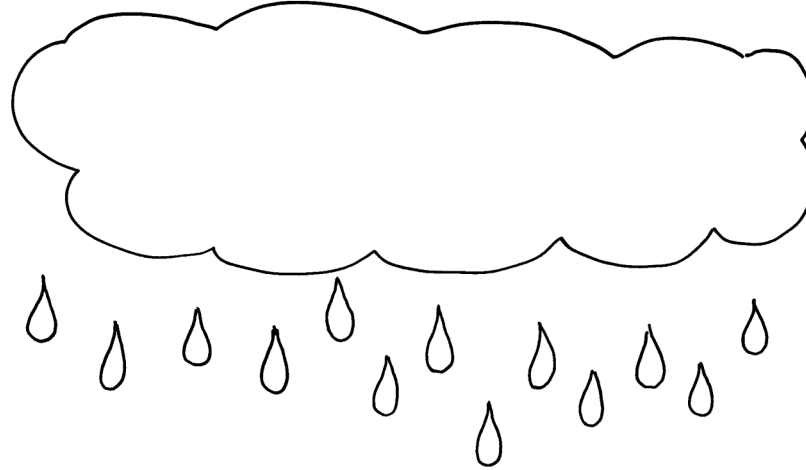
blue.....jeans

Oral Blending 1- Compound Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find rainbow. Find pocketbook." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two parts, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on foot.....stool. Circle mail.....box. Put a line under foot.....ball." Continue until all pictures are completed.



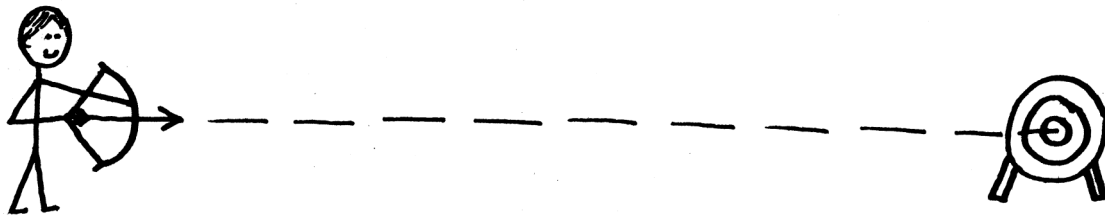
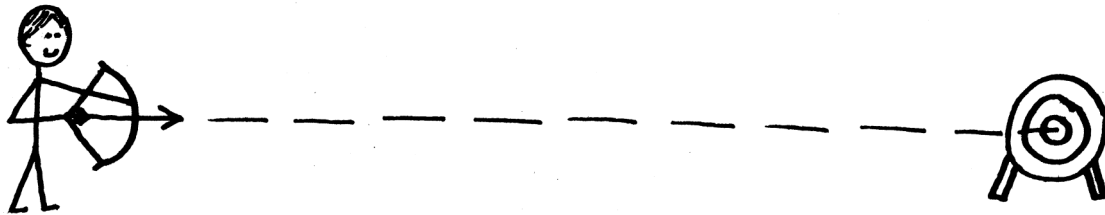
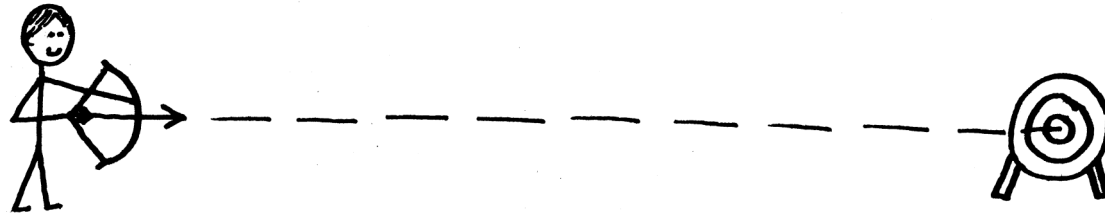
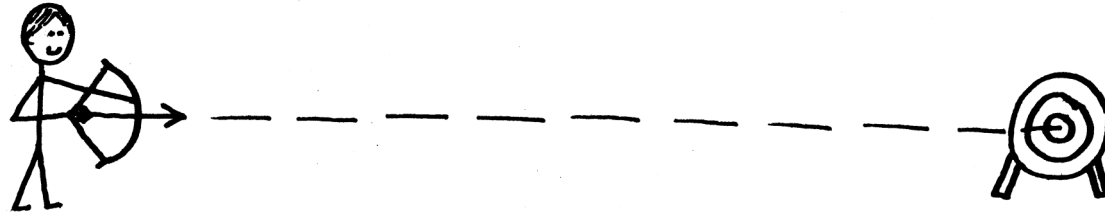
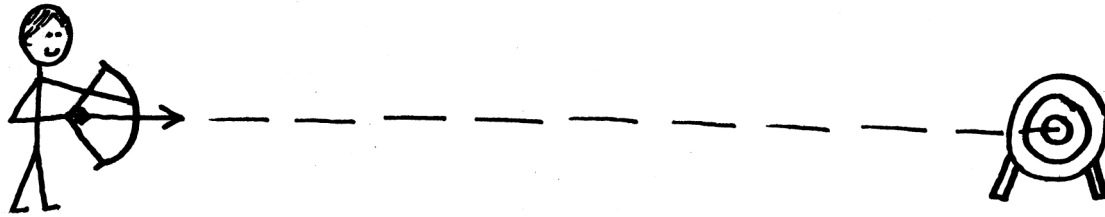
Raindrops



Draw a line from each raindrop down to the ground.



Target Practice

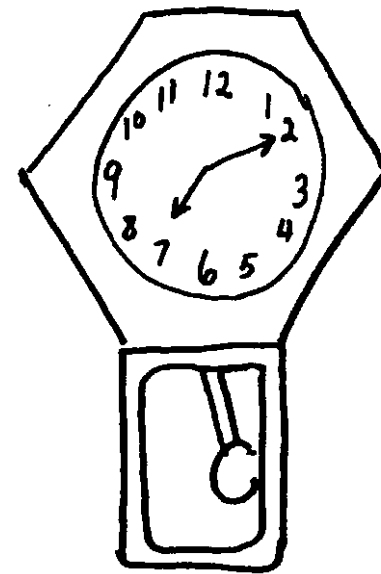


Draw a line from the bow to the target. Let each bow shoot two times.

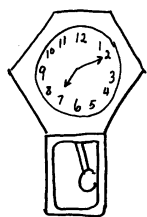
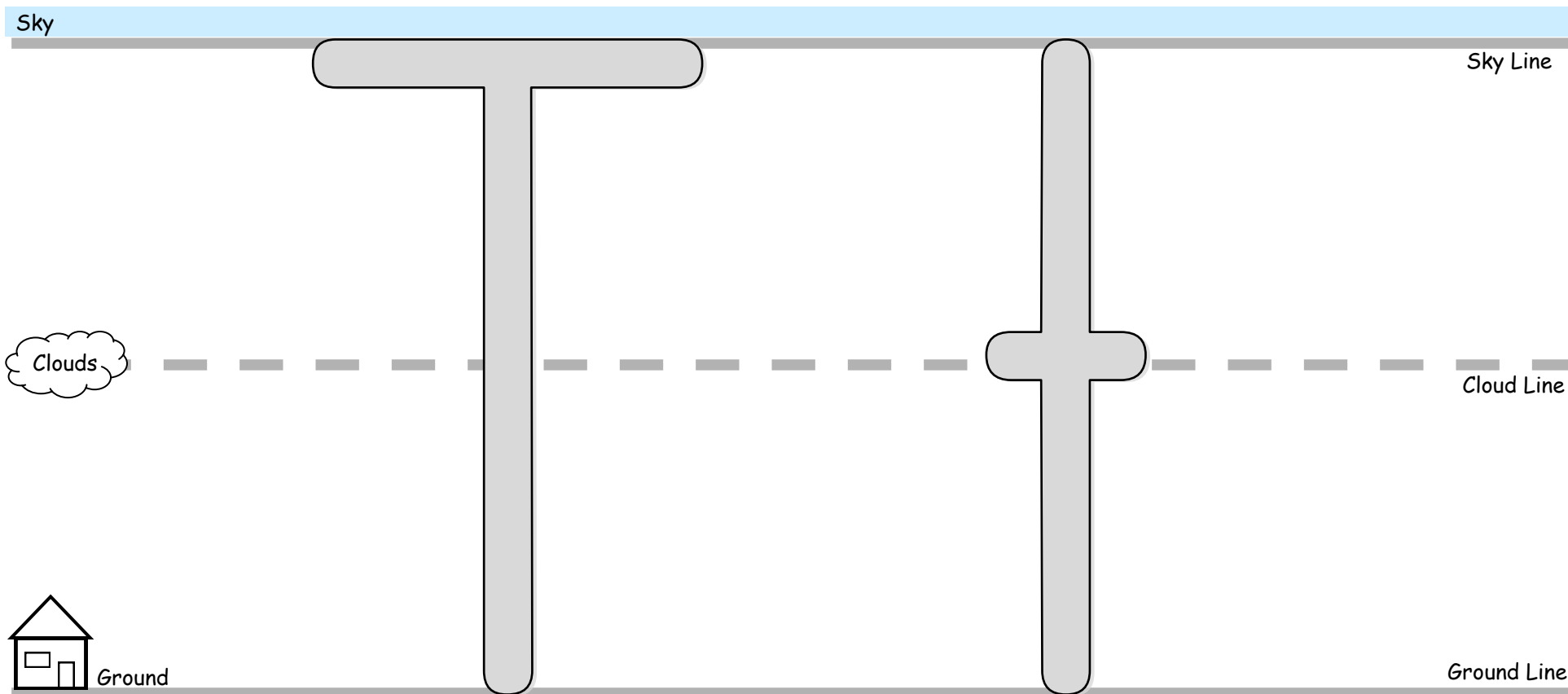
One Saturday morning,
Audrey and Brad sat in the den,
watching the pendulum swing
back and forth on the clock on
the wall, "t, t, t, t." They were
bored.

The teacher reads this section aloud. Use the sound of the letter when reading the story, not the letter name. Then point to the picture, say the sound, and have the students repeat. Point to each capital and lower case letter and explain that these letters represent the same sound as the clock. Model the sounds while pointing to each letter. Tell the students that the top letters are they way they look when we write them. The bottom letters show how they often appear in books. The extra parts that stick out are called serifs. Point to each letter again, and have students give the sounds in unison.

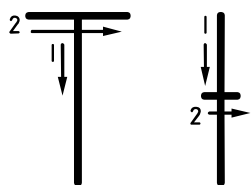
T t



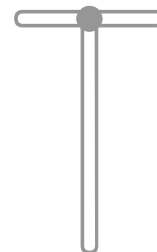
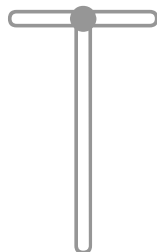
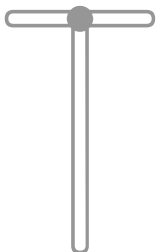
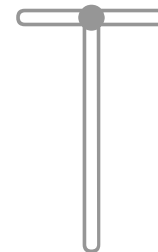
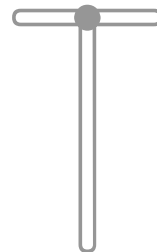
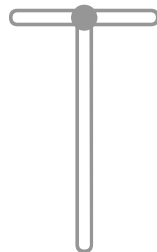
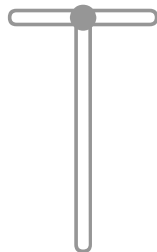
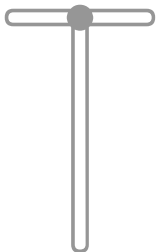
T t



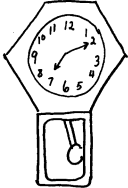
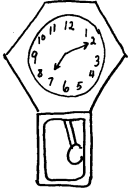
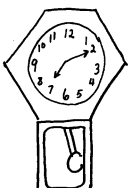
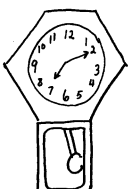
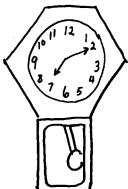

Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital T, capital T, capital T....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter, "Capital T." Say the sound of each lower case letter, /t/.

| | | |
|---|---|--|
|  | T | O T X T T I T |
|  | t | t o t l x t t |
|  | t | tub top fit cat |
|  | t | tent button vest |
|  | t | It will fit.  |

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

t _

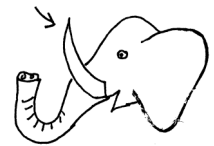
talk



tulip



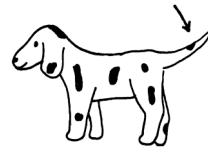
tusk



type



tail



ten

10

torn



tall



tent



town



tea

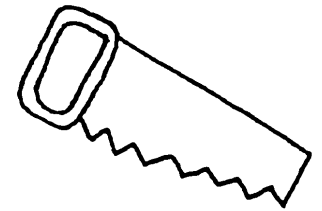
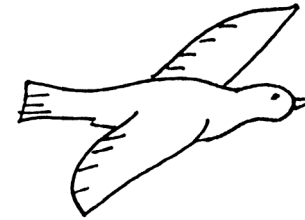
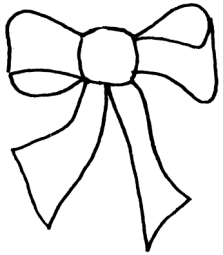


tub



Rhyming

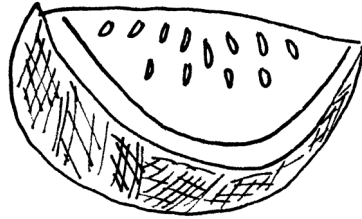
Tt



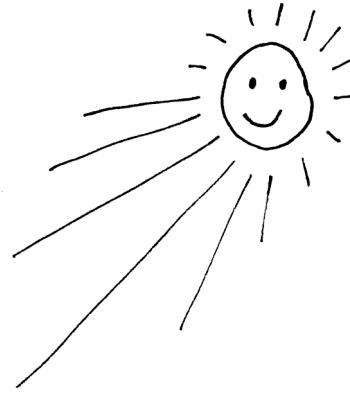
Rhyming 1 - Draw lines to connect the pictures that rhyme.
bow-mow, jar-car, town-crown, fly-cry, saw-draw

Oral Blending

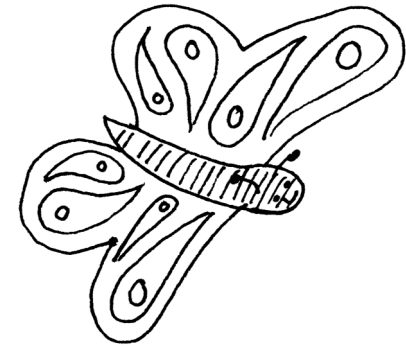
Ii



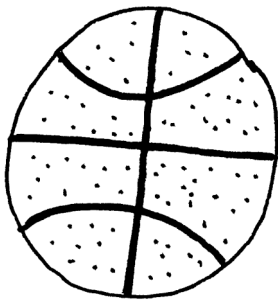
water.....melon



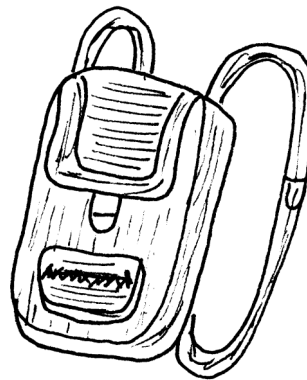
sun.....shine



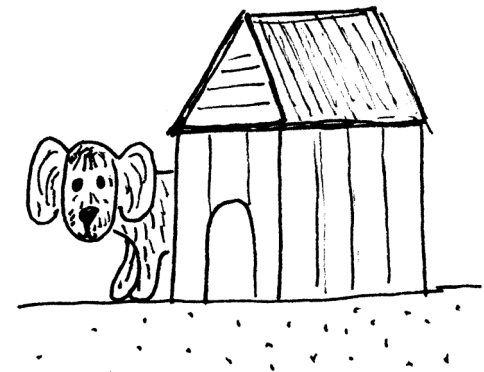
butter.....fly



basket.....ball



back.....pack



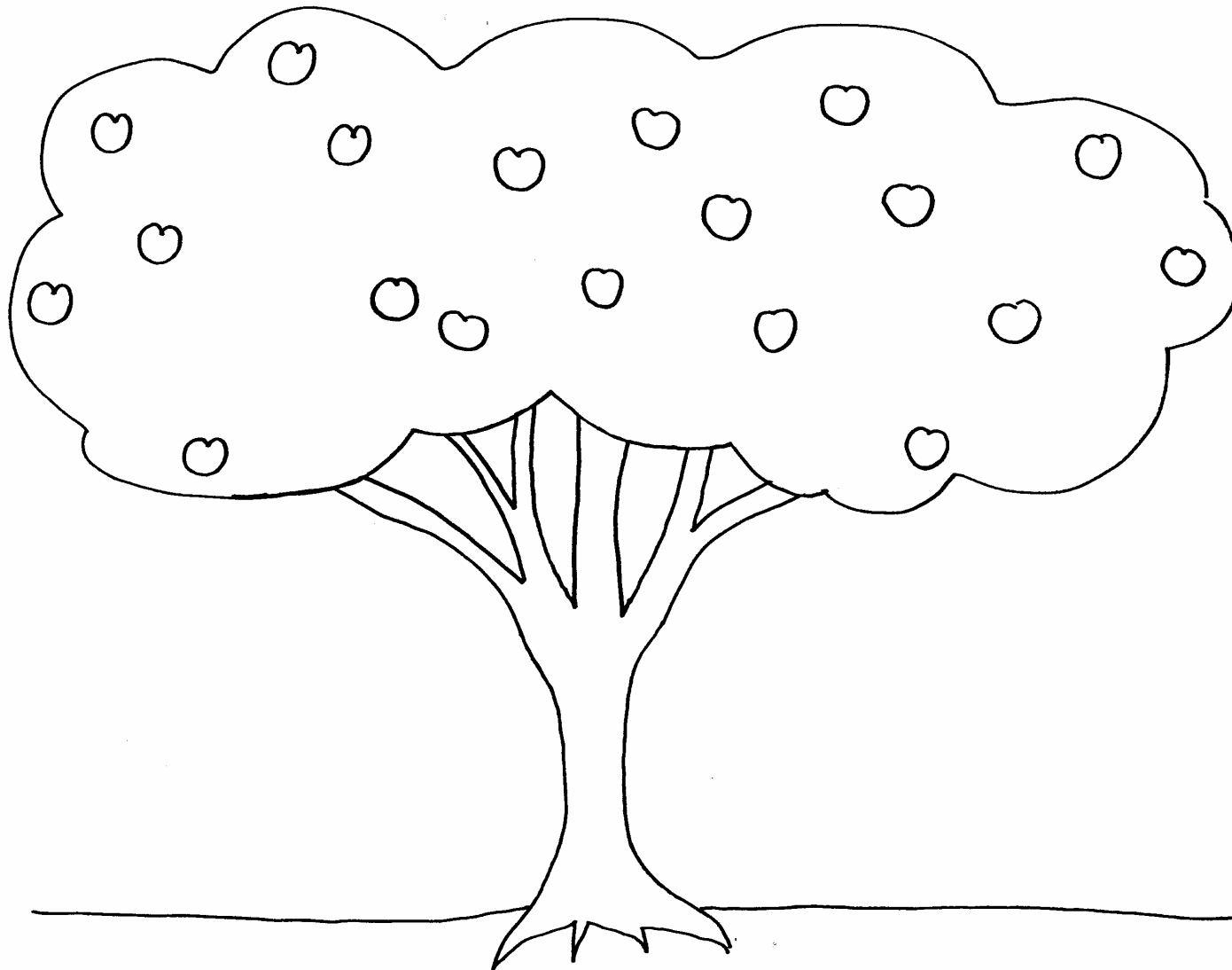
dog.....house

Oral Blending 2- Compound Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find backpack. Find sunshine." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two parts, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on basket.....ball. Circle dog.....house. Put a line under butter.....fly." Continue until all pictures are completed.



Apple Drop



Draw a line from each apple straight down to the ground.

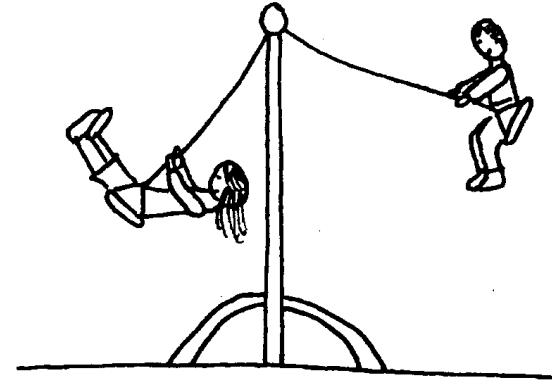
"Hey, Mom," said Brad. "Can we walk down to the park?"

"Yes," said Mom. "Be sure you are back in time for your violin lessons."

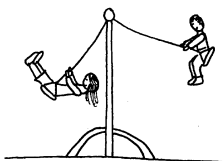
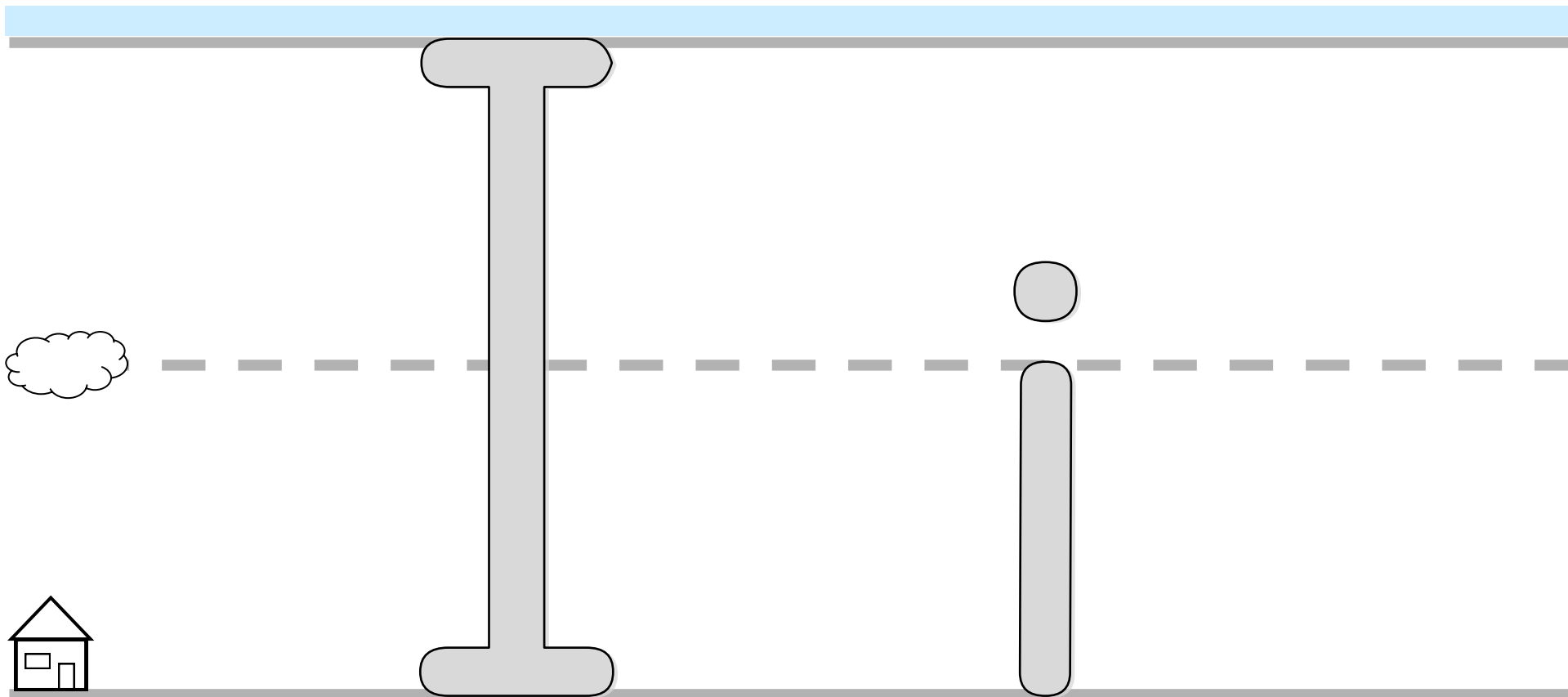
Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i, i." (i/in)

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

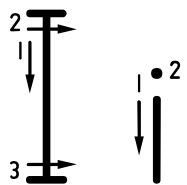
I i



I i

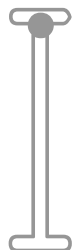


Handwriting




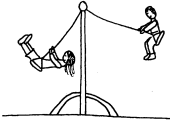
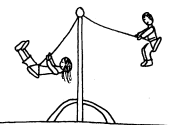


Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital I, capital I, capital I...."

Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

| | | |
|---|---|-------------------|
|  | I | I T O I I X I |
|  | i | † i x i o † i |
|  | i | in will fit his |
|  | i | †wist limit visit |
|  | i | It is his mitt. |



Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

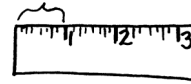
Short I

i _

in



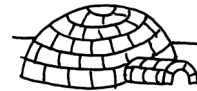
inch



ink



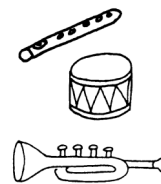
igloo



ill



instruments



itch



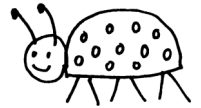
inchworm



Indian



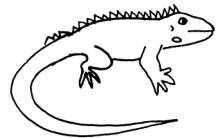
insect



infant



iguana

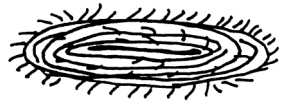


invitation

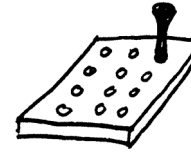


Rhyming

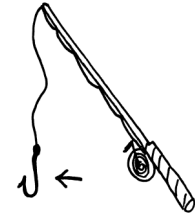
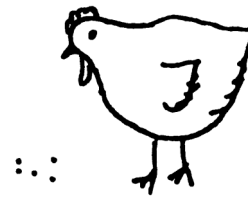
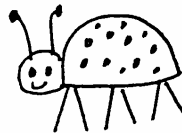
Ii



10



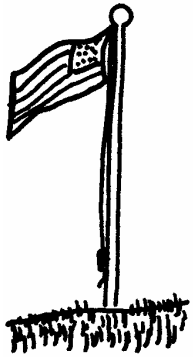
9



Rhyming 2 - Draw lines to connect the pictures that rhyme.
rug-bug, book-hook, ten-hen, peg-leg, nine-pine

Oral Blending

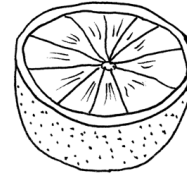
Hh



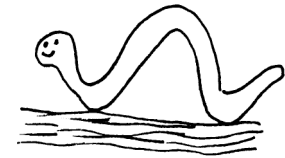
flag.....pole



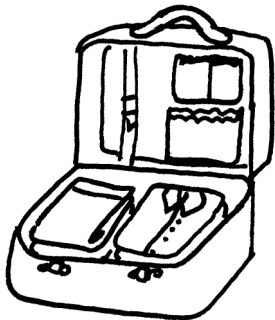
in.....side



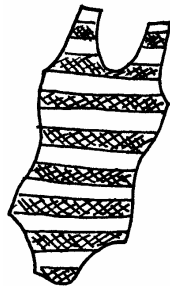
grape.....fruit



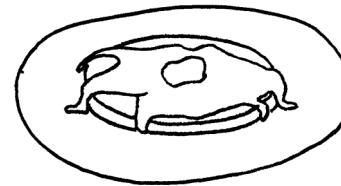
inch-worm



suit.....case



swim.....suit



pan.....cake



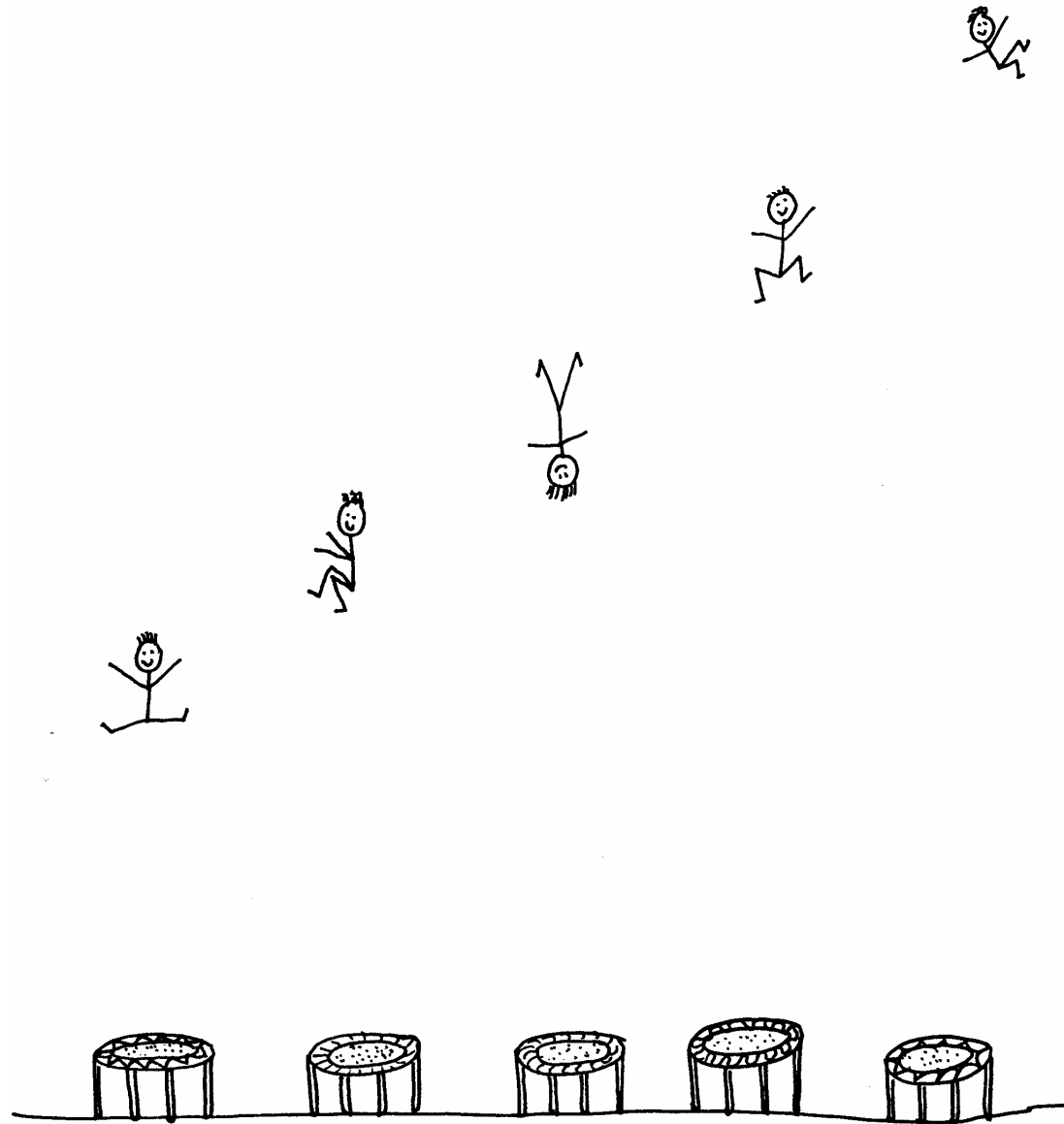
down-town

Oral Blending 3 - Compound Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find pancake. Find flag-pole." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two parts, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on suit.....case. Circle grape.....fruit. Put a line under down.....town." Continue until all pictures are completed.



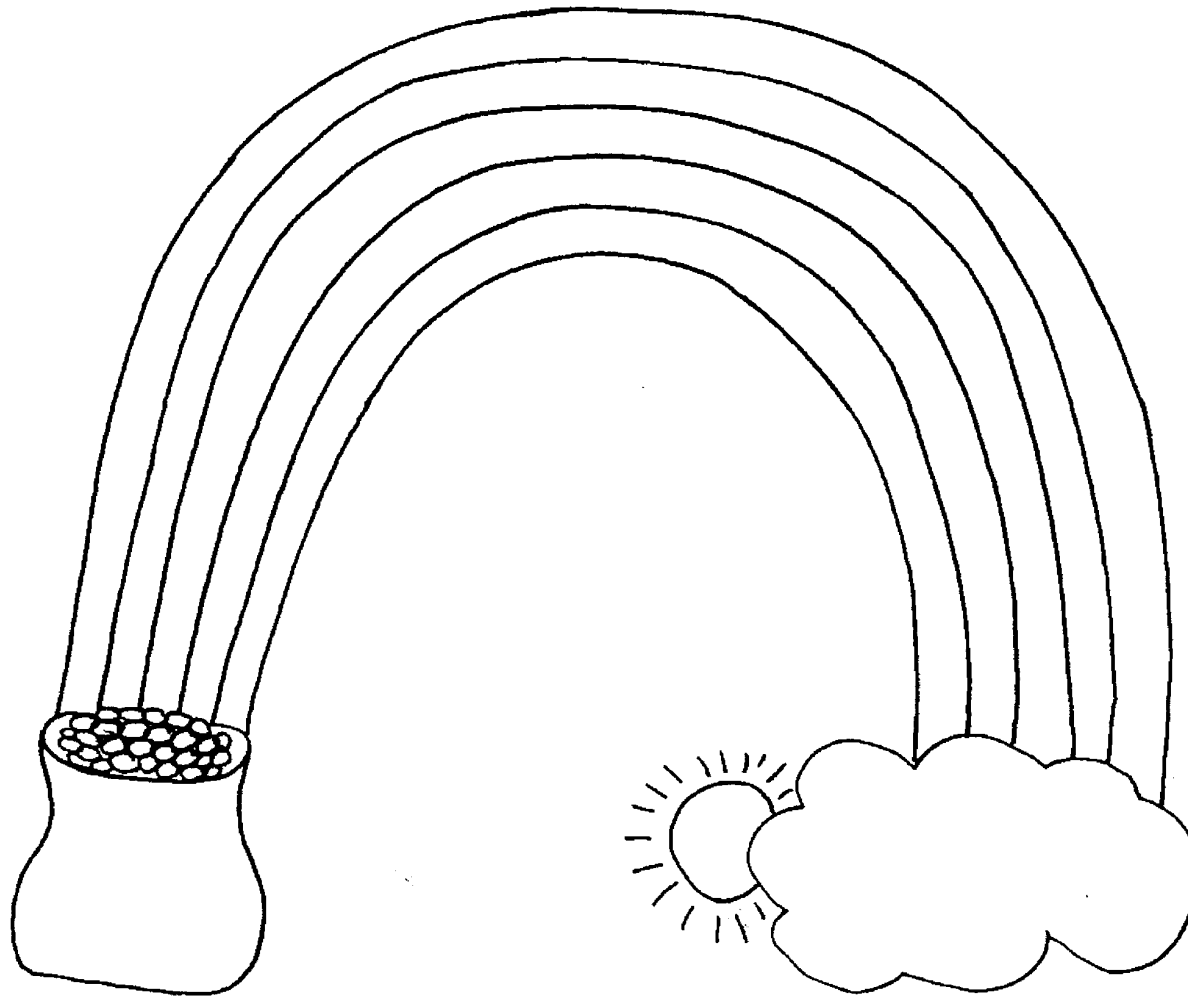
Jumping Jacks 1



Draw a line from each person down to the trampoline and back up again.



Rainbow 1

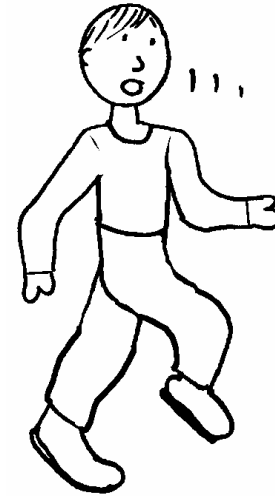


Follow the rainbow from the pot of gold to the cloud. Use a different colored pencil for each path.

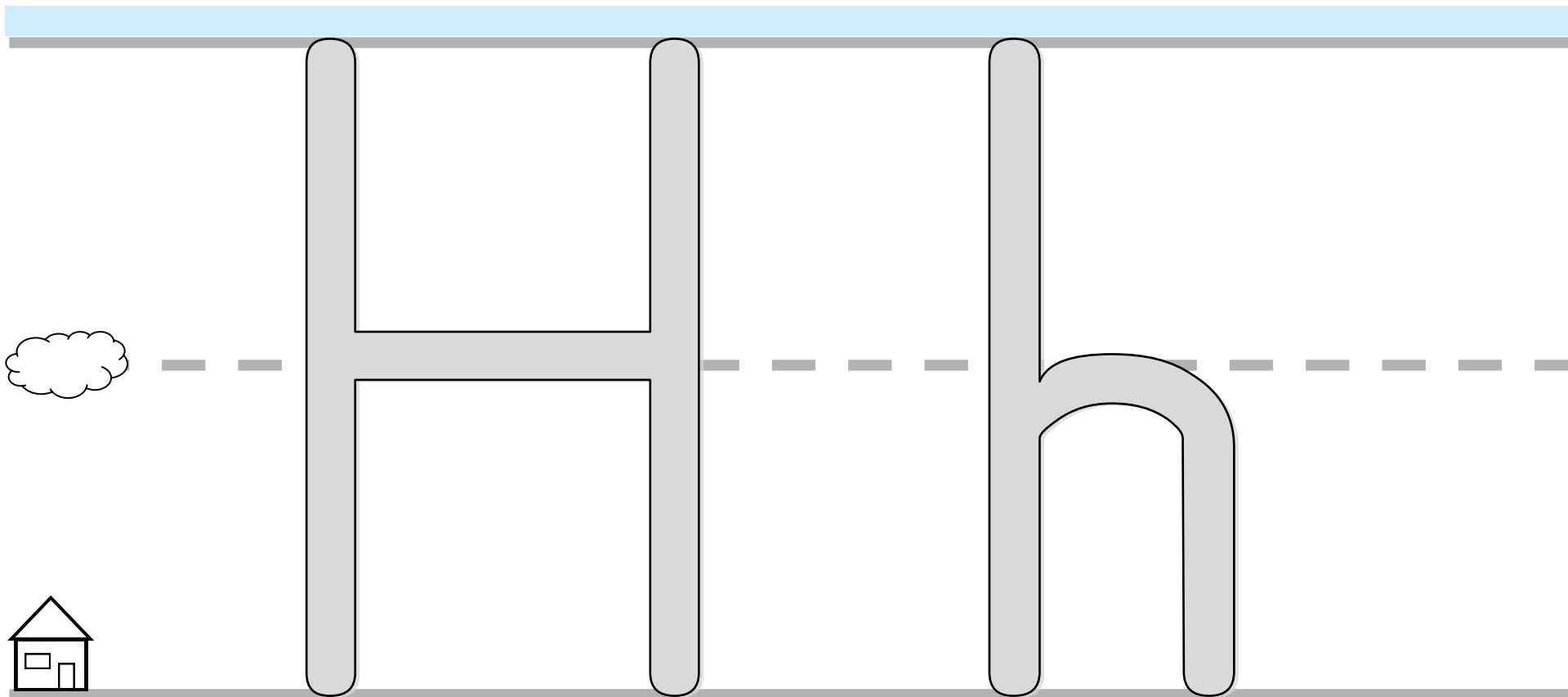
Then they jumped down and
ran around the park playing chase.
Before long, they were out of
breath. Brad could hear himself
breathing hard, "h, h, h, h."

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

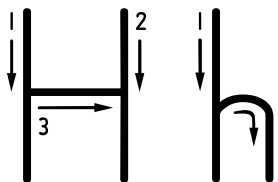
H h



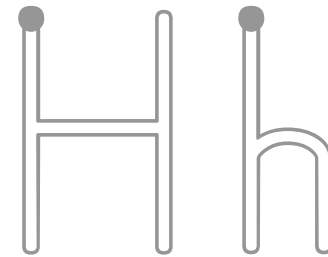
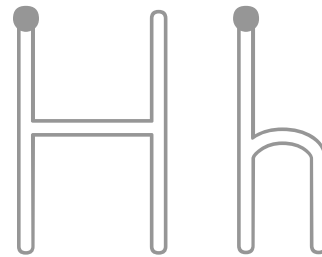
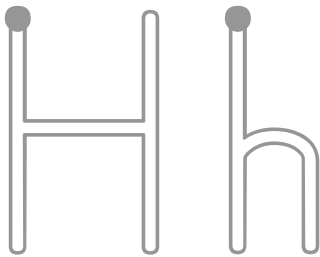
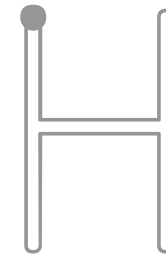
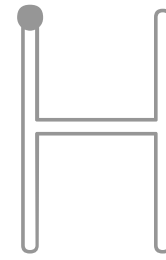
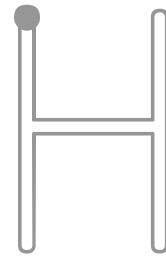
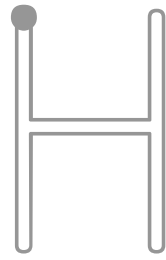
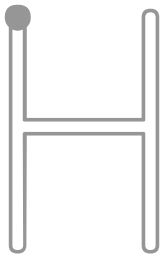
H h



Handwriting








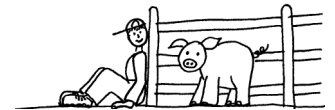
Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital H, capital H, capital H....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

| | | |
|---|-----|------------------|
|  | H | T H I T O H H |
|  | h | h t i h x h o |
|  | h | him hat hug hop |
|  | h | happen hidden oh |
|  | H h | He has a hog. |



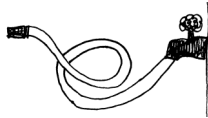
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

h _

hose



head



here



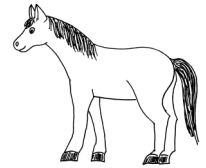
hay



hammer



horse



horn



hair



hawk



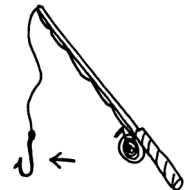
house



hanger

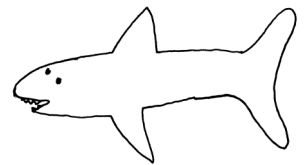
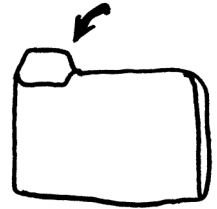
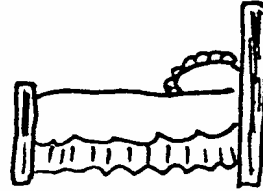
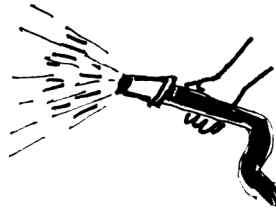
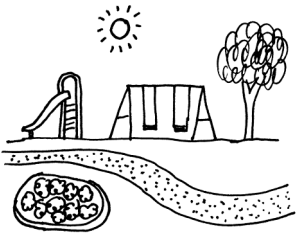


hook



Rhyming

Hh



Rhyming 3 - Draw lines to connect the pictures that rhyme.
 park-shark, spray-hay, bed-sled, well-bell, tab-cab

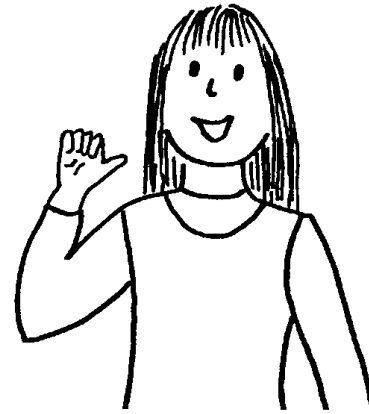
They ran home and their Mom drove them to their violin lessons. Mrs. Russ was pleased to see them.

"Did you practice every day?" she said.

"I did," said Audrey quickly. Brad replied that he had practiced, too.

(i/island)

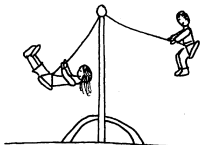
I i



I i

Short I

i



Long I

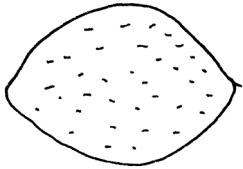
I



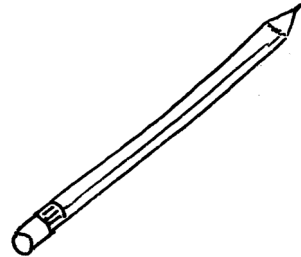
Explain that the letter i has two sounds, the long sound and the short sound. Model and have students repeat the sound for each picture and group of letters. Point out the straight line over the long i.

Oral Blending

LI



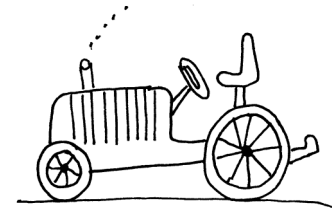
lem.....on



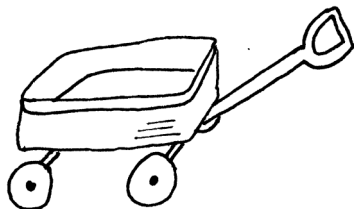
pen.....cil



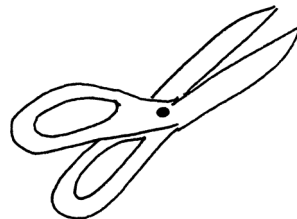
can.....dy



trac.....tor



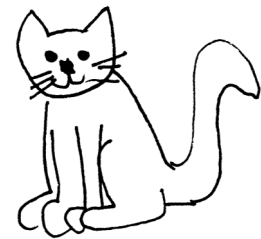
wag.....on



scis.....sors



bas.....ket



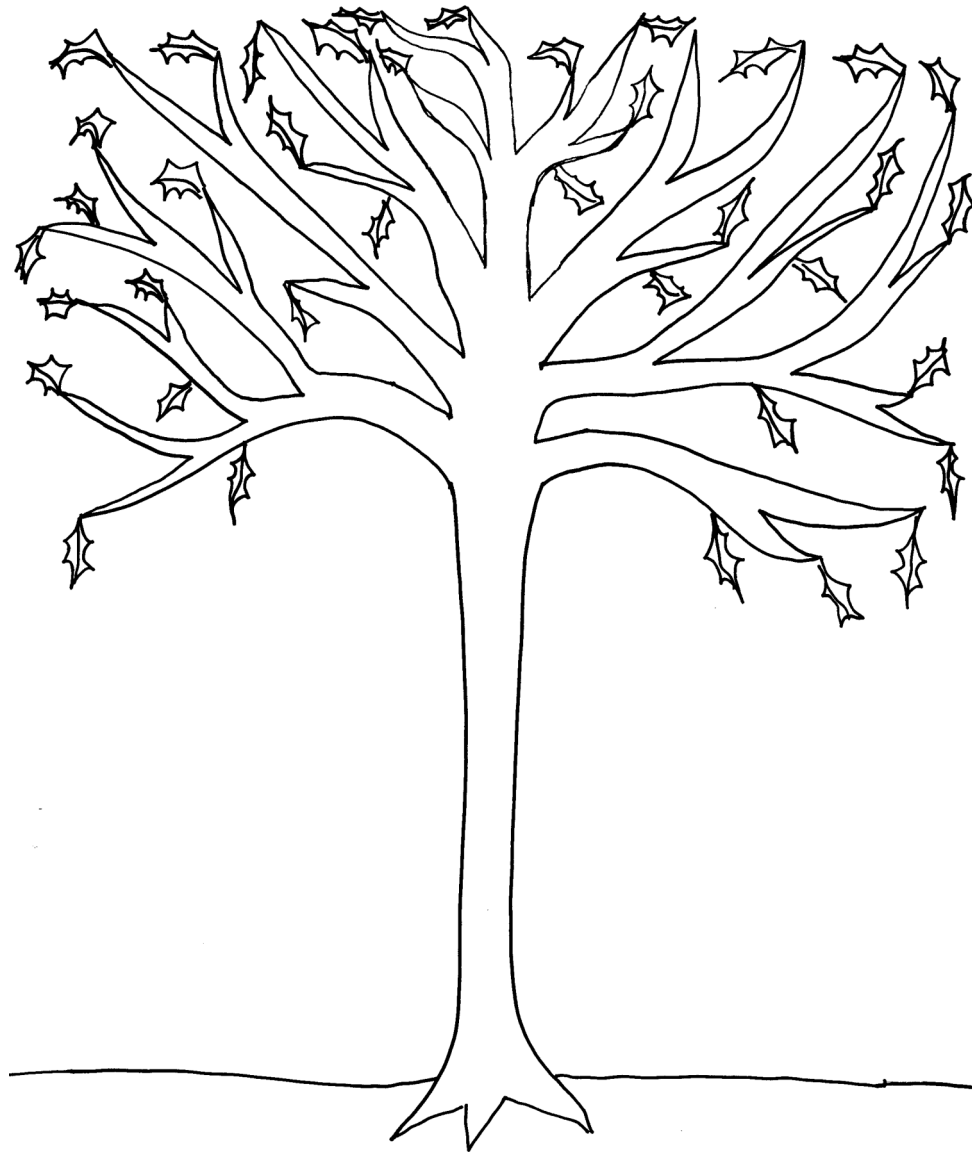
kit.....ten

Oral Blending 4 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find scissors. Find kitten." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two parts, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on bas.....ket. Circle can.....dy. Put a line under pen.....cil." Continue until all pictures are completed.



Leaf Drop

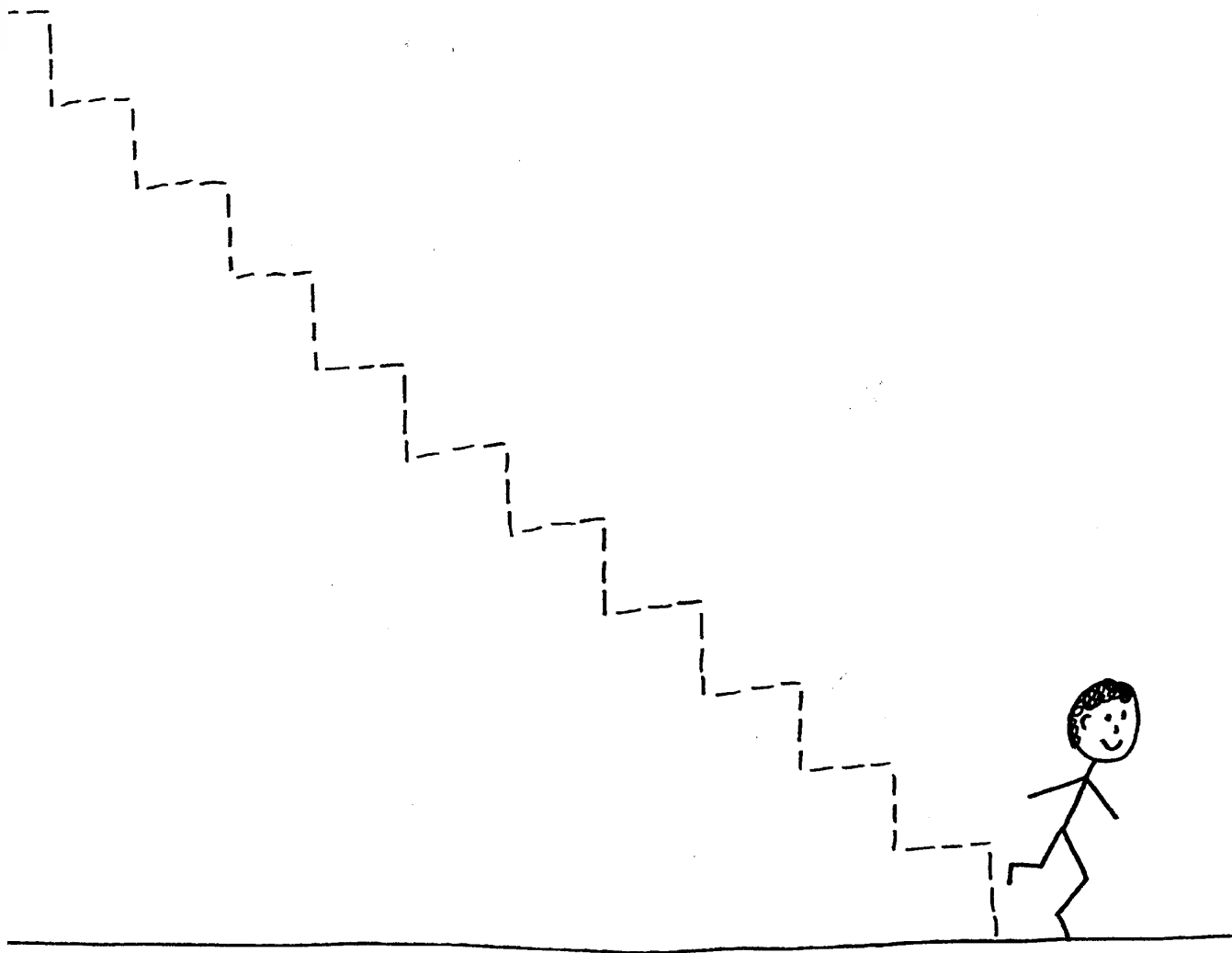


Draw a line from each leaf down to the ground.

Handwriting
Readiness



Down The Steps

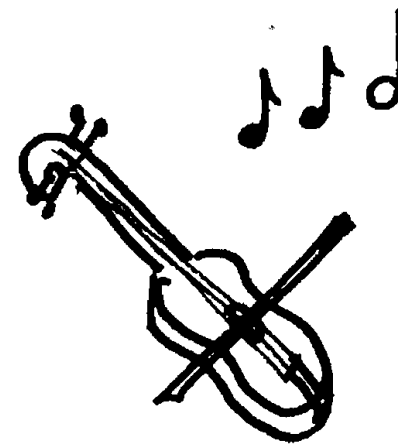


Trace the line. Go down the steps.

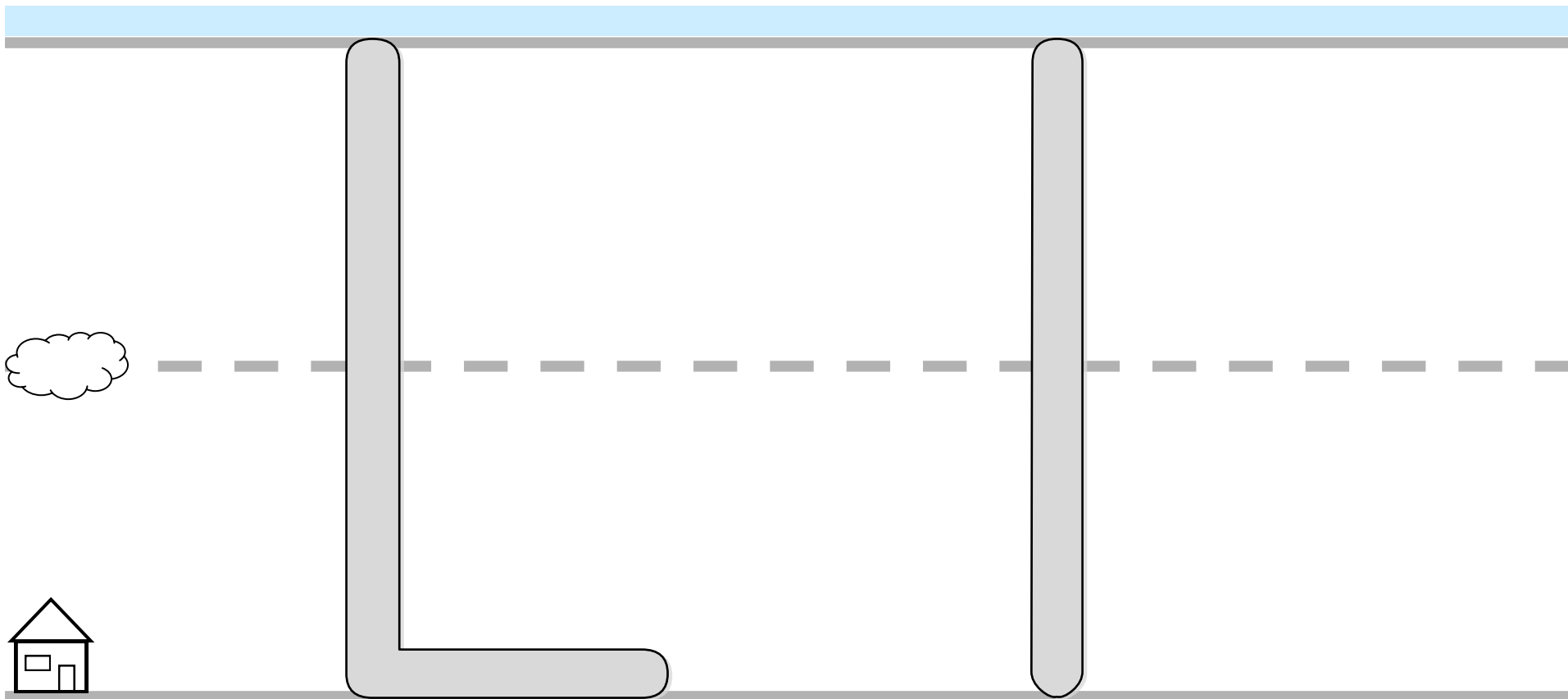
Soon they were playing music.
Each violin made a beautiful sound
as they pulled their bows across
the strings. The sound was "l, l, l,
l, l."

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

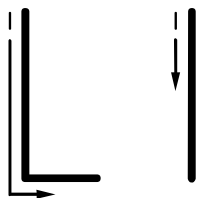
L l



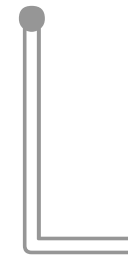
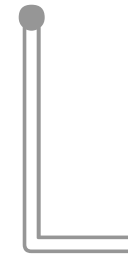
L l



Handwriting






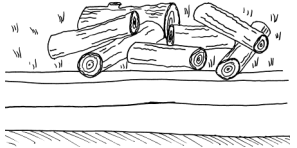


Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital L, capital L, capital L....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

| | | |
|---|---|--|
|  | L | H L T L I L L |
|  | l | l i l t h l t |
|  | l | log lip lamp well |
|  | l | little pillow belt |
|  | l | I see a lot of logs.  |

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

l

ladle



lost



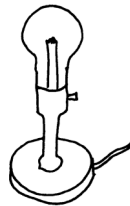
lamb



loft



light



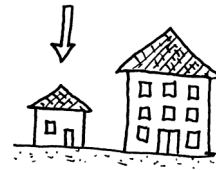
left



lawn



little



leg



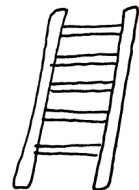
leaf



lake



ladder

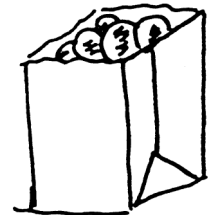
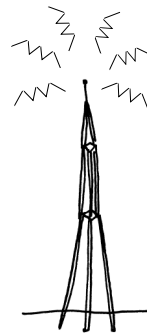
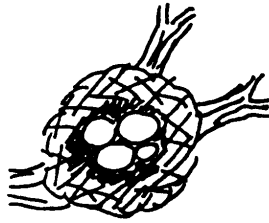


laugh



Rhyming

LI



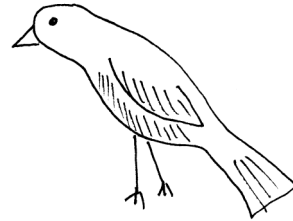
Rhyming 4 - Draw lines to connect the pictures that rhyme.
flower-tower, rain-train, nest-vest, tag-bag, hand-sand

Oral Blending

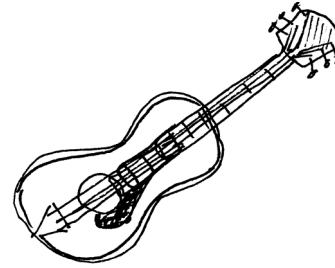
Nn



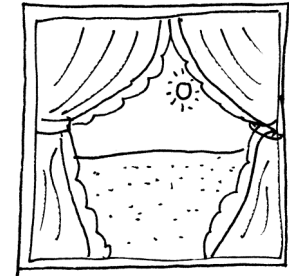
ham.....mer



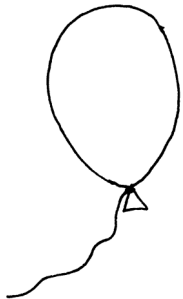
rob.....in



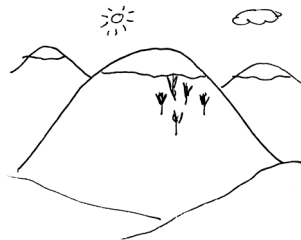
gui.....tar



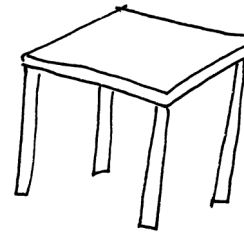
win.....dow



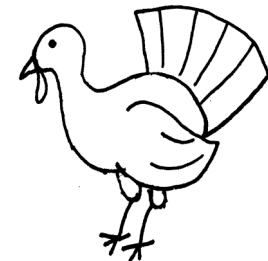
bal.....loon



moun.....tain



ta.....ble



tur.....key

Oral Blending 5 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find mountain. Find guitar." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two parts, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on ham.....mer. Circle ta.....ble. Put a line under win.....dow." Continue until all pictures are completed.



Frog Hop 1

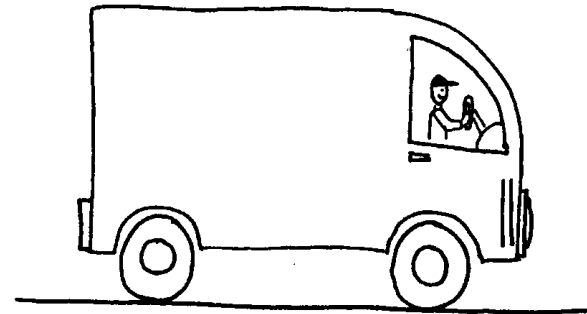


Follow the hopping frogs.

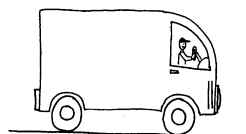
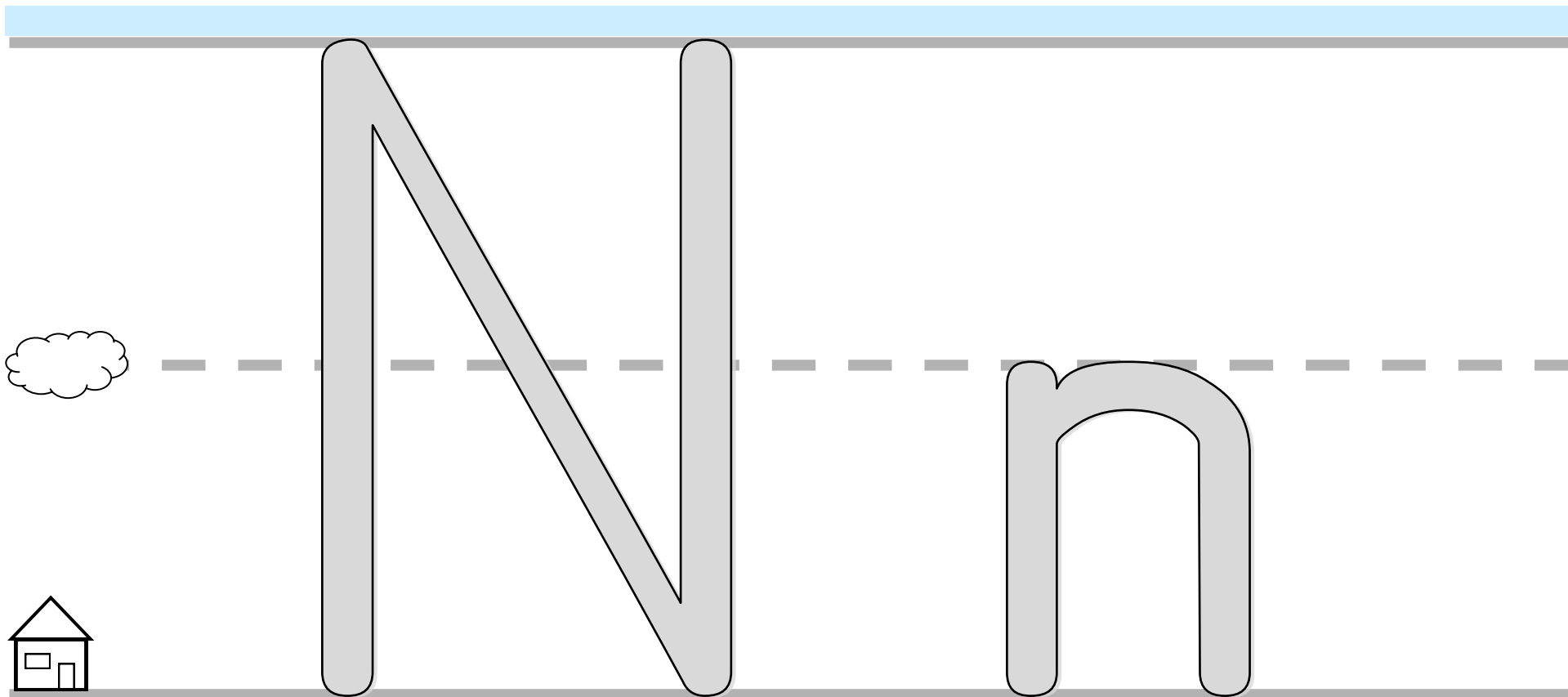
Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

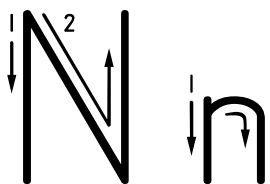
N n



N n



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital N, capital N, capital N...."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.

N

N

N

N

N

n

n

n

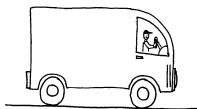
n

n



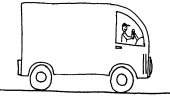
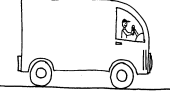
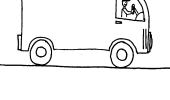
N n

N n

N n



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|---|--------------------|
|  | N | N L N T N H N |
|  | n | i n h n n t l |
|  | n | nut in ant hand no |
|  | n | cannon bonnet send |
|  | n | A man is in a van. |



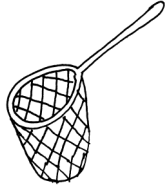
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

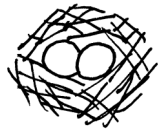
The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

n _

net



nest



nose



nickel



nap



neck



night



needle



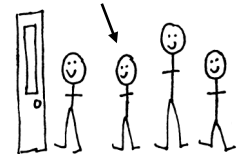
nut



nurse



next



nod

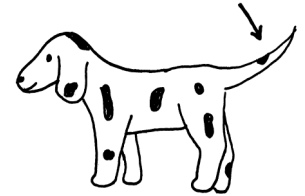
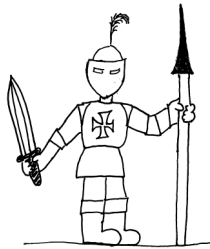
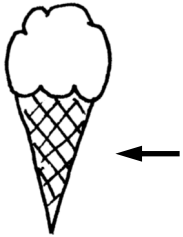
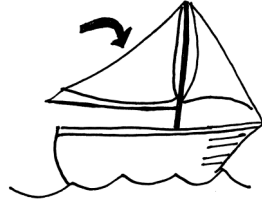
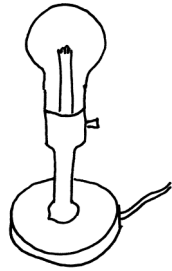
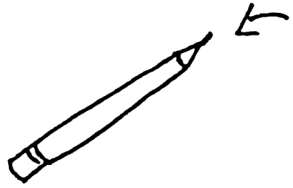


nail



Rhyming

Nn



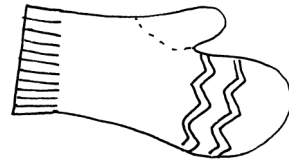
Rhyming 5 - Draw lines to connect the pictures that rhyme.
tip-zip, light-knight, sail-tail, log-frog, bone-cone

Oral Blending

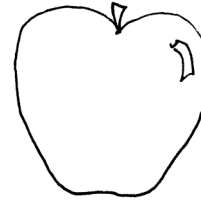
Ww



mush.....room



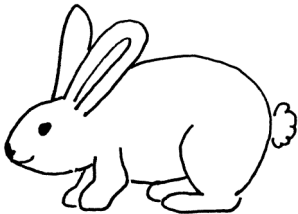
mit.....ten



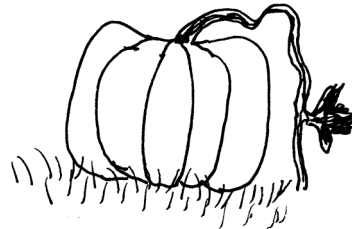
ap.....ple



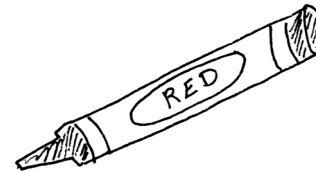
muf.....fin



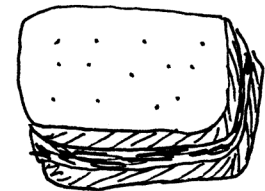
rab.....bit



pump.....kin



cray.....on



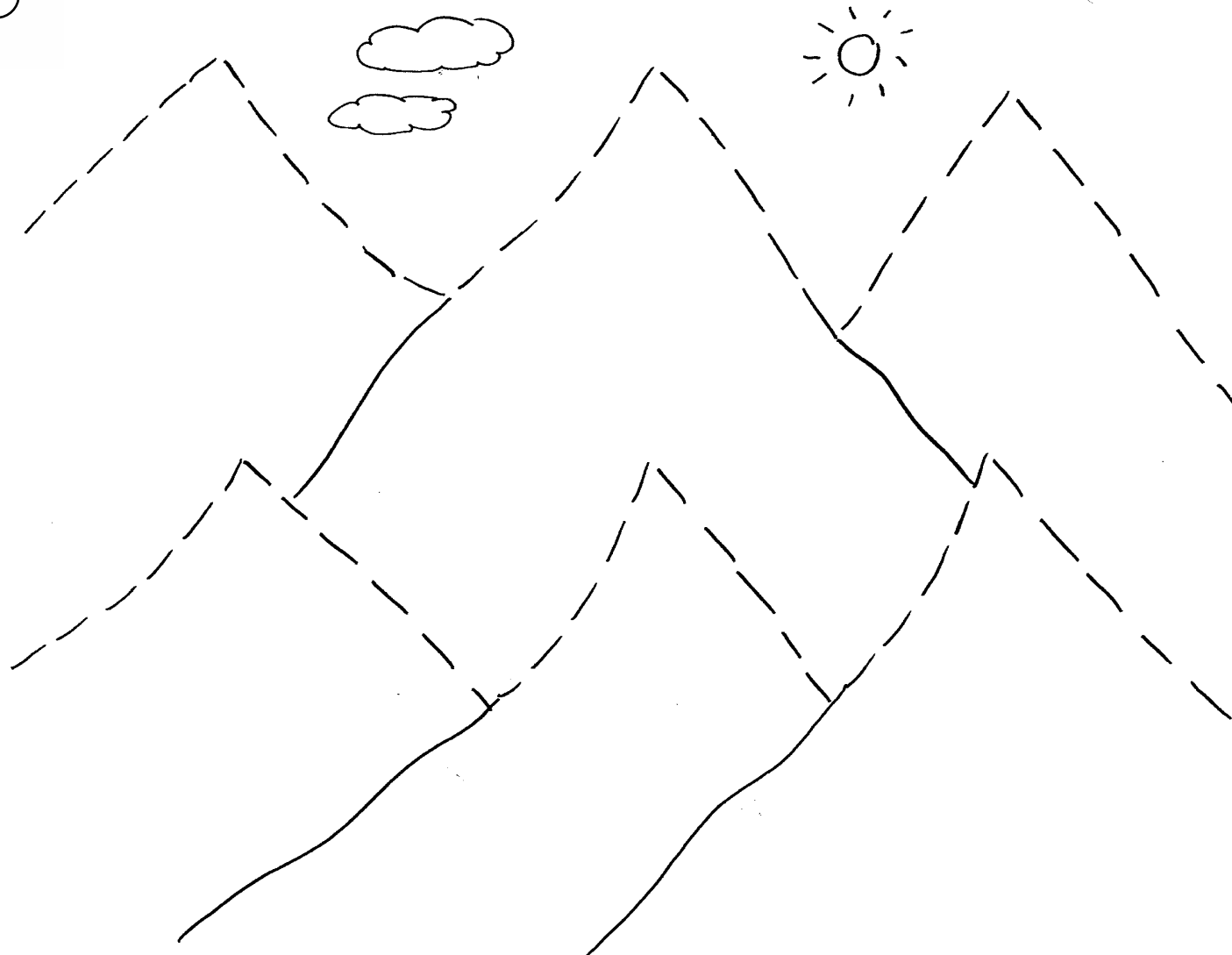
sand.....wich

Oral Blending 6 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find mitten. Find sandwich." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on rab.....bit. Circle mush.....room. Put a line under cray.....on." Continue until all pictures are completed.



Mountain Tops



Go up and down the mountain tops. First go from left to right.
Then go from right to left. Color the mountains.

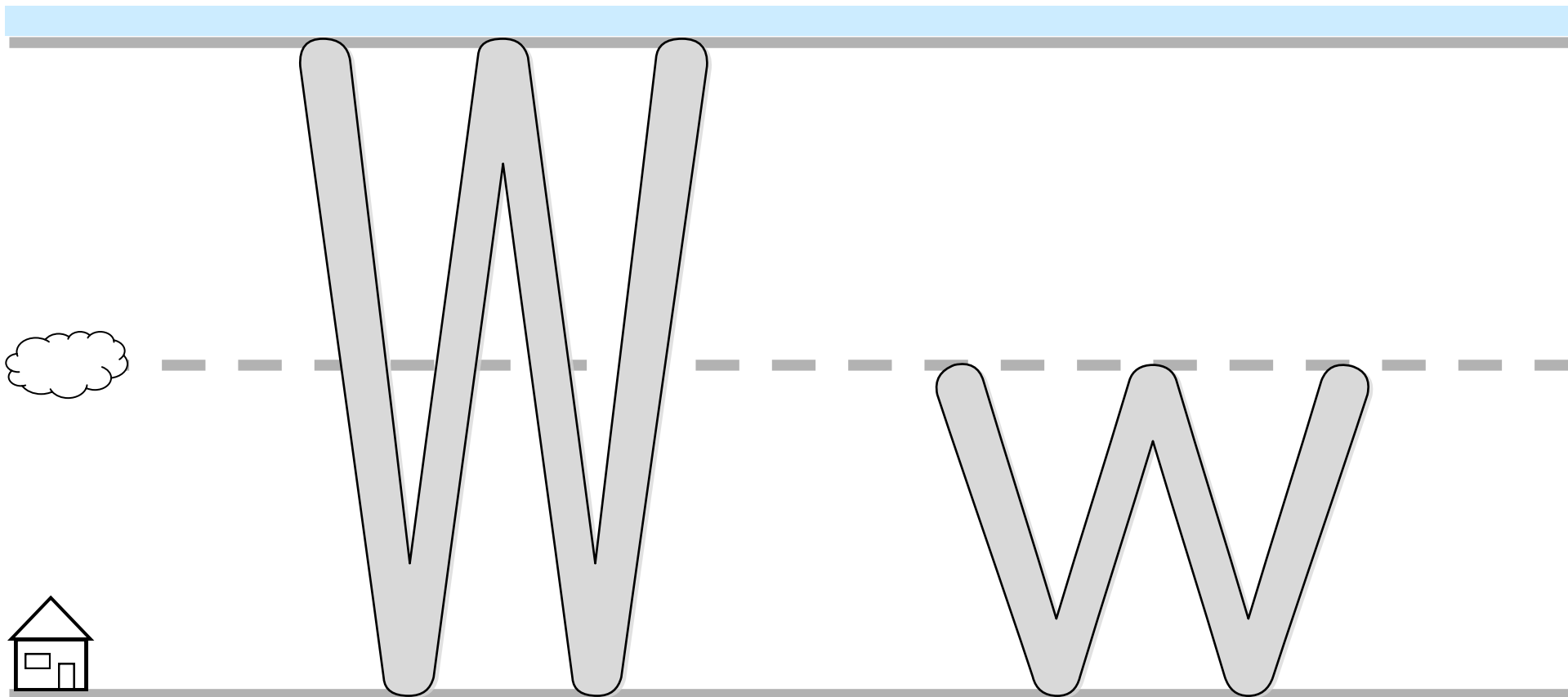
As they went into the house,
they could see dark clouds
gathering overhead. Soon,
lightning was flashing and rain was
pouring down. The wind blew hard
enough to make the branches on
the trees sway back and forth.
Audrey and Brad could hear the
sound of the wind forcing it's way
into the house around the front
door, "wwwwww."

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

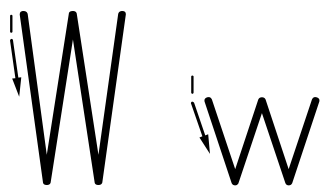
W w



W w



Handwriting






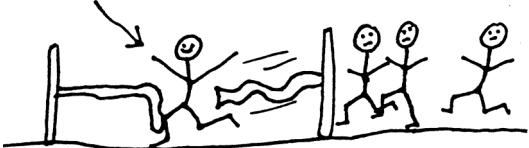


Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital W, capital W, capital W....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

| | | |
|---|---|--------------------|
|  | W | N W X W W H L |
|  | w | i w n t w h w |
|  | w | will wet swim twin |
|  | w | window wallow wow |
|  | w | I will win. |
|  | | |

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

W _

wind



wave



web



wig



waffle



wagon



worm



wink



wisp



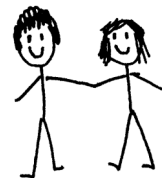
wall



wasp



we

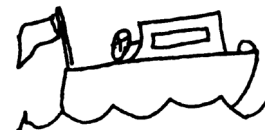
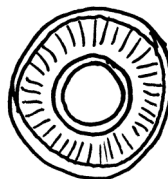
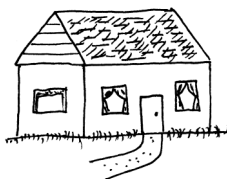
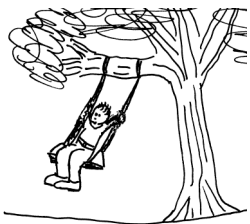


wallet



Rhyming

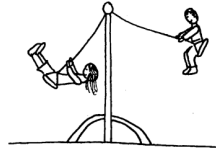
Ww



Rhyming 6 - Draw lines to connect the pictures that rhyme.
lock-sock, swing-ring, mouse-house, fire-tire, goat-boat

Review




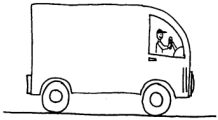
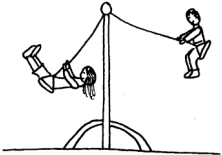

T
I
H
L
N
W



l
t
w
h
i
n

Draw a line to match each letter with its sound picture.

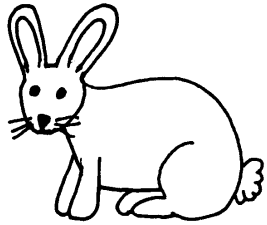
Review

| | | | | | |
|---|---|---|---|---|---|
|  | i | n | h | t | l |
|  | l | h | t | w | i |
|  | t | w | i | h | l |
|  | n | l | t | i | h |
|  | w | n | h | l | i |
|  | h | t | i | w | l |

Circle the letter to match each picture. Say the sound.

Oral Blending

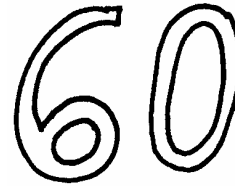
Uu



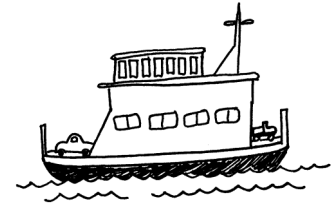
bun.....ny



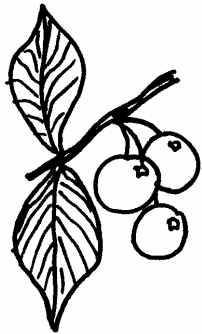
sor.....ry



six.....ty



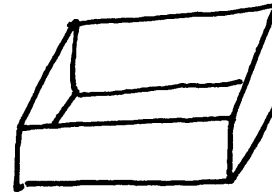
fer.....ry



cher.....ry



jel.....ly



emp.....ty



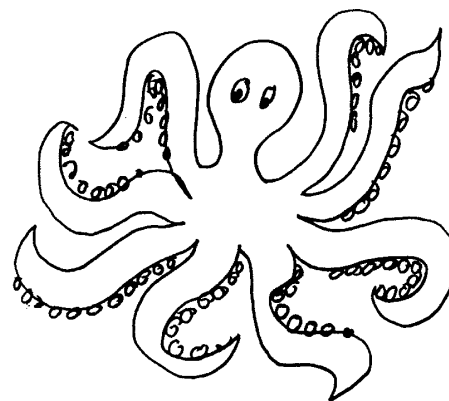
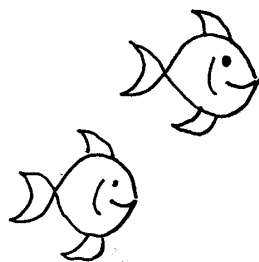
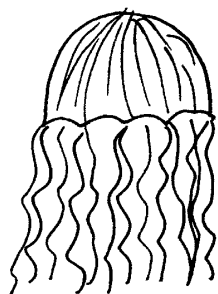
pen.....ny

Oral Blending 7- Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find empty. Find ferry." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on jel.....ly. Circle sor.....ry. Put a line under bun.....ny." Continue until all pictures are completed.



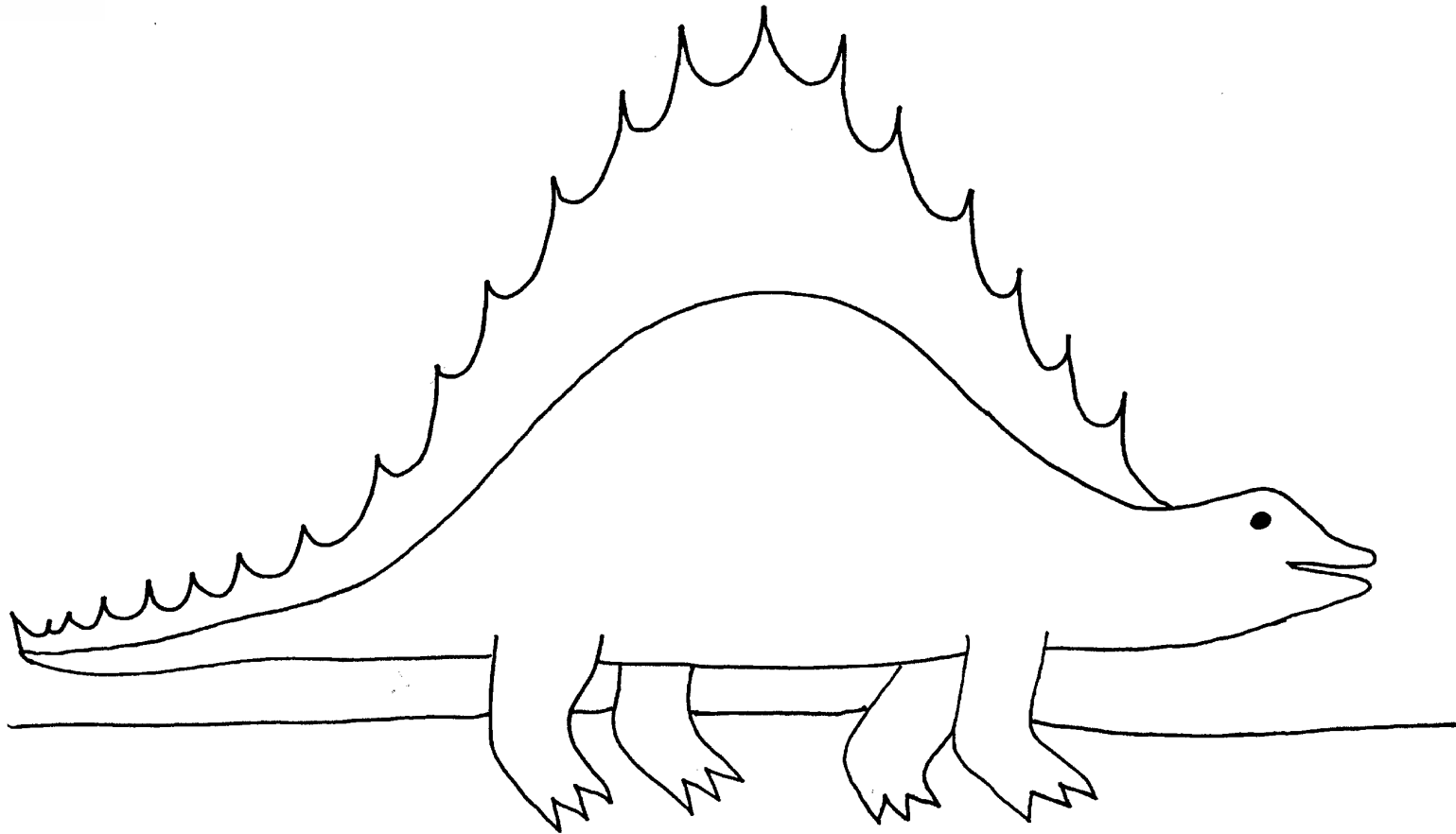
Waves



Trace the waves. First trace from left to right.
Then trace from right to left. Color the octopus, fish, and jellyfish.



Dinosaur



Trace the fin on the back of the dinosaur.
Start at the tail and go towards the head.
Then start at the head and go towards the tail.
Color the dinosaur.

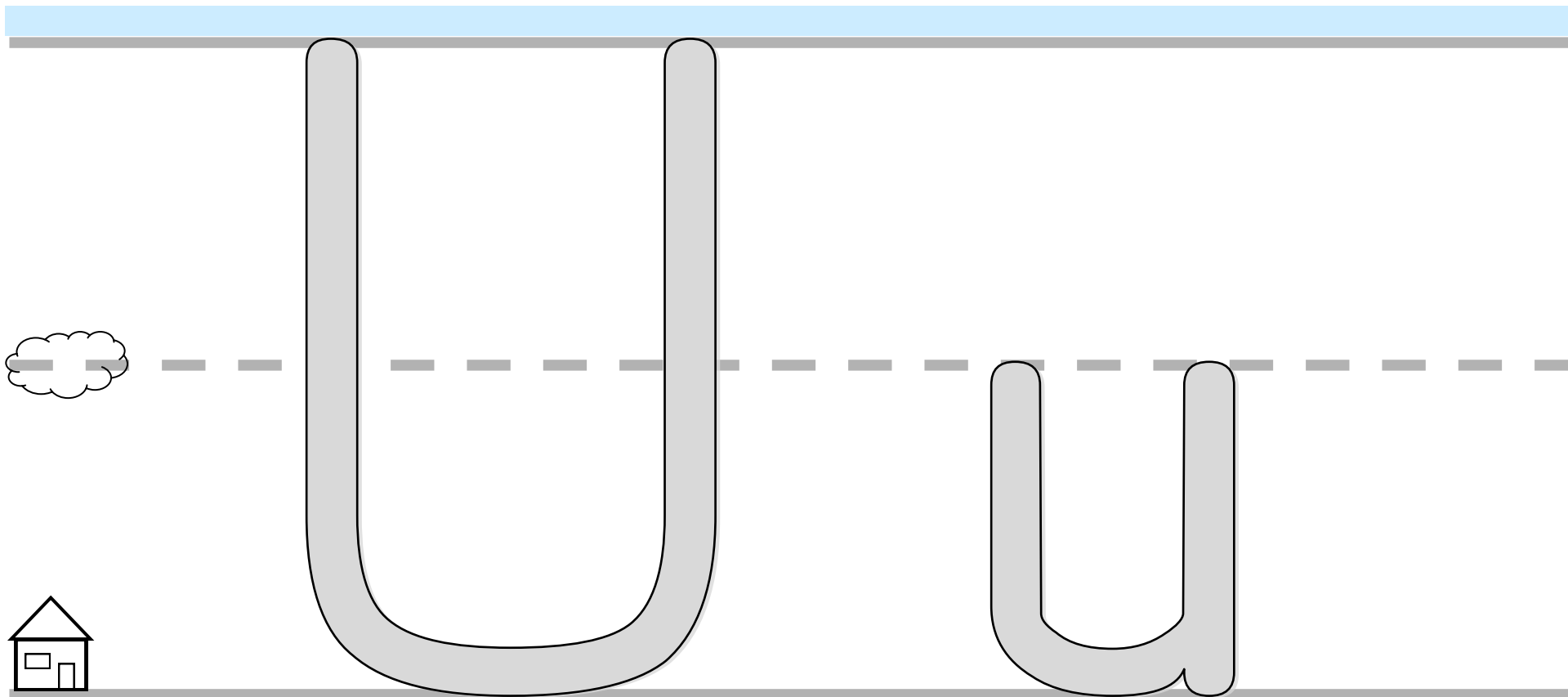
"Well," said Mom. "The weather is so bad, this is the perfect time to go over your math facts." It was Brad's turn to go first. "Uuuuhhh," was all he could see as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.

(u/up)

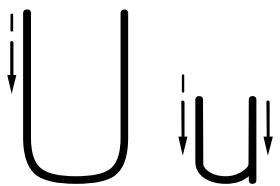
U u



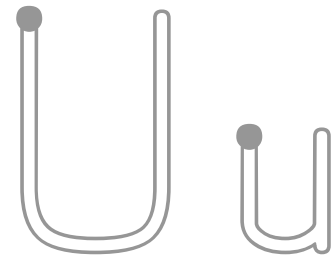
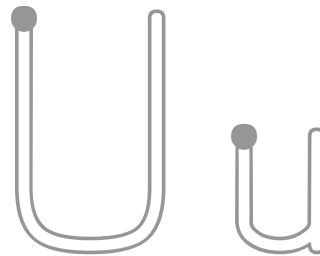
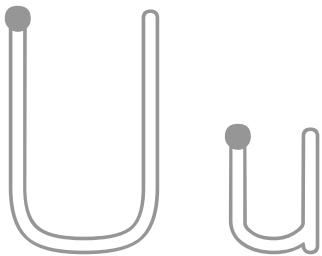
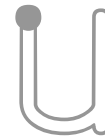
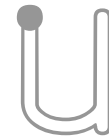
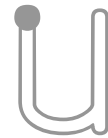
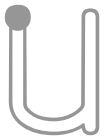
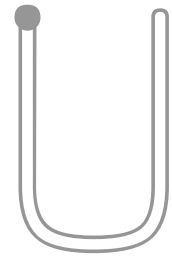
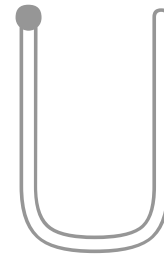
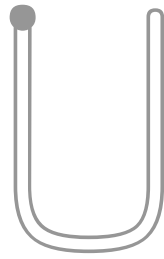
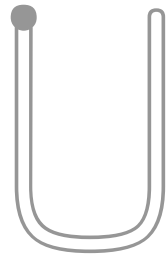
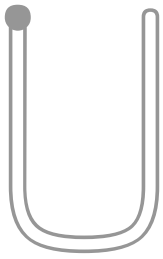
U u









Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital U, capital U, capital U....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|---|---|
|  | U | U W H U I L U |
|  | u | i n u h u w u |
|  | u | nut up bus us fun |
|  | u | stump just puppet |
|  | u | She runs up the hill.  |

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

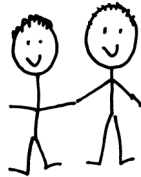
The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

u _

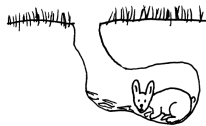
us



us



under



uncle



ugly



umpire



upstairs



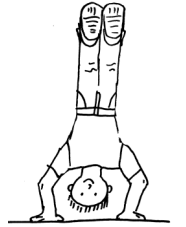
udder



umbrella



upside
down



upset



upon

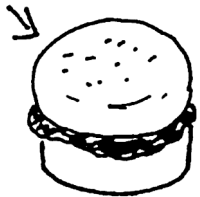
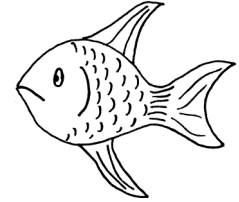
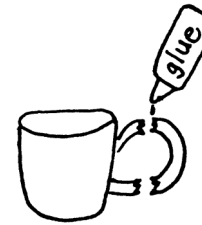
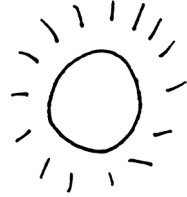


upend



Rhyming

Uu



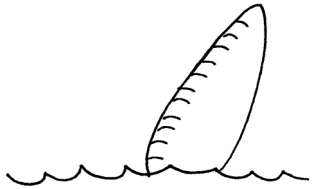
6



Rhyming 7 - Draw lines to connect the pictures that rhyme.
racket-jacket, sun-bun, pod-nod, fix-six, fish-dish

Oral Blending

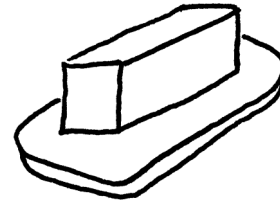
Bb



flip.....per



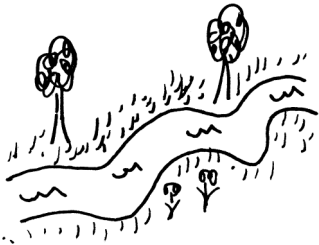
win.....ter



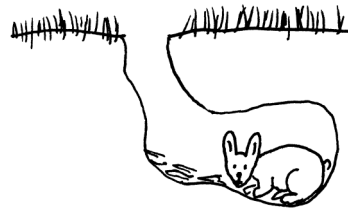
but.....ter



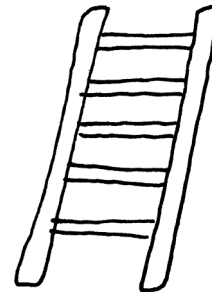
soc.....cer



riv.....er



un.....der



lad.....der

35

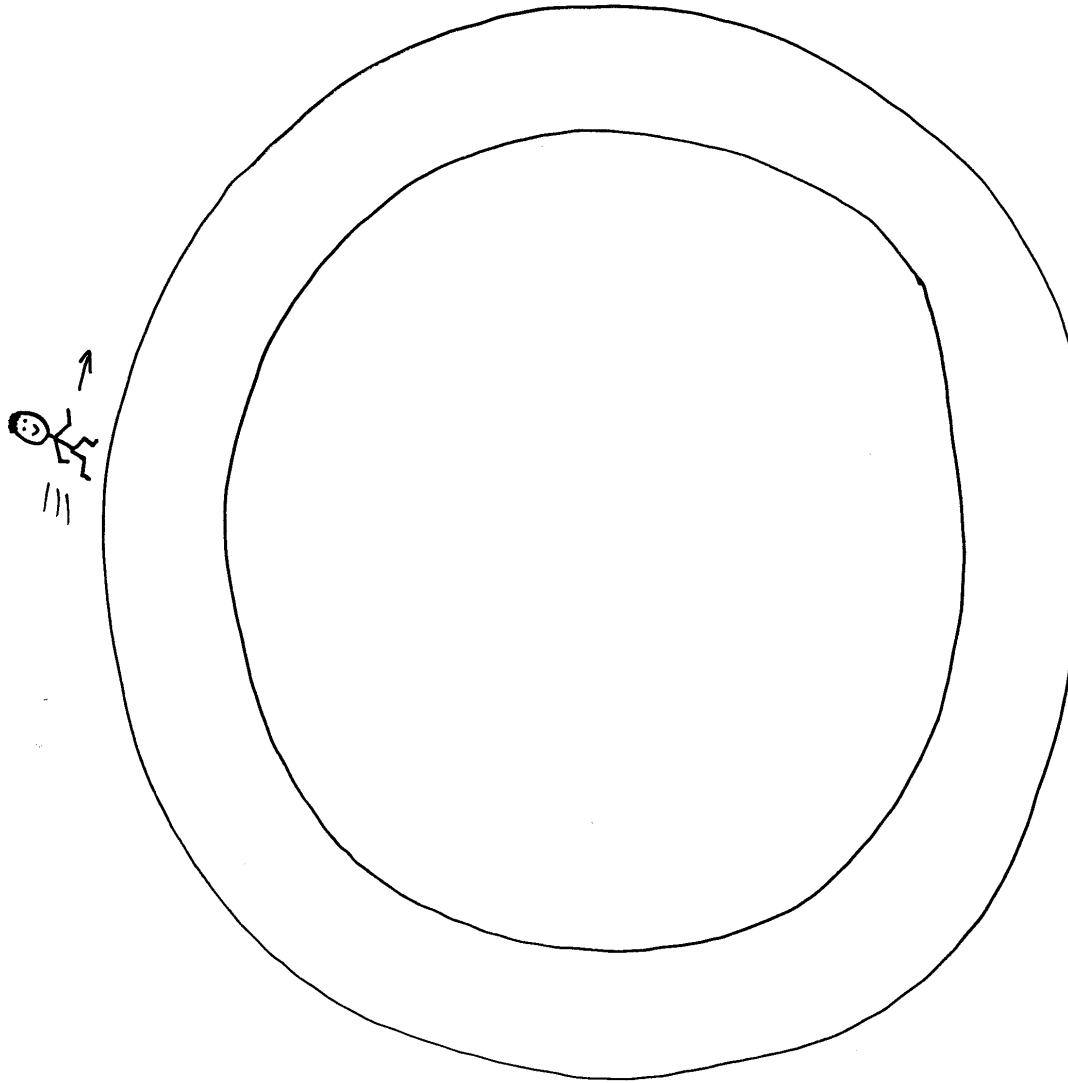
num.....ber

Oral Blending 8- Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find flipper. Find number." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on un.....der. Circle lad.....der. Put a line under but.....ter." Continue until all pictures are completed.



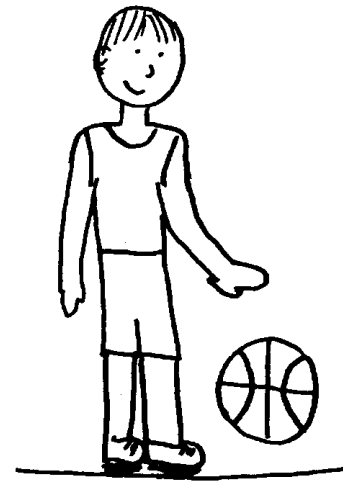
Jogger



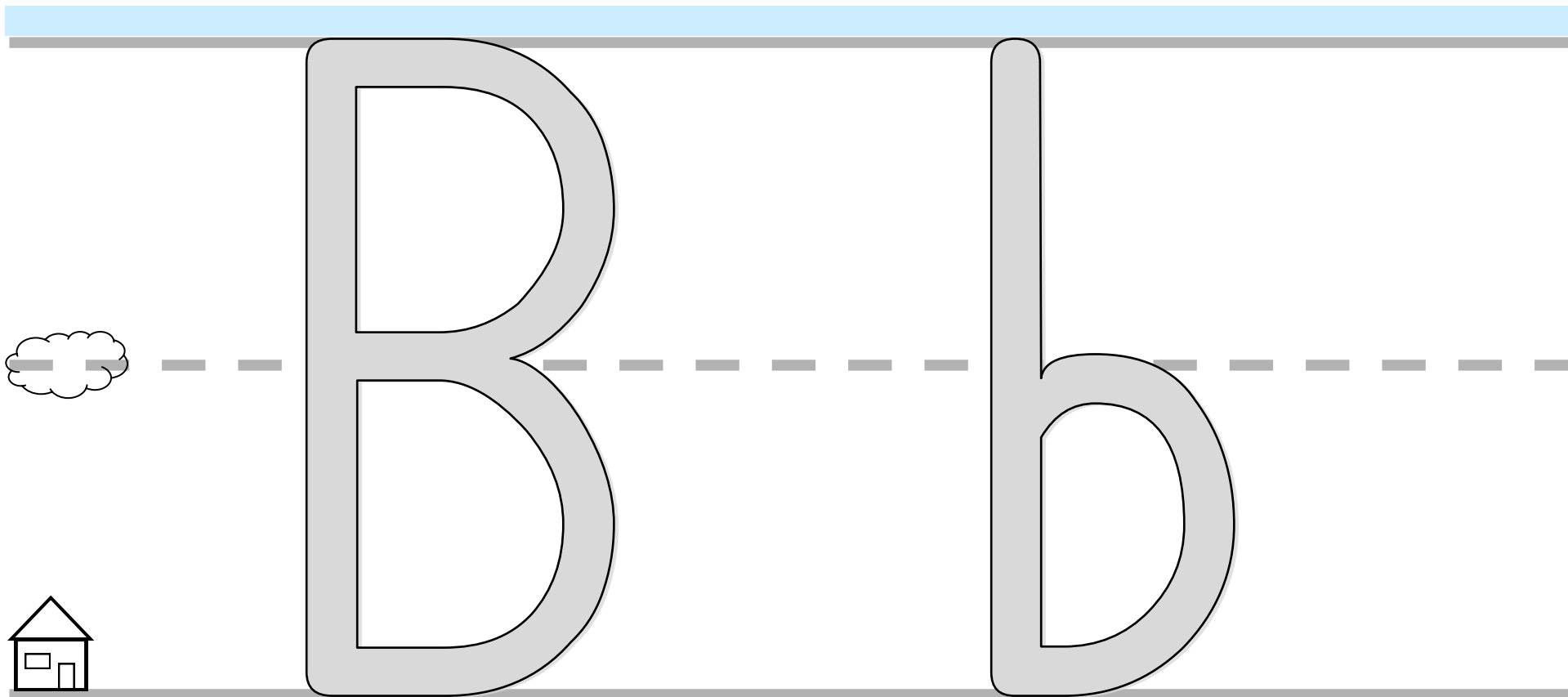
Draw a line to show the jogger running around the track.
Go around many times.

They ate lunch and then
Audrey and Brad and Dad got into
the car to go to basketball
practice. The wind had stopped
blowing, but it was still drizzling.
At the gym, all the kids on the
team warmed up by dribbling a
basketball. "B, b, b, b," was the
sound of the balls bouncing on the
hardwood floor. Then they
practiced passing and shooting.

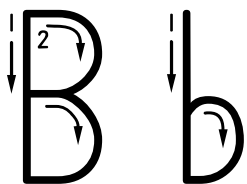
B b



B b



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital B, capital B, capital B...."

Trace the lower case letter several times using a finger. Say the letter sound each time you trace.

B

B

B

B

B

b

b

b

b

b






B b

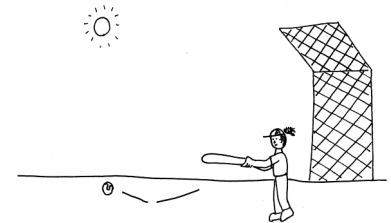
B b

B b



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|-----|-----------------------|
|  | B | W B H B U T B |
|  | b | h b l b n b t |
|  | b | bus cab bib bag tub |
|  | b | ribbon bubble blubber |
|  | B b | Bess hits the ball. |



Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

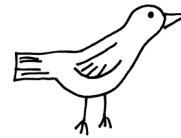
The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

b _

book



bird



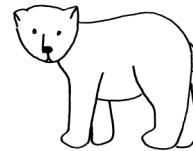
bus



ball



bear



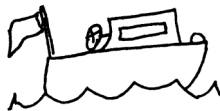
bug



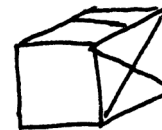
barrel



boat



box



bubble



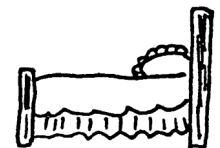
boy



bat

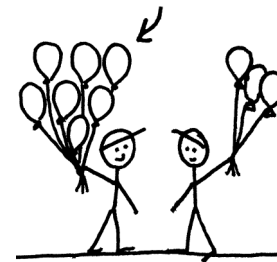
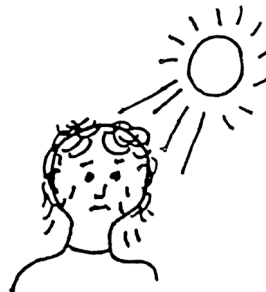
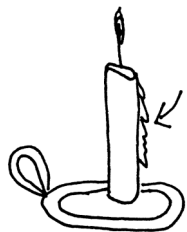
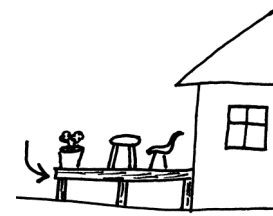
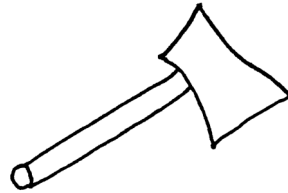
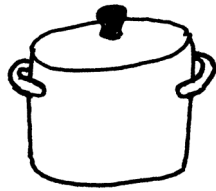
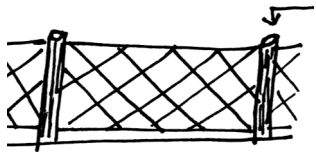


bed



Rhyming

Bb



Rhyming 8 - Draw lines to connect the pictures that rhyme.
post-most, pot-hot, ax-wax, deck-neck, drum-gum

Oral Blending

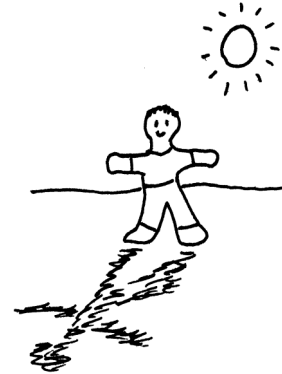
Mm



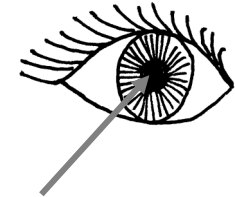
bor.....row



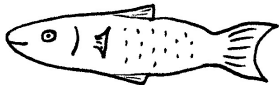
pil.....low



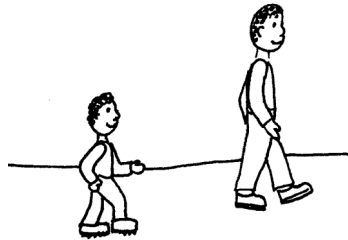
shad.....ow



pu.....pil



min.....now



fol.....low



hol.....low



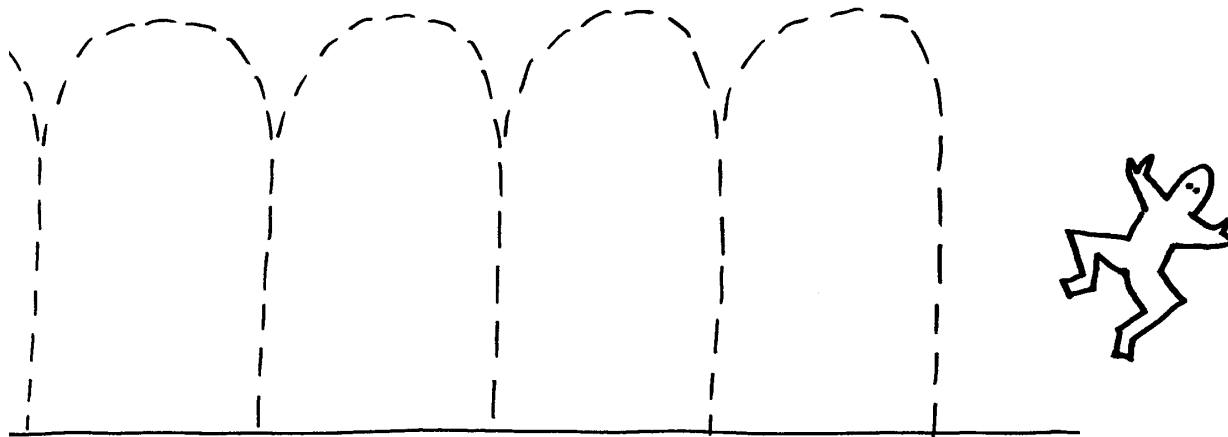
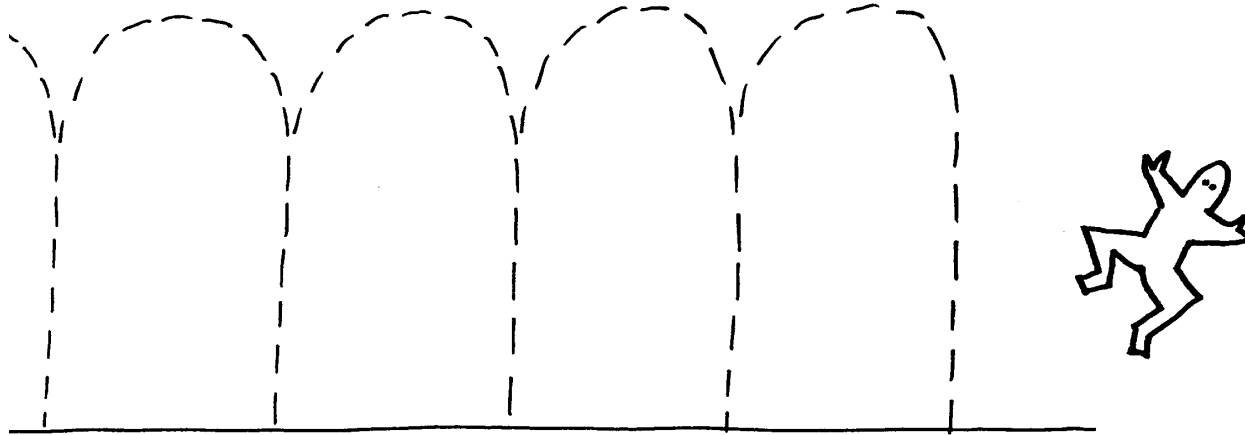
sor.....row

Oral Blending 9- Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find shadow. Find pupil." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on min.....now. Circle pil.....low. Put a line under sor.....row." Continue until all pictures are completed.



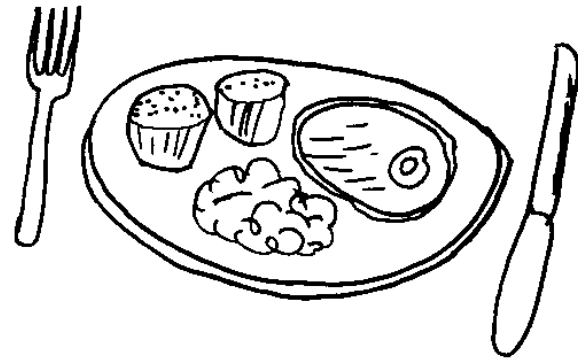
Frog Hop 2



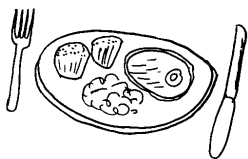
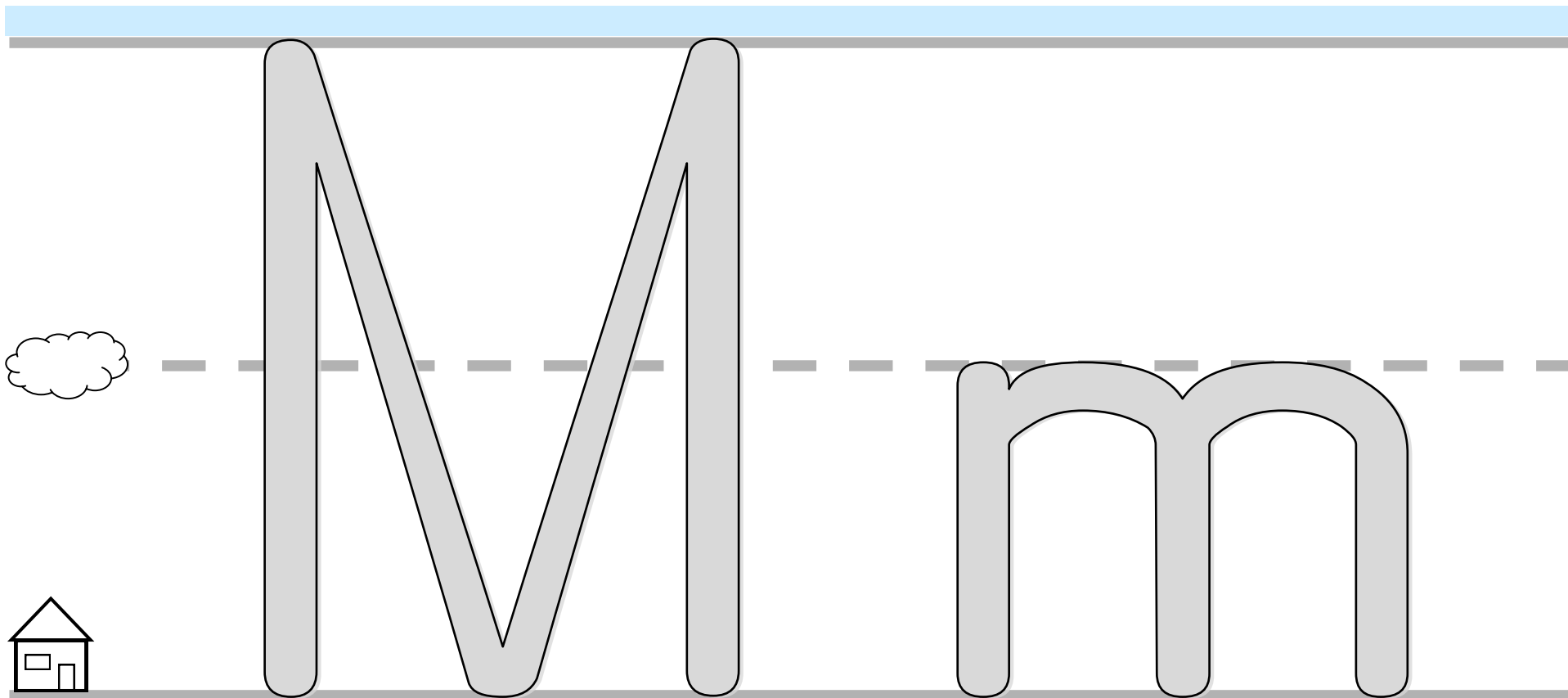
Follow the hopping frogs.

After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.

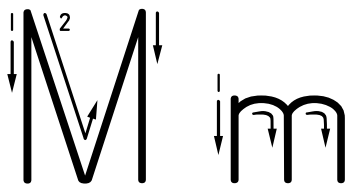
M m



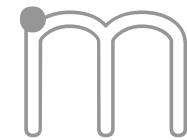
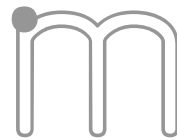
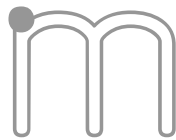
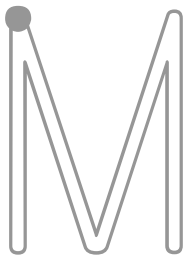
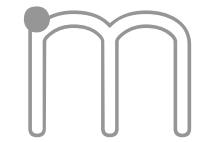
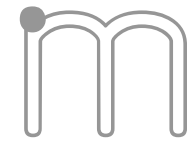
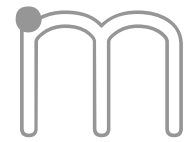
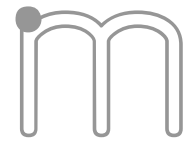
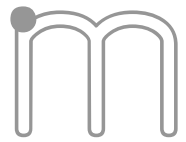
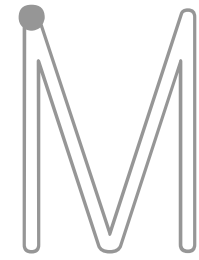
M m









Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital M, capital M, capital M....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|----|--|
|  | M | M W B L M N M |
|  | m | n m h m w m u |
|  | m | man him me am gum |
|  | m | hammer member clamp |
|  | Mm | Mom cut the lemon.  |

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

m _

mouse



milk



mule



moon



mask



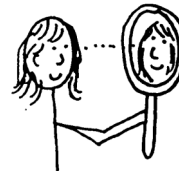
moth



mom



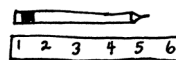
me



mud



measure



mow

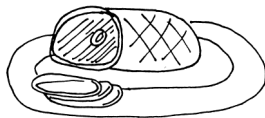
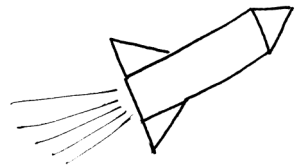
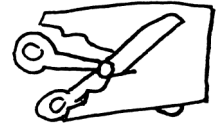
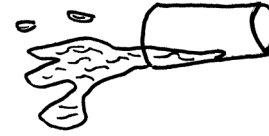
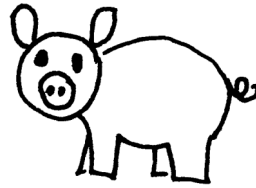
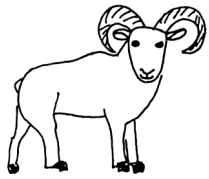


man



Rhyming

Mm



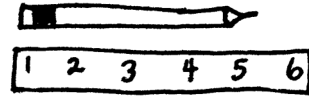
Rhyming 9 - Draw lines to connect the pictures that rhyme.
ram-ham, pocket-rocket, pig-dig, spill-hill, cut-nut

Oral Blending

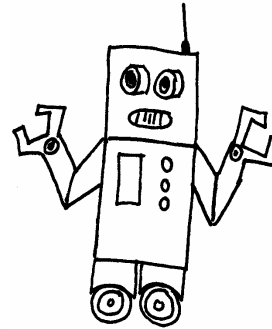
Rr



tu.....lip



mea.....sure



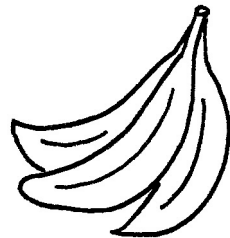
ro.....bot



stu.....dent



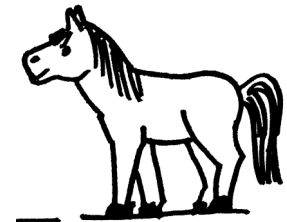
bro.....ken



yel.....low



mu.....sic



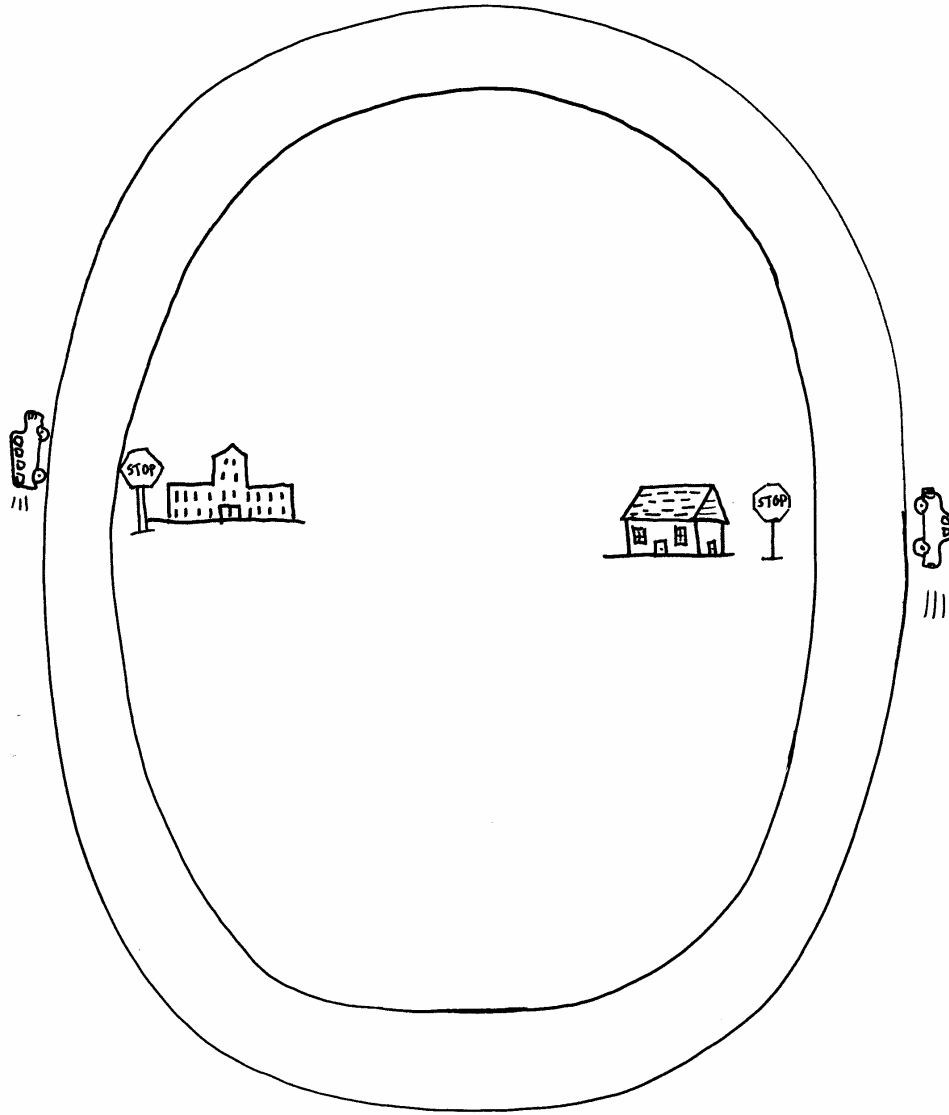
po.....ny

Oral Blending 10- Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find broken. Find measure." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on mu.....sic. Circle ro.....bot. Put a line under po.....ny." Continue until all pictures are completed.



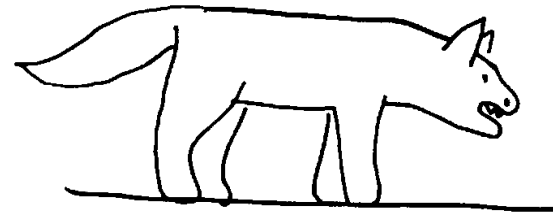
Bus Stop



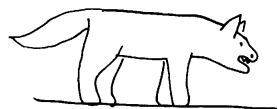
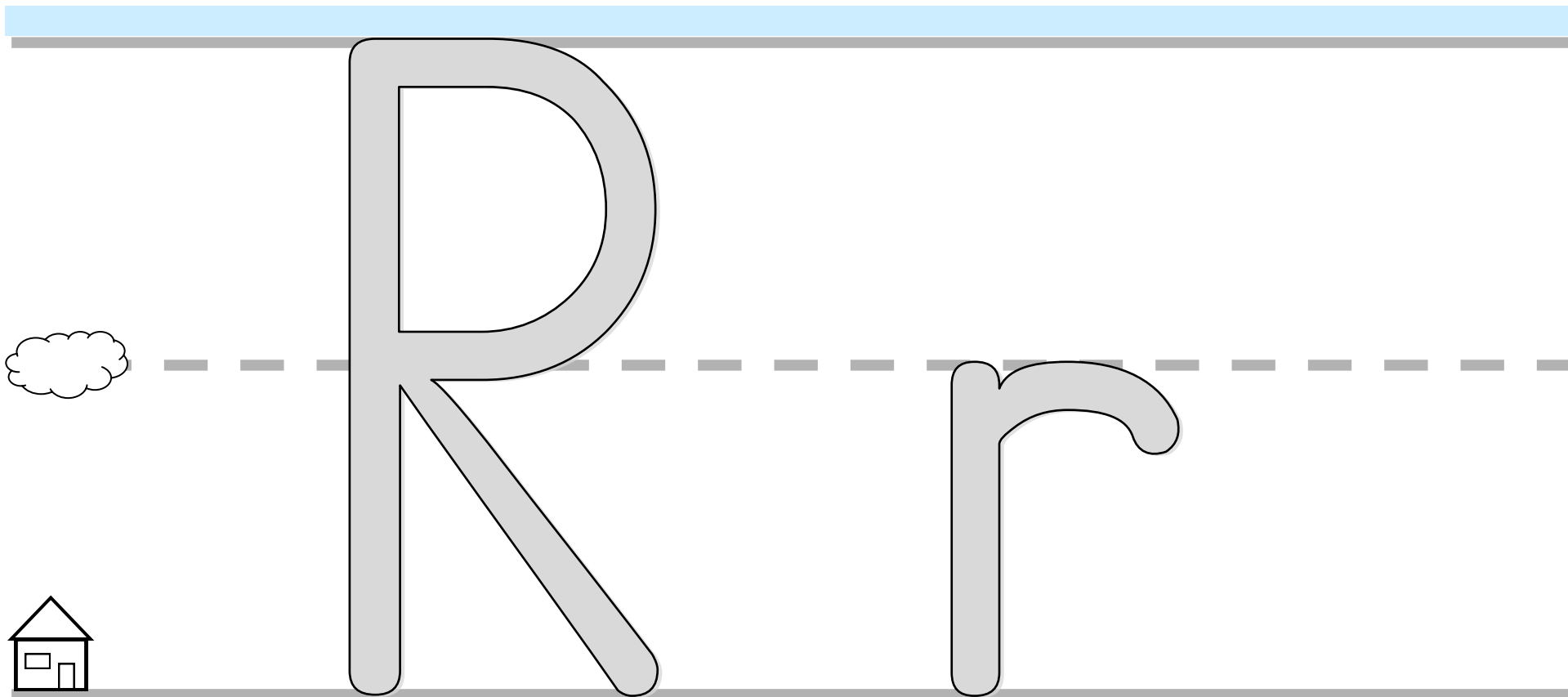
Drive the bus from the school to the house. Stop and drop off the children.
Then keep going around the circle back to school.

Just as they sat down to eat, they heard a loud "Rrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.

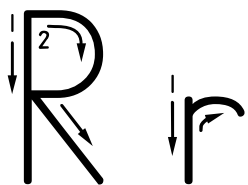
R r



R r



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital R, capital R, capital R...."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.

R

R

R

R

R

r

r

r

r

r

R

r

R







r

R

r



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|----|--|
|  | R | B R U W R R T |
|  | r | i r n m r u r |
|  | r | run car arm red |
|  | r | try berry partner |
|  | Rr | Rick can run fast.  |

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

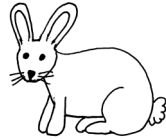
The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

r _

run



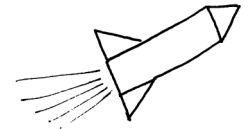
rabbit



raise



rocket



ring



rhino



rattle



river



rain



right



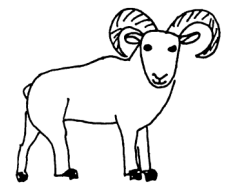
rope



rose

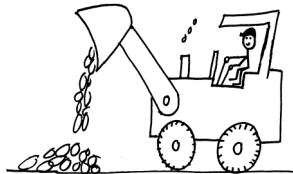
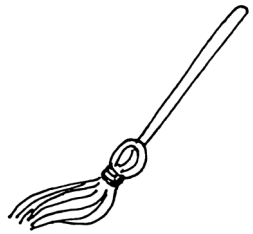


ram



Rhyming

Rr



Rhyming 10 - Draw lines to connect the pictures that rhyme.
mop-hop, wood-hood, moth-cloth, jump-dump, pan-can

Oral Blending

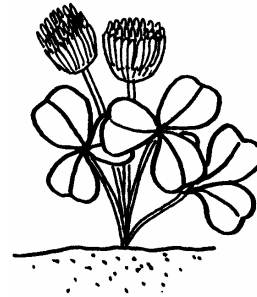
Ff



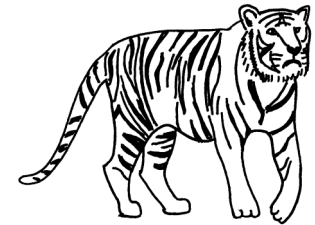
o.....ver



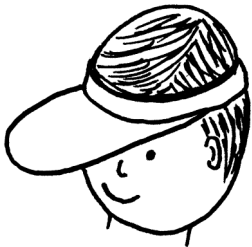
pro.....gram



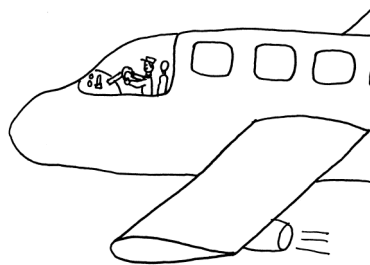
clo.....ver



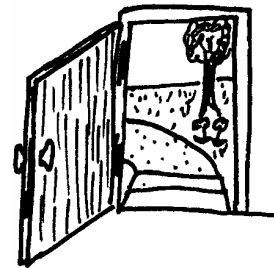
ti.....ger



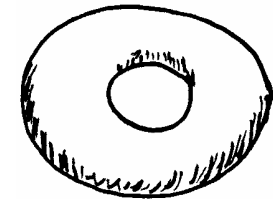
vi.....sor



pi.....lot



o.....pen



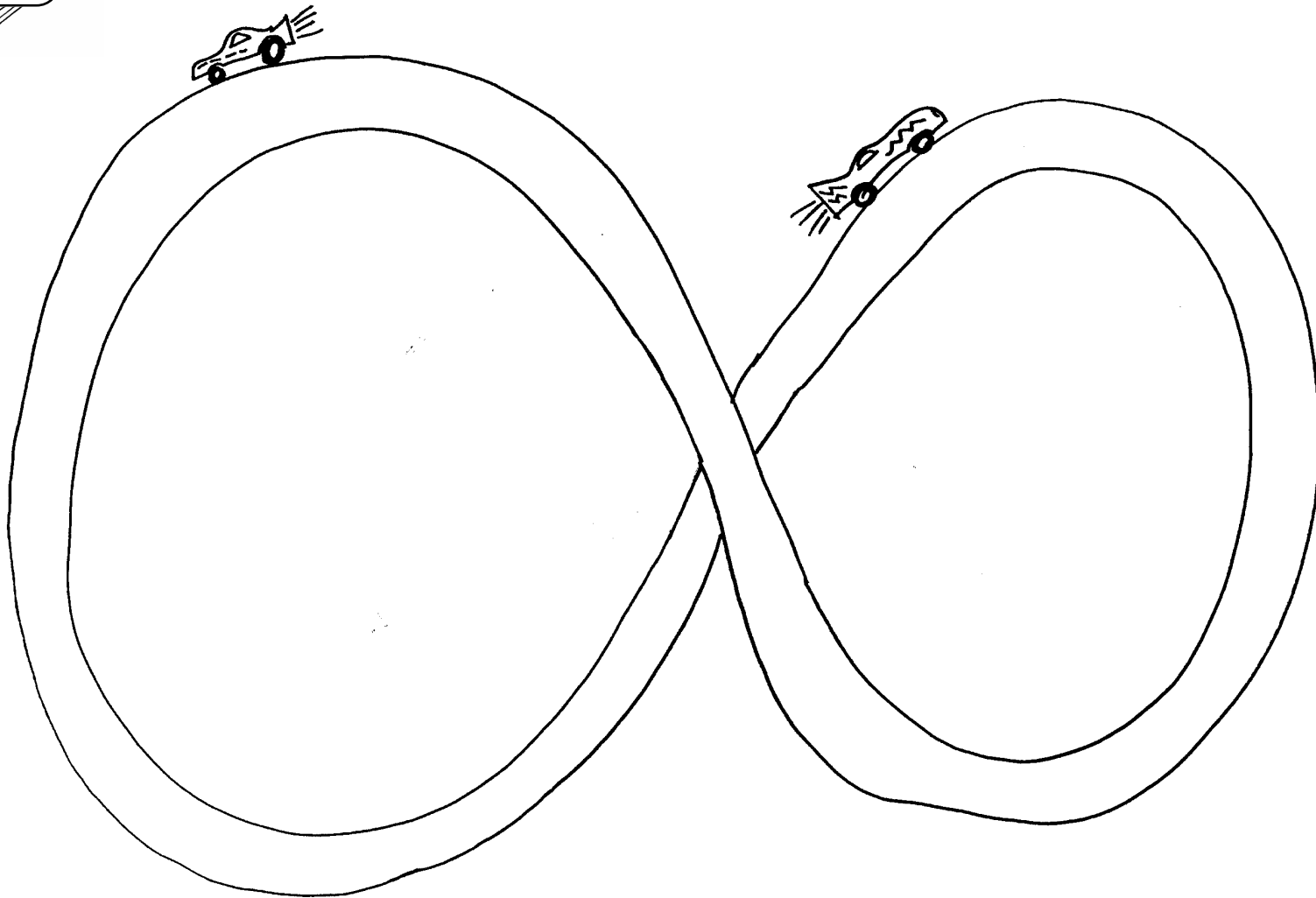
do.....nut

Oral Blending 11 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find clover. Find visor." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on pi.....lot. Circle o.....ver. Put a line under do.....nut." Continue until all pictures are completed.



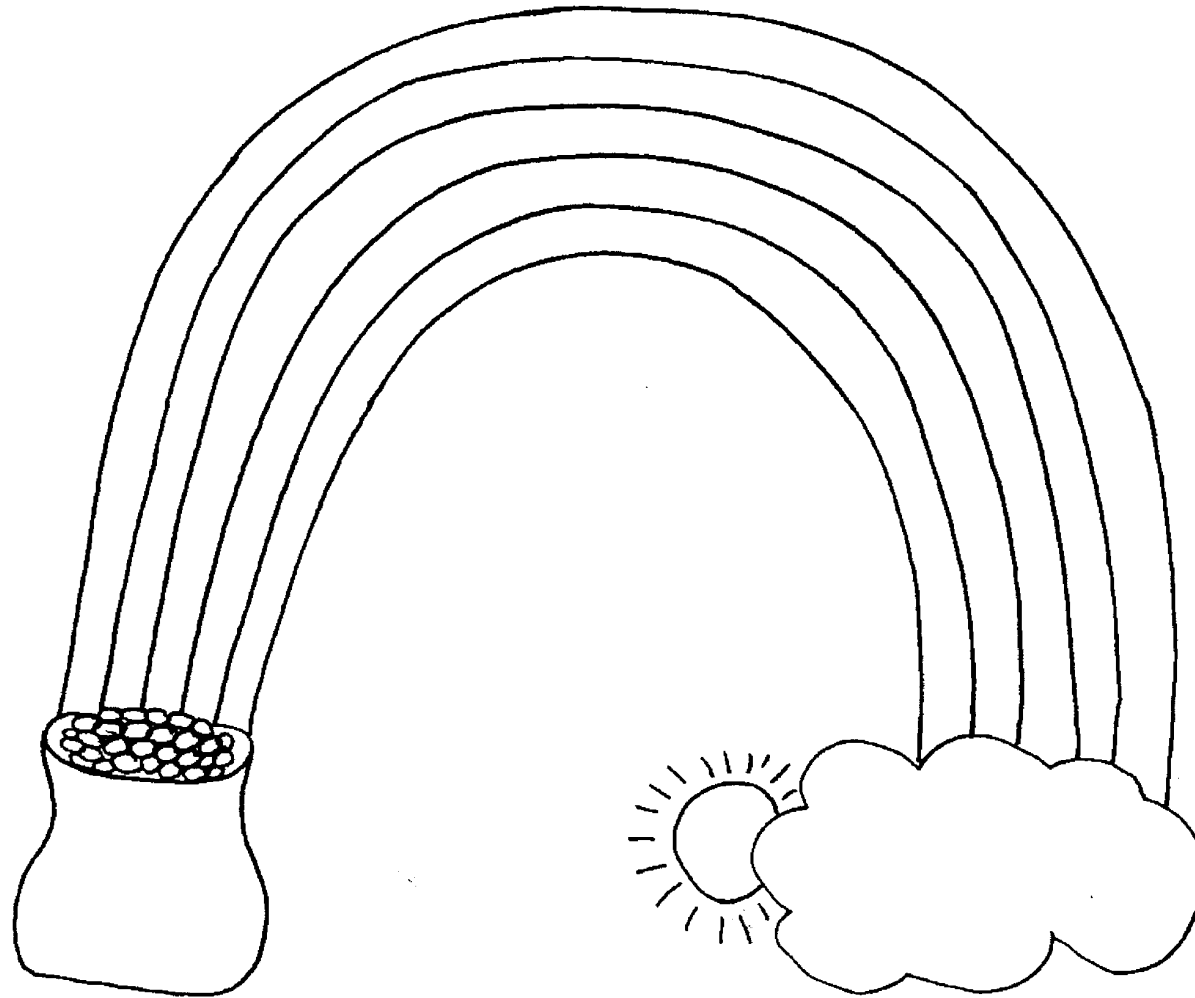
Figure Eight Race Track 2



Help the cars go around the racetrack. Go around the track many times.



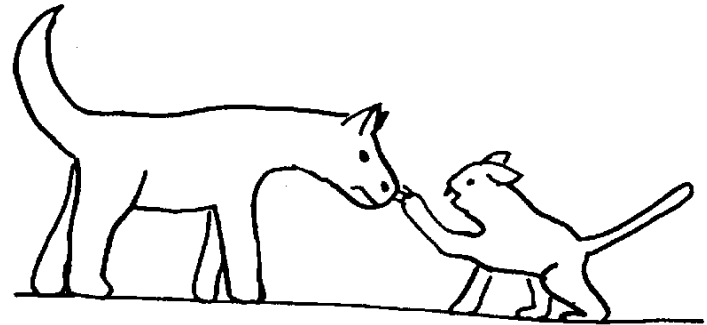
Rainbow 2



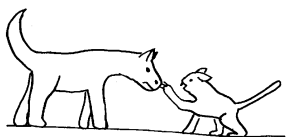
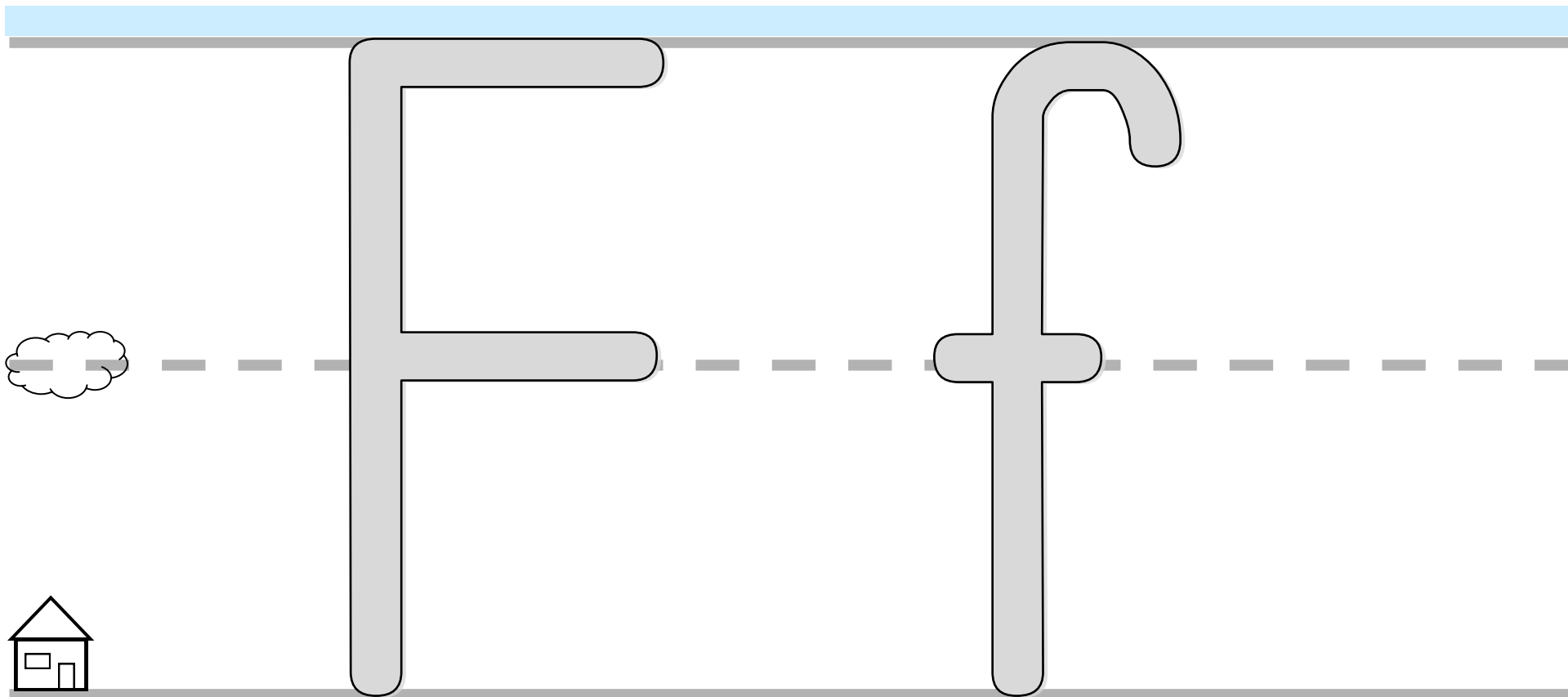
Follow the rainbow from the cloud to the pot of gold.
Use a different colored pencil for each path.

The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "ffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.

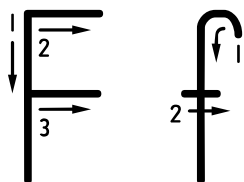
F f



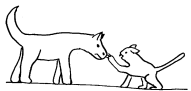
F f



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital F, capital F, capital F....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|----|--|
|  | F | B F H F L F W |
|  | f | t f l h f r f |
|  | f | fun fix off if fell |
|  | f | fluffy stiff self |
|  | Ff | Fred found a dime.  |

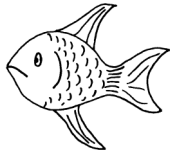
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

f _

fish



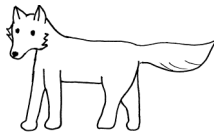
food



find



fox



feet



farm



fire



father



fork



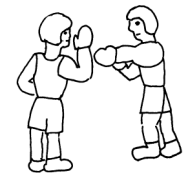
fudge

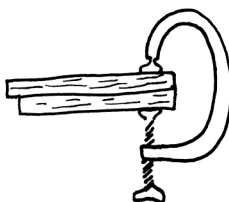
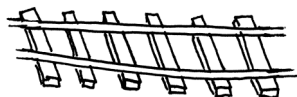
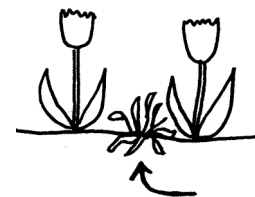


finger



fight

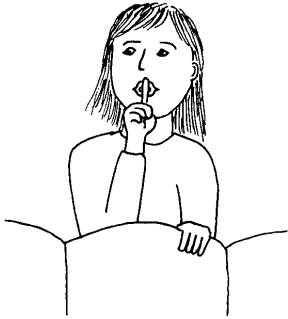




Rhyming 11 - Draw lines to connect the pictures that rhyme.
stamp-clamp, cat-bat, pack-track, mad-pad, weed-seed

Oral Blending

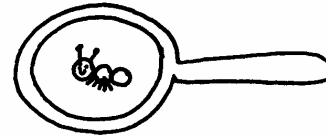
Xx



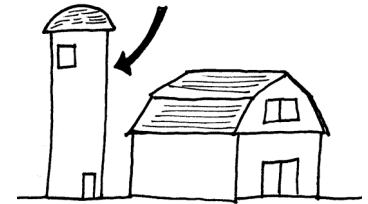
qui.....et



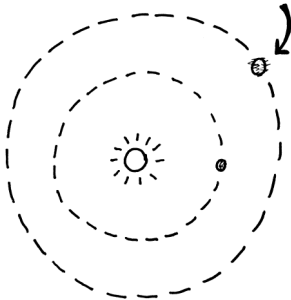
te.....pee



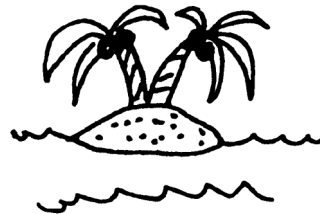
ti.....ny



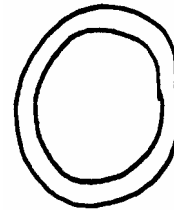
si.....lo



Ve.....nus



i.....sland



ze.....ro

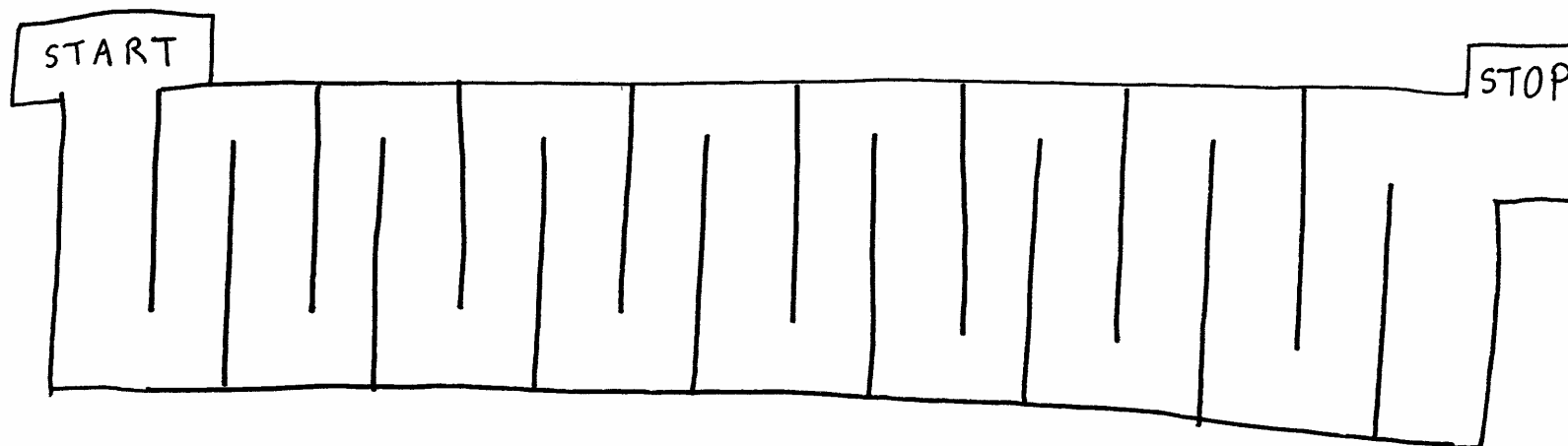


i.....vy

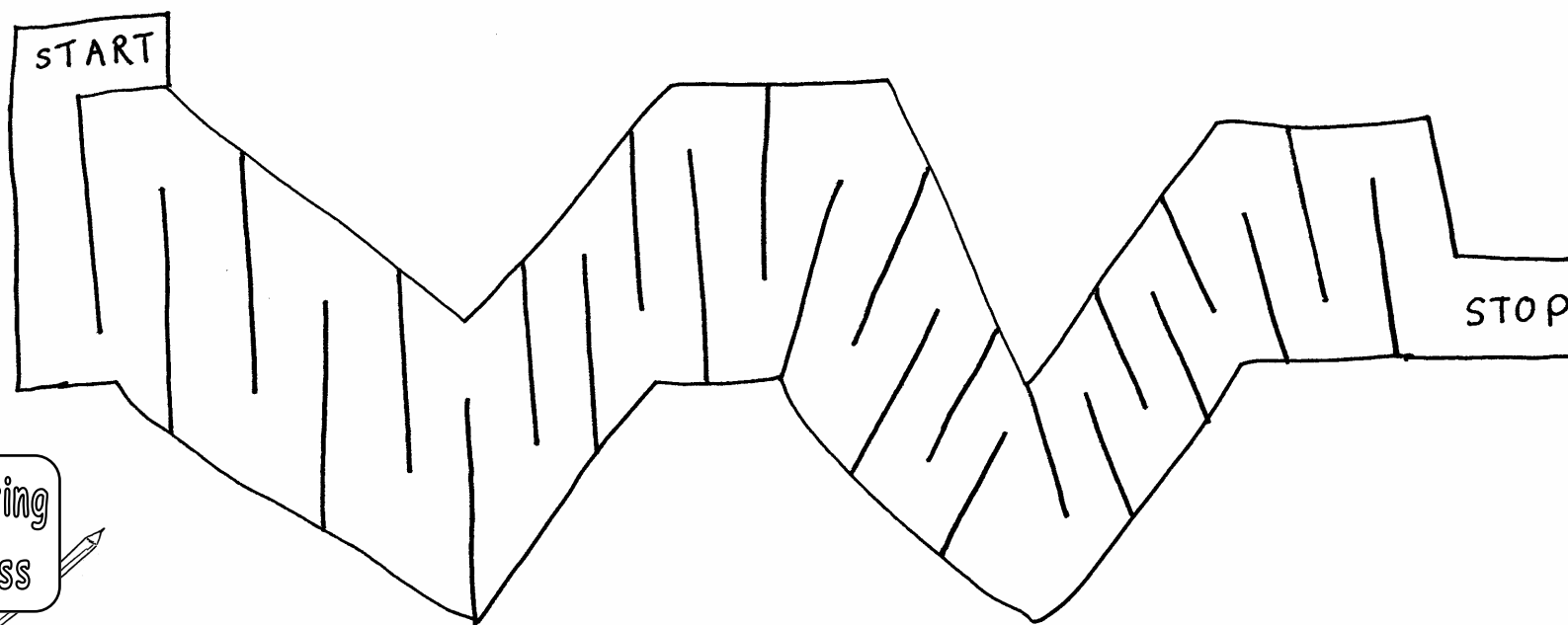
Oral Blending 12 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find tepee. Find island." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on ti.....ny. Circle ze.....ro. Put a line under Ve.....nus." Continue until all pictures are completed.

Two Mazes



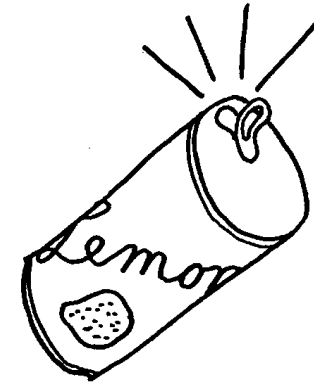
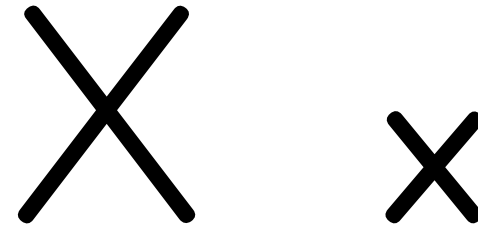
Go through each maze.

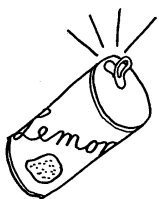
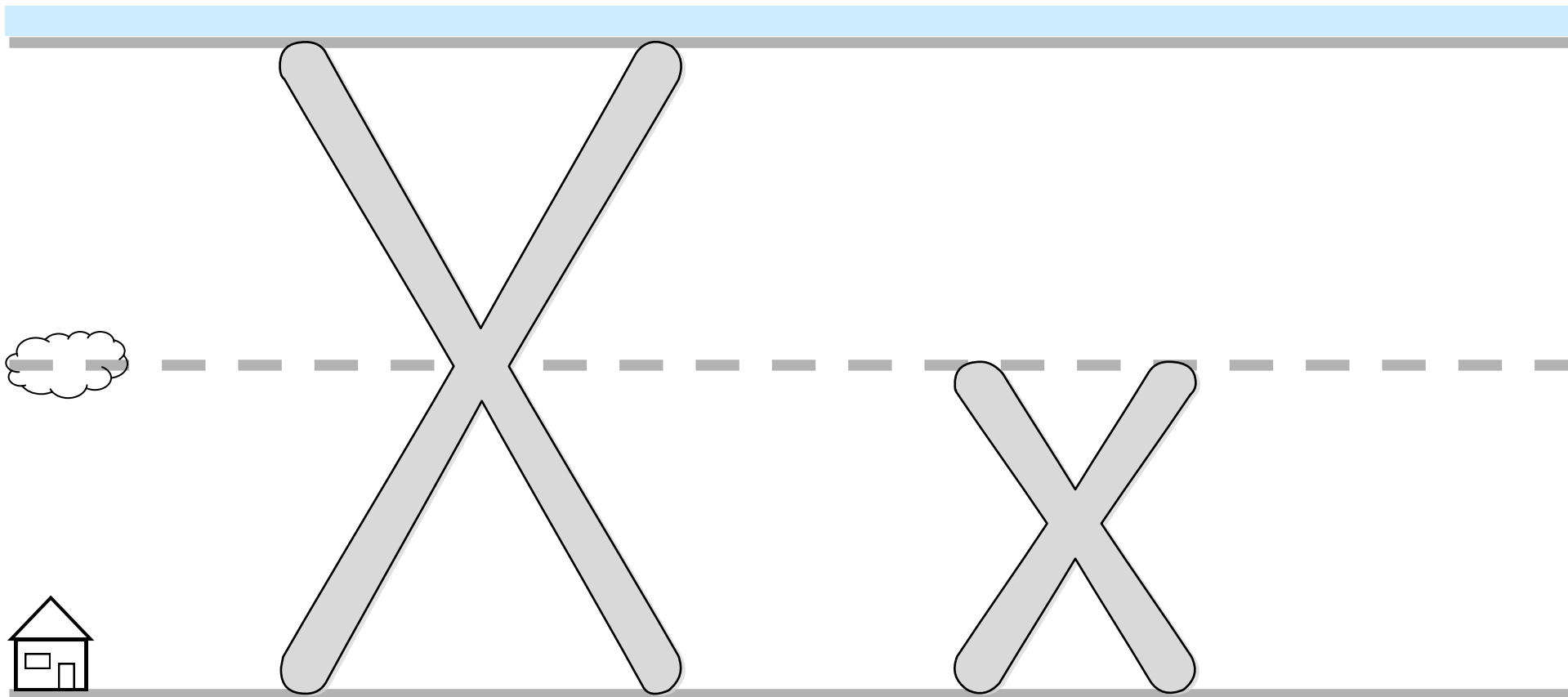


Handwriting
Readiness

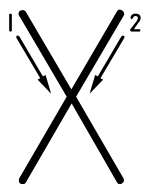


"Poor, Chewie!" said Brad.
 "She'll know to leave cats alone,
 next time." He reached into the
 refrigerator and pulled out a soft
 drink. "Kssss," was the sound of
 the air rushing out as he pulled
 the tab off the can.

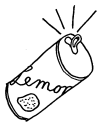
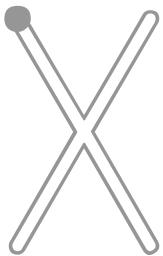
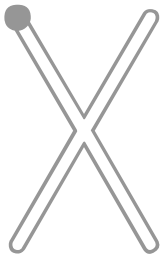




Handwriting

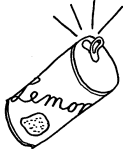
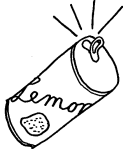
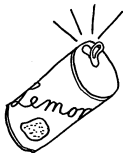



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital X, capital X, capital X...."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

| | | |
|---|---|--|
|  | X | T X W L X X F |
|  | x | x r t x u b x |
|  | x | fox six tux fix Max |
|  | x | exit oxen mixing |
|  | x | Max will mix it.  |

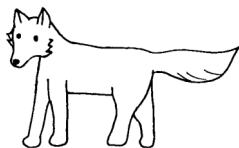
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Ending Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the last letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.



fox



fix



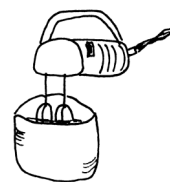
fax



pox



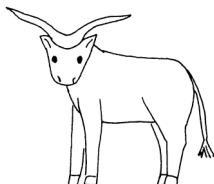
mix



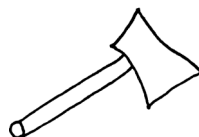
sax



ox



ax



flex



six



wax

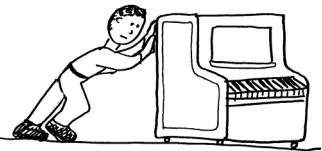
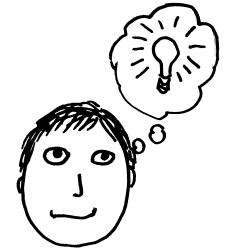


tux



Rhyming

Xx



Rhyming 12- Draw lines to connect the pictures that rhyme.
bush-push, cash-mash, boy-toy, glue-clue, think-wink

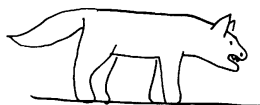
Review

U



r

B



m

M



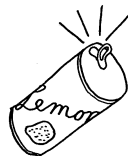
u

R



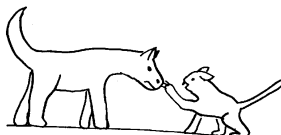
x

F



b




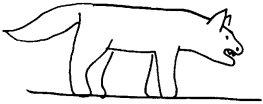
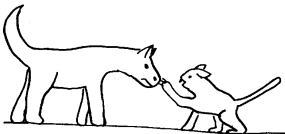
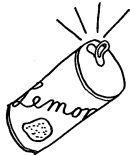
X



f

Draw a line to match each letter with its sound picture.

Review

| | | | | | |
|---|---|---|---|---|---|
|  | n | b | h | u | r |
|  | x | m | n | r | f |
|  | h | r | f | x | b |
|  | m | f | r | u | n |
|  | f | t | b | i | l |
|  | w | r | l | x | t |

Circle the letter to match each picture. Say the sound.

Oral Blending

Ee



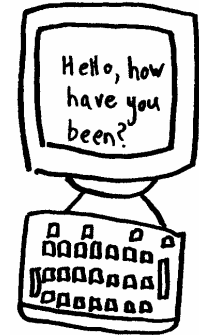
se.....cret



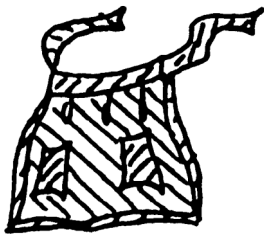
hon.....ey



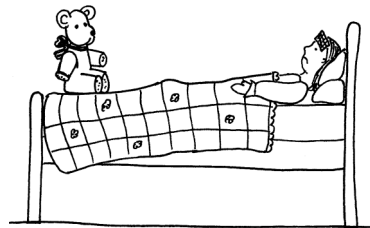
ba.....by



e.....mail



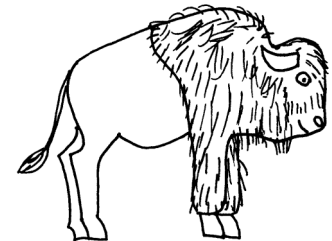
a.....pron



cov.....er



fe.....ver



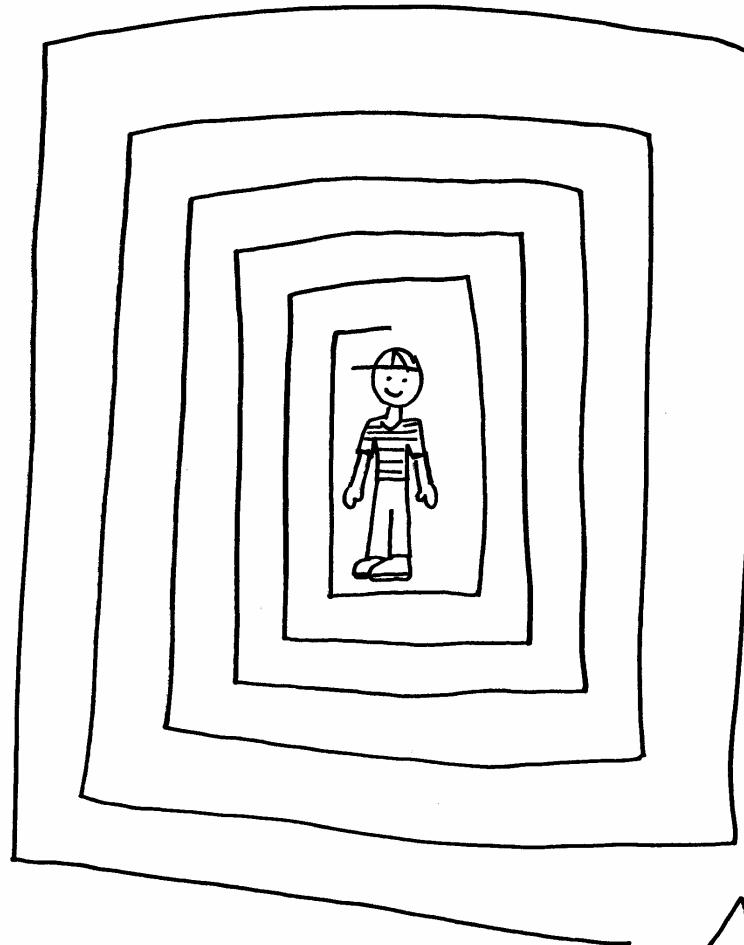
bi.....son

Oral Blending 13 - Two-Syllable Words (Do the pictures in random order.)

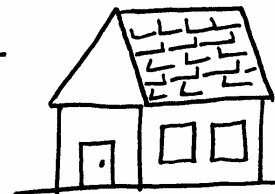
STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find cover. Find bison." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on a.....pron. Circle se.....cret. Put a line under ba.....by." Continue until all pictures are completed.



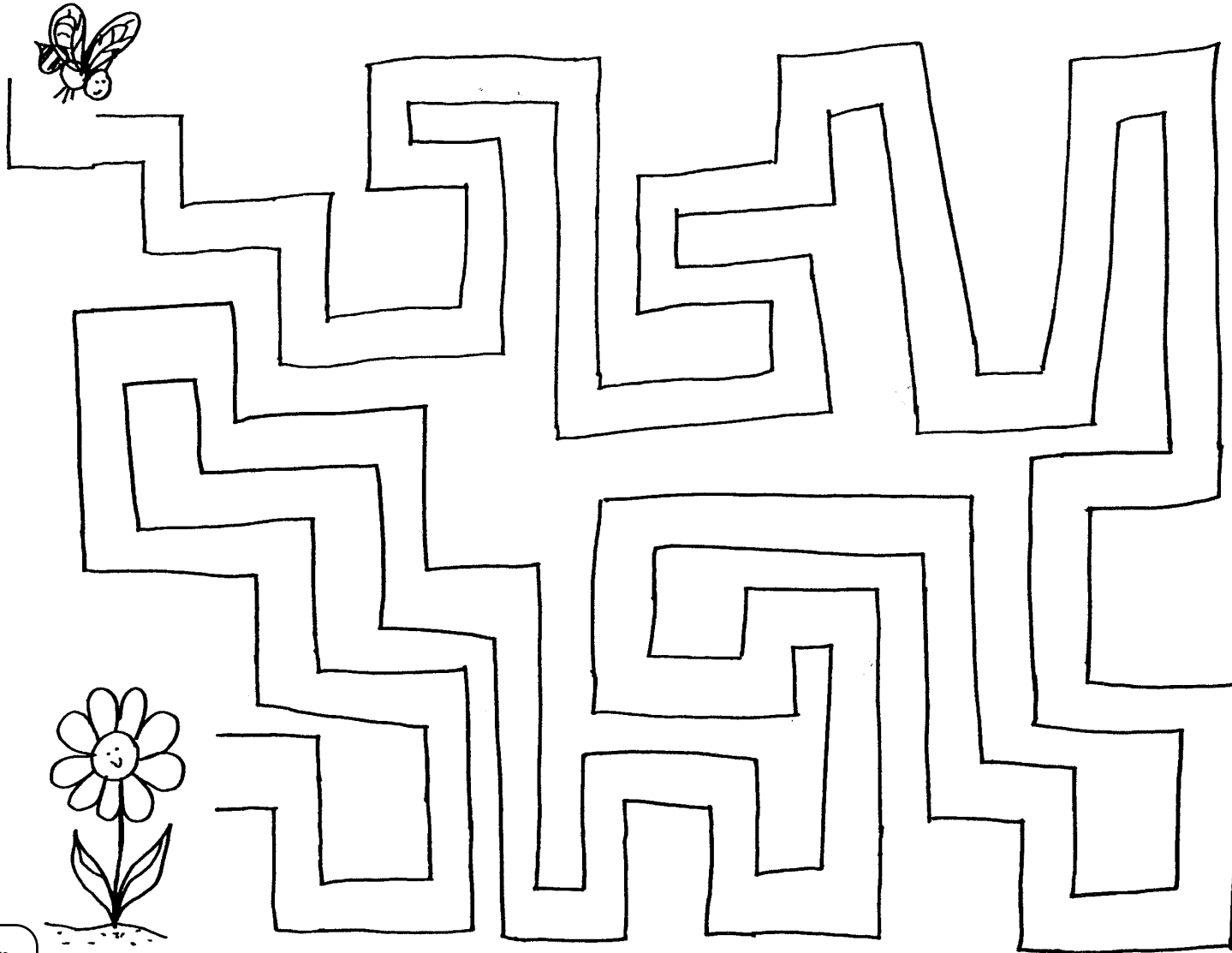
Boy Going Home



Start at the boy. Go to the house.
Help the boy find his way home.



Bee And Flower



Handwriting
Readiness

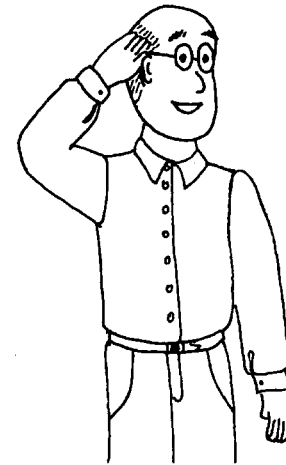


Help the bee find the flower. Color the flower.

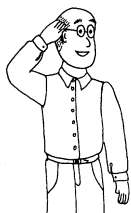
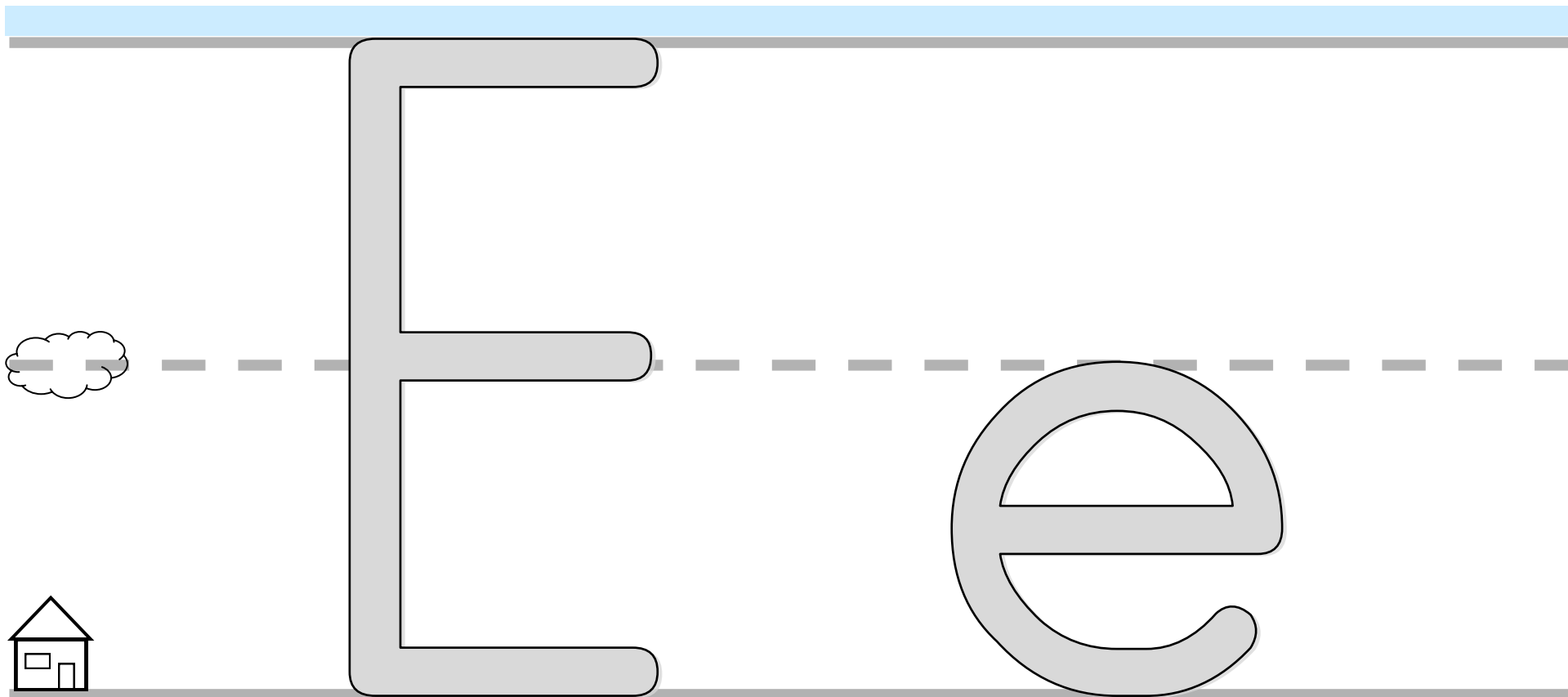
After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them."

(e/egg)

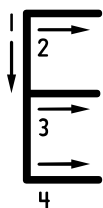
E e



E e



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital E, capital E, capital E...."

Trace the lower case letter several times using a finger. Say the letter sound each time you trace.

E

E

E

E

E

e

e

e

e

e

E

e

E






e

E

e



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

| | | |
|---|-----|--------------------|
|  | E | E F X E H L E |
|  | e | r e u e f w e |
|  | e | men egg we less |
|  | e | seed tree ever |
|  | E e | Ed fell. Ed yells. |



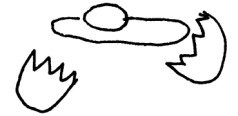
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

The teacher reads the first word. Students point to the word, listen to the teacher say it, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

e _

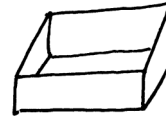
egg



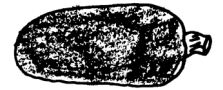
elf



empty



eggplant



exit



error

$$\begin{array}{r} 4 \\ + 1 \\ \hline 6 \end{array}$$

Eskimo



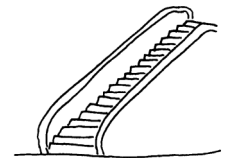
end



elephant



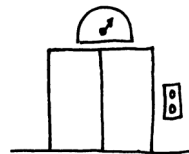
escalator



edge



elevator

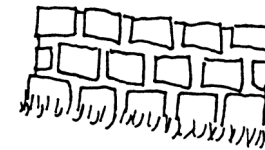
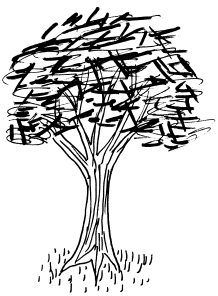
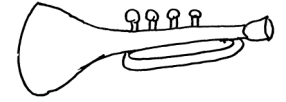
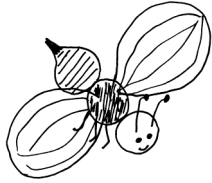
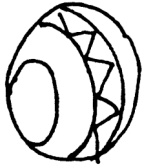


envelope

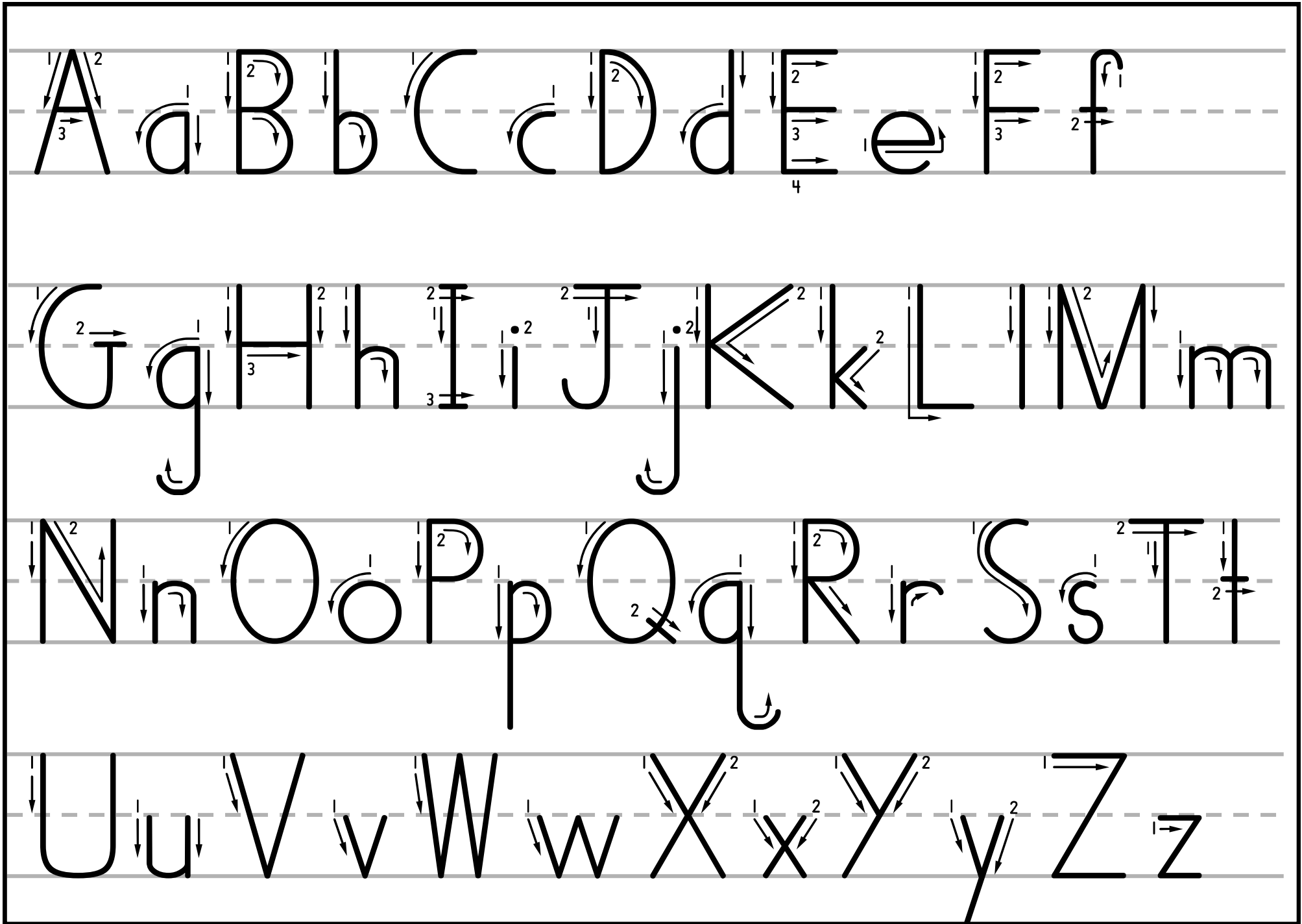


Rhyming

Ee



Rhyming 13- Draw lines to connect the pictures that rhyme.
ball-wall, bee-tree, honey-money, bake-snake, horn-corn



Aa Bb Cc Dd Ee

Kk Ll Mm Nn Oo

Uu Vv Ww Xx Yy

Ff Gg Hh Ii Jj

Pp Qq Rr Ss Tt

Zz



Students can practice writing letters on the clear back cover of this book, using a dry-erase marker.