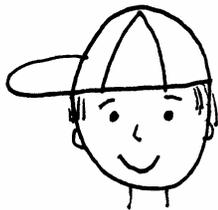


Learning The Alphabet

A B C



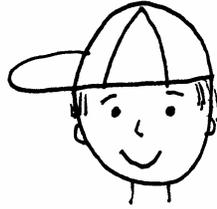
With Handwriting Readiness

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
Teaching Instructions



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The games and activities described in this book can be found at <http://www.soundcityreading.net> or [.com](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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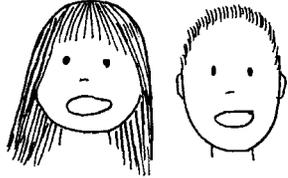
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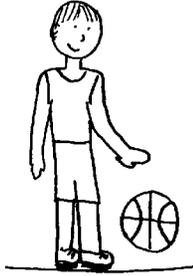
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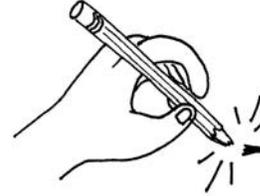
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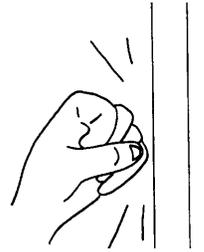
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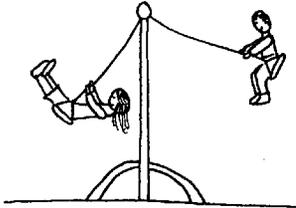
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D d



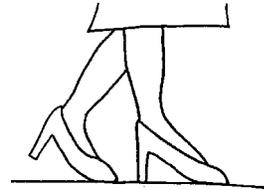
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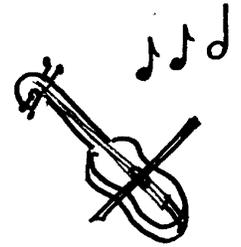
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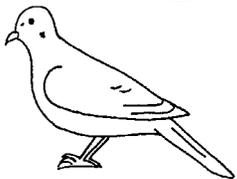
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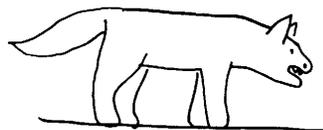
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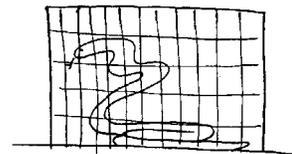
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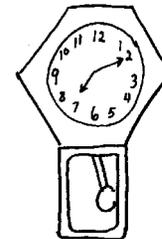
R r



S s



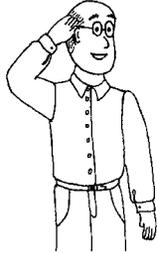
T t



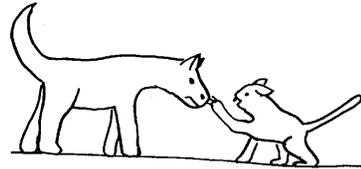
U u



E e



F f



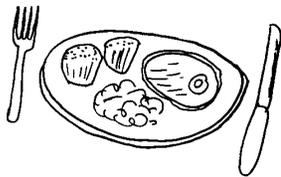
G g



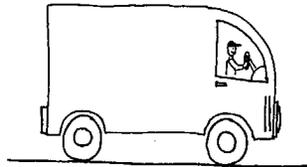
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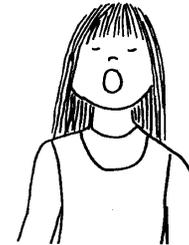
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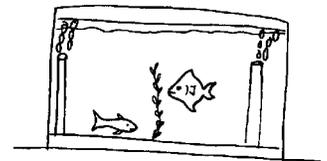
N n



O o



P p



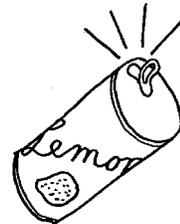
V v



W w



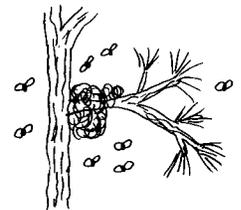
X x

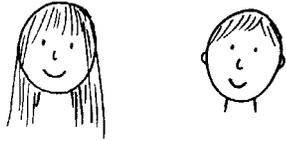


Y y



Z z



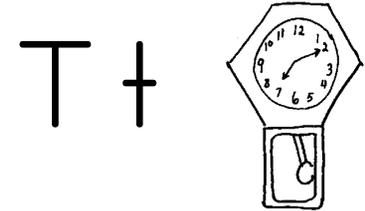


A Sound Story

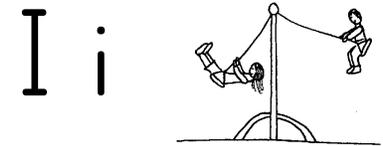
About Audrey and Brad

Part 1

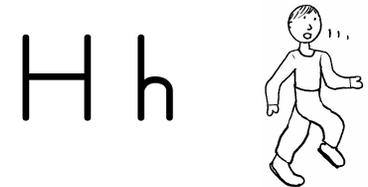
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



"Hey, Mom," said Brad. "Can we walk down to the park?" "Yes," said Mom. "But we must be 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 all walked home and 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."



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.



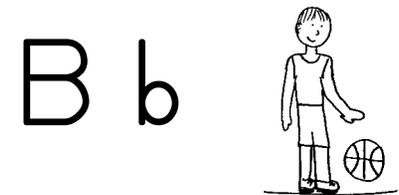
As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing its way into the house around the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



"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. "Uuuuhh," 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)



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.



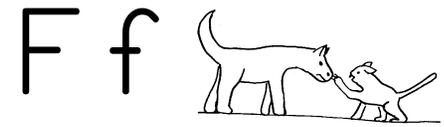
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmmmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.



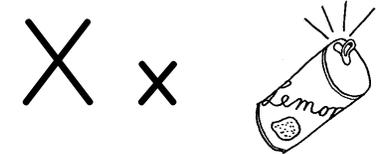
Just as they sat down to eat, they heard a loud "Rrrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.



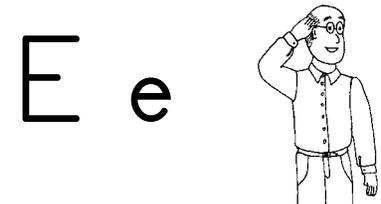
The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.



"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.



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)



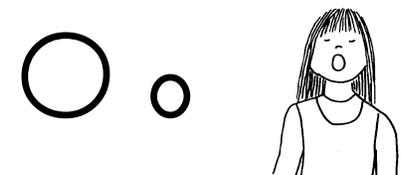
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.

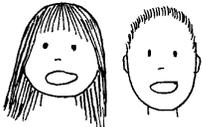
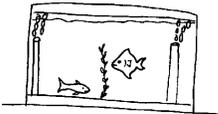


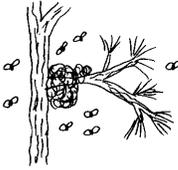
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.

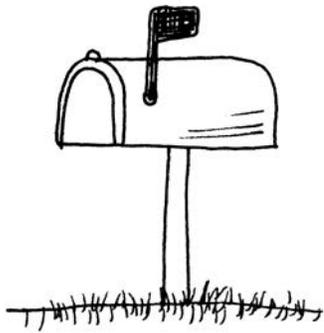


After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)

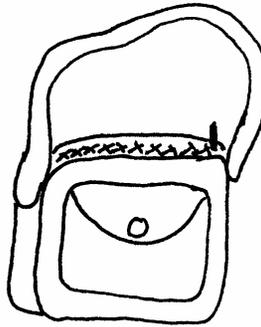


<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>	<p>C c </p>
<p>At 2 o'clock, Audrey heard 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>

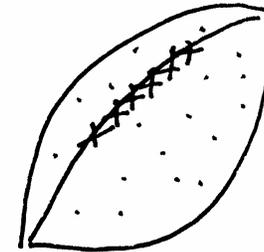
<p>Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>	<p>K k </p>
<p>When Audrey's 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>



mail.....box



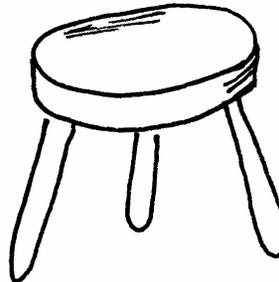
pocket.....book



foot.....ball



rain.....bow



foot.....stool



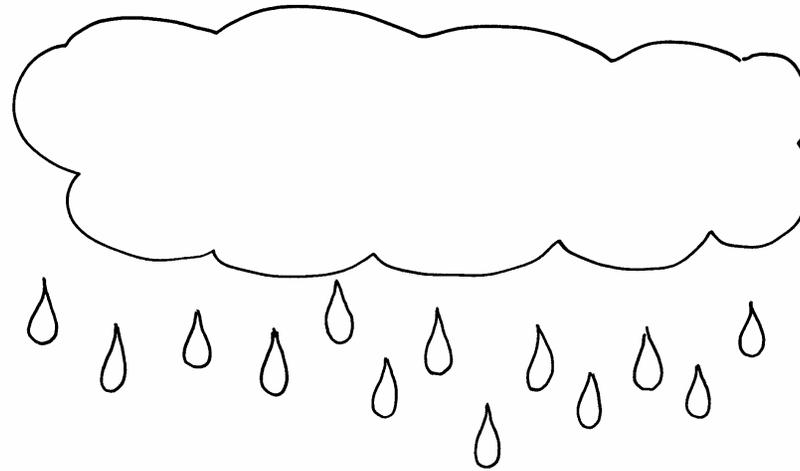
blue.....jeans

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me foot.....stool. Put an X on it. Show me mail.....box. Circle it. Show me pocket.....book. Draw a line under it." Continue until all pictures are completed.



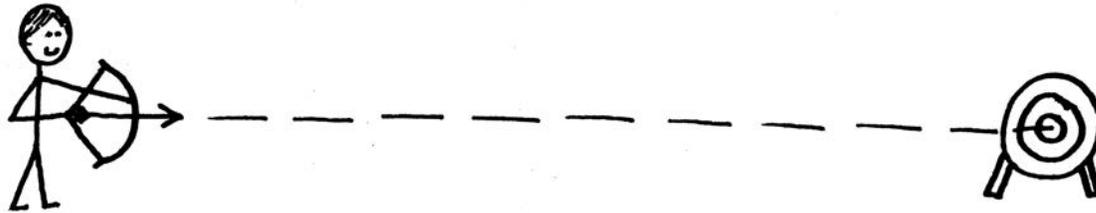
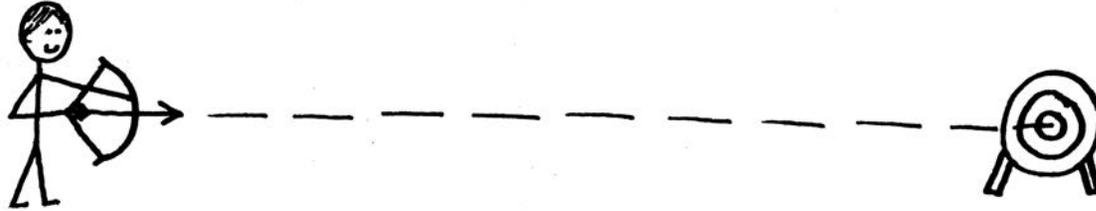
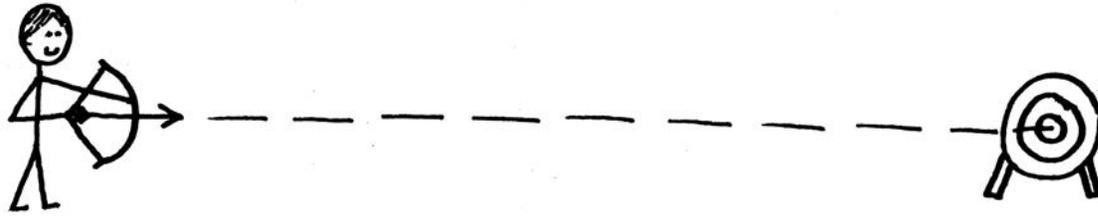
Raindrops



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.

Sound Story

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. Point to the picture, say the sound, and have the students repeat.

After reading the story say, point to the sound picture and ask the students to say the sound. Then point to letters and say, "These letters show us the same sound in words." Point to each letter and have students give you the sound for each one.

Explain that each letter can be shown two ways, as a capital letter or a lower case letter. Point to the letters and say, "These are capital letters (on the left) and these are lower case letters (on the right). Sometimes they look the same but the capital letter is taller. Sometimes the capital and lower case letters are completely different. "

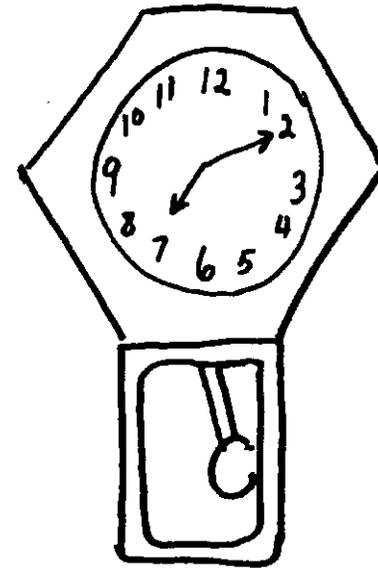
Tell the students that the top letters show the way they look when we write them. The bottom letters show how they often appear in books. The extra parts that stick out are called serifs, but if they look closely, the basic shape of the letter is still the same.

For the younger students, you can use this explanation. (Above the picture) This is the mommy letter and the little girl letter. (Below the picture) This is the daddy letter and the little boy letter. They all show the same sound, just like the picture.

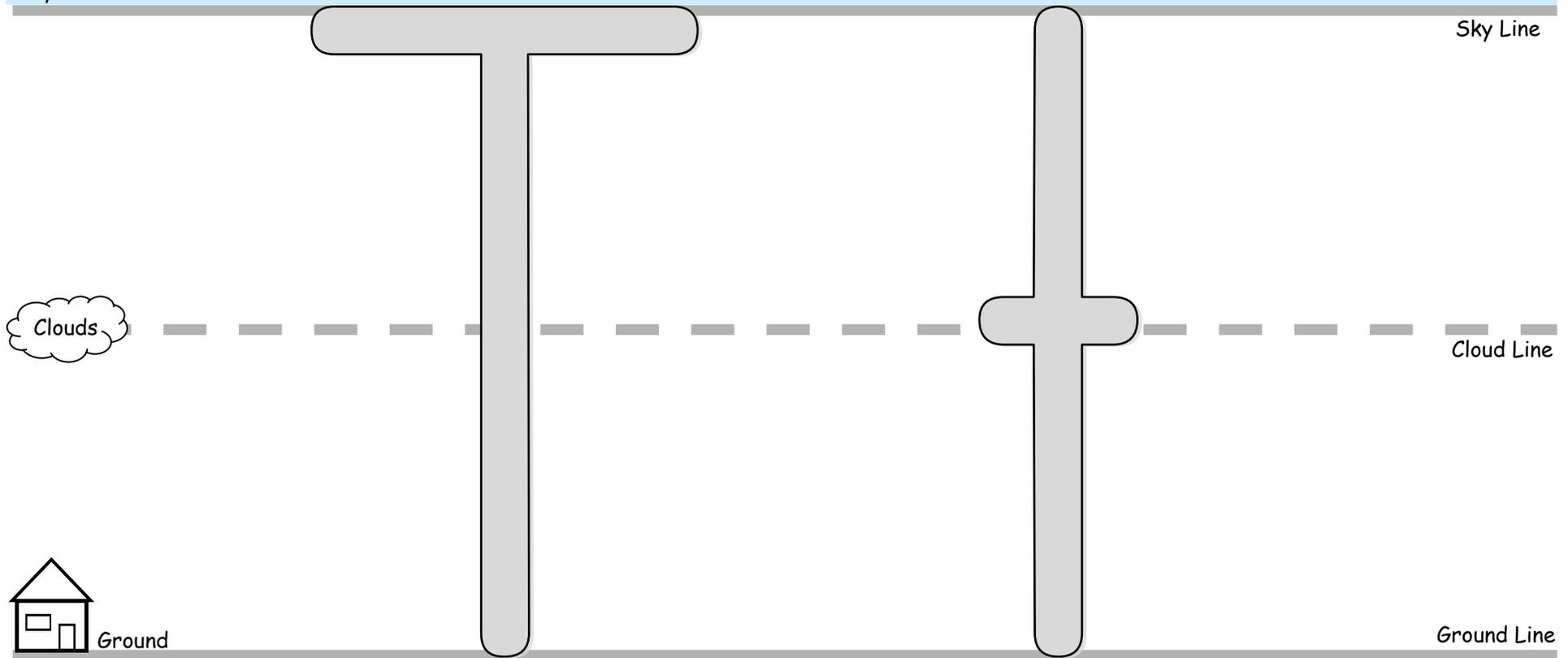
To wrap up, point to the sound picture and each letter again, and have students give the sounds in unison.

After you have taught a few letters using this routine, you won't need to take as much time with each new letter. Just read the Sound Story page, point to the picture and model the sound, then point to the picture and each letter and have students pronounce the sounds in unison.

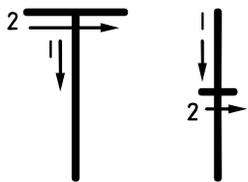
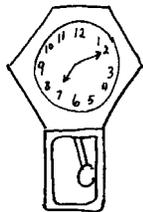
T t



T t



Handwriting



Students trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace, "Capital T, /T/, capital T, /T/....."
 Students trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace. "/t/, /t/, /t/"
 Keep a steady rhythm when tracing.

Point out the sky line, the cloud line, and the ground line. Then ask the students, "Where is the sky line? Where is the cloud line? Where is the ground line?" Students point to and name each line. Explain that these lines help us know where to start and end each letter when we write.

Show students how to form the capital letter by tracing with one or two fingers. Verbalize you finger movements.

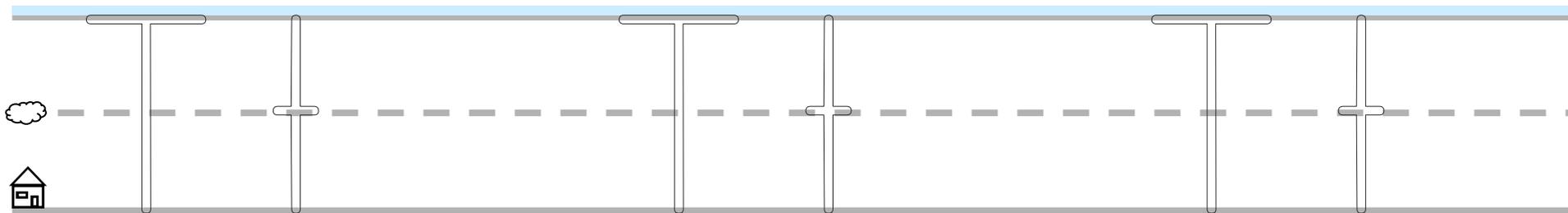
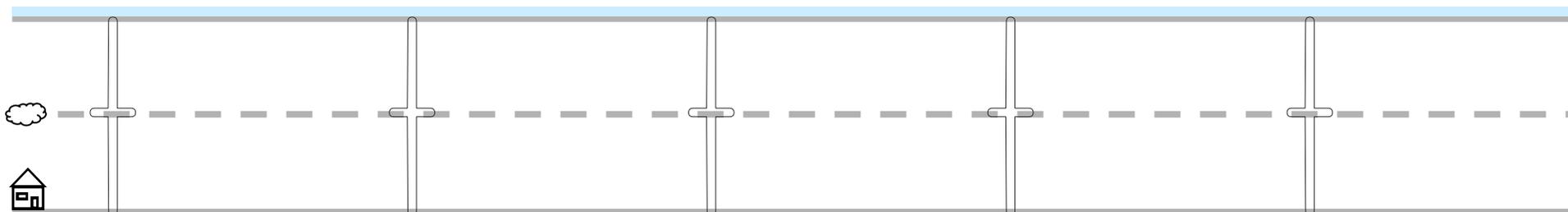
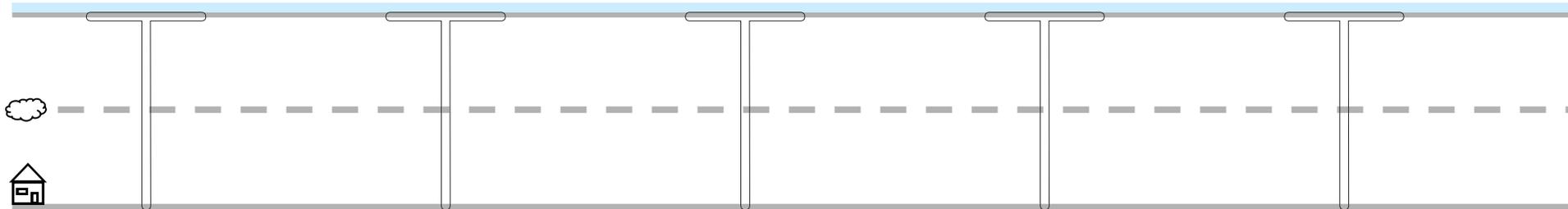
"To make a capital T we start at the sky line and go straight down to the ground. Then we jump up and make a line going across at the sky line."

Model how to form the lower case letter in the same way.

"To make a lower case t we start at the sky line and go straight down to the ground. Then we jump up and make a line going across at the cloud line."

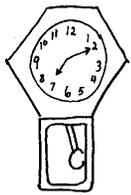
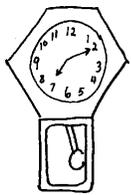
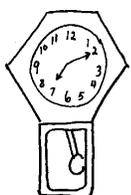
Have students trace the letters in the same way, as described on the left. Be sure they are forming the letter correctly. Watch carefully and help as needed. Be patient.

Follow this routine when you introduce each new letter.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

t _

tag



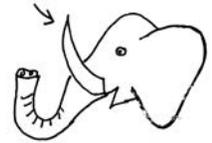
talk



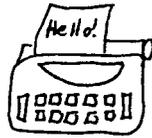
tulip



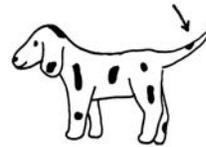
tusk



type



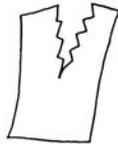
tail



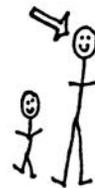
ten

10

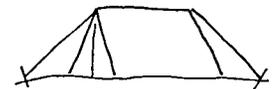
torn



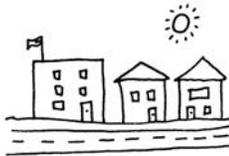
tall



tent



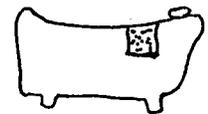
town



tea

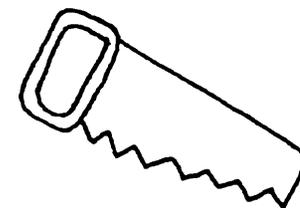


tub

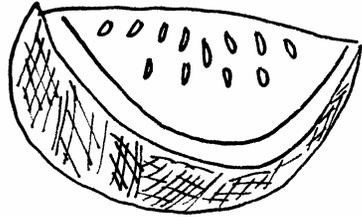


Rhyming

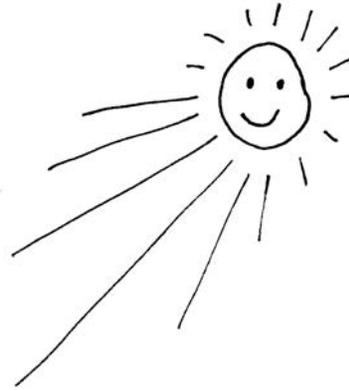
Tt



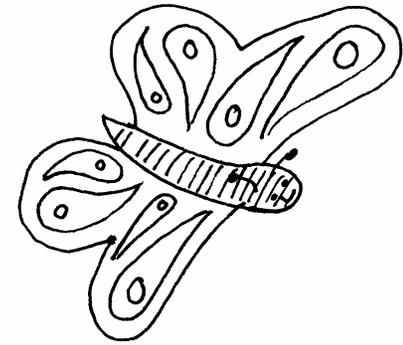
bow-mow, jar-car, town-crown, fly-cry, saw-draw. Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



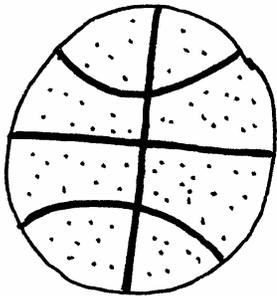
water.....melon



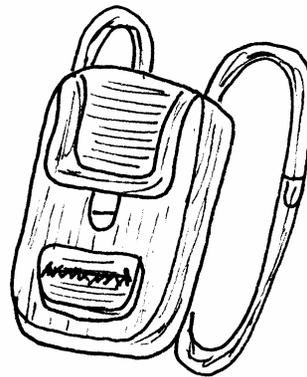
sun.....shine



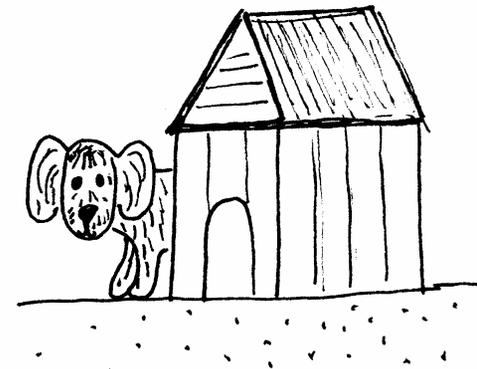
butter.....fly



basket.....ball



back.....pack



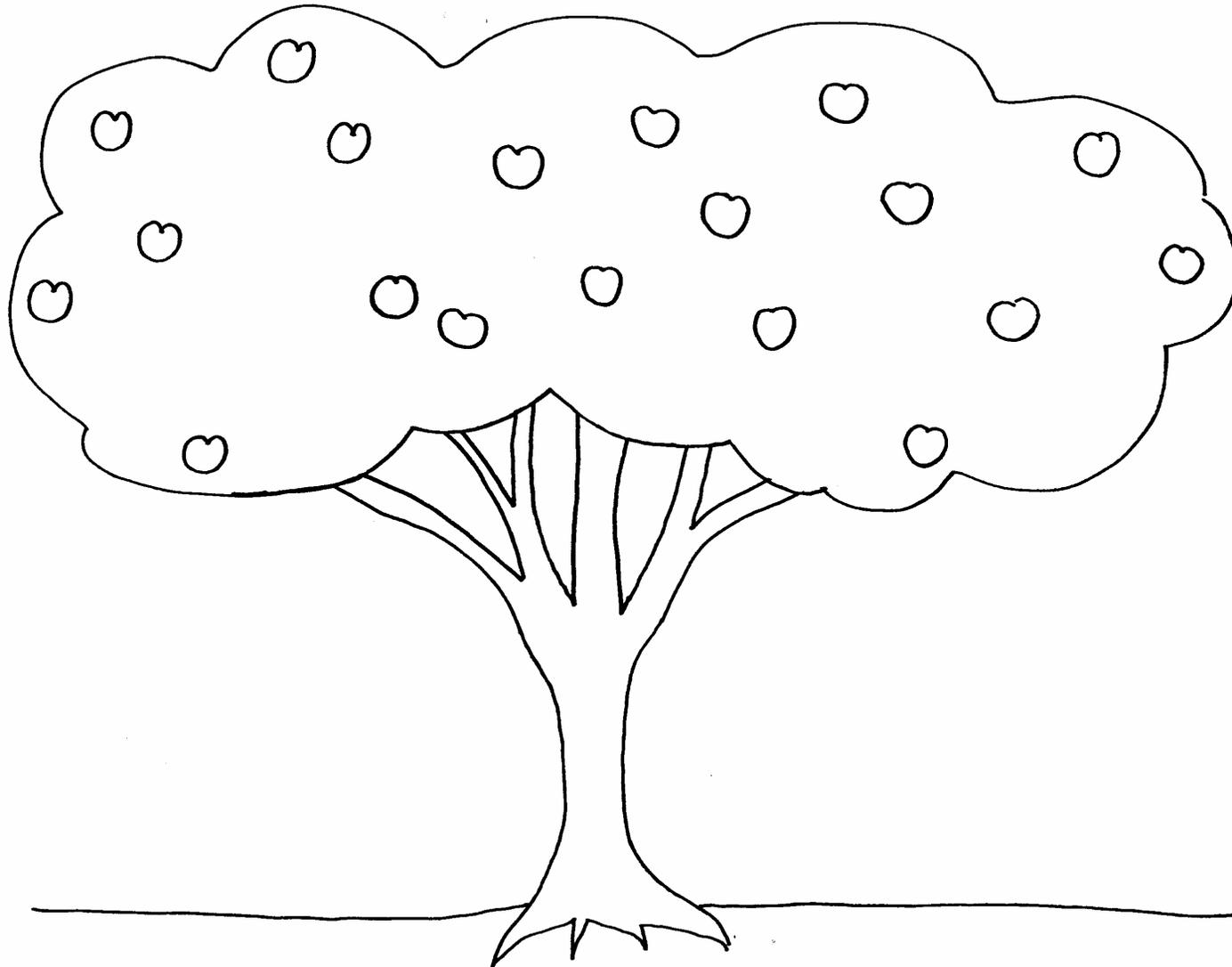
dog.....house

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me basket.....ball. Put an X on it. Show me sun.....shine. Circle it. Show me water.....melon. Draw a line under it." Continue until all pictures are completed.



Apple Drop



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

Sound Story

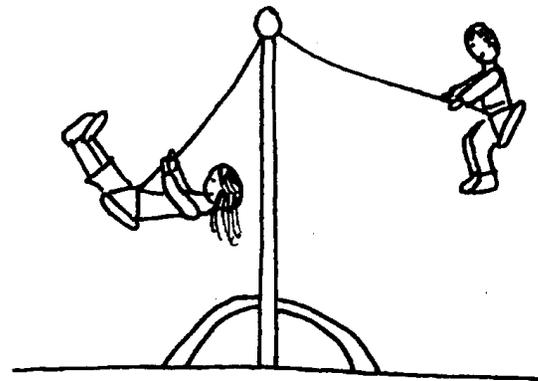
"Hey, Mom," said Brad. "Can we walk down to the park?"

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

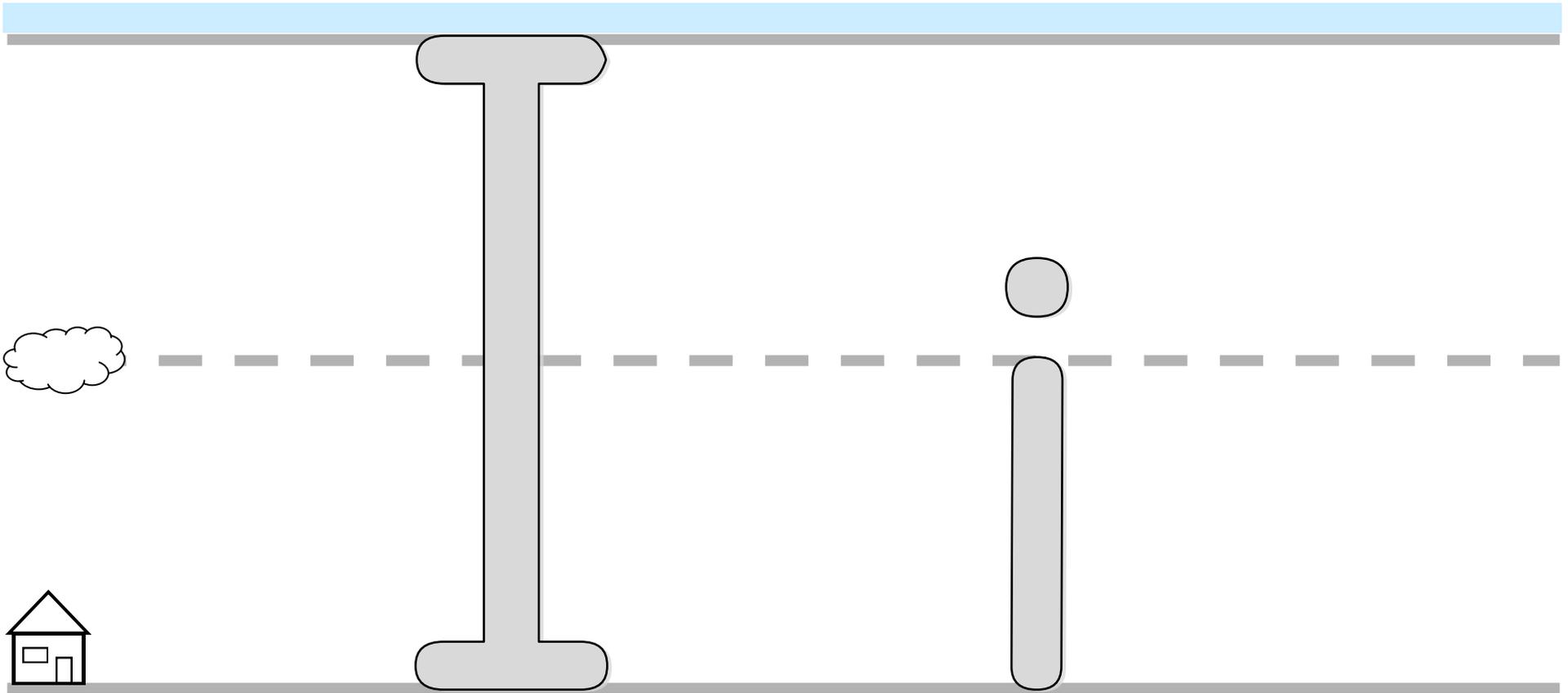
Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i, i." (i/in)

The teacher reads the story aloud. The teacher points to the sound picture and models the sound. Students repeat. Have students point to each letter while saying the sounds in unison. Ask students to show which pair of letters shows how we write them. Which pair of letters show how they are printed in books. See the sound story page for the letter T t for extended instructions.

I i



I i



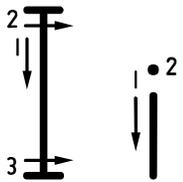
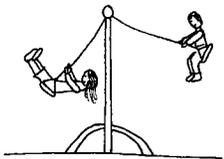
Handwriting

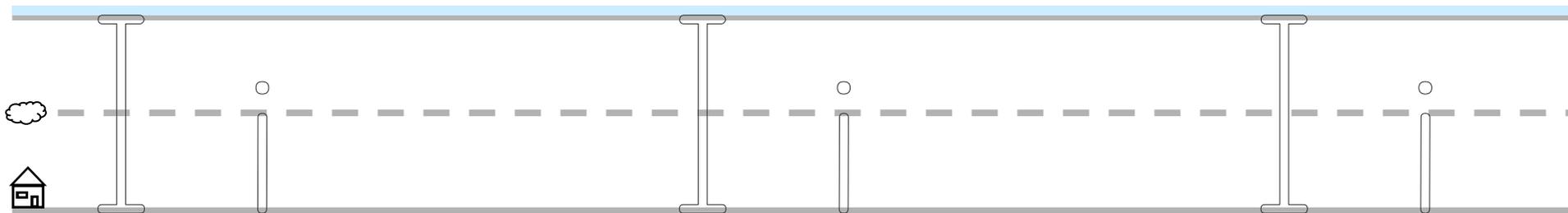
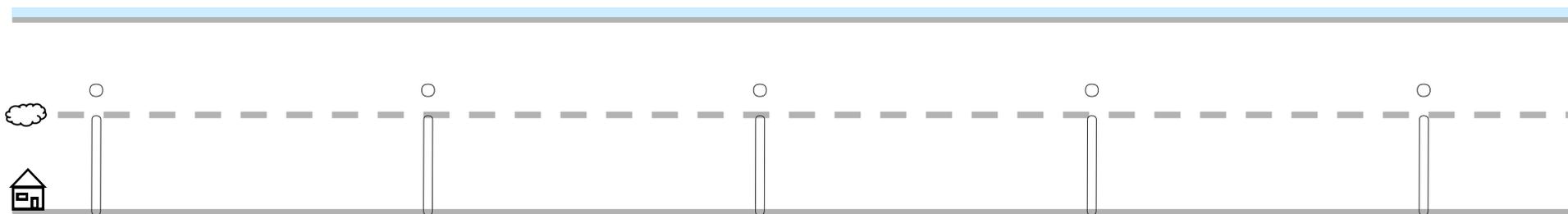
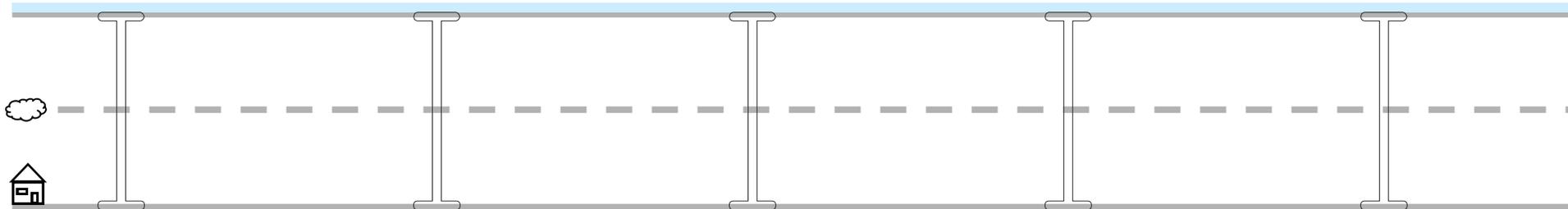
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

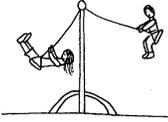
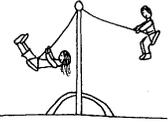
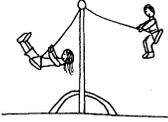
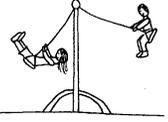
See the expanded instructions on the T t page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>I</p>	<p>I T O I I X I</p>
	<p>i</p>	<p>t i x i o t i</p>
	<p>i</p>	<p>in will fit his</p>
	<p>i</p>	<p>twist limit visit</p>
	<p>i</p>	<p>It is his mitt.</p> 

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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

Short I

i

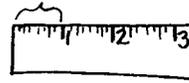
Indian



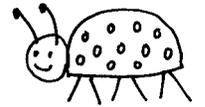
in



inch



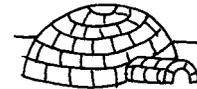
insect



ink



igloo



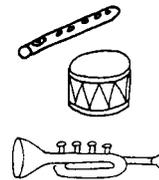
infant



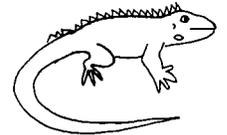
ill



instruments



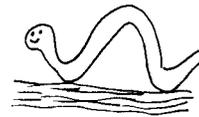
iguana



itch



inchworm

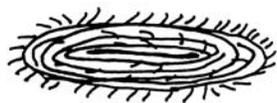


invitation



Rhyming

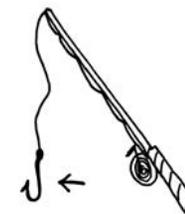
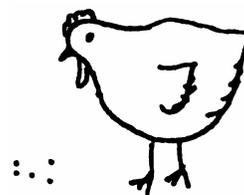
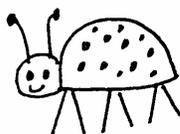
Ii



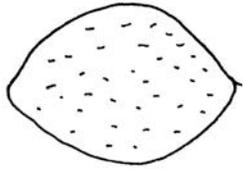
10



9



rug-bug, book-hook, ten-hen, peg-leg, nine-pine Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



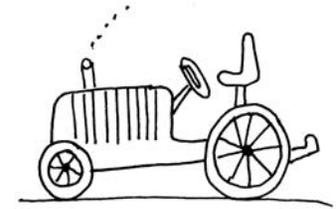
lem.....on



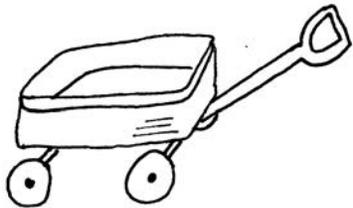
pen.....cil



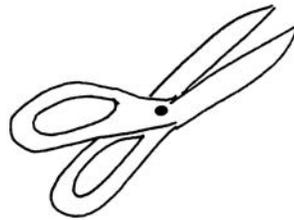
can.....dy



trac.....tor



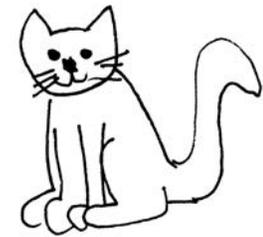
wag.....on



scis.....sors



bas.....ket



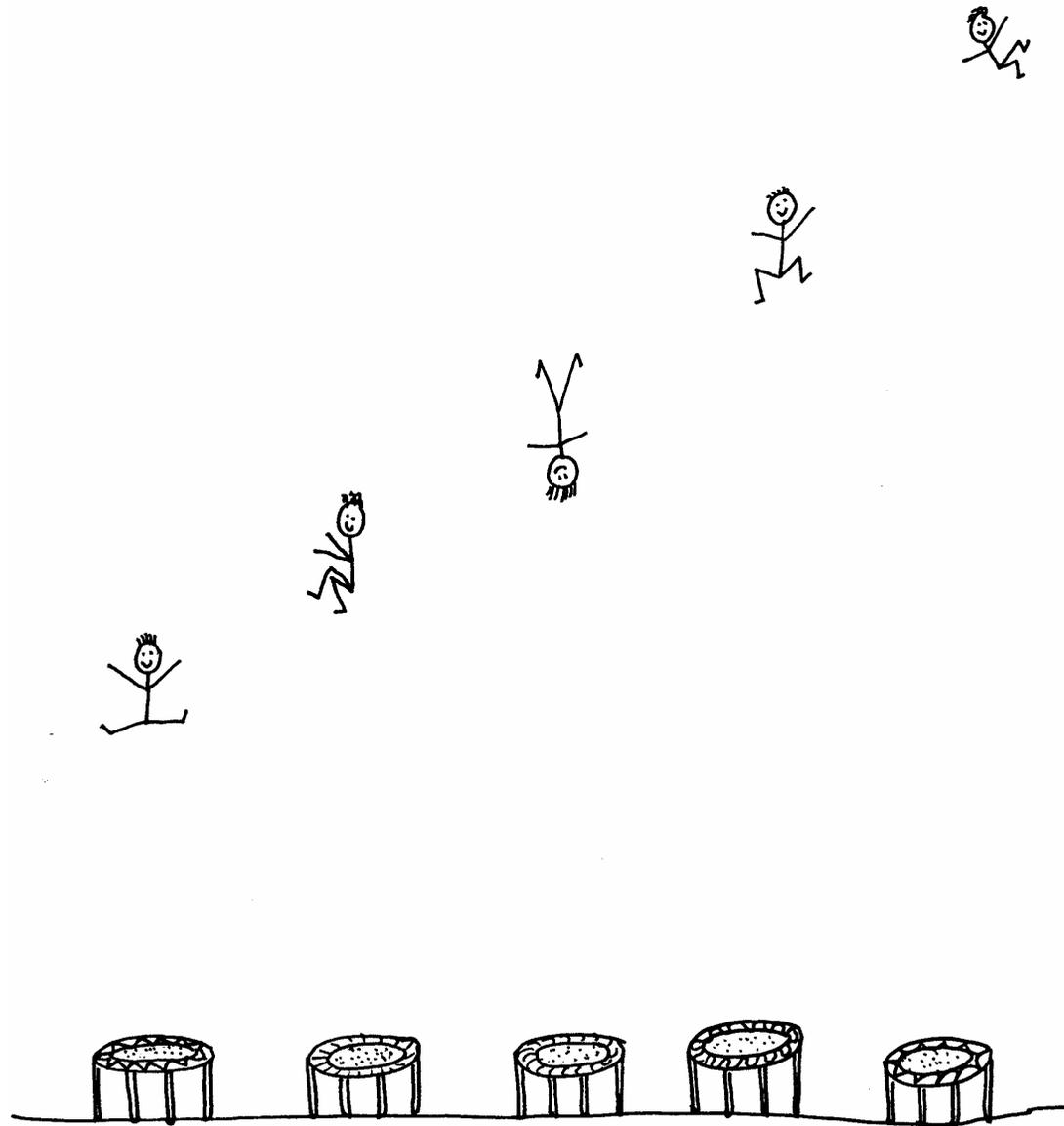
kit.....ten

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me trac.....tor. Put an X on it. Show me pen.....cil. Circle it. Show me kit.....ten. Draw a line under it." Continue until all pictures are completed.



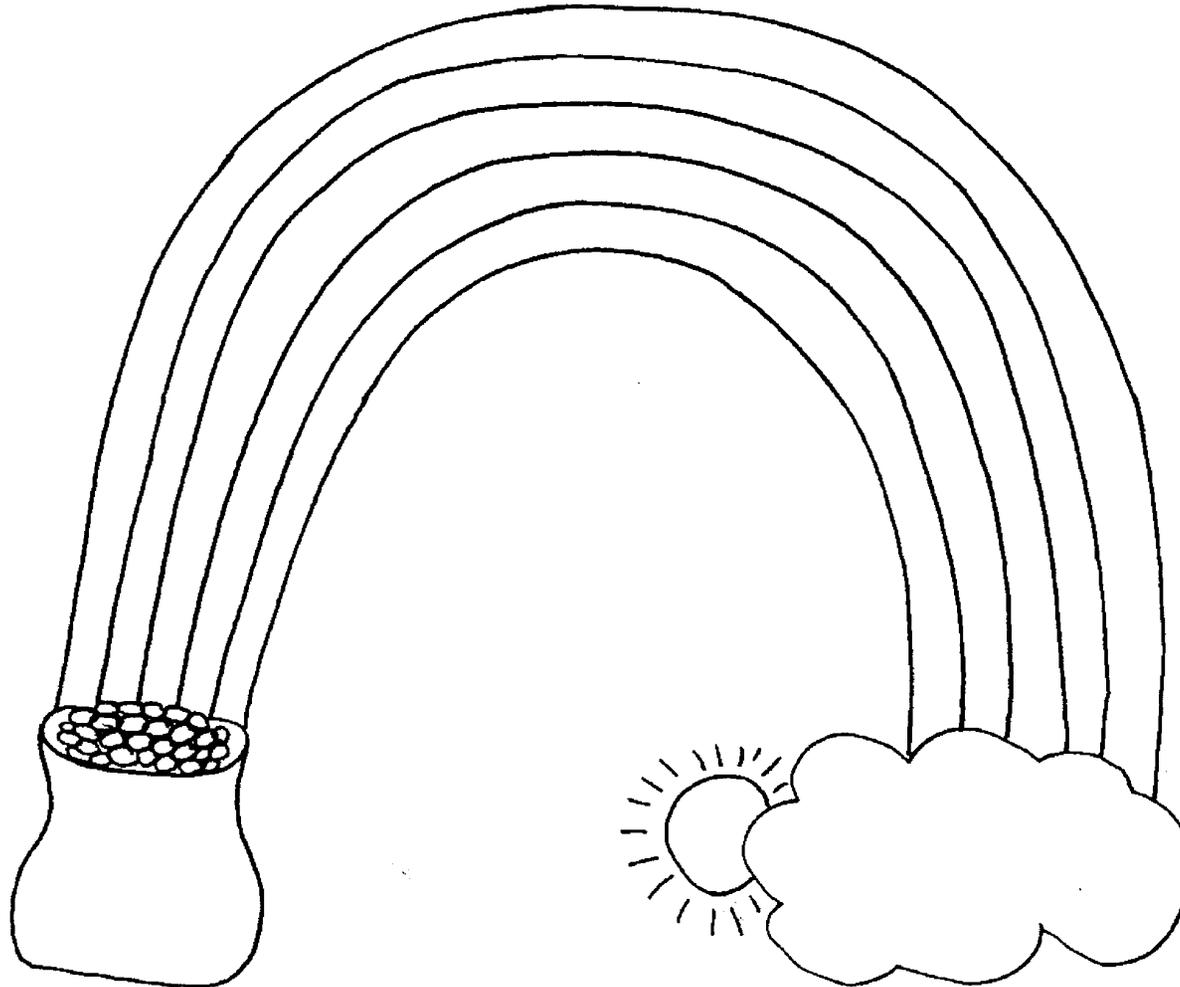
Jumping Jacks 1



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



Rainbow 1

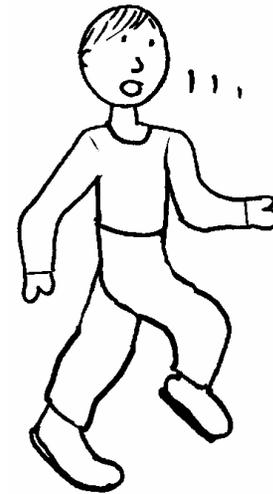


Follow the rainbow from the pot of gold to the cloud. Use a different colored pencil for each path.

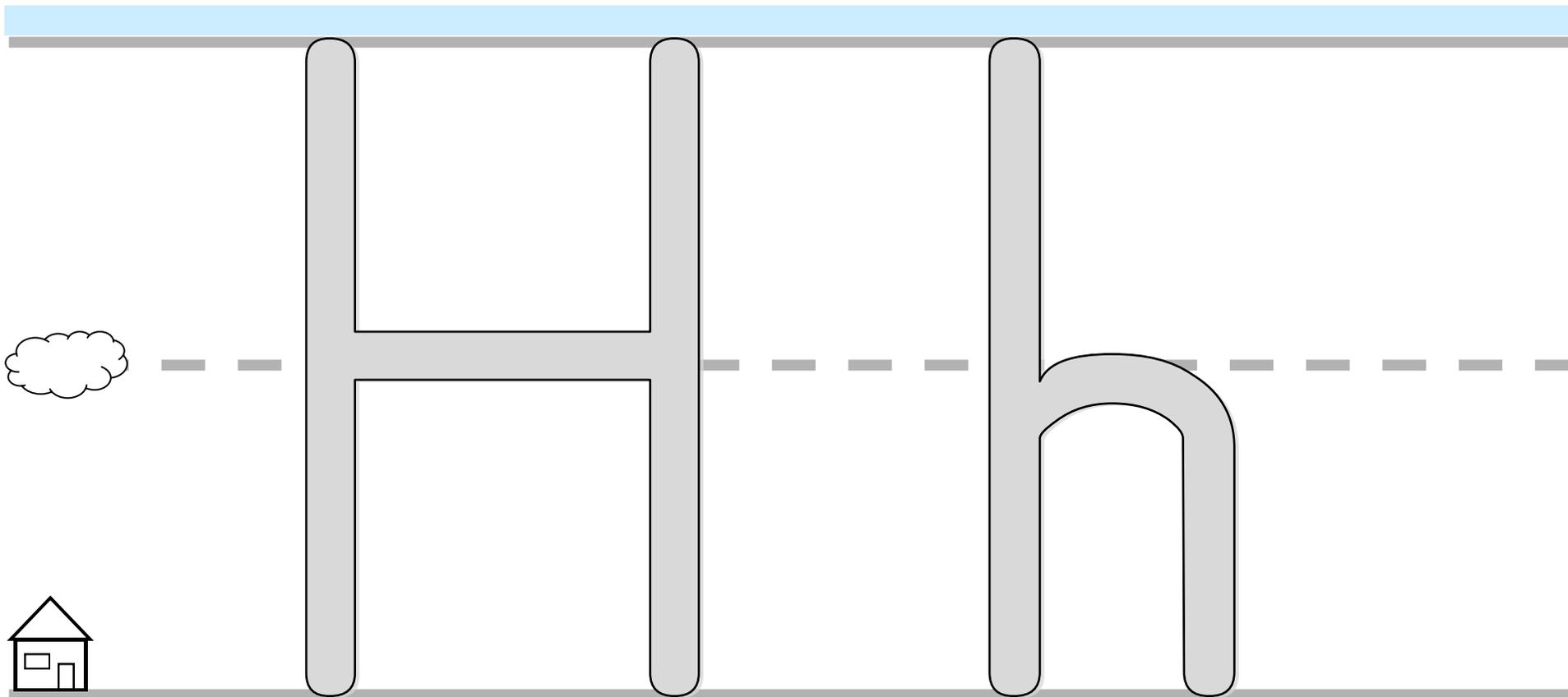
Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.

H h



H h



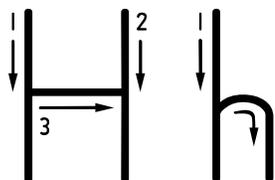
Handwriting

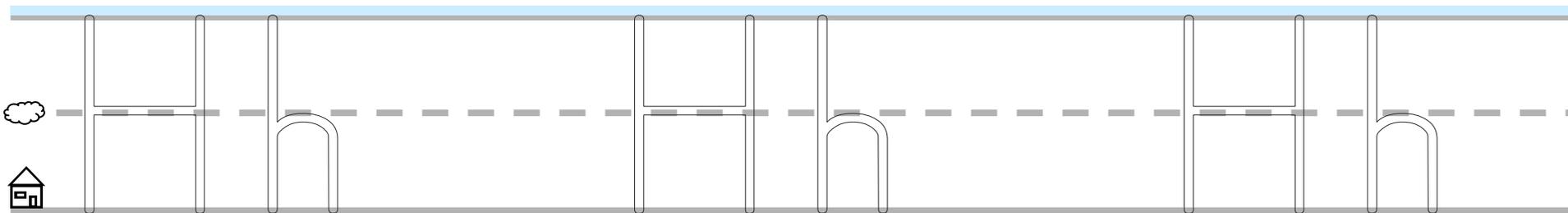
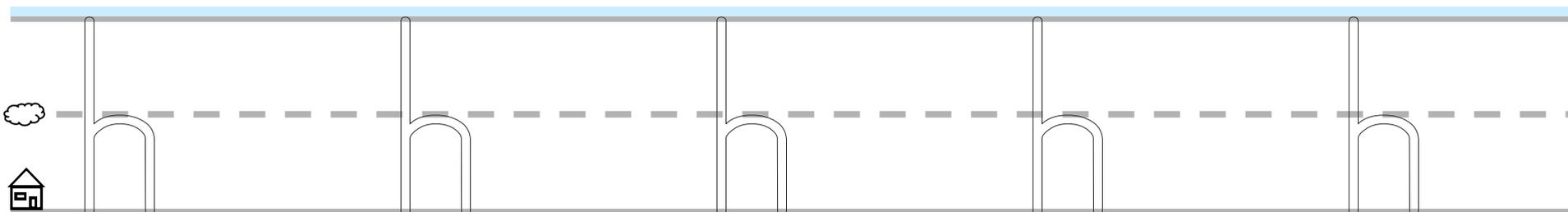
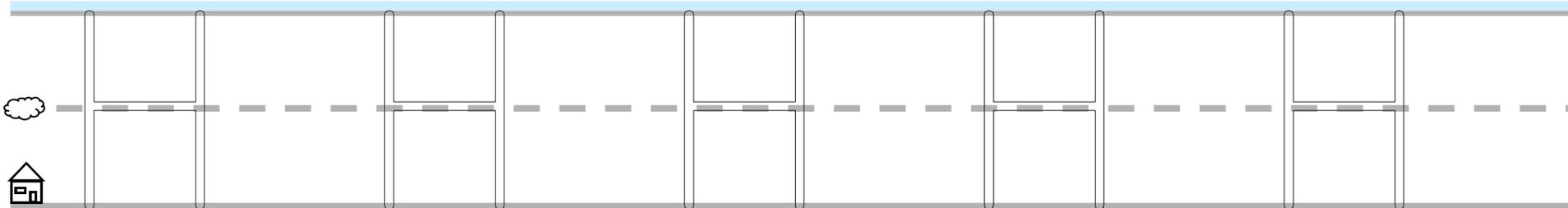
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

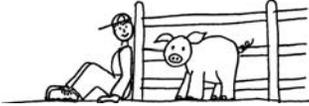
See the expanded instructions on the T + page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>H</p>	<p>T H I T O H H</p>
	<p>h</p>	<p>h t i h x h o</p>
	<p>h</p>	<p>him hat hug hop</p>
	<p>h</p>	<p>happen hidden oh</p>
	<p>H h</p>	<p>He has a hog.</p> 

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. Say the sound as you circle each matching letter.

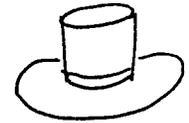
Note: Students are not expected to read the words by themselves.

Beginning Sounds

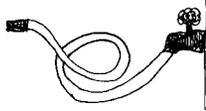
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

h _

hat



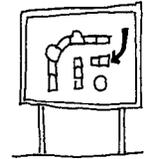
hose



head



here



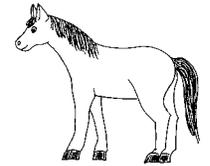
hay



hammer



horse



horn



hair



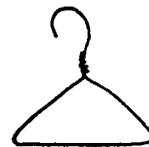
hawk



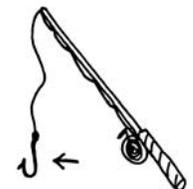
house



hanger

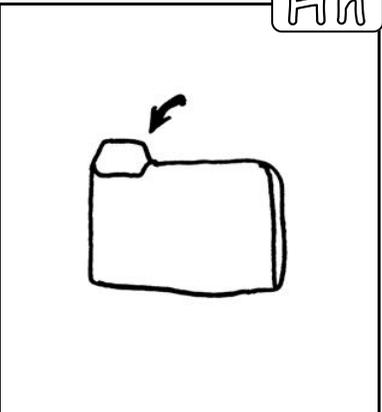
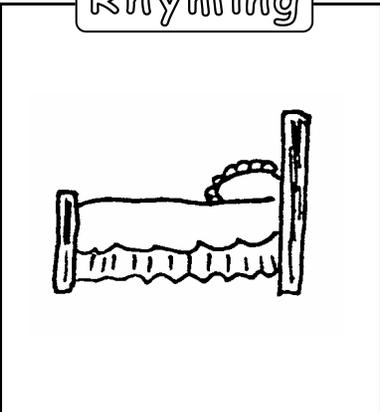
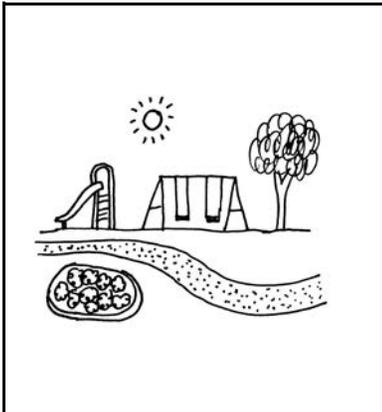


hook

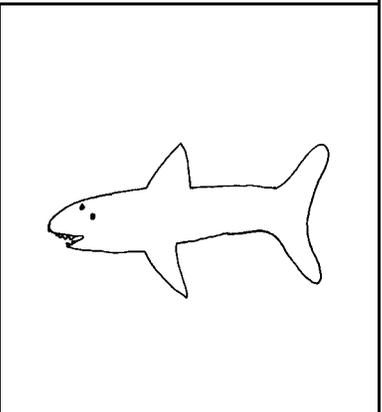
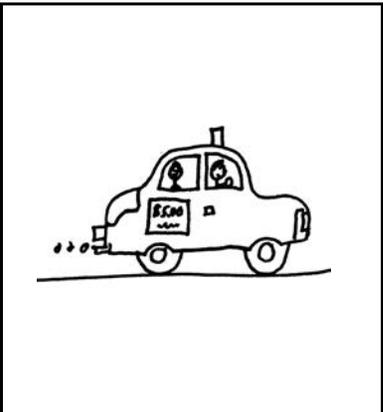
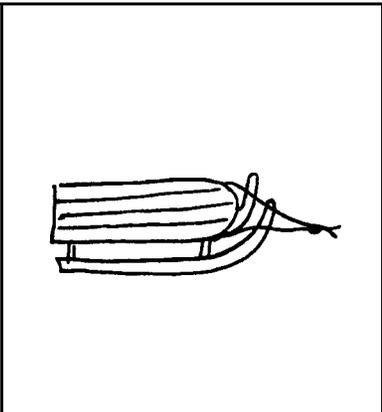
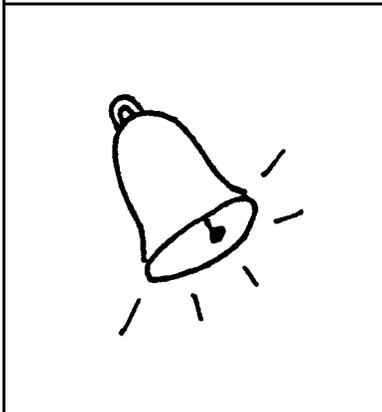


Rhyming

Hh



Blank space for students to draw lines connecting the top row to the bottom row.



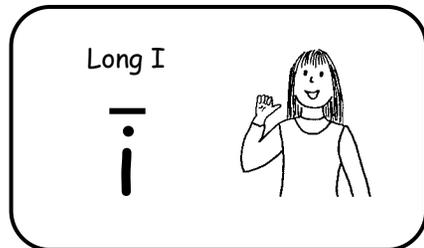
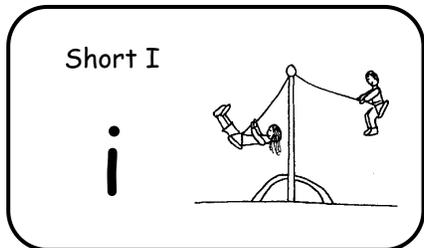
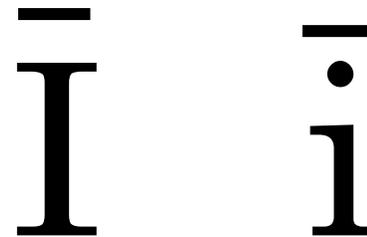
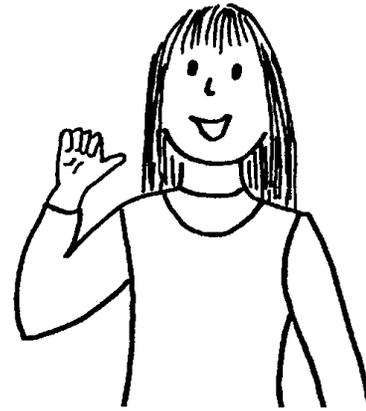
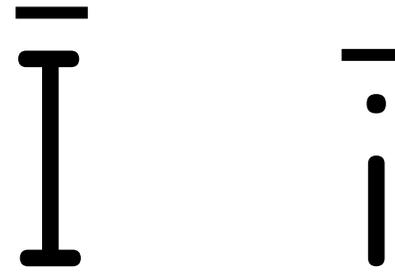
park-shark, spray-hay, bed-sled, well-bell, tab-cab Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

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

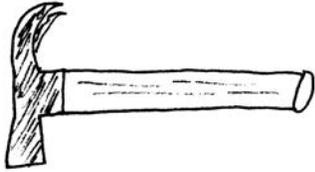
"Did you practice every day?" she said.

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

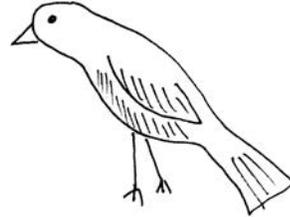
(i/island)



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 letter. Point out the straight line over the long i.



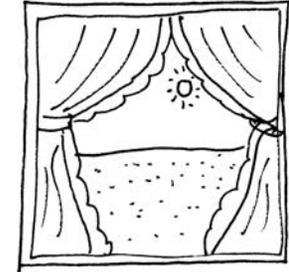
ham.....mer



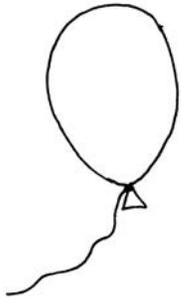
rob.....in



gui.....tar



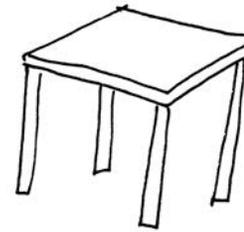
win.....dow



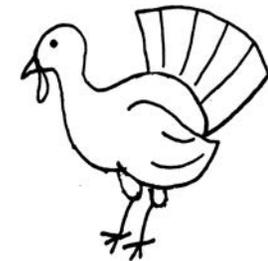
bal.....loon



moun.....tain



ta.....ble



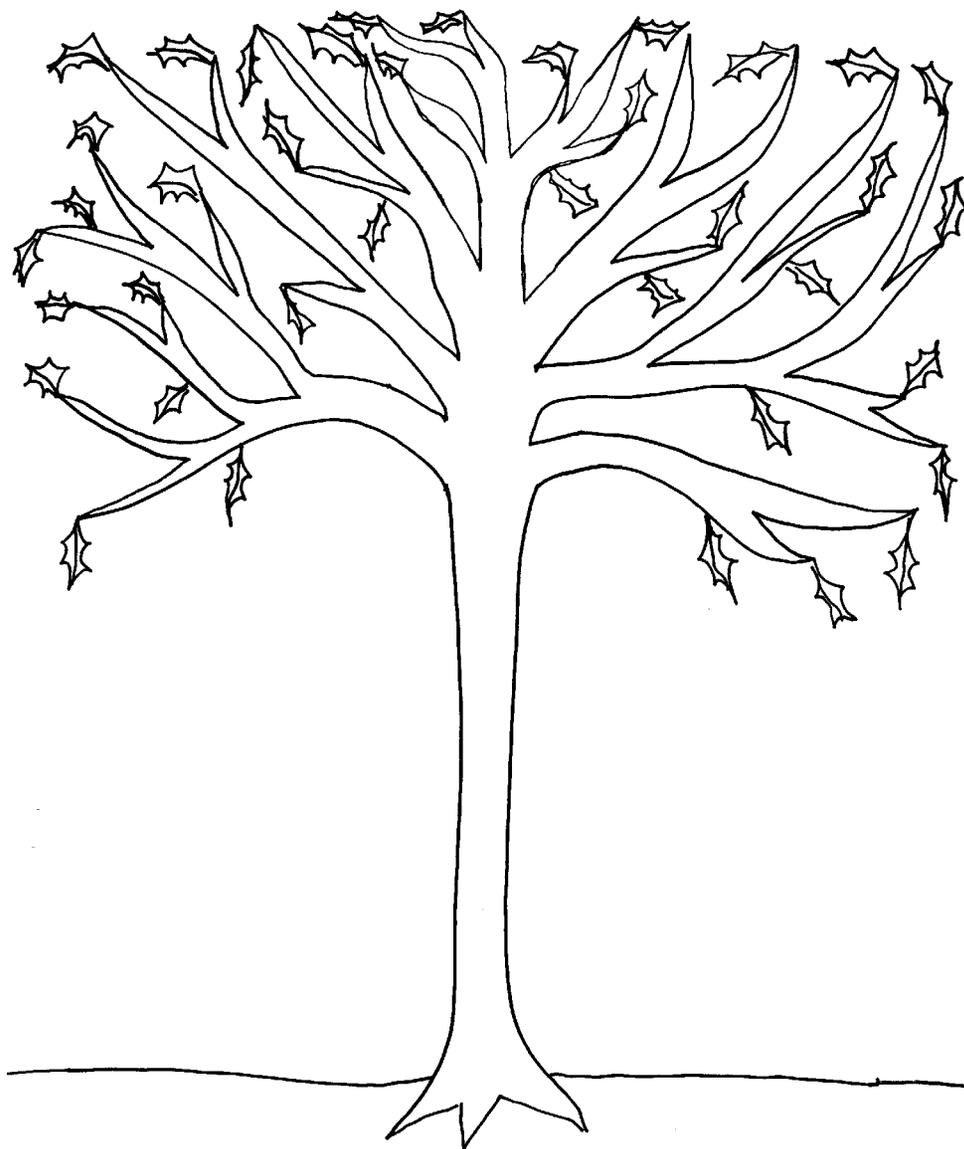
tur.....key

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me moun.....tain. Put an X on it. Show tur.....key. Circle it. Show me gui.....tar. Draw a line under it." Continue until all pictures are completed.



Leaf Drop

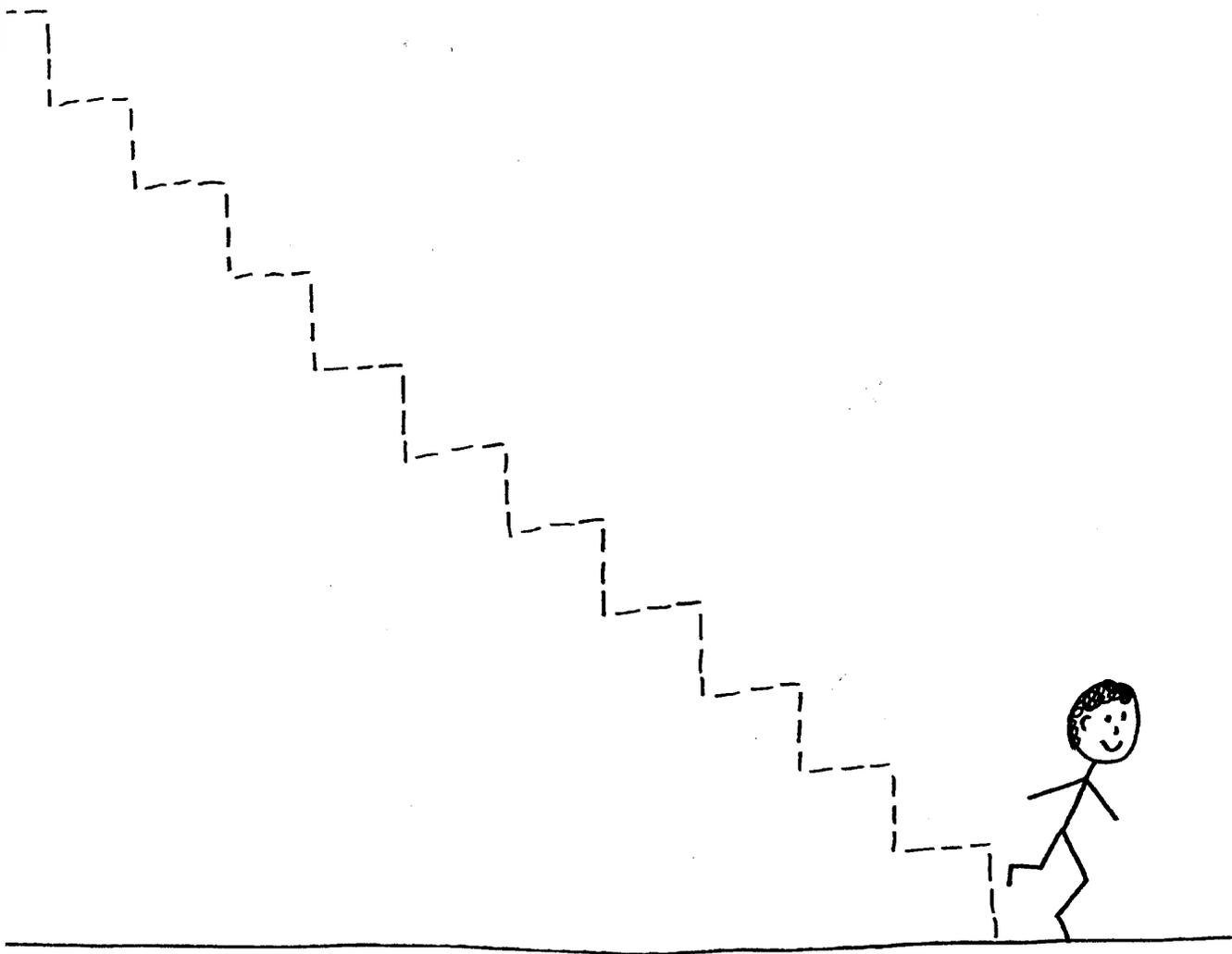


Draw a line from each leaf down to the ground.

Handwriting
Readiness



Down The Steps

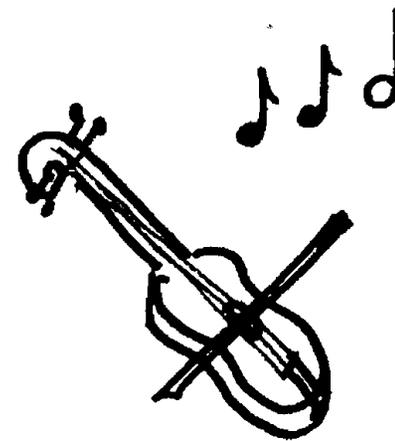


Trace the line. Go down the steps.

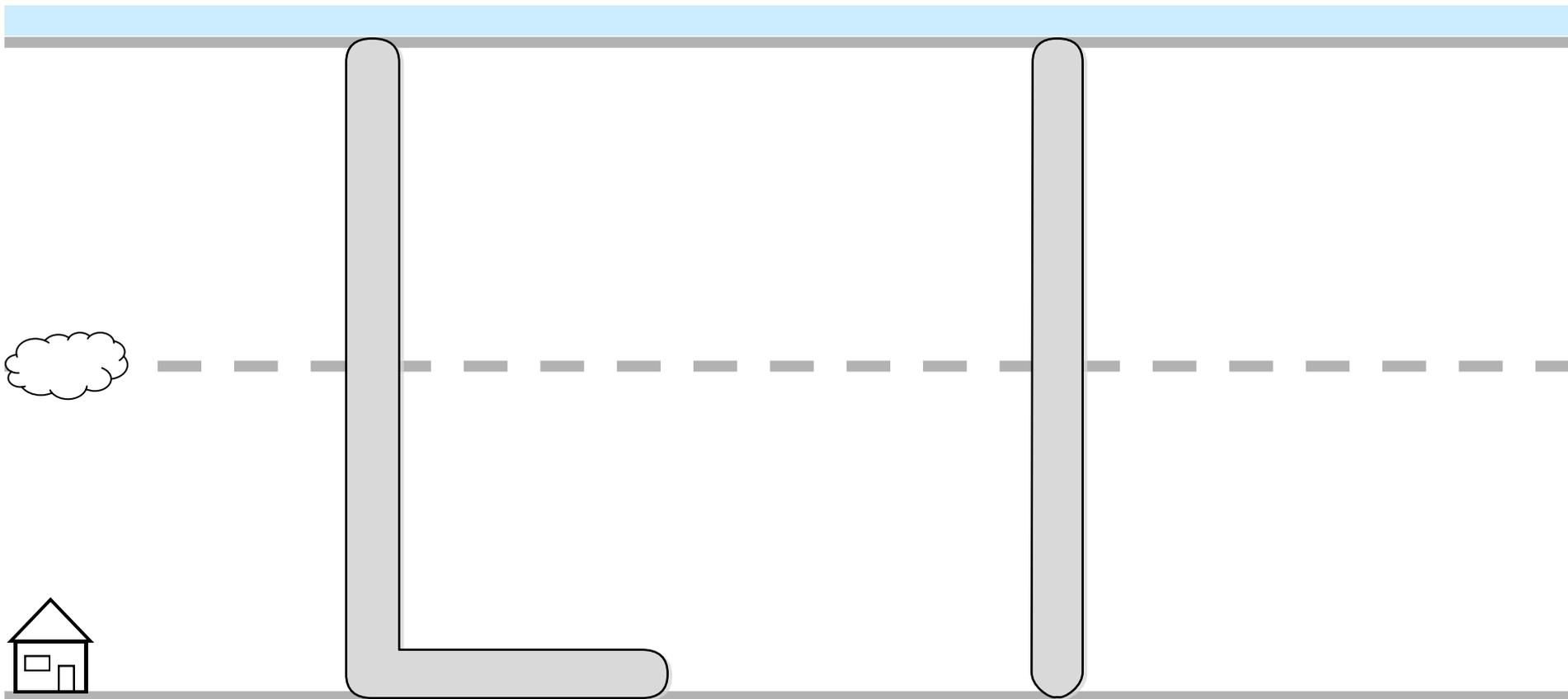
Soon they were playing music.
Each violin made a beautiful sound
as they pulled their bows across
the strings. The sound was "l, l, l,
l, l."

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.

L l



L l



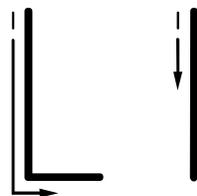
Handwriting

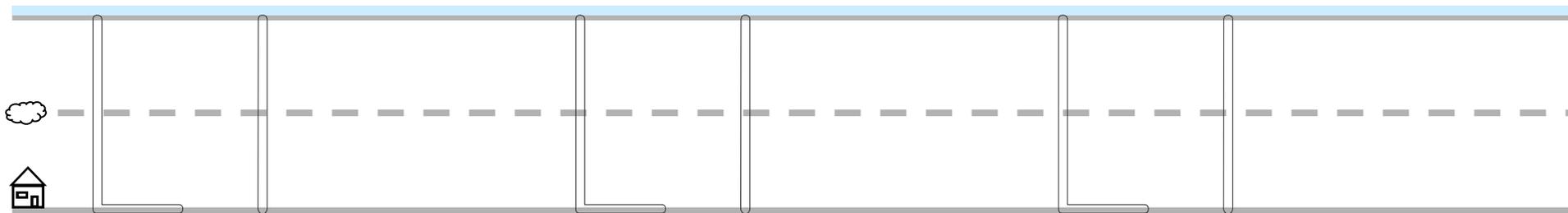
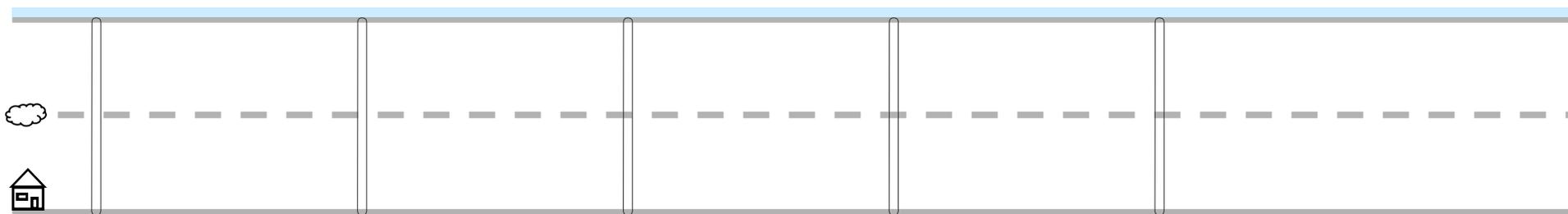
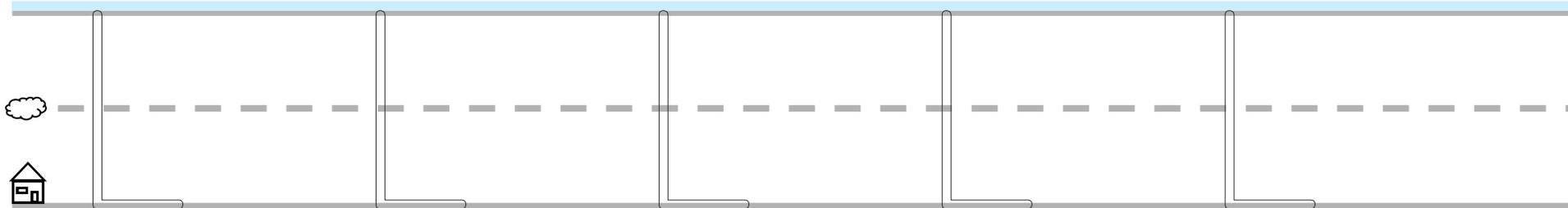
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

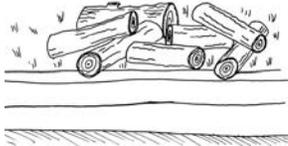
See the expanded instructions on the T t page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>L</p>	<p>H L T L I L L</p>
	<p>l</p>	<p>l i l t h l t</p>
	<p>l</p>	<p>log lip lamp well</p>
	<p>l</p>	<p>little pillow belt</p>
	<p>l</p>	<p>I see a lot of logs. </p>

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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

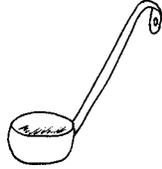
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

l

leg



ladle



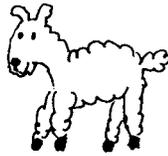
lost



leaf



lamb



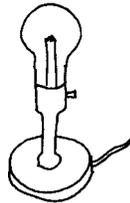
loft



lake



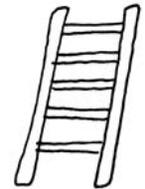
light



left



ladder



lawn



little

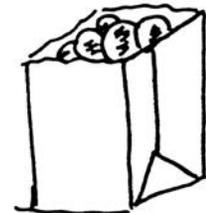
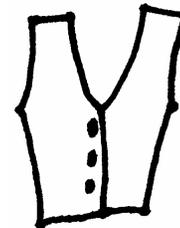
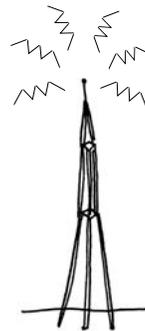
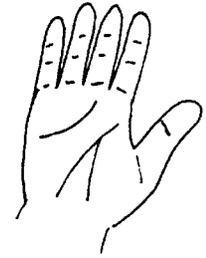
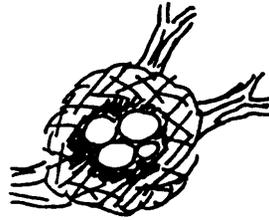


laugh



Rhyming

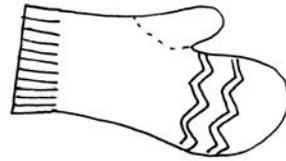
LI



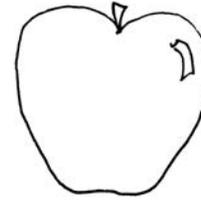
flower-tower, rain-train, nest-vest, tag-bag, hand-sand Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



mush.....room



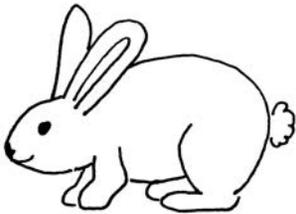
mit.....ten



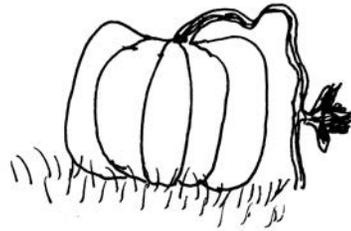
ap.....ple



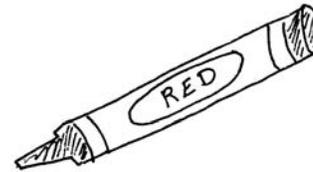
muf.....fin



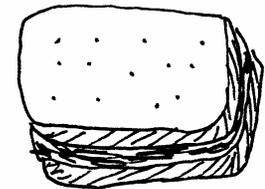
rab.....bit



pump.....kin



cray.....on



sand.....wich

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me sand.....wich. Put an X on it. Show me mush.....room. Circle it. Show me ap.....ple. Draw a line under it." Continue until all pictures are completed.

Handwriting
Readiness



Frog Hop 1

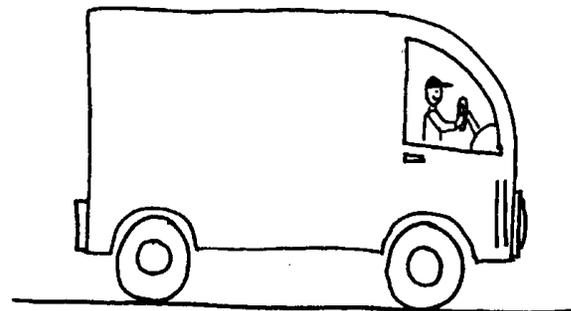


Follow the hopping frogs.

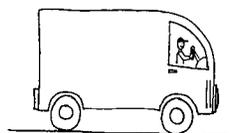
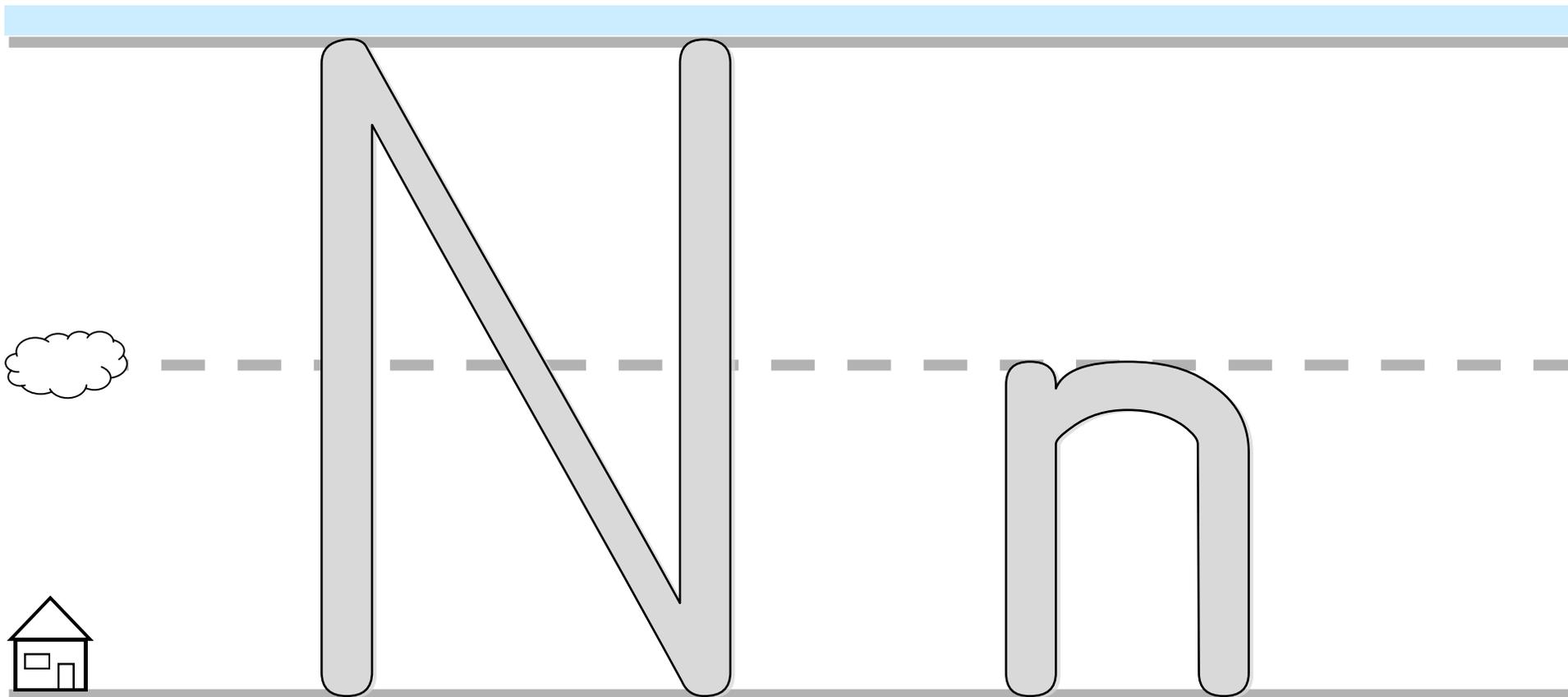
Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.

N n



N n



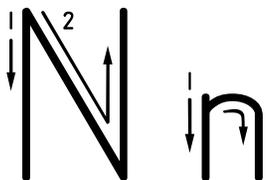
Handwriting

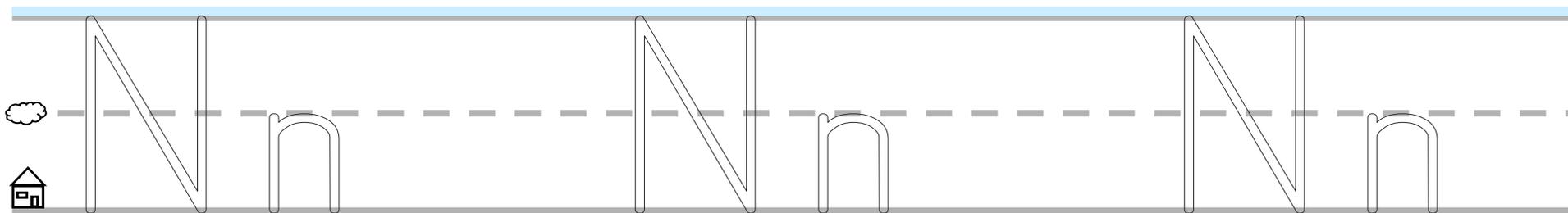
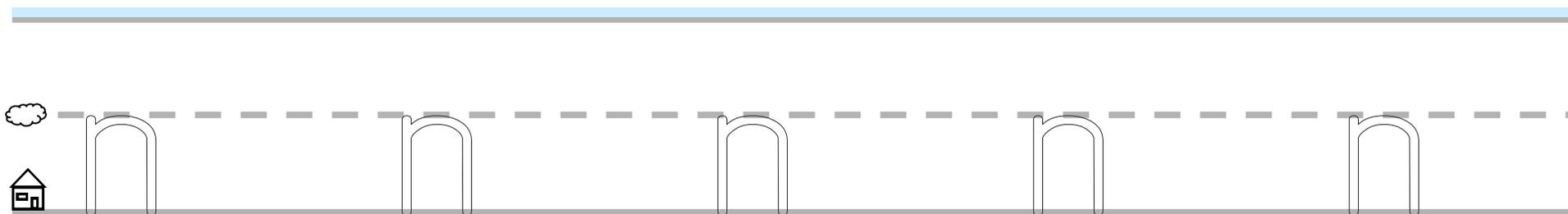
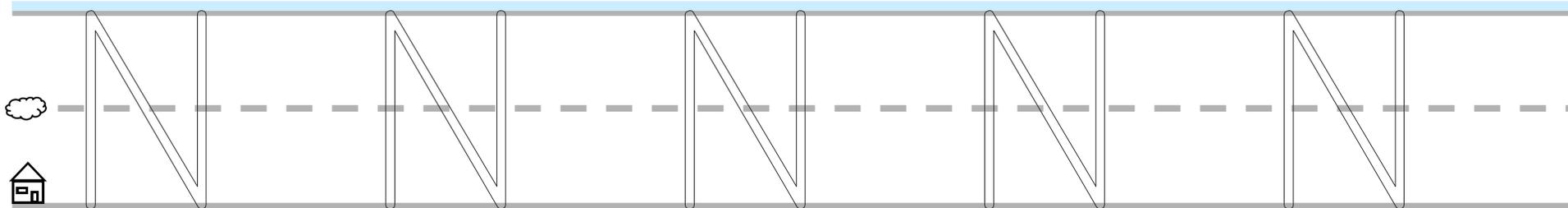
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

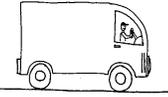
See the expanded instructions on the T t page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>N</p>	<p>N N L N T N H N</p>
	<p>n</p>	<p>i n h n n t l</p>
	<p>n</p>	<p>nut in ant hand no</p>
	<p>n</p>	<p>cannon bonnet send</p>
	<p>n</p>	<p>A man is in a van.</p> 

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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

n _

nut



net



nap



nurse



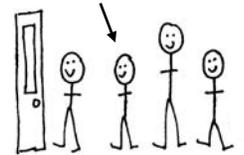
nest



neck



next



nose



night



nod



nickel



needle

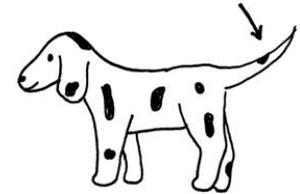
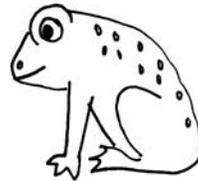
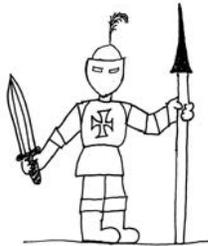
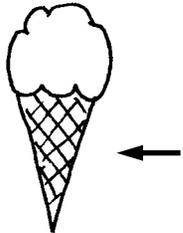
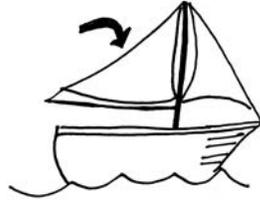
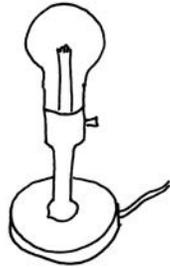
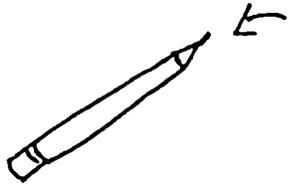


nail

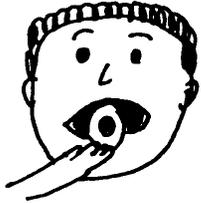


Rhyming

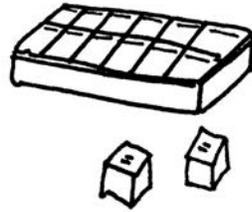
Nn



tip-zip, light-knight, sail-tail, log-frog, bone-cone Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



ea....t



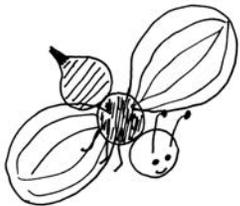
i....ce



u....p



p....aw



b....ee



i....n



t....ea



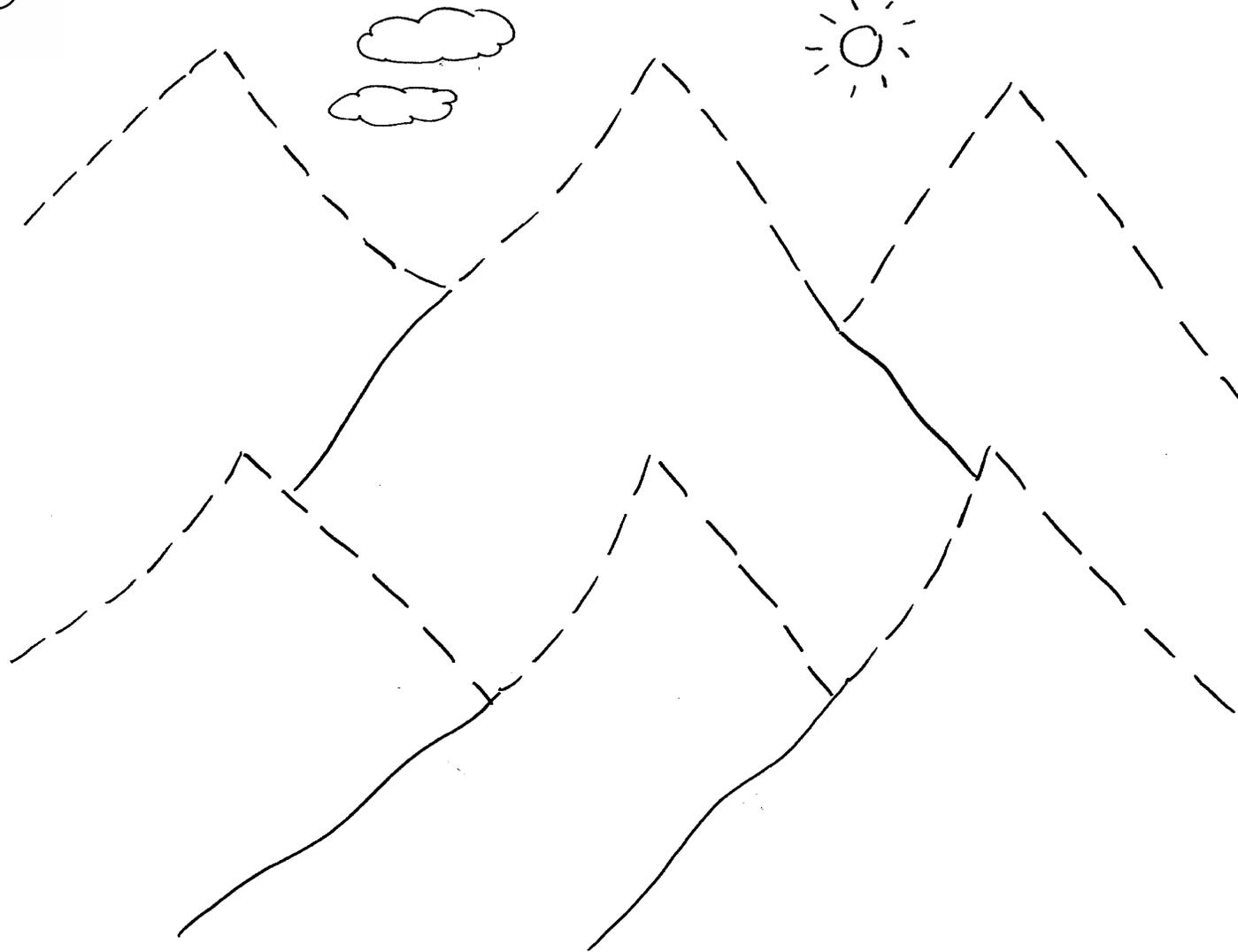
z....oo

(Do the pictures in random order.) Two-sound words more challenging than two-syllable words. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me b....ee. Put an X on it. Show me u....p. Circle it. Show me i....ce. Draw a line under it." 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.

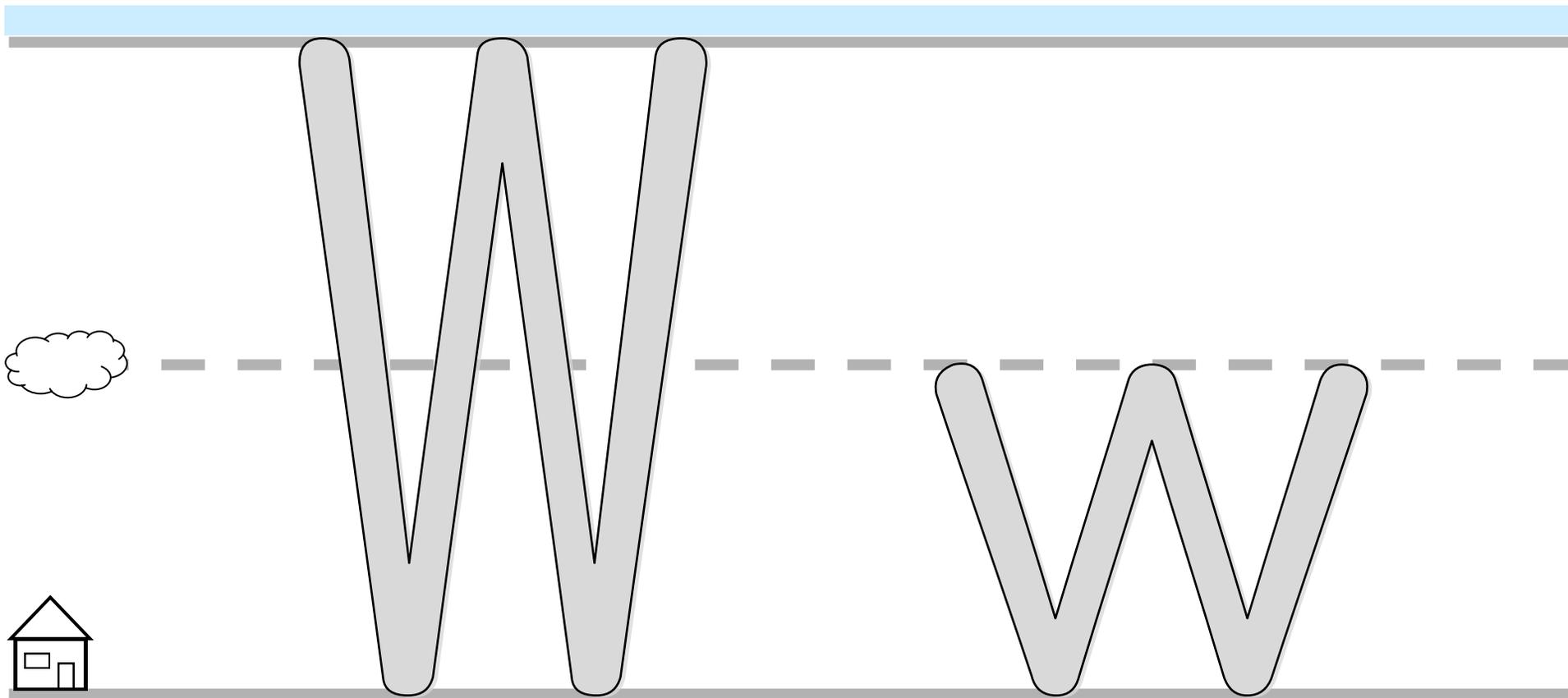
As they went into the house,
 they could see dark clouds
 gathering overhead. Soon,
 lightning was flashing and rain was
 pouring down. The wind blew hard
 enough to make the branches on
 the trees sway back and forth.
 Audrey and Brad could hear the
 sound of the wind forcing it's way
 into the house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

W w

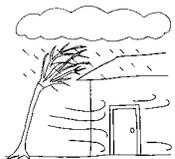


W w

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.



Handwriting

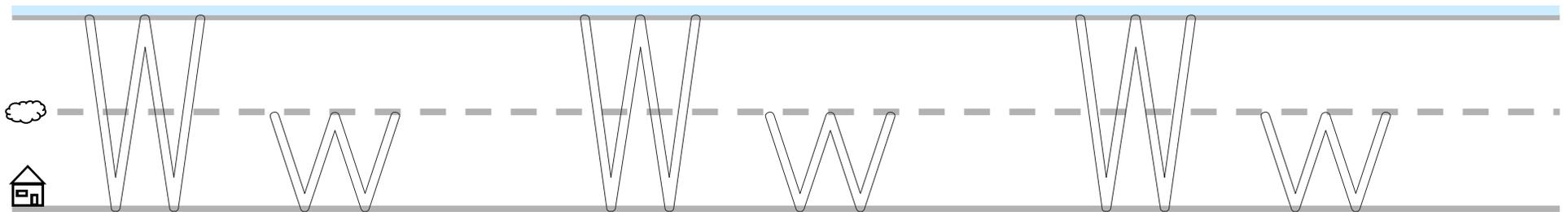
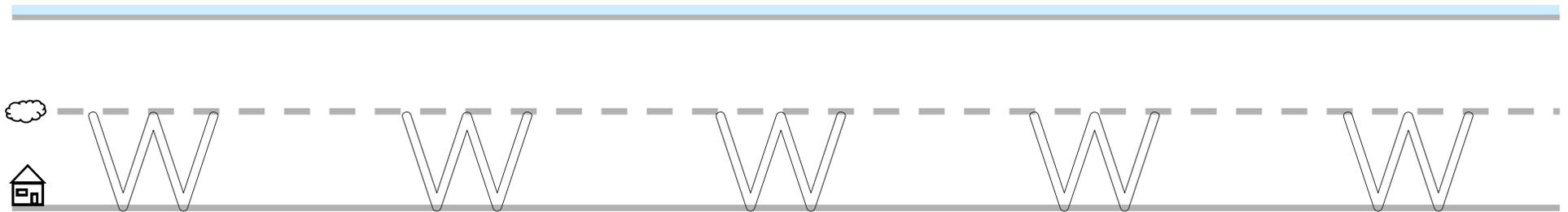
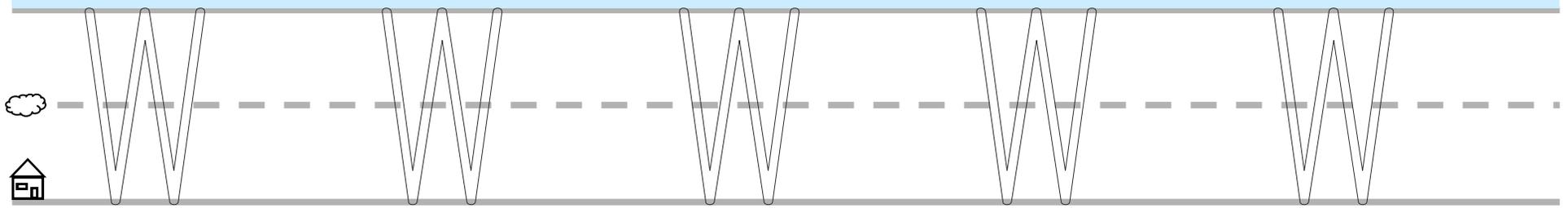


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

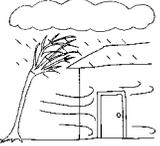
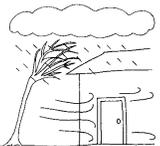
Keep a steady rhythm when tracing.

See the expanded instructions on the T t page.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>W</p>	<p>N W X W W H L</p>
	<p>w</p>	<p>i w n t w h w</p>
	<p>w</p>	<p>will wet swim twin</p>
	<p>w</p>	<p>window wallow wow</p>
	<p>w</p>	<p>I will win.</p> 

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. Say the sound as you circle each matching letter.

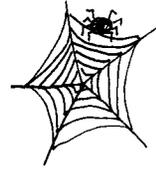
Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

W _

web



wind



wave



wig



waffle



wagon



worm



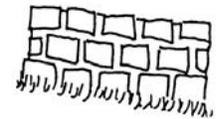
wink



wisp



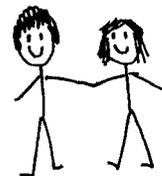
wall



wasp



we

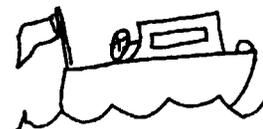
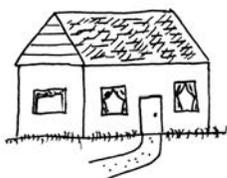
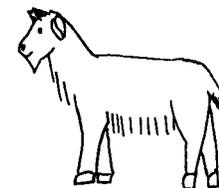


wallet



Rhyming

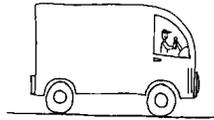
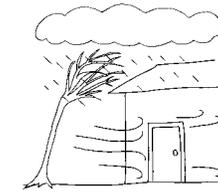
Ww



lock-sock, swing-ring, mouse-house, fire-tire, goat-boat Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Review

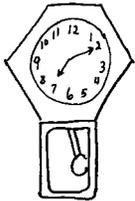
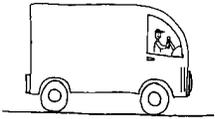
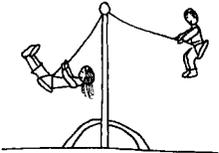
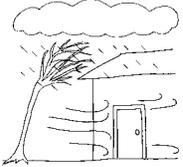
T
I
H
L
N
W



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

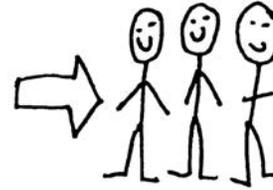
Circle the letter to match each picture. Say the sound.



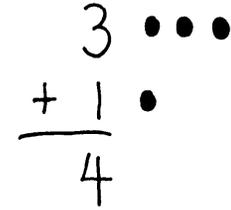
ea.....r



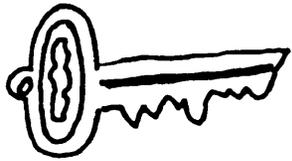
wh.....o



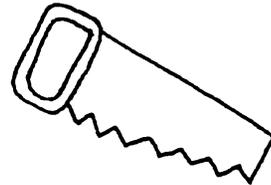
th.....ey



a.....dd



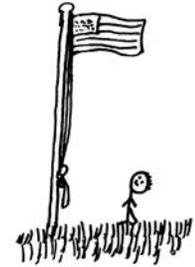
k.....ey



s.....aw



d.....ay



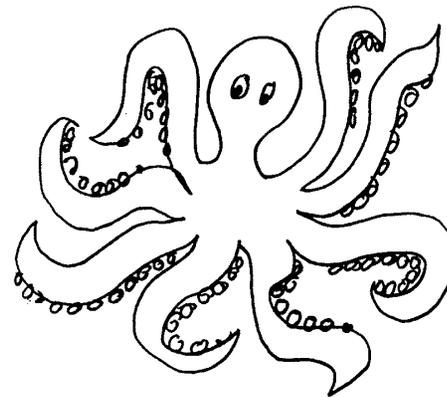
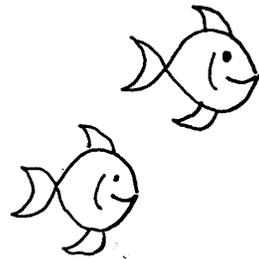
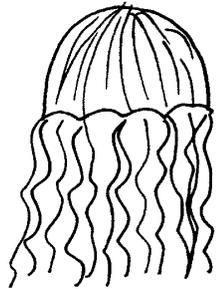
h.....igh

(Do the pictures in random order.) Two-sound words more challenging than two-syllable words. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me a.....dd. Put an X on it. Show me ea.....r. Circle it. Show me h.....igh. Draw a line under it." Continue until all pictures are completed.



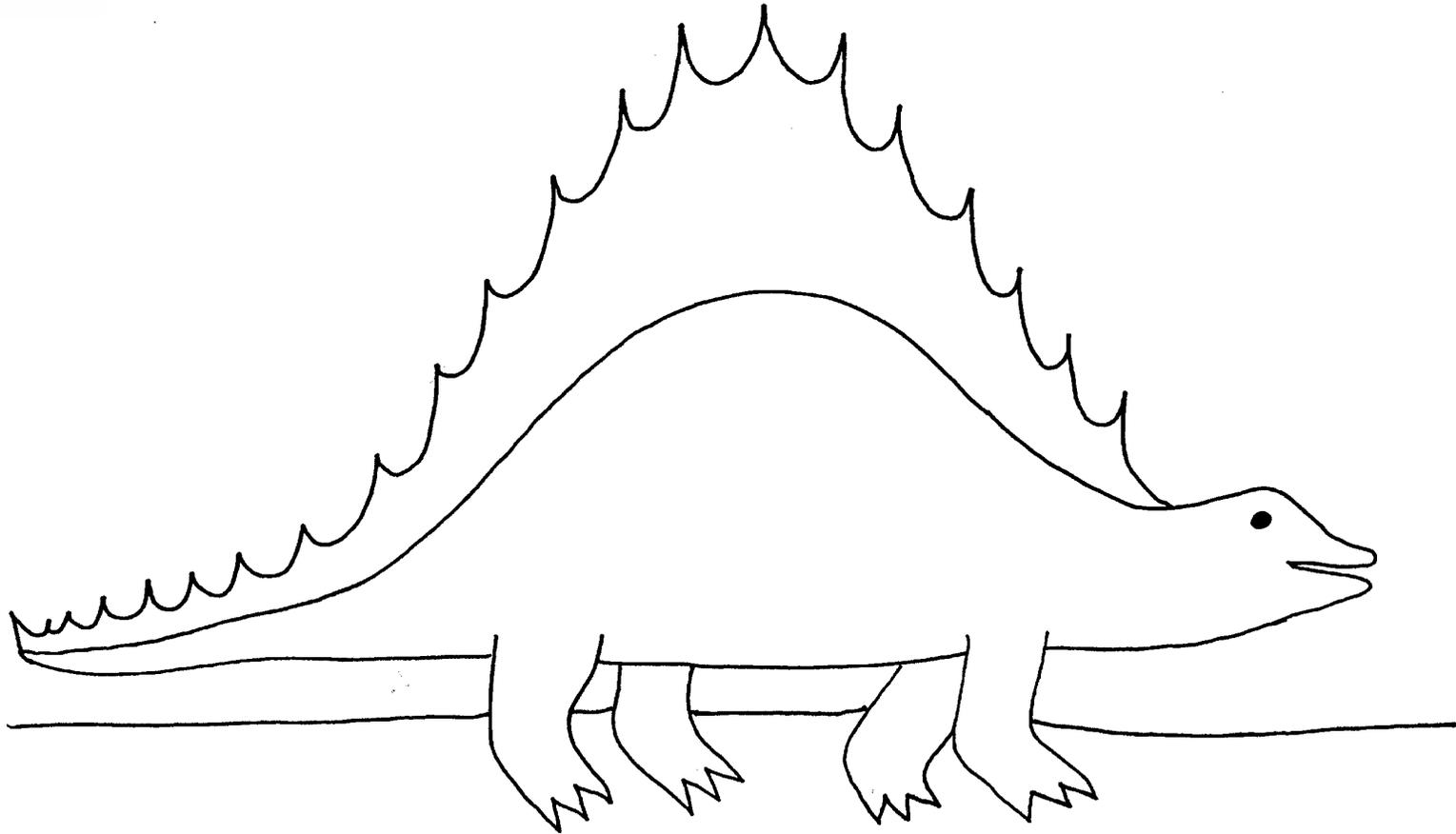
Waves



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.

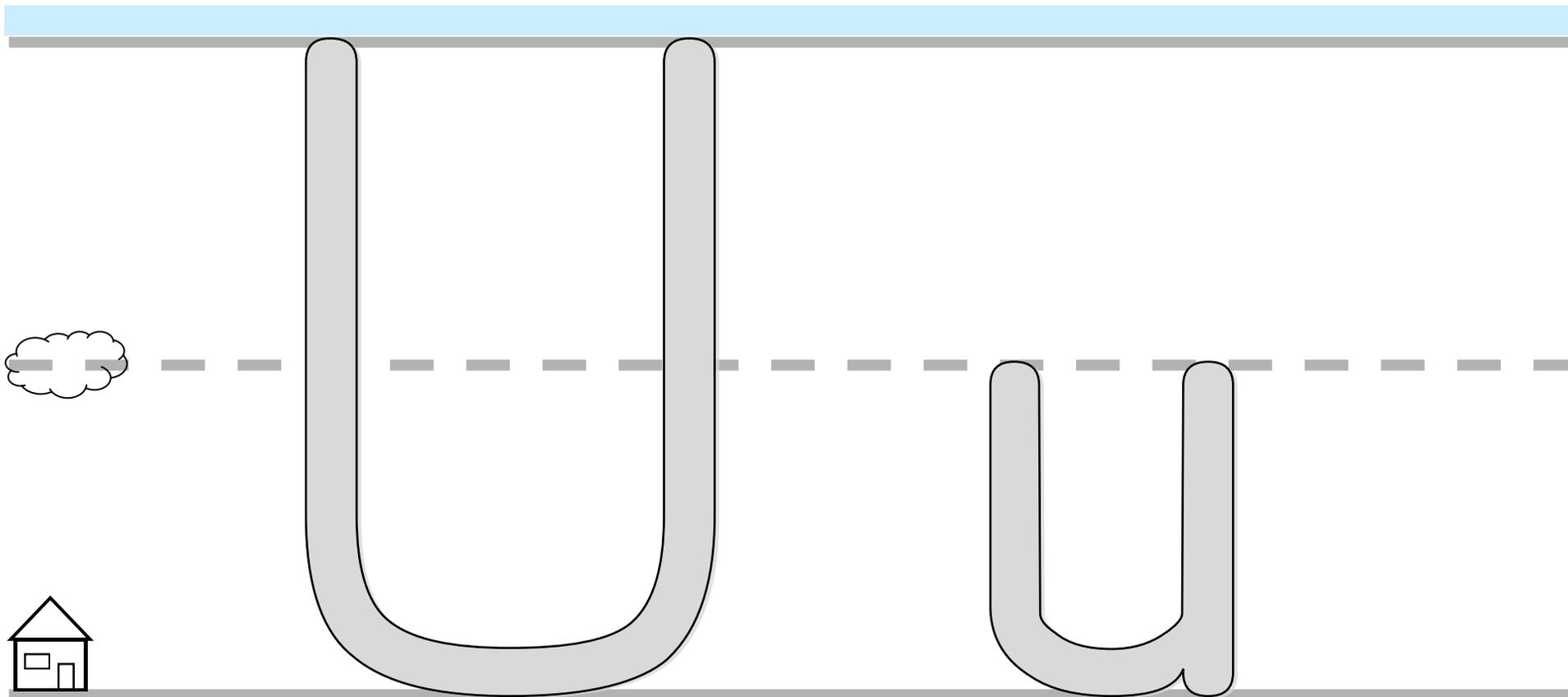
"Well," said Mom. "The weather is so bad, this is the perfect time to go over your math facts." It was Brad's turn to go first. "Uuuuhhh," was all he could see as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right. (u/up)

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.

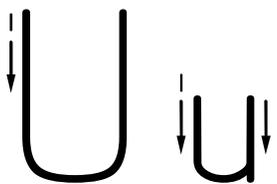
U u



U u



Handwriting

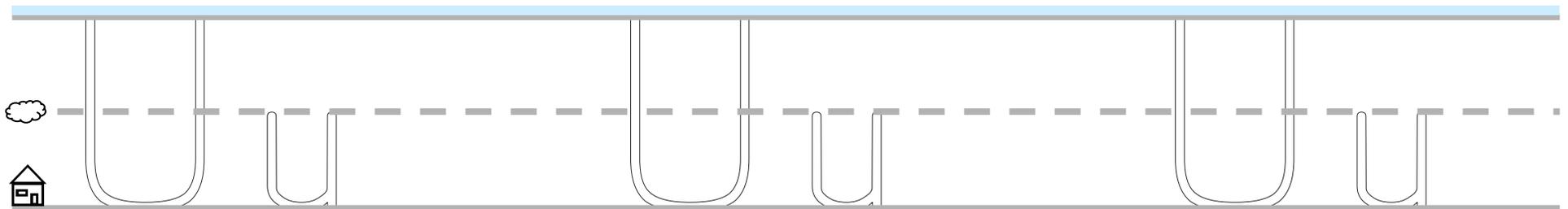
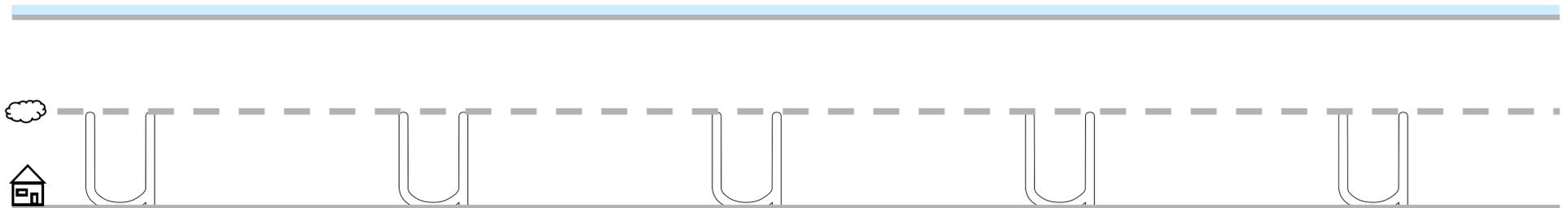
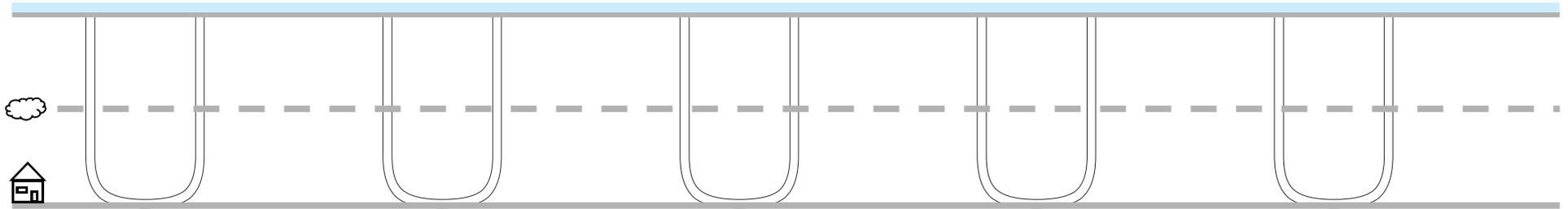


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

See the expanded instructions on the T + page.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>U</p>	<p>U W H U I L U</p>
	<p>u</p>	<p>i n u h u w u</p>
	<p>u</p>	<p>nut up bus us fun</p>
	<p>u</p>	<p>stump just puppet</p>
	<p>u</p>	<p>She runs up the hill.</p> 

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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

u _

umbrella



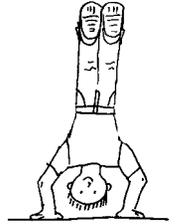
us



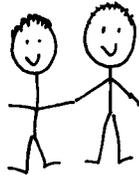
ugly



upside
down



us



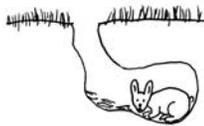
umpire



upset



under



upstairs



upon



uncle



udder

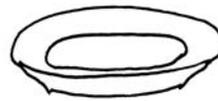
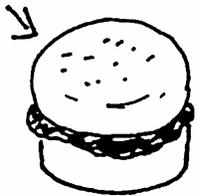
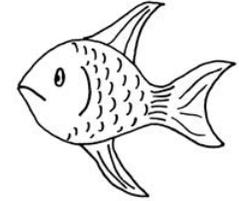
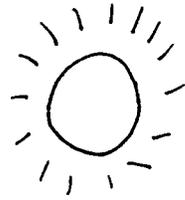
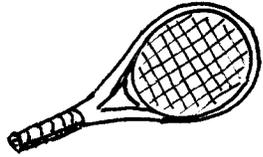


upend

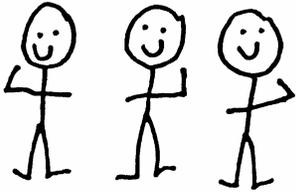


Rhyming

Uu



racket-jacket, sun-bun, pod-nod, fix-six, fish-dish Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



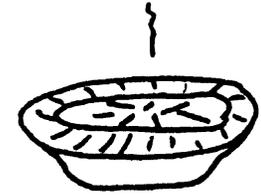
u.....s



a.....d



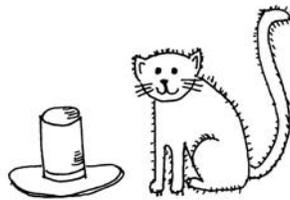
o.....n



p.....ie



t.....o



o.....ff



g.....o



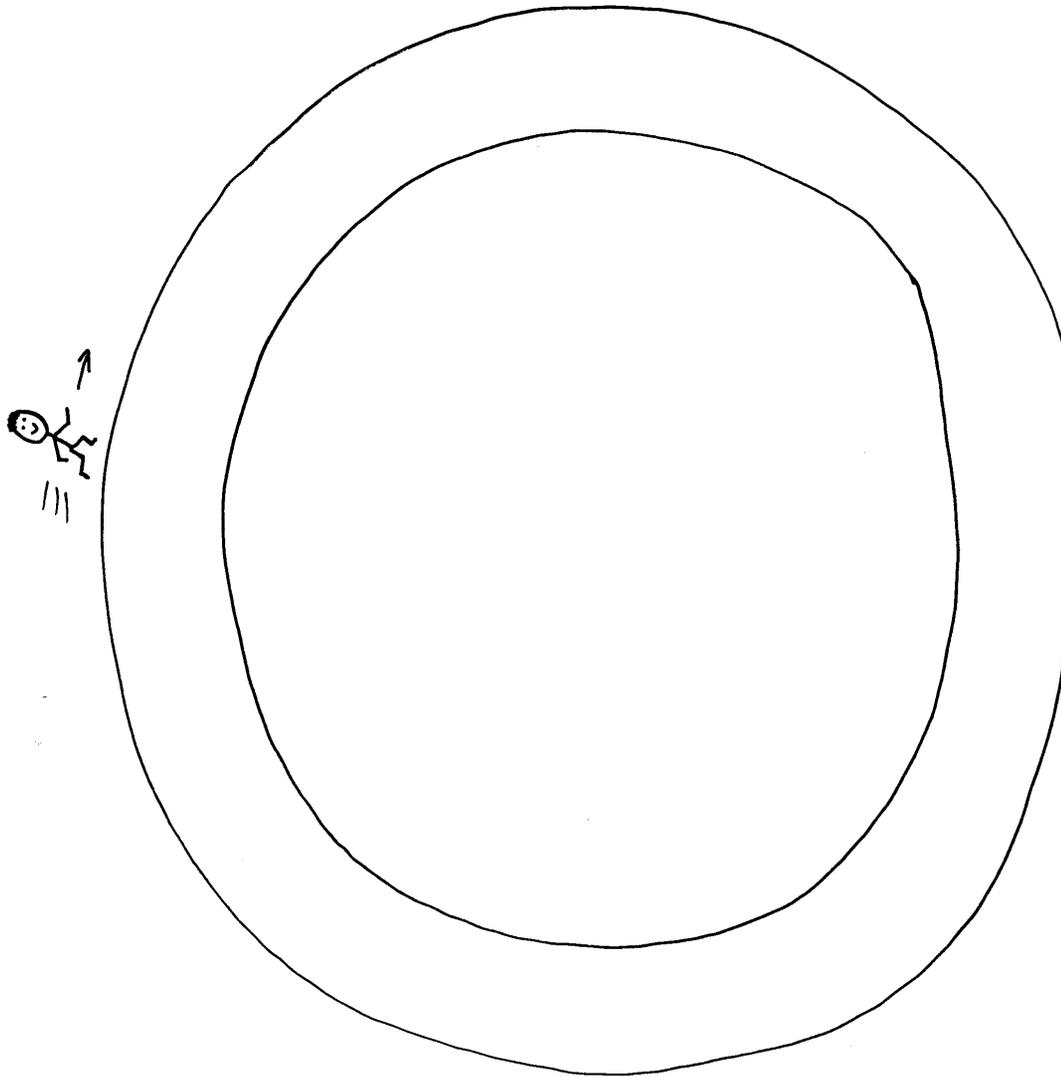
h.....ay

(Do the pictures in random order.) Two-sound words more challenging than two-syllable words. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me o.....ff. Put an X on it. Show me t.....o. Circle it. Show me o.....n. Draw a line under it." Continue until all pictures are completed.



Jogger

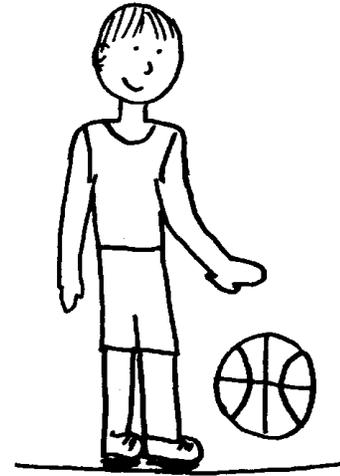


Draw a line to show the jogger running around the track.
Go around many times.

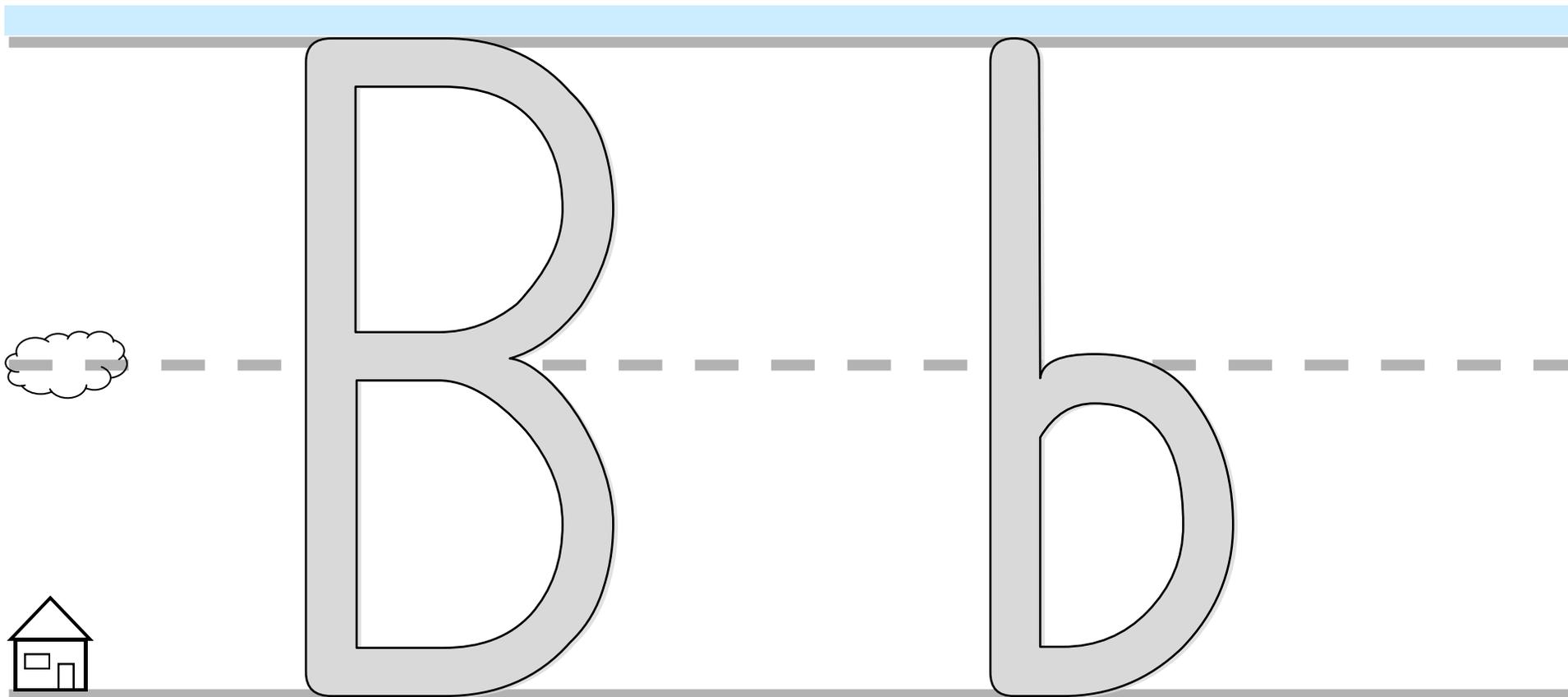
They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. "B, b, b, b," was the sound of the balls bouncing on the hardwood floor. Then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

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.

B b



B b



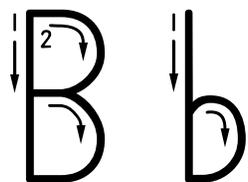
Handwriting

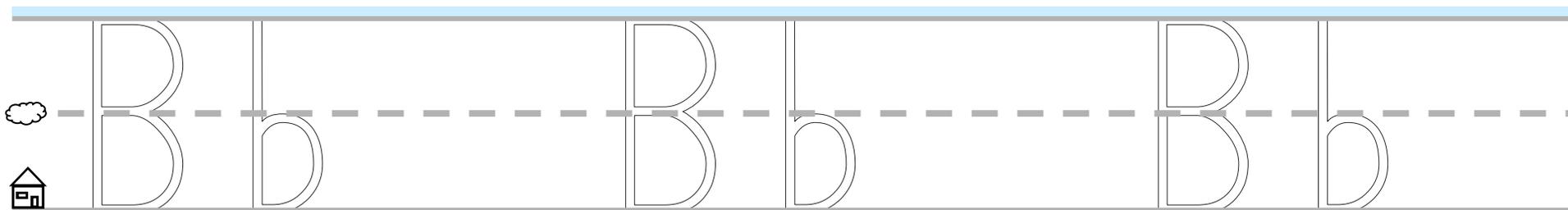
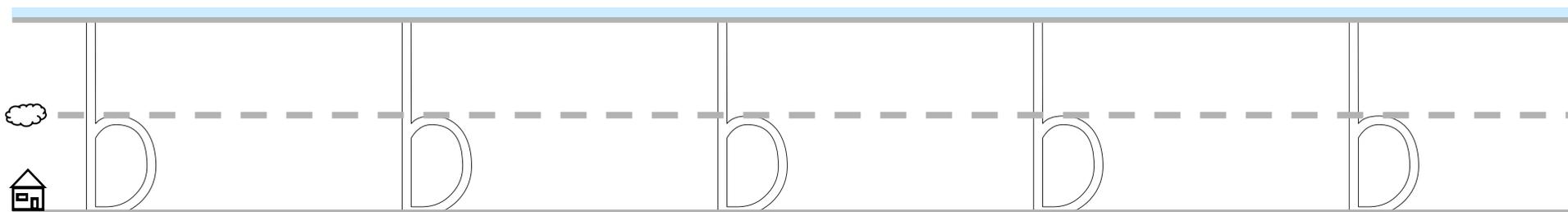
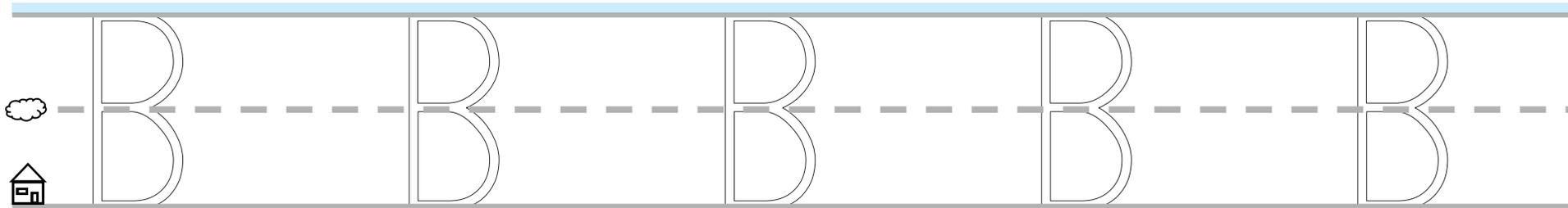
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Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

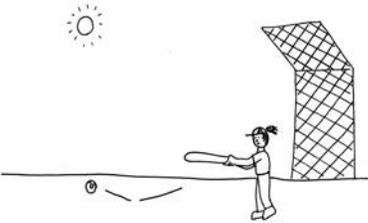
See the expanded instructions on the T t page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>B</p>	<p>W B H B U T B</p>
	<p>b</p>	<p>h b l b n b t</p>
	<p>b</p>	<p>bus cab bib bag tub</p>
	<p>b</p>	<p>ribbon bubble blubber</p>
	<p>B b</p>	<p>Bess hits the ball.</p> 

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. Say the sound as you circle each matching letter.

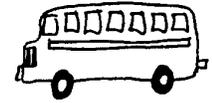
Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

b _

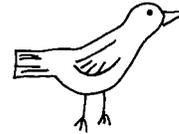
bus



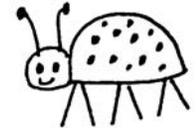
book



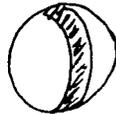
bird



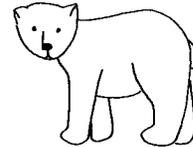
bug



ball



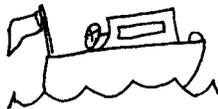
bear



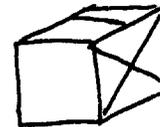
barrel



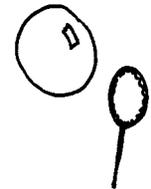
boat



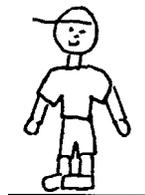
box



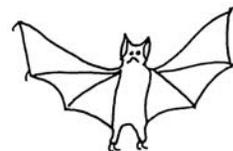
bubble



boy



bat

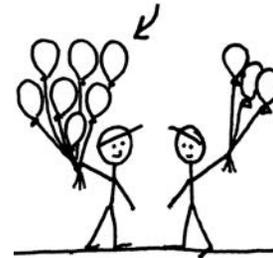
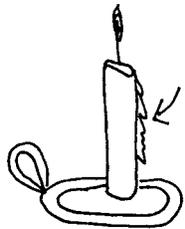
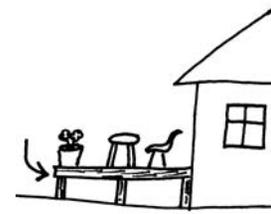
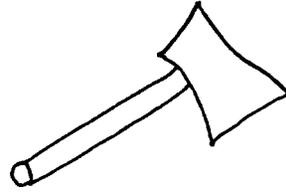
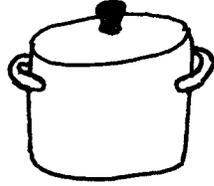
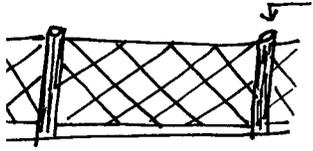


bed

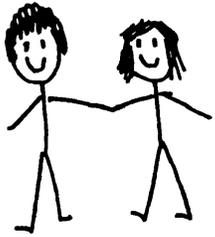


Rhyming

Bb



post-most, pot-hot, ax-wax, deck-neck, drum-gum Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



w....e



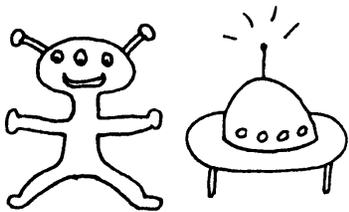
p....ay



t....ee



m....ow



o....dd



m....y



j....aw



t....oe

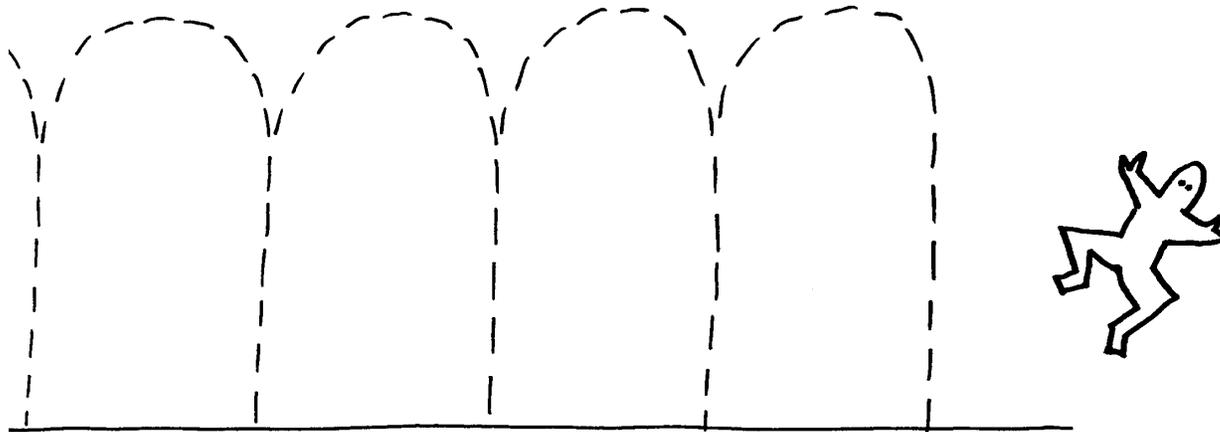
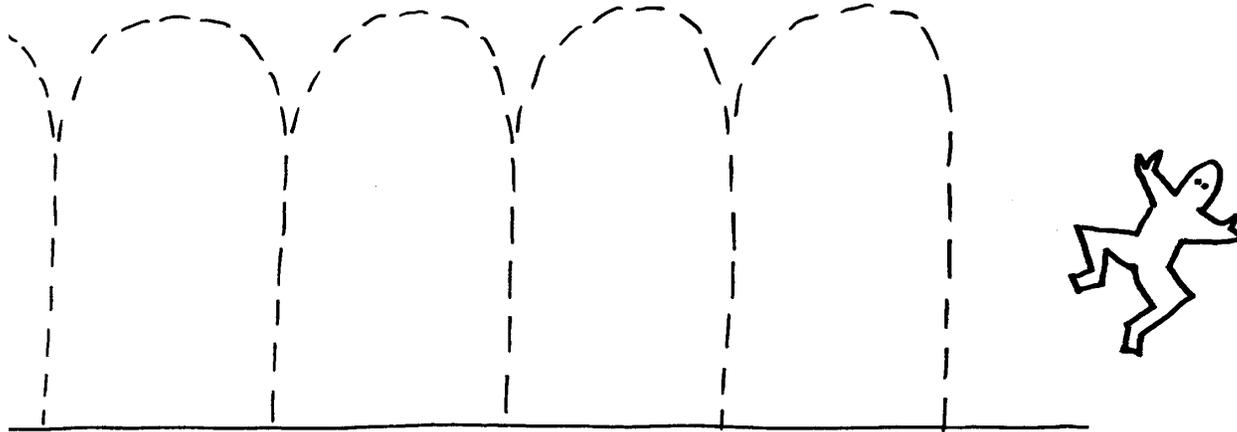
(Do the pictures in random order.) Two-sound words more challenging than two-syllable words. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me j....aw. Put an X on it. Show me t....ee. Circle it. Show me w....e. Draw a line under it." Continue until all pictures are completed.

Handwriting
Readiness



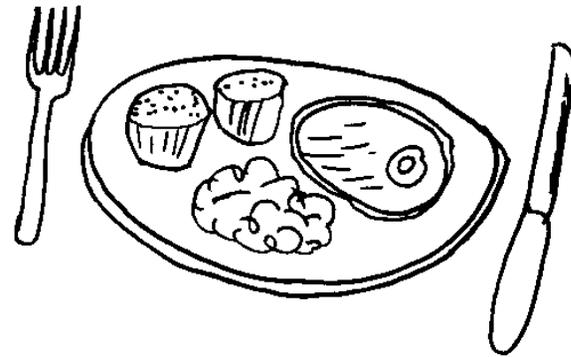
Frog Hop 2



Follow the hopping frogs.

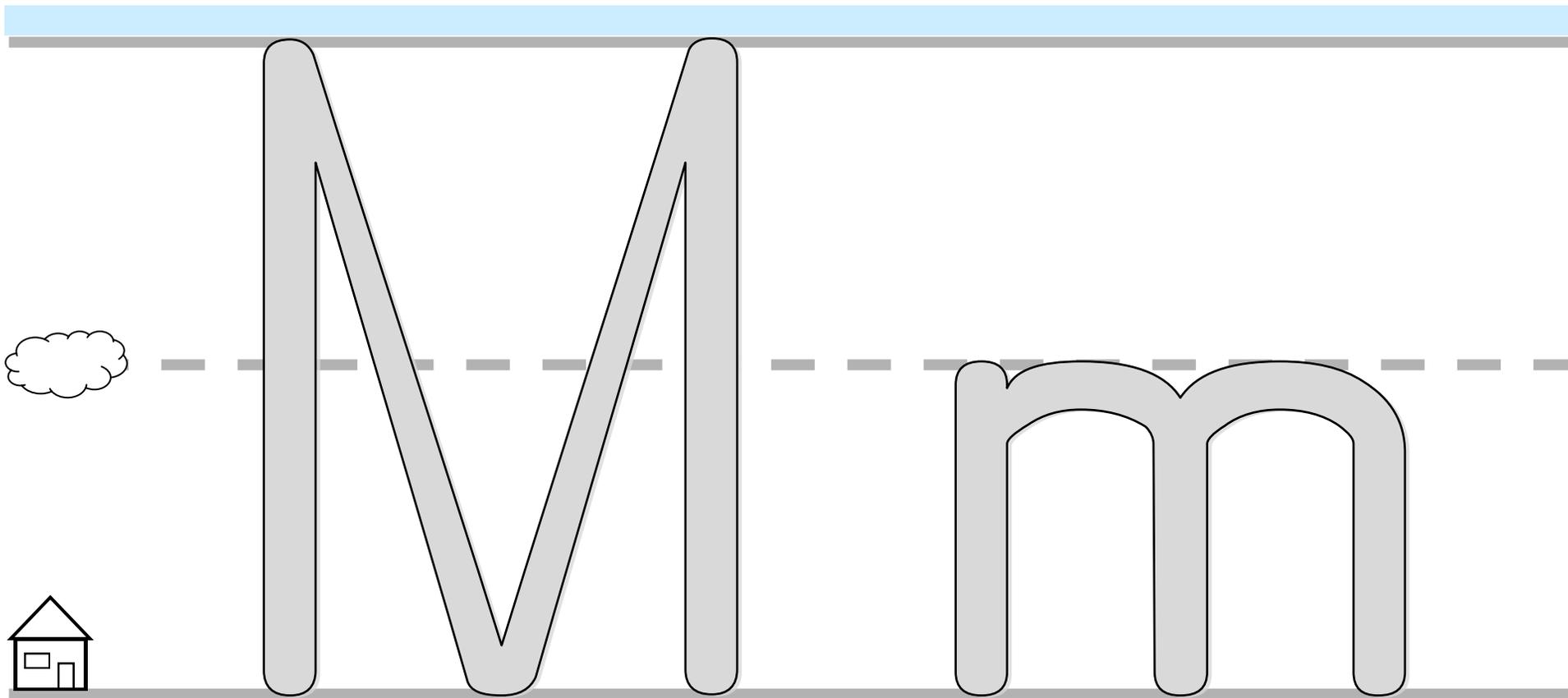
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.

M m

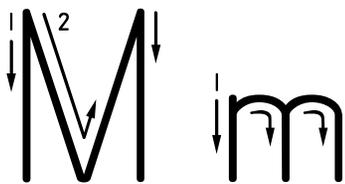
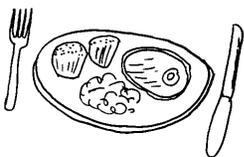


M m

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.



Handwriting

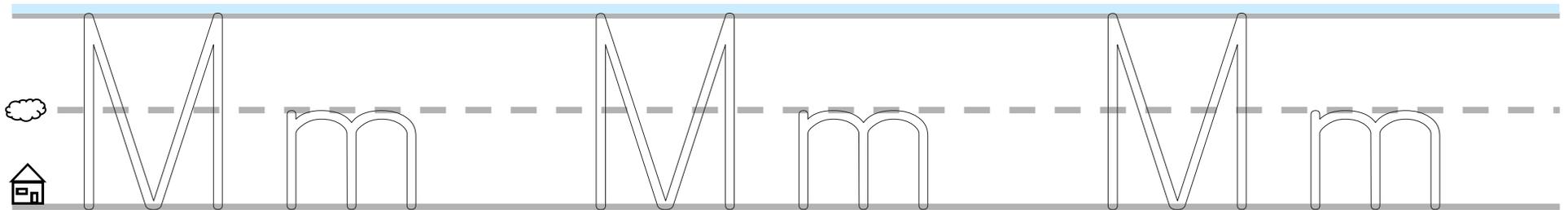
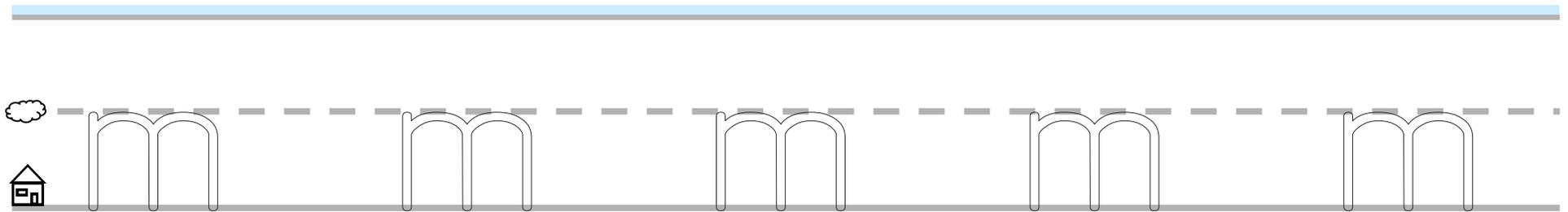
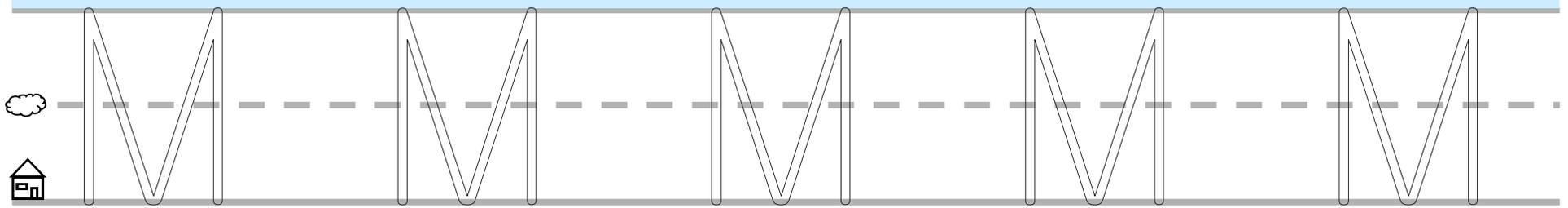


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

See the expanded instructions on the T + page.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

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

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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

m _

mop



mouse



milk



mule



moon



mask



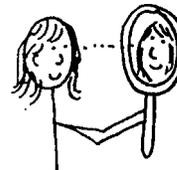
moth



mom



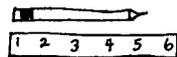
me



mud



measure



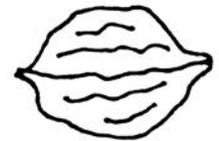
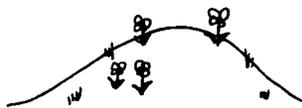
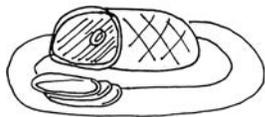
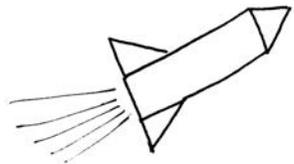
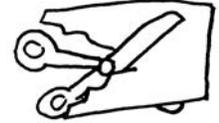
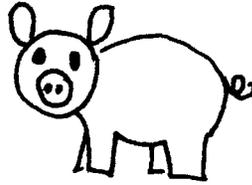
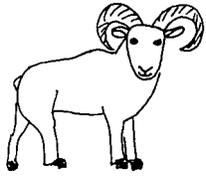
mow



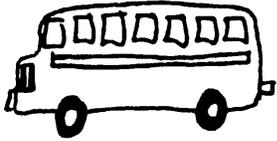
man



Rhyming



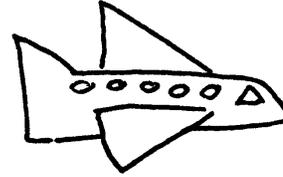
ram-ham, pocket-rocket, pig-dig, spill-hill, cut-nut Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



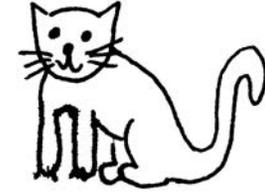
b.....u.....s



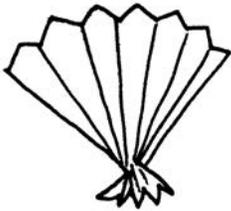
k.....i.....ck



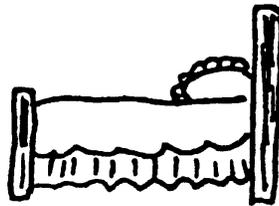
j.....e.....t



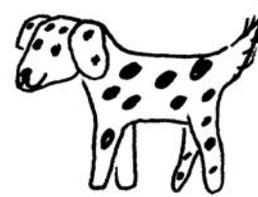
c.....a.....t



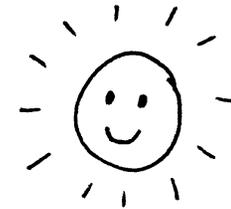
f.....a.....n



b.....e.....d



d.....o.....g



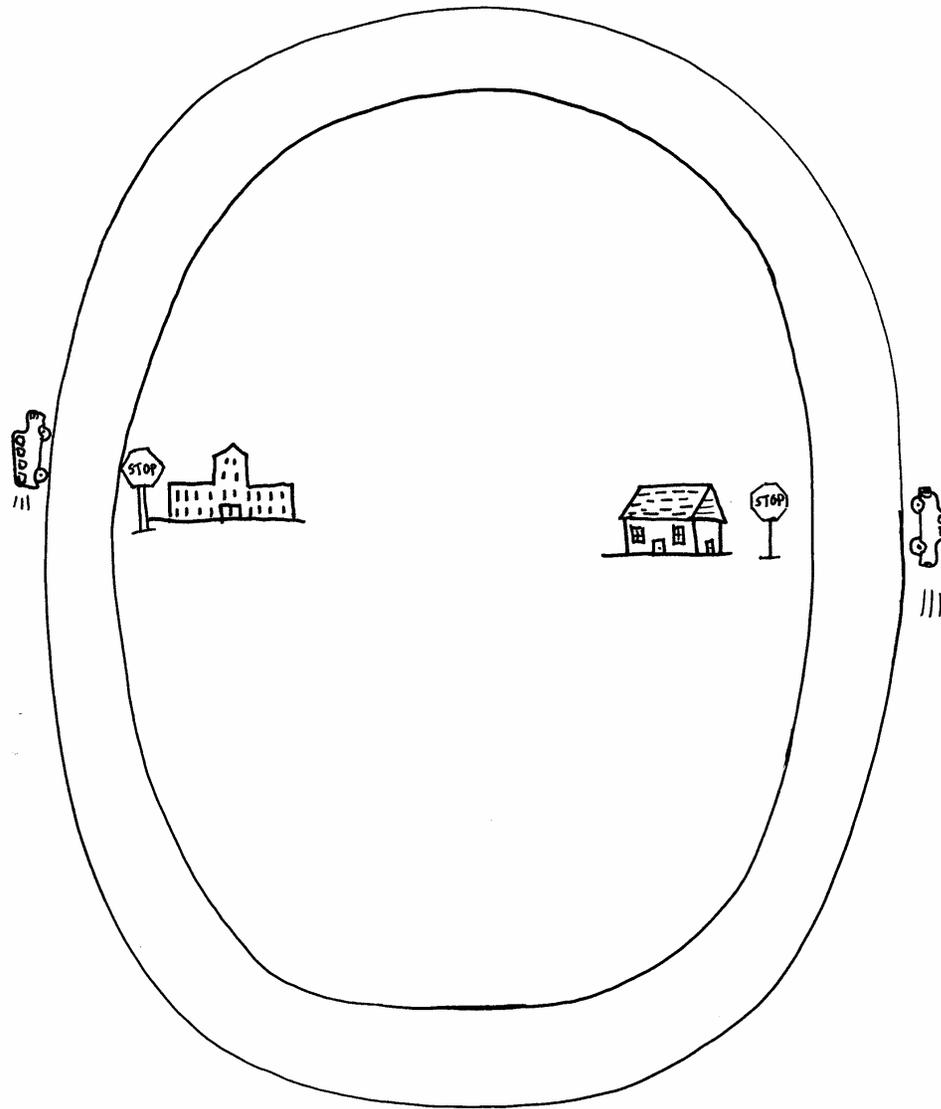
s.....u.....n

(Do the pictures in random order.) Three sound words are even more challenging. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me c.....a.....t. Put an X on it. Show me b.....e.....d. Circle it. Show me k.....i.....ck. Draw a line under it." Continue until all pictures are completed.



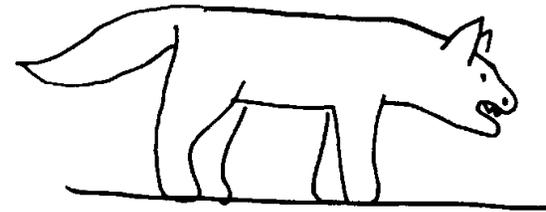
Bus Stop



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

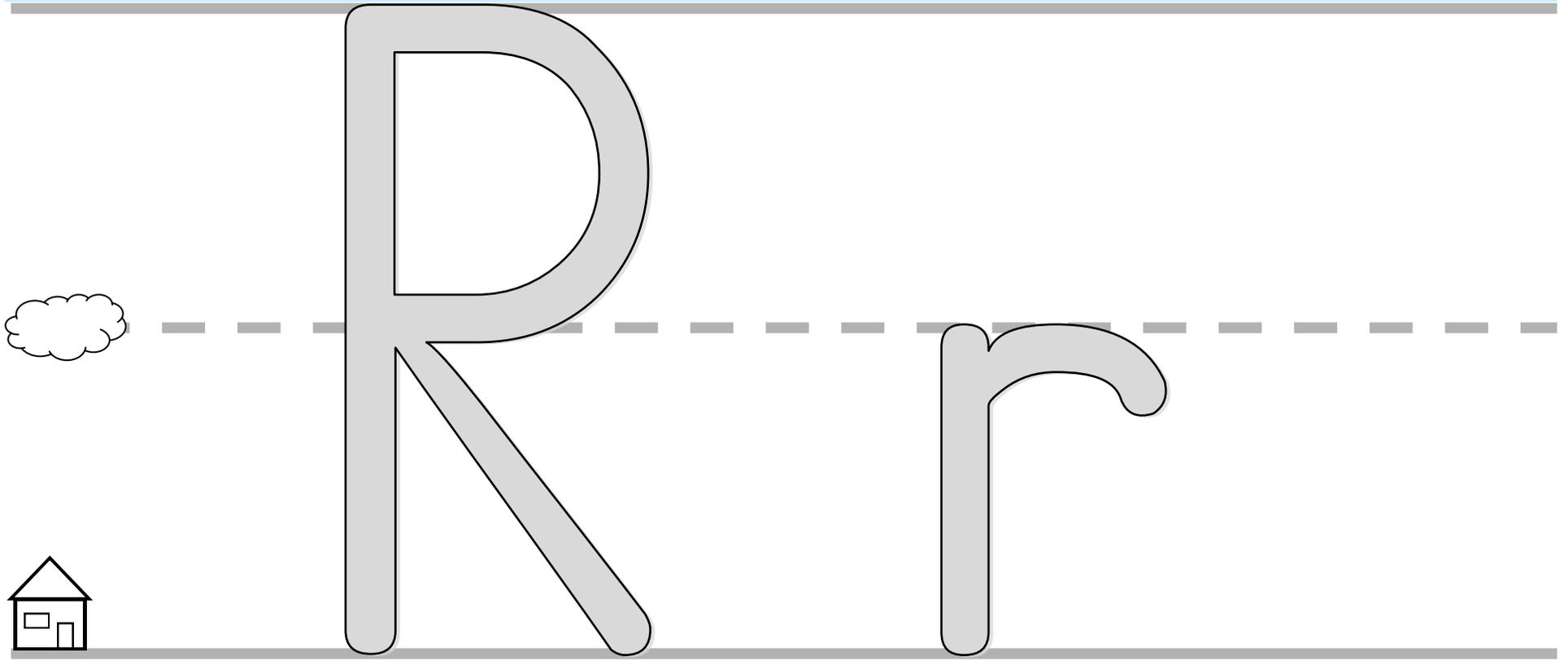
Just as they sat down to eat, they heard a loud "Rrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.

R r

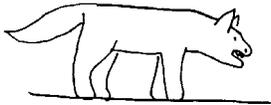


R r

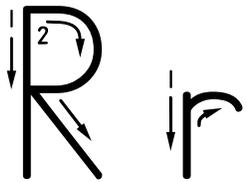
The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.



Handwriting



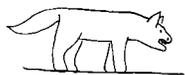
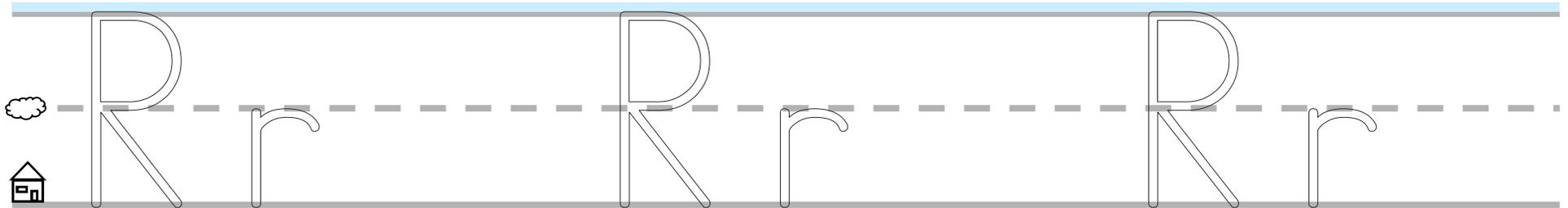
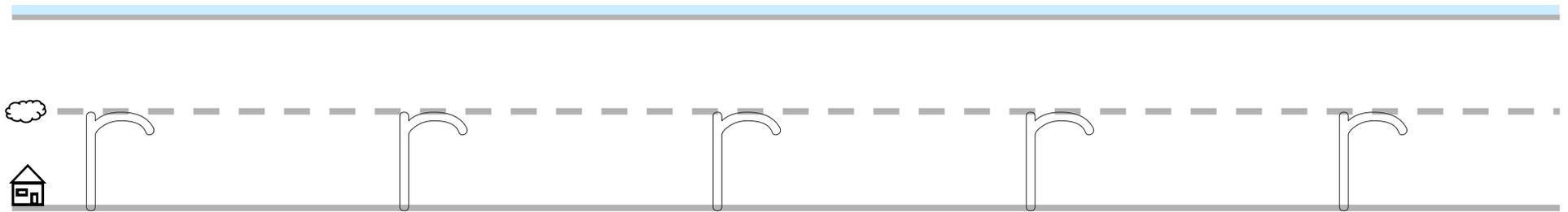
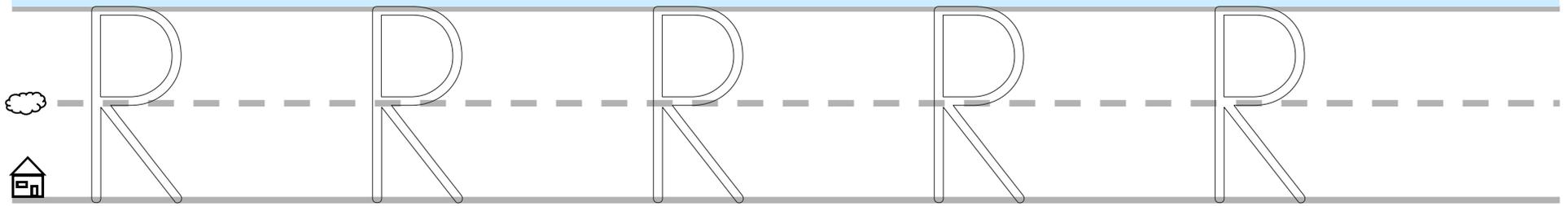
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.



Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

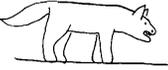
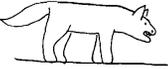
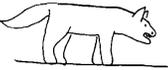
Keep a steady rhythm when tracing.

See the expanded instructions on the T t page.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>R</p>	<p>B R U W R R T</p>
	<p>r</p>	<p>i r n m r u r</p>
	<p>r</p>	<p>run car arm red</p>
	<p>r</p>	<p>try berry partner</p>
	<p>Rr</p>	<p>Rick can run fast.</p> 

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. Say the sound as you circle each matching letter.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

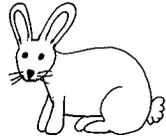
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

r _

run



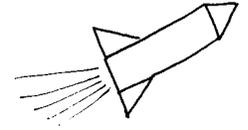
rabbit



raise



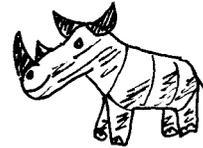
rocket



ring



rhino



rattle



river



rain



right



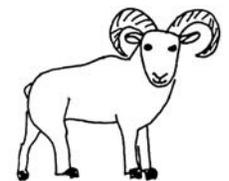
rope



rose

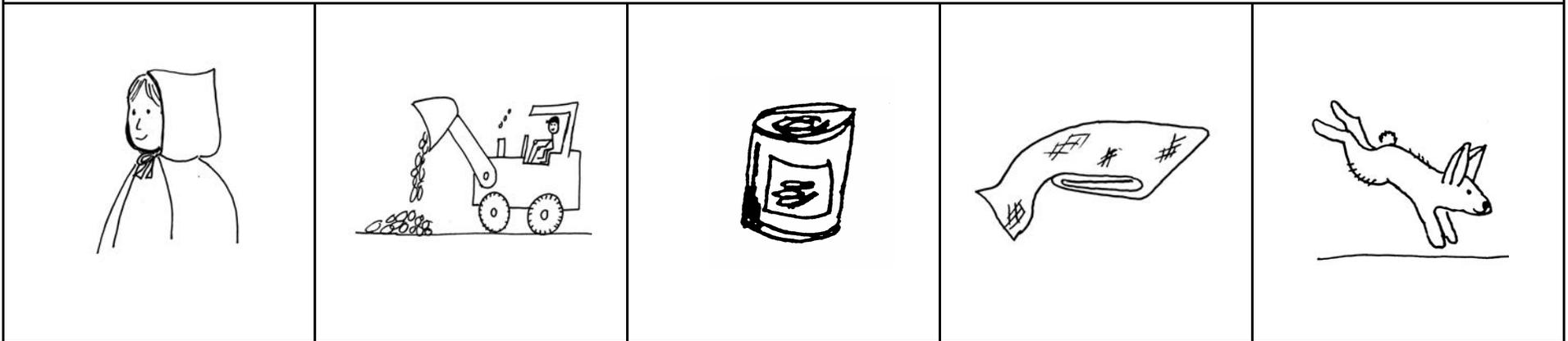
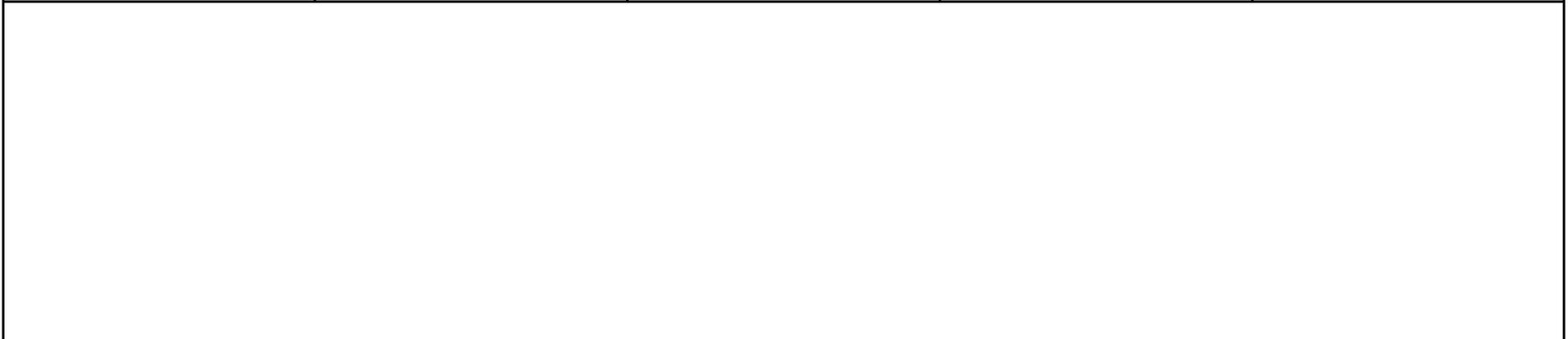
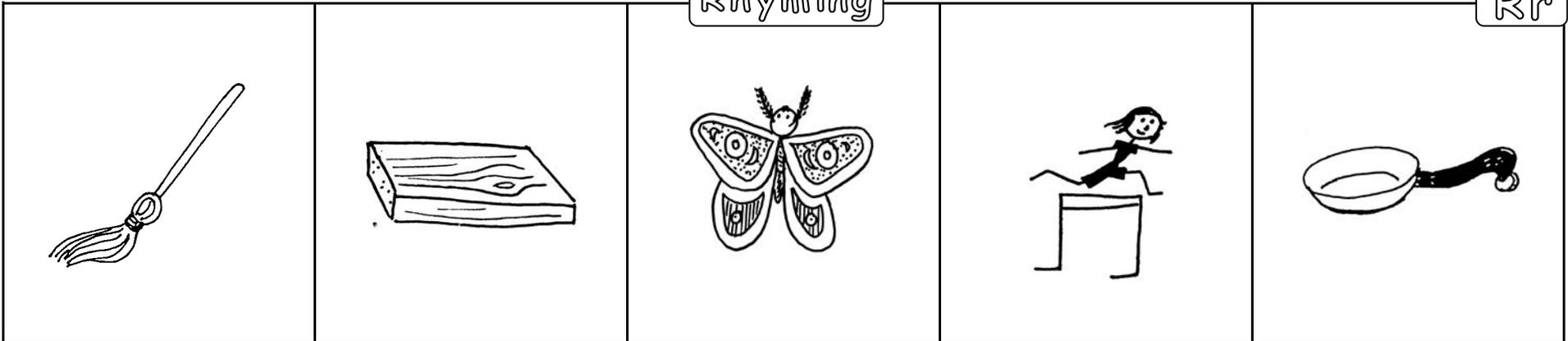


ram

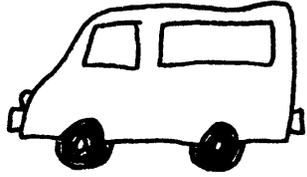


Rhyming

Rr



mop-hop, wood-hood, moth-cloth, jump-dump, pan-can Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



v.....a.....n



g.....u.....m



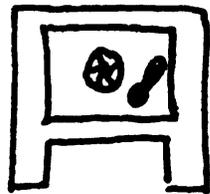
l.....e.....g



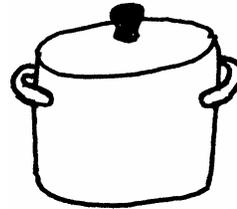
f.....i.....re



k.....i.....ss



s.....a.....fe



p.....o.....t



z.....o.....ne

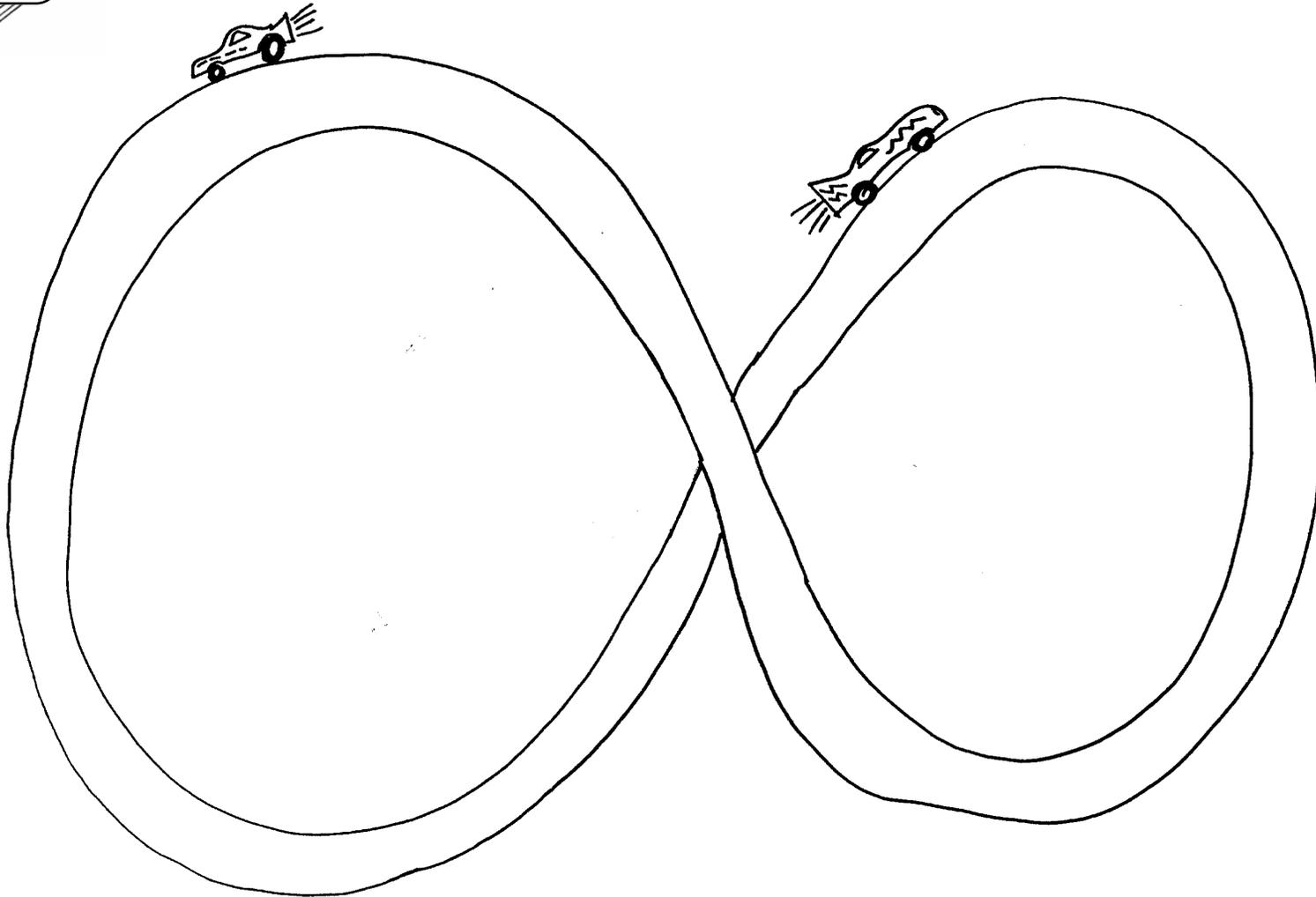
(Do the pictures in random order.) Three sound words are even more challenging. Help students as needed.

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Handwriting
Readiness



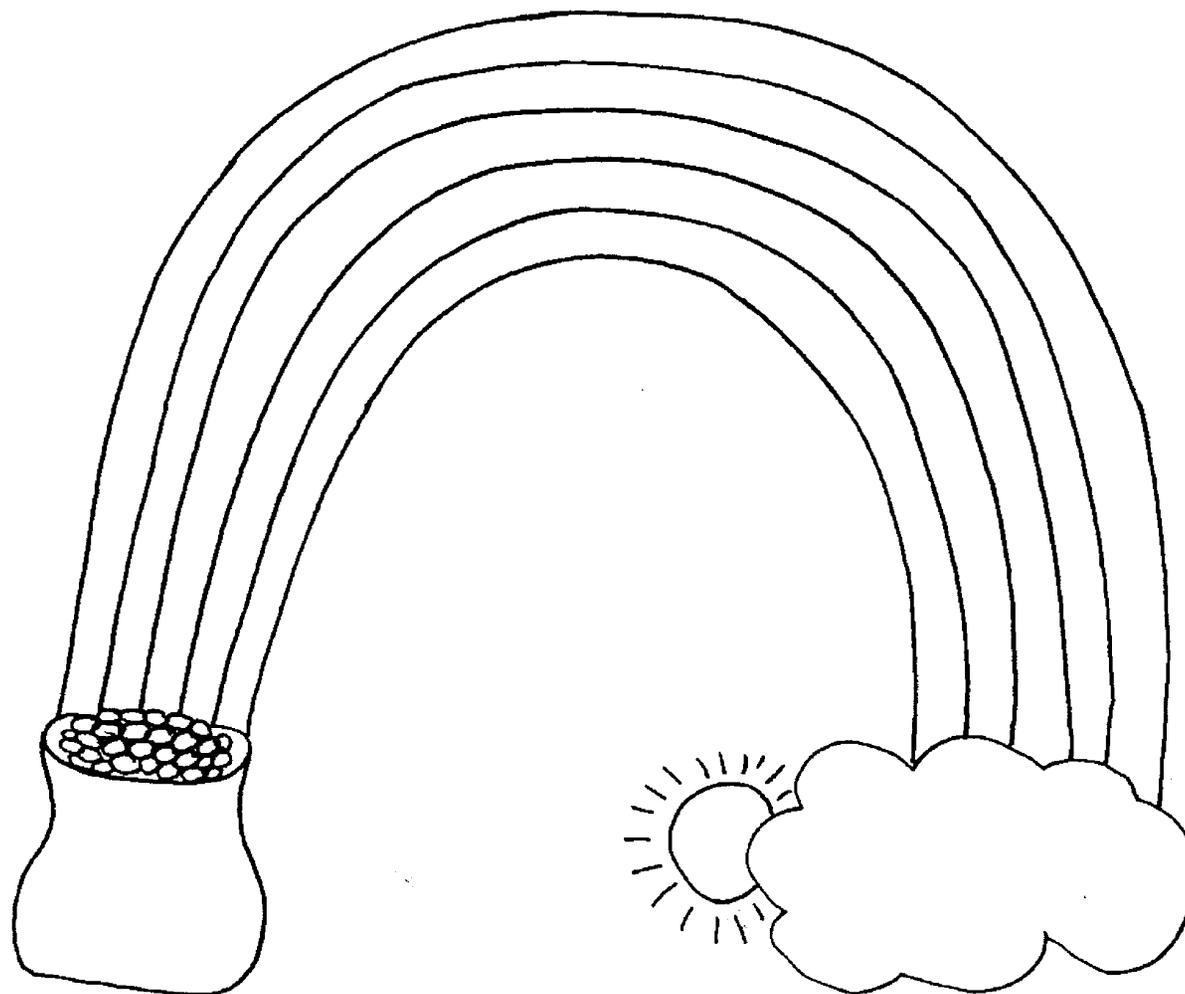
Figure Eight Race Track 2



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

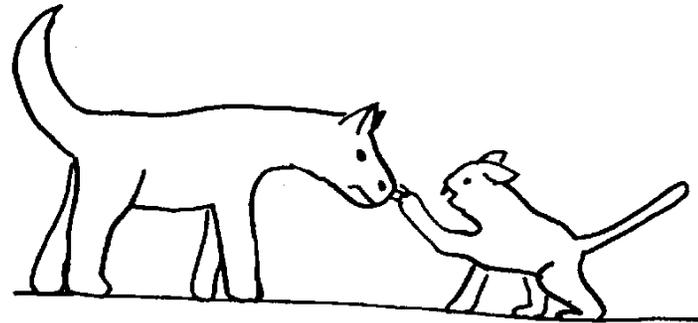


Rainbow 2



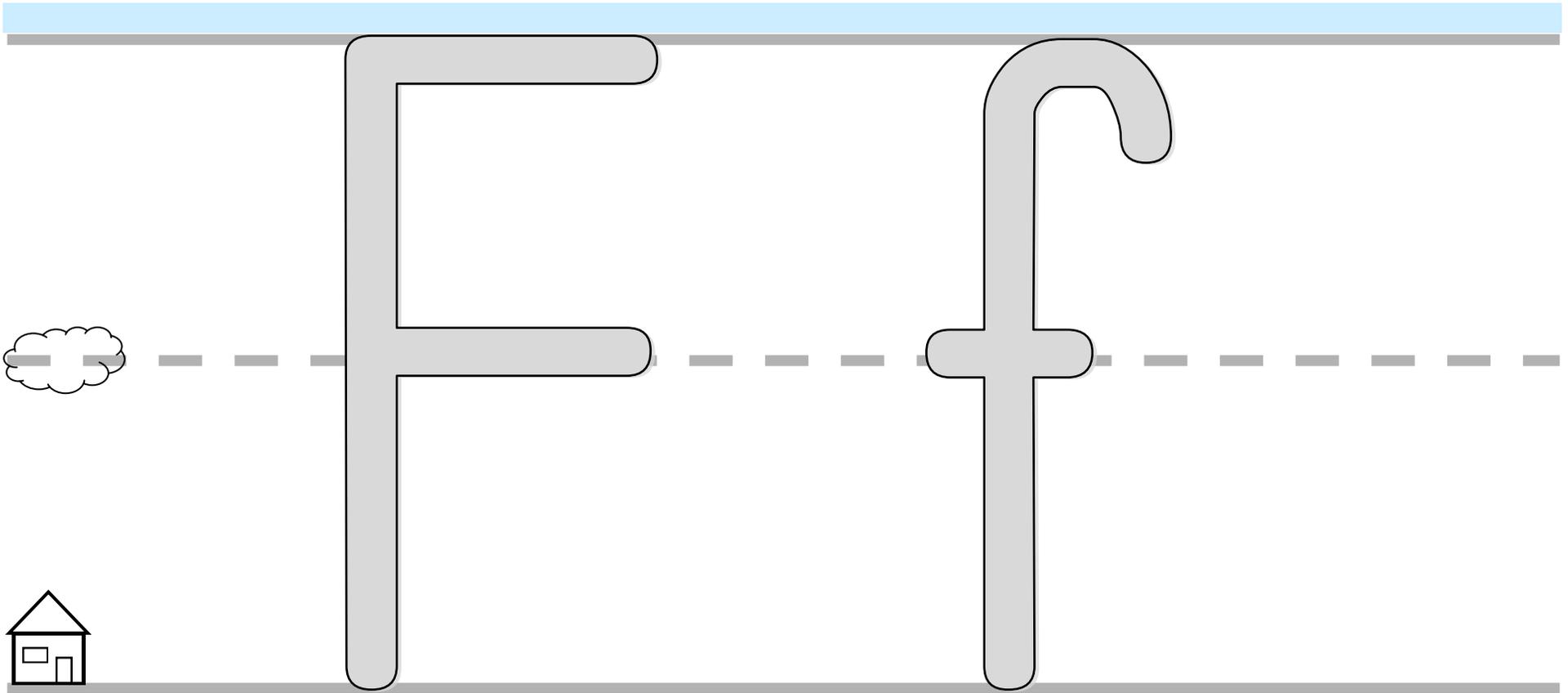
Follow the rainbow from the cloud to the pot of gold.
Use a different colored pencil for each path.

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.

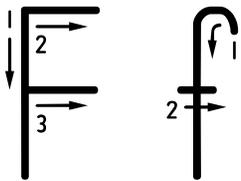
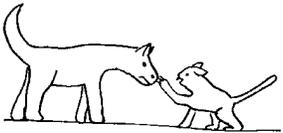


F f

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.



Handwriting

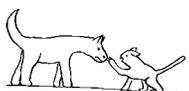
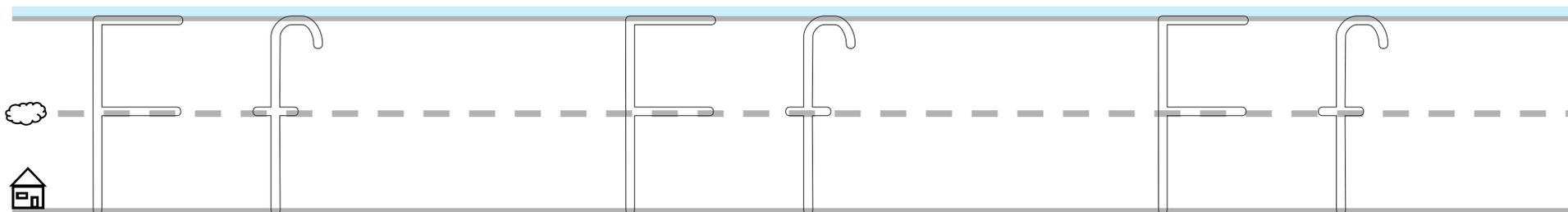
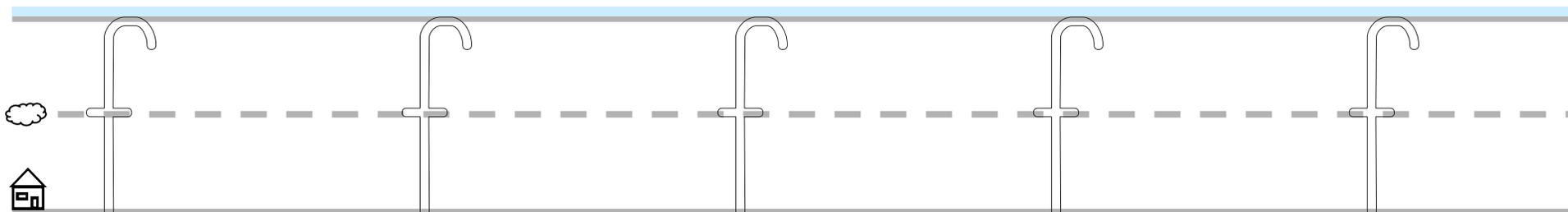
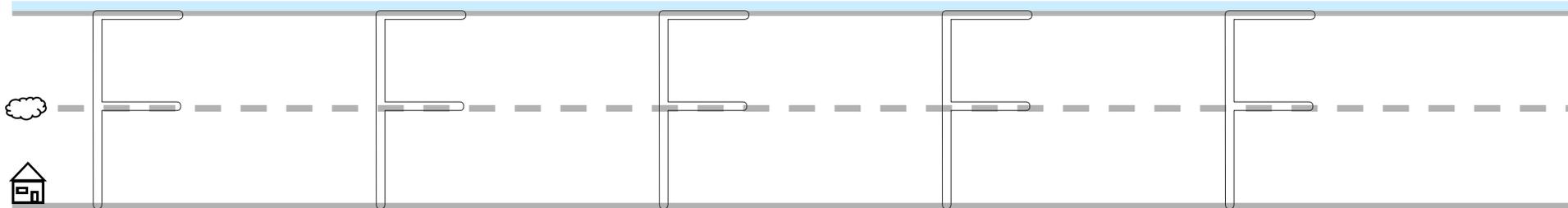


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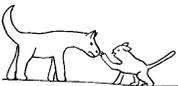
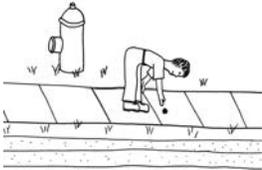
Keep a steady rhythm when tracing.

See the expanded instructions on the T + page.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

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

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. Say the sound as you circle each matching letter.

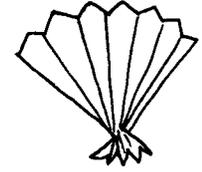
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Beginning Sounds

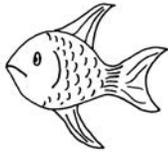
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f _

fan



fish



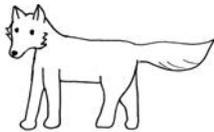
food



find



fox



feet



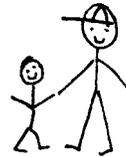
farm



fire



father



fork



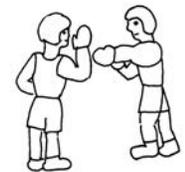
fudge

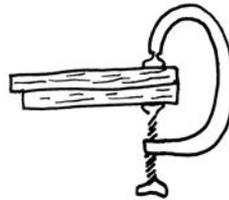
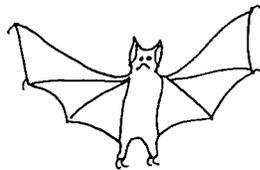
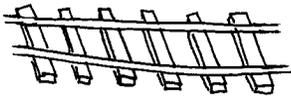
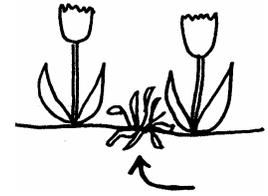
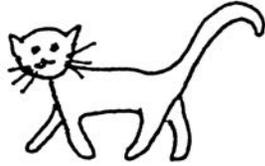


finger

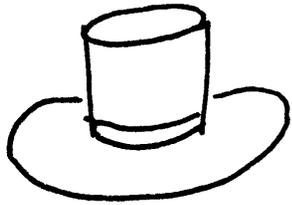


fight

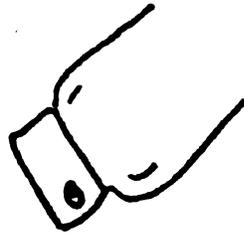




stamp-clamp, cat-bat, pack-track, mad-pad, weed-seed Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, now, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



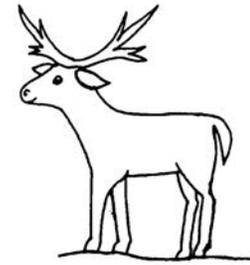
h.....a.....t



c.....u.....ff



w.....e.....b



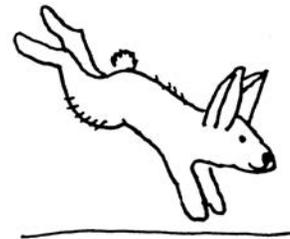
d.....ee.....r



f.....i.....zz



v.....a.....se



h.....o.....p

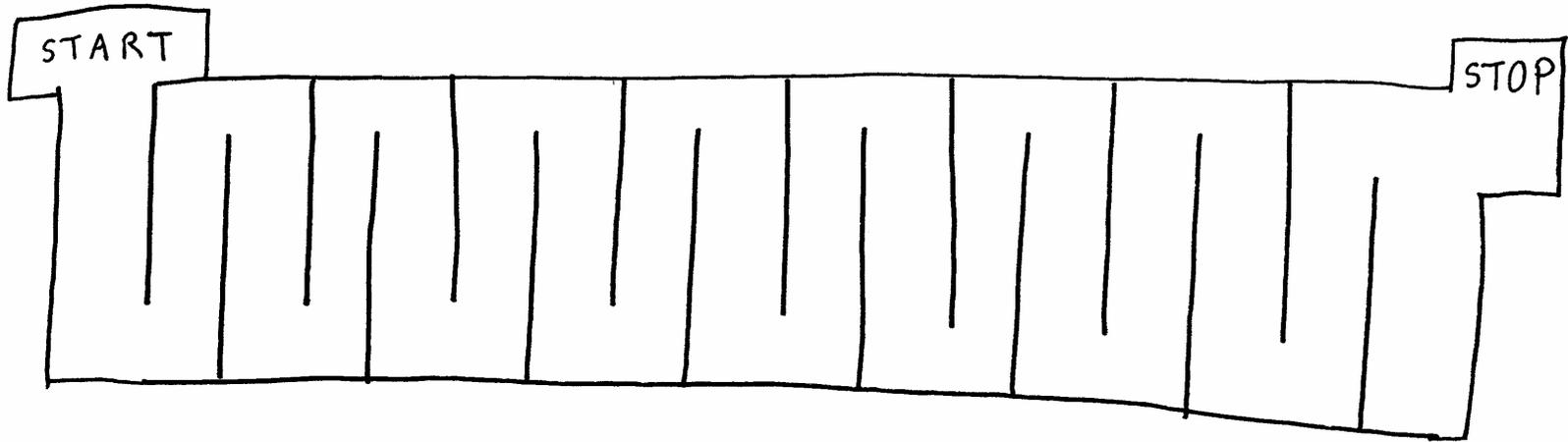


h.....ou.....se

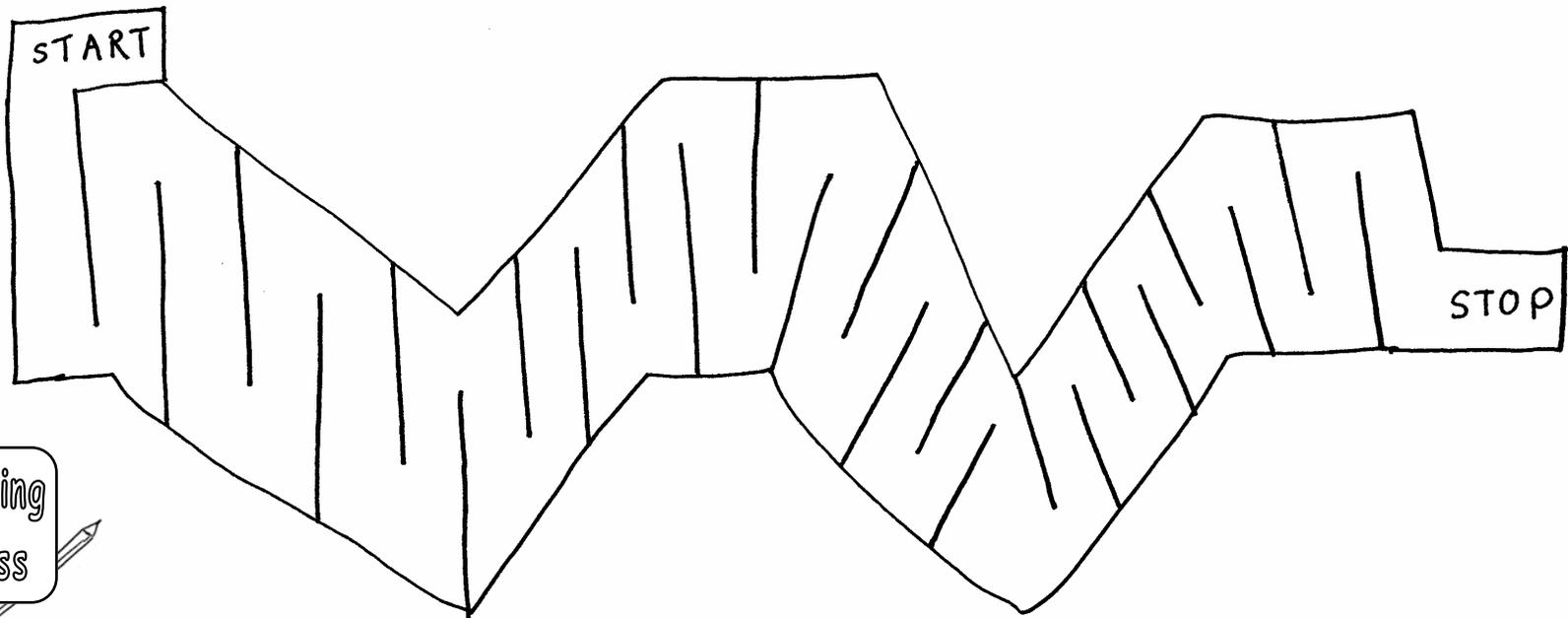
(Do the pictures in random order.) Three sound words are even more challenging. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me c.....u.....ff. Put an X on it. Show me f.....i.....zz. Circle it. Show me d.....ee.....r. Draw a line under it." Continue until all pictures are completed.

Two Mazes



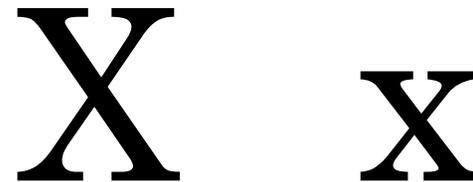
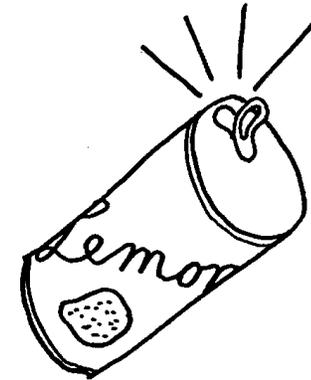
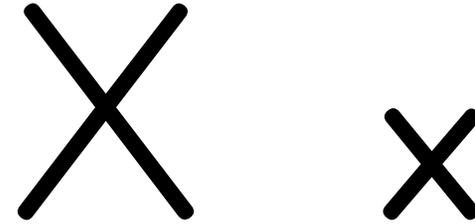
Go through each maze.



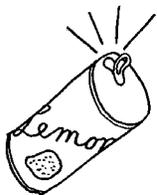
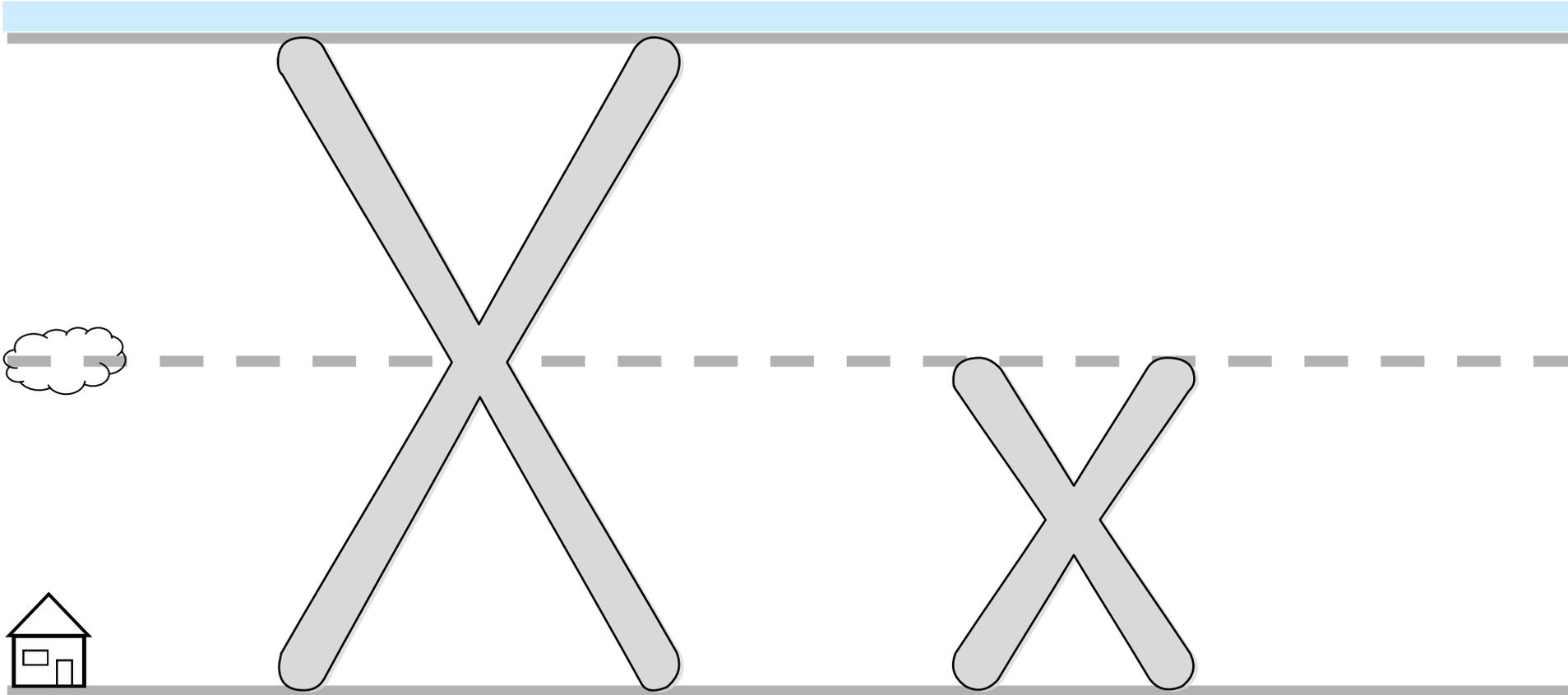
Handwriting
Readiness



"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.



The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.



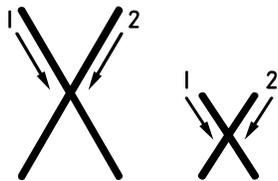
Handwriting

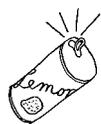
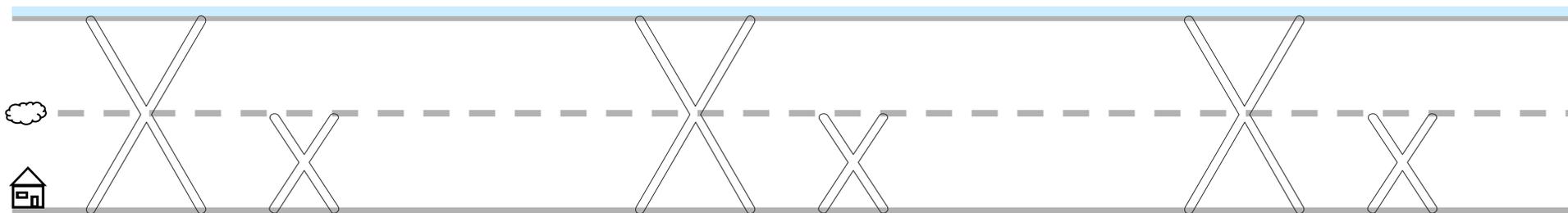
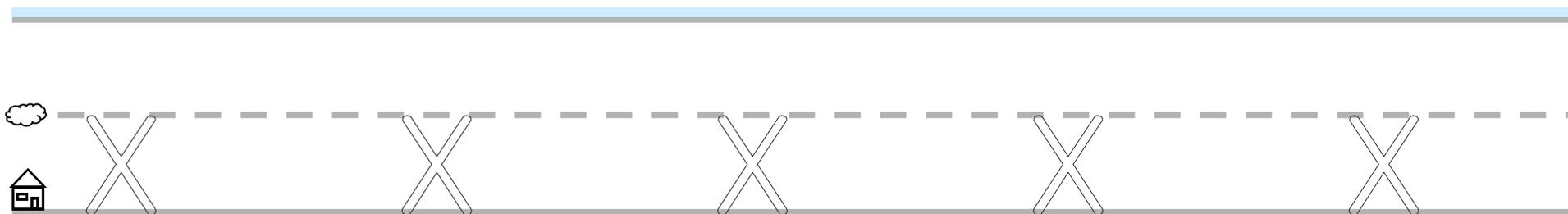
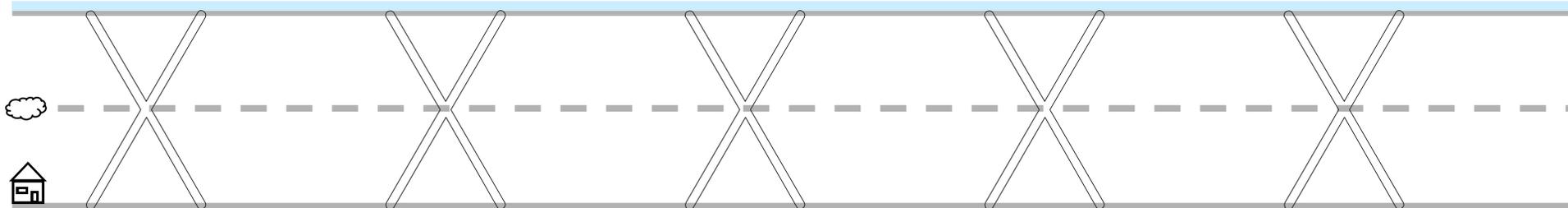
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

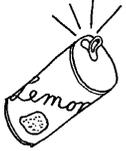
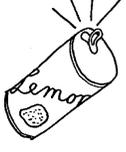
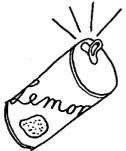
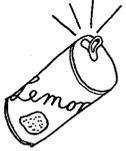
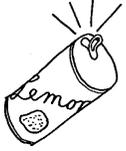
See the expanded instructions on the T t page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>X</p>	<p>T X W L X X F</p>
	<p>x</p>	<p>x r t x u b x</p>
	<p>x</p>	<p>fox six tux fix Max</p>
	<p>x</p>	<p>exit oxen mixing</p>
	<p>x</p>	<p>Max will mix it.</p> 

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. Say the sound as you circle each matching letter.

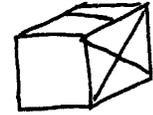
Note: Students are not expected to read the words by themselves.

Ending Sound

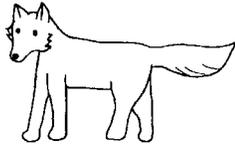
The teacher reads the first word. Students point to the word and say it. Students circle the last letter in the word while saying its sound, then repeat the word again, emphasizing the ending sound. Do the rest of the words in the same way. Discuss any unfamiliar words.



box



fox



fix



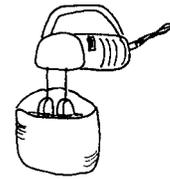
fax



pox



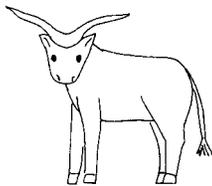
mix



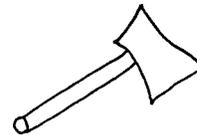
sax



ox



ax



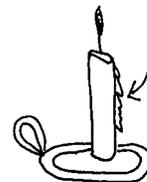
flex



six

6

wax

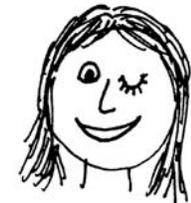
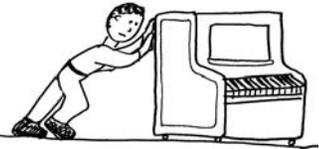
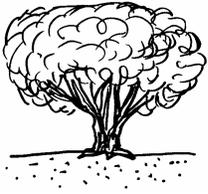


tux



Rhyming

XX



bush-push, cash-mash, boy-toy, glue-clue, think-wink Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

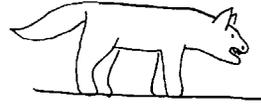
Review

U



r

B



m

M



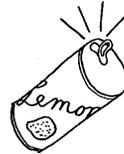
u

R



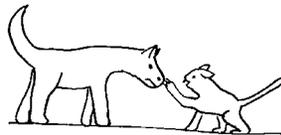
x

F



b

X



f

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

Review



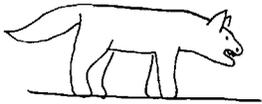
n b h u r



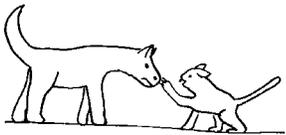
x m n r f



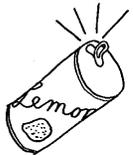
h r f x b



m f r u n

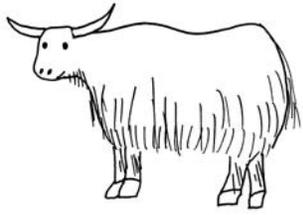


f t b i l



w r l x t

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



y.....a.....k



m.....u.....d



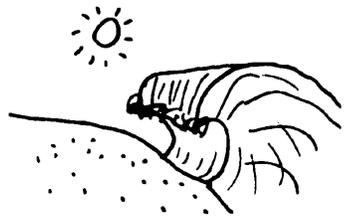
n.....e.....t



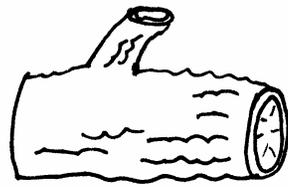
f.....i.....ve



l.....i.....ck



w.....a.....ve



l.....o.....g



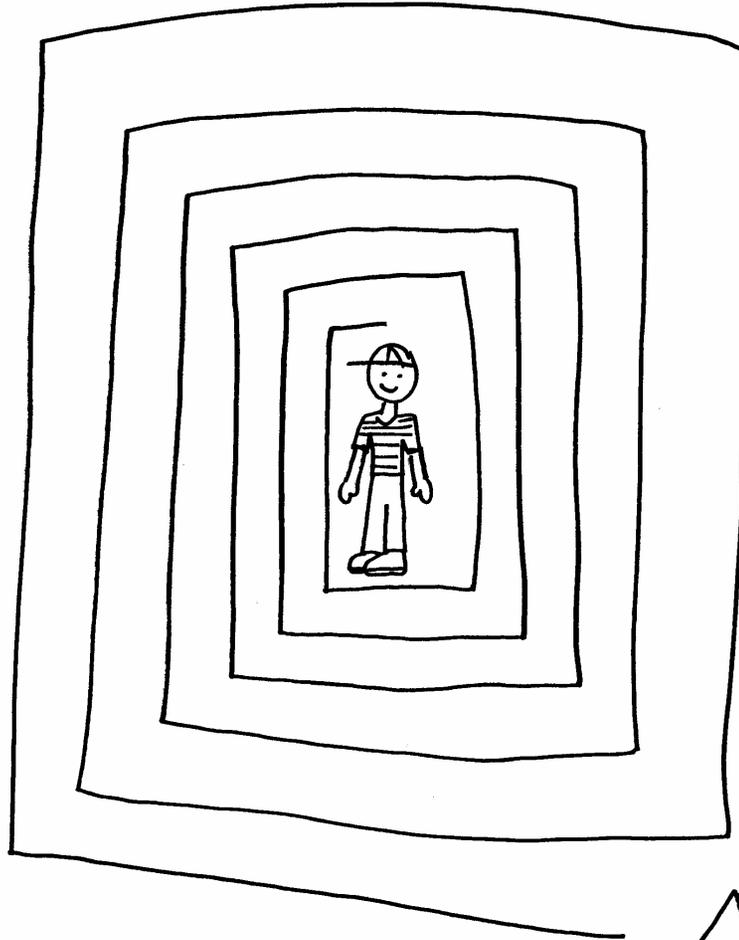
f.....ee.....t

(Do the pictures in random order.) Three sound words are even more challenging. Help students as needed.

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me y.....a.....k. Put an X on it. Show me l.....o.....g. Circle it. Show me w.....a.....ve. Draw a line under it." Continue until all pictures are completed.



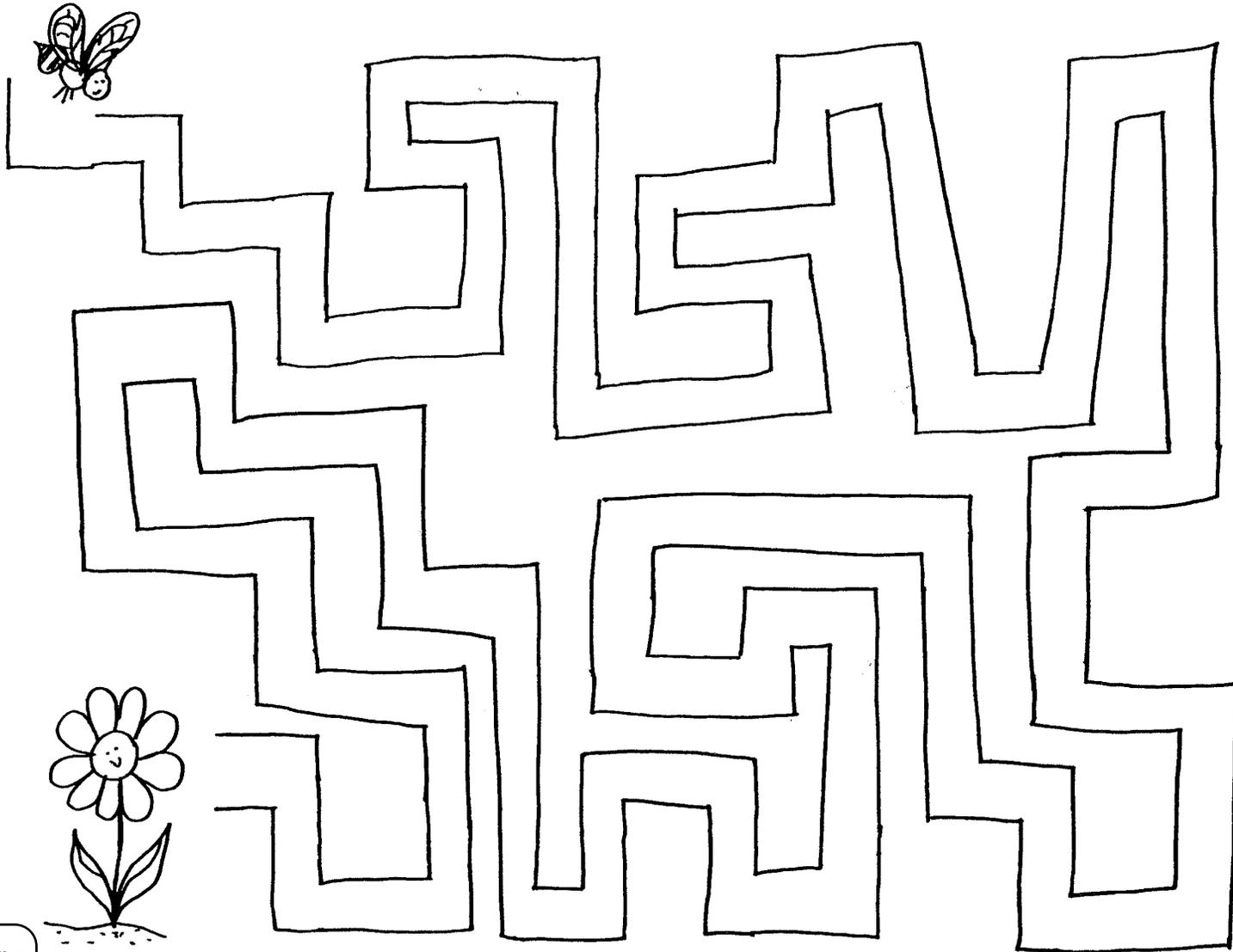
Boy Going Home



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



Bee And Flower



Handwriting
Readiness

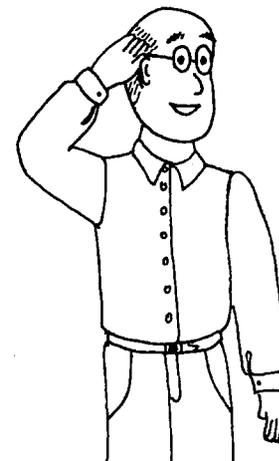


Help the bee find the flower. Color the flower.

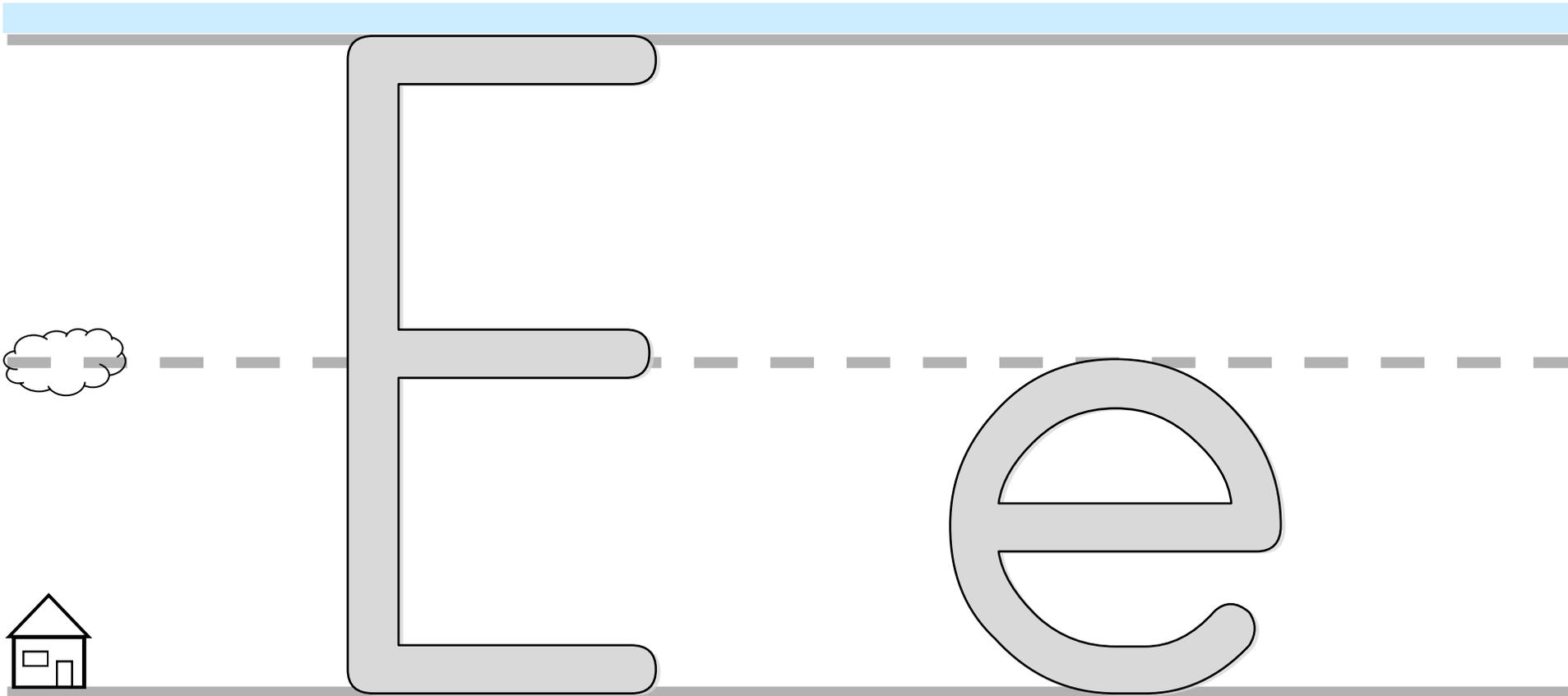
After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better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

The teacher reads aloud. The teacher says the picture sound; students repeat. Students point to each capital and lower case letter (on the top and then on the bottom), repeating the sound for every letter.

E e



E e



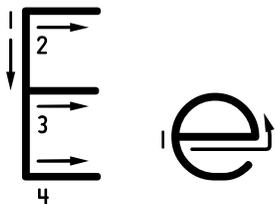
Handwriting

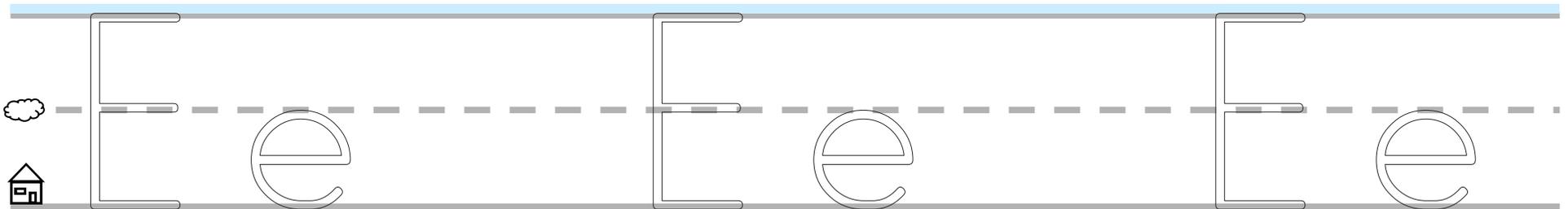
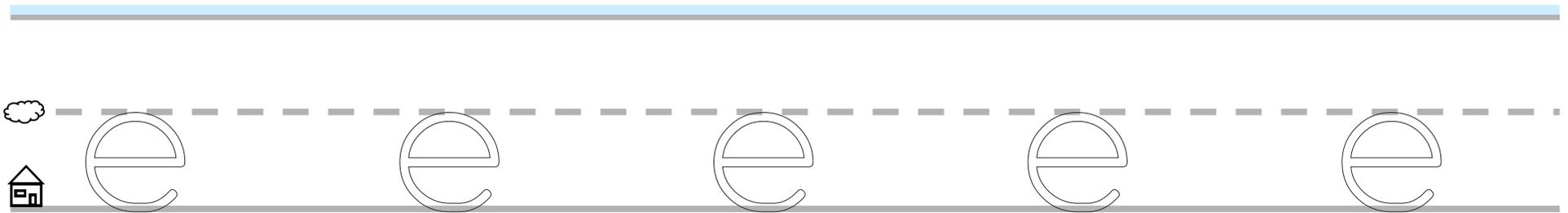
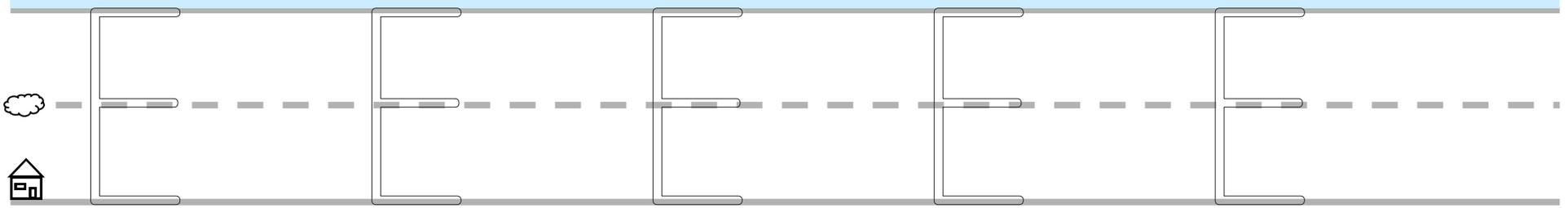
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

See the expanded instructions on the T t page.





Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>E</p>	<p>E F X E H L E</p>
	<p>e</p>	<p>r e u e f w e</p>
	<p>e</p>	<p>men egg we less</p>
	<p>e</p>	<p>seed tree ever</p>
	<p>E e</p>	<p>Ed fell. Ed yells.</p> 

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. Say the sound as you circle each matching letter.

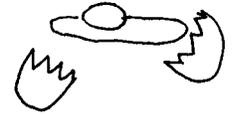
Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

e _

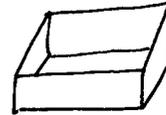
egg



elf



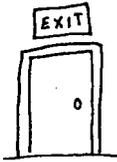
empty



eggplant



exit



error

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

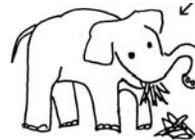
Eskimo



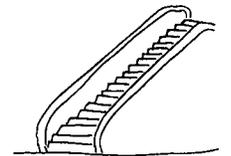
end



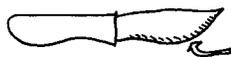
elephant



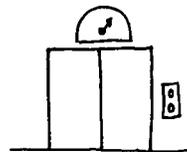
escalator



edge



elevator

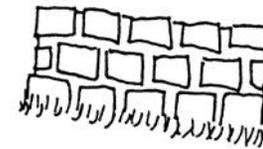
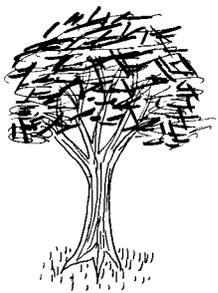
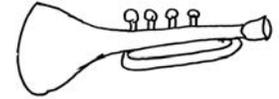
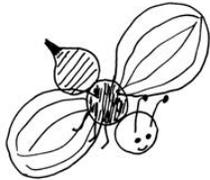
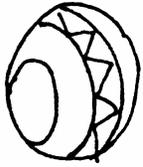


envelope

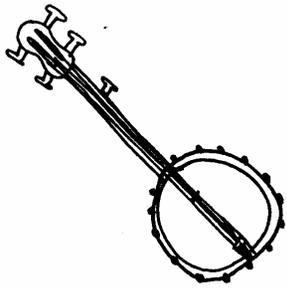


Rhyming

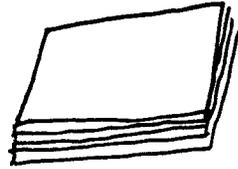
Ee



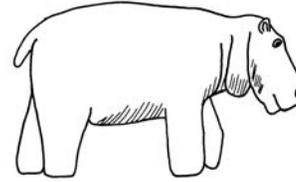
ball-wall, bee-tree, honey-money, bake-snake, horn-corn Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



ban.....jo



pa.....per



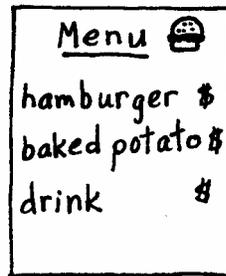
hip.....po



tu.....tu



sa.....ber



men.....u



la.....dy



ra.....ven

Oral Blending 1 - 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 menu. Find hippo." 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 sa.....ber. Circle ban.....jo. Put a line under ra.....ven." Continue until all pictures are completed.



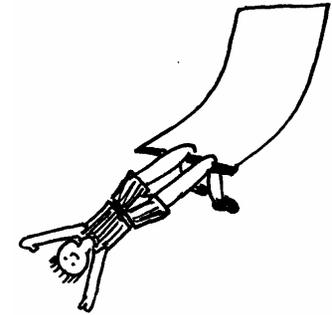
um.....pire



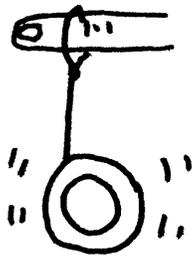
la.....bel



he.....ro



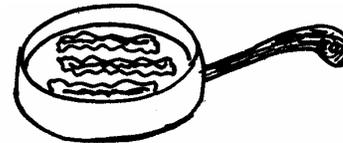
trap.....eze



yo.....yo



tro.....phy



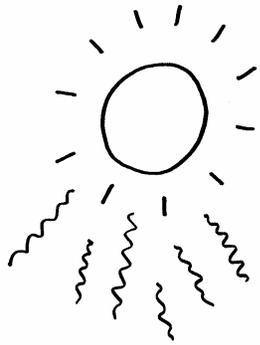
ba.....con



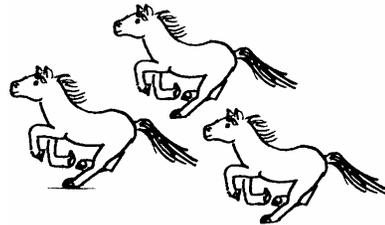
rhi.....no

Oral Blending 2 - 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 bacon. Find trapeze." 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 yo.....yo. Circle ba.....con. Put a line under la.....bel." Continue until all pictures are completed.



sun.....light



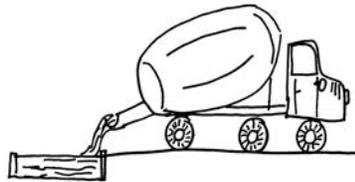
stam.....pede



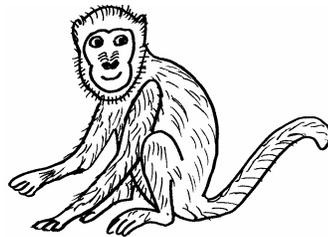
hel.....lo



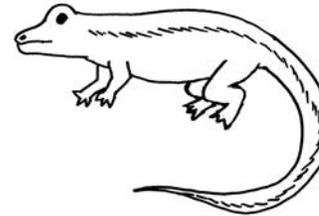
shov.....el



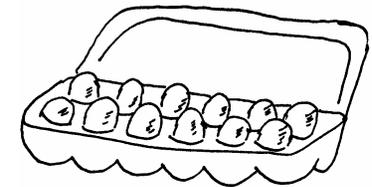
con.....crete



mon-key



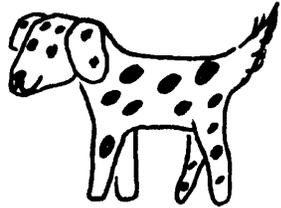
rep.....tile



doz.....en

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me sun.....light. Put an X on it. Show me rep.....tile. Circle it. Show me mon.....key. Draw a line under it." Continue until all pictures are completed.



pup.....py



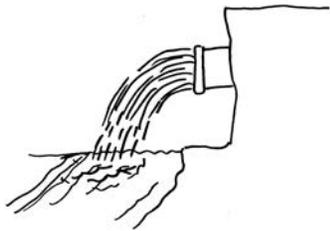
six.....ty



flow.....er



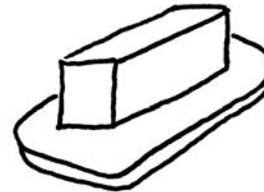
win.....dy



wa.....ter



sil.....ly



but.....ter



pen.....ny

(Do the pictures in random order.)

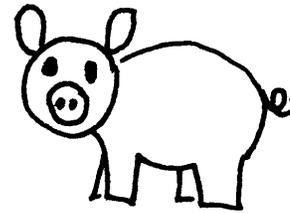
Instructions: The teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me flow.....er. Put an X on it. Show me win.....dy. Circle it. Show me sil.....ly. Draw a line under it." Continue until all pictures are completed.



t.....a.....g



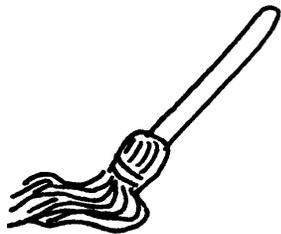
m.....a.....ze



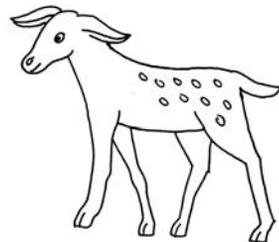
p.....i.....g



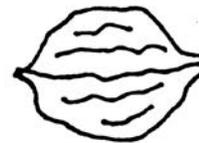
c.....o.....ne



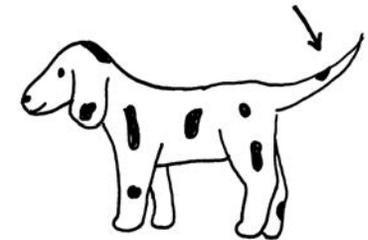
m.....o.....p



f.....aw.....n



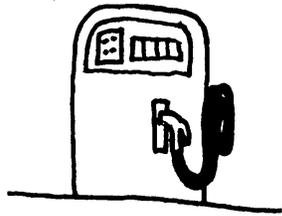
n.....u.....t



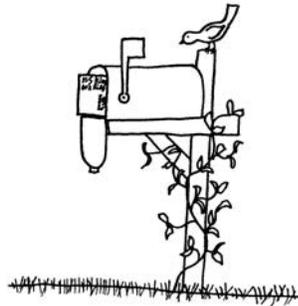
t.....ai.....l

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me t.....a.....g. Put an X on it. Show me n.....u.....t. Circle it. Show me c.....o.....ne. Draw a line under it." Continue until all pictures are completed.



g.....a.....s



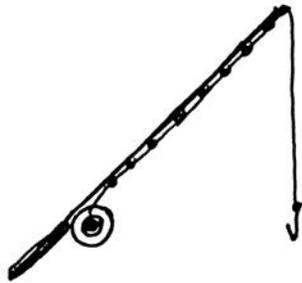
m.....ai.....l



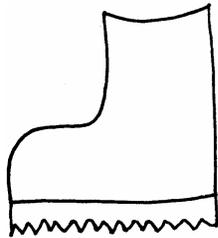
qu.....i.....ll



h.....aw.....k



r.....o.....d



b.....oo.....t



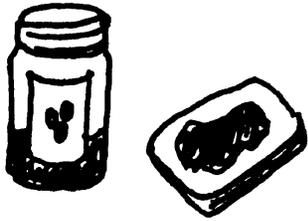
r.....u.....n



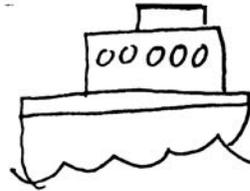
w.....oo.....d

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me r.....o.....d. Put an X on it. Show me g.....a.....s. Circle it. Show me qu.....i.....ll. Draw a line under it." Continue until all pictures are completed.



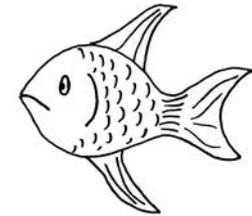
j.....a.....m



sh.....i.....p



z.....i.....p



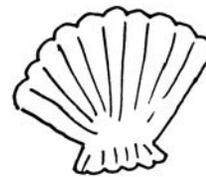
f.....i.....sh



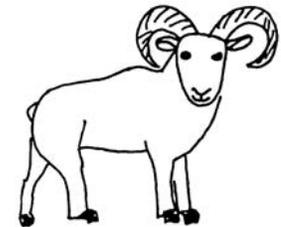
d.....o.....ll



w.....i.....g



sh.....e.....ll



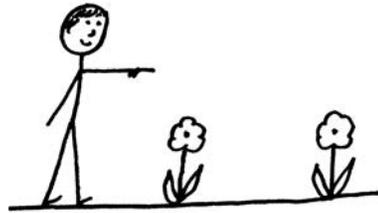
r.....a.....m

(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me sh.....i.....p. Put an X on it. Show me sh.....e.....ll. Circle it. Show me f.....i.....sh. Draw a line under it." Continue until all pictures are completed.



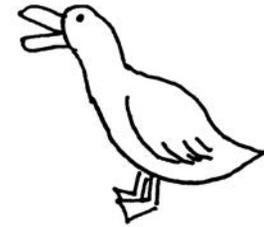
ch.....ee.....se



th.....a.....t



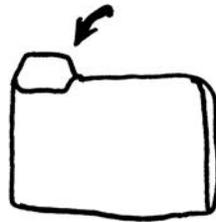
th.....u.....mb



qu.....a.....ck



b.....a.....th



t.....a.....b



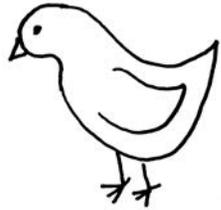
th.....i.....s



ch.....o.....p

(Do the pictures in random order.)

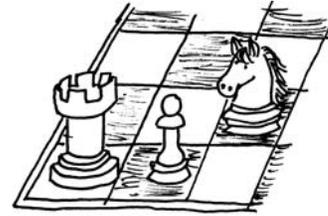
Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me qu.....a.....ck. Put an X on it. Show me b.....a.....th. Circle it. Show me th.....a.....t. Draw a line under it." Continue until all pictures are completed.



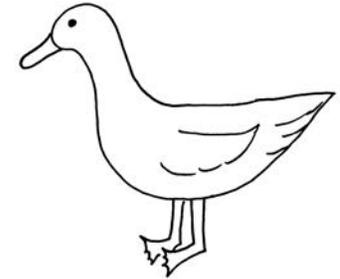
ch.....i.....ck



n.....a.....p



ch.....e.....ss



g.....oo.....se



r.....i.....ch



b.....oo.....k



y.....a.....m



s.....ea.....l

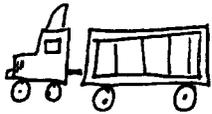
(Do the pictures in random order.)

Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure students know that you will always help. They don't need to worry about getting "stuck." Vary marking instructions from one picture to the next. For example, have students circle a picture, underline a picture, or put an X on a picture. "Show me y.....a.....m. Put an X on it. Show me g.....oo.....se. Circle it. Show me ch.....i.....ck. Draw a line under it." Continue until all pictures are completed.

Print Awareness Lessons - To Be Read Aloud To The Students

Number 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

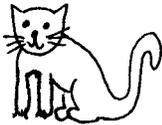


pretty



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 tells 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?

Number 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 your book or your paper, to show you which way to go when you read and write.

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.

[Help students remove the page with the stars and arrows from their books. They can cut out the star strips and keep them. Collect the part of the page with the word cards to be used in lesson number three.]

Number 3: Recognizing Words

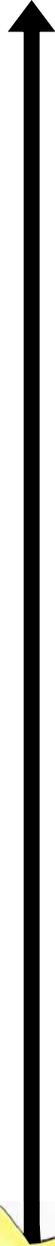
[Students should turn to the two pages with pictures of Mittens the cat as you read this section aloud. A sentence about the cat is on each page, with blank spaces below each word. Hand out the pages with the word cards left over from lesson number two. Students will cut out the word cards and paste them below the same words in the sentences, with the teacher's guidance.]

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 cards with the same words that are in the first sentence. We're going to cut them out and paste them under the words in the sentence. Can you find the word that matches the first word, "Mittens." Paste it right underneath. Can you find the next word? It's a little word that says "is." Paste 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 match the words in the other sentence in the same way.



Remove this page from the book.

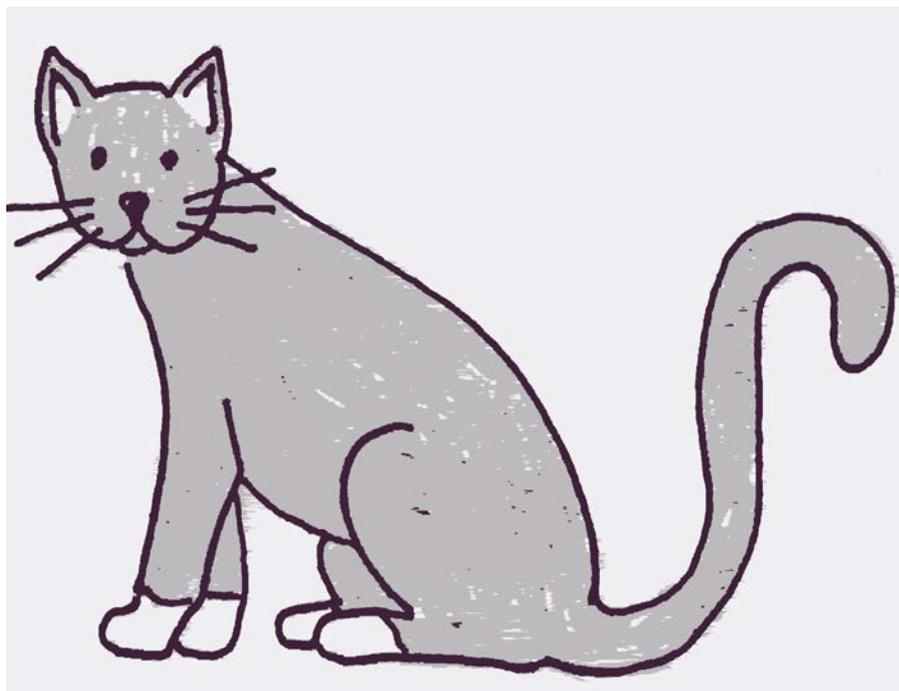
Cut apart the arrow strips. Keep these strips to use when students begin to read and write. They can be placed above the page to show which direction to go.

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 is a gray cat.

--	--	--	--	--



Mittens climbs up a tree.

--	--	--	--	--

Number 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  l. 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, ssssss.

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!

Teaching Overview

Which Students Will Benefit From This Level?

This level works well for students at the Pre-Kindergarten and early Kindergarten level. It can also be used for students at the beginning of first grade when needed. Students should begin here if they do not know the letters of the alphabet and their sounds. This level teaches the alphabet and also teaches beginning phonemic awareness. Students develop a beginning understanding of how sounds are put together to form words through print awareness lessons, oral blending exercises, and segmenting exercises.

Oral blending = Sticking separate sounds together to form a word

Segmenting = Separating a word into its individual sounds

Some Thoughts About Handwriting Instruction For Young Students



There is a conundrum involved when teaching the alphabet to young children. On one hand, they are still in the process of developing eye-hand coordination and fine motor skills, making it a challenge to teach handwriting. On the other hand, learning to write the letters helps the students learn the alphabet and is an important skill which prepares students to read, spell, and write. Without early handwriting instruction students often begin copying letters on their own. This can lead to inefficient letter formation habits, which makes written work in the long run more difficult as school demands begin to require a lot of writing.

There are several ways to solve this problem, and they work well together. First, young students are using their eyes and the muscles in their arms and hands together when they draw, paint, color, work with clay or dough, work puzzles, and build original creations with construction toys. These activities prepare students for writing and should be a daily part of the curriculum. Second, some letters are less complex and easier to write than others. If students study these letters first, guided by the teacher, they will learn to make the basic handwriting strokes, build motor skills as they learn, and develop confidence. Each new letter introduced lays the groundwork for more complex letters that are taught later. By the time the more complex letters are taught, students will be able to learn them more easily. Third, multisensory instruction can be used to make learning handwriting easier. Using this method, students hear a sound, say the sound, write the related letter, and see the letter they have written all at the same time. They trace large letters first, using the large muscles in their arms, and then trace smaller letters. This involves multiple sensory-motor pathways that work together to strengthen learning.

This program makes use of all of these concepts. Letters are taught one at a time, using multisensory techniques, with letters that are easiest to write taught first. Letters that are less common or more difficult to write are taught later. Students are given time to work with art and construction materials daily.

Students in general benefit from the approach used in this program. However some students particularly need this method to learn. If they receive the right early training, they will experience success. Without it, they will struggle.

How To Use This Book

This book is meant to be done under the supervision of an instructor - a parent, teacher, or tutor. Be sure to work every day so that students can maintain their momentum. Being immersed in the materials daily is necessary if you want to be successful.

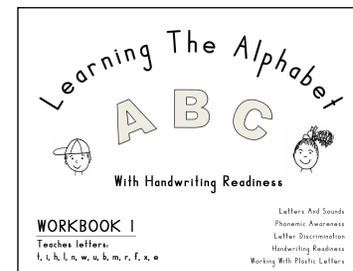
Do not attempt to teach more than one letter per day. Students need to study one letter at a time to avoid confusion.

Brief instructions are provided on each page. Extended instructions for each page are given on the following pages. Don't be discouraged by the length of the instructions. It takes much less time to do a page with the students than it takes to read about them. The same sequence of pages is provided for each new alphabet letter. This makes it easier for both the teacher and the students to anticipate and understand what should be done on each page.

Students should have the teacher's attention and support at all times. They should not be expected to do the pages independently. Any mistakes should be explained and corrected right away. At this level, initial impressions are laid down that will stay with the students. It is far easier to take the time to make sure students are on the right track from the very beginning.

This program is specifically designed to teach reading and writing from a sequential, phonetic perspective. It is teacher directed in a very specific way, and requires students to listen and respond attentively during the lesson. For young children it is important to break up the day's work as needed by taking regular mini-breaks to stand up, stretch, do a quick series of exercises, or sing a song. After students have worked hard completing a lesson, give them a relaxed self-directed period outside or inside. Student will gradually learn to concentrate longer if they look forward to an enjoyable break.

Explain and model each new learning and have students watch, listen, and then take action, either by saying a sound, finding and marking a picture or letter, or completing a handwriting exercise. Direct student response is required at each step for students to learn. They cannot learn just by watching the teacher.



Pacing

How much material is covered in each lesson is dependent on the age of the students and their previous experience. The youngest students may need several days to complete the pages for a new letter. Older students may be able to complete all the pages for a new letter in a single day. Let the students' responses be your guide. If the speed is too fast they will be intimidated and won't try. If the speed is too slow they will be bored and you will lose their attention. If the speed is just right they will work eagerly and happily. See the page *Finding The Student's "Cutting Edge."*

Objectives Accomplished By Completing The Pages For Each New Letter



1. Students complete oral blending activities by associating separate sounds pronounced by the teacher with a related picture. Oral blending = Putting separate sounds together to create a word.
2. Students complete pencil activities on picture pages to develop eye-hand coordination.
3. Students hear the sound story read aloud, one section at a time, and associate each sound picture and related letters with a sound from the story.
4. Students finger trace a large pattern for each capital and lower case letter to become familiar with the correct letter formation.
5. Students trace small letter outlines with a pencil to become familiar with the correct letter formation.
6. Students find and circle newly introduced letters when mixed with other letters.
7. Students circle the beginning letter in a series of words, with an awareness of that letter's sound when the words are pronounced. Students are not expected to read the words, but may be able to guess some of the words from the pictures.
8. Students identify rhyming words, given a set of ten pictures.

What To Expect

Learning at this level does not progress in a straight line from point A to point B to point C. The lessons are set up so that the needed skills are practiced daily, leading to gradual progress over a period of time. This allows students to master the material on their own timetables. Patience and persistence is the key to success.

Extra Materials

The teaching sequence below makes use of the following extra materials.

Sound Picture Cards

Alphabet Cards - Capital Letters

Alphabet Cards - Lower Case Letters

Small Plastic Alphabet Letters - Capital and Lower Case

Games

Alphabet Wall Chart - For a classroom

Full sized Sound Story book - For a classroom

Quick Overview - Daily Work

1. Alphabet Chart - As you begin this book, teach students to sing the alphabet song as you point to each letter on the alphabet chart. As students are introduced to new letters in this book, point to those letters again, and have students say the letter sounds. Eventually, discontinue the alphabet song and have students just say the letter sounds.
2. Have students match the sound picture cards and letter cards that have been taught.
3. Alphabet Cards - Go through the cards that have been introduced and have students say the sounds (not the letter names). If students can't remember a letter sound, model the sound and have them repeat it. As you go through the cards, place them in two separate stacks - those that are known, and those that needed help to remember. Cheer on the students for the letters that are known, and reassure them that, in time, they will be able to remember them all without help.
4. Complete the pages for each new letter in the order in which they appear: oral blending, handwriting picture page, sound story, large letter to finger trace, small letters to trace with a pencil, visual letter discrimination page, beginning sound awareness page (pictures and words), and rhyming page.
5. After six letters have been taught, students will complete two review pages. On the first page, show the student how to draw lines between the letters and the correct sound pictures. On the second page, show the student how to look at the sound picture, find the matching letter in the row of letters beside it, and circle the correct letter.

6. After teaching three regular lessons, read the first of the *Print Awareness Lessons* aloud to the students. The lessons are found after the student pages in this book. These lessons develop an understanding of how letters and letter sounds relate to spoken and written words. They are separate from the regular alphabet instruction. Space out these lessons evenly as you work through this book.
7. Look at the other games and activities described in this book. Use these to supplement the student's learning as time permits. Students often do their best learning while playing games. Even simple games can provide a strong positive impact. The games, along with demonstration videos, can be found at <http://www.soundcityreading.net> or .com.
8. The phonetic instruction in this book should be just one part of an early childhood literacy program. Students should hear the teacher read aloud from a variety of books daily, including fiction, non-fiction, and poetry. They should have the chance to do art work, work puzzles, build their creations using construction sets, run and climb outdoors, and have the time to look at books and "read" them on their own, in their own way. There should be time every day to interact with others, working and playing together. See more at "Reading Readiness."

Finding The Student's "Cutting Edge"

A wise parent or teacher looks carefully at the child while working to see what is too easy, what is too hard, and what is just right. The just-right level can be called the student's "cutting edge." It presents the student with a modest challenge that will be somewhat novel, but within the child's understanding and ability. It provides tasks that the student can approach with a high degree of success, but not 100% success during the learning phase. If the demands are too easy, the child becomes bored and sees no reason to try. If the requirements are too difficult, the child sees learning as a struggle and soon gives up. The child's self esteem drops and learned helplessness sets in. If the level of challenge is just right, the student plunges into the learning with enthusiasm and joy. Then the learning itself becomes a reward for the student.

To find the child's cutting edge in reading, observe how the student responds to the materials and adjust the teaching accordingly. If the student is having no trouble, you can speed up the pace of instruction, and do challenging enrichment activities if you wish. On the other hand, if the student is having difficulty, proceed steadily, with frequent practice. Utilize all of the suggested games and enrichment activities on a regular basis.

The teacher's support and enthusiasm at every learning level is vitally important to a young learner. It can be tempting for an adult to try to push some children ahead too quickly, or to limit students who are ready to move ahead. This will not, however, serve the best interests of a beginning reader.

Your positive attitude plays a huge role in the student's success. If you communicate the feeling that the basic skills being taught are boring, too hard, too easy, or babyish, you have doomed the child to failure. He or she will be reluctant to work hard at the current level because you don't approve, and will be unable to do the work at a more advanced level because it's too difficult.

Even though it may feel as if your student is progressing slowly, the cumulative effect of this program is for the student to make outstanding strides learning to read. Be patient and continue to provide daily practice. Giving the child the gift of good teaching over a period of time will help to provide a solid foundation in reading.

TOO EASY

Bored
Disinterested
Unwilling to work
No reason to think



TOO HARD

Nervous
Discouraged
Gives up quickly
Too anxious to think



JUST RIGHT

Happy
Confident
Willing to work hard
Excited by success



Extended Instructions For Daily Lessons



DAILY ROUTINE

It is helpful to work every day, five days a week, with students. Frequent practice and review builds momentum and allows the student to internalize and remember the material studied. With a regular schedule, students will build a solid foundation and move ahead comfortably. Each lesson will follow the same sequence. There are eight pages in each lesson. If possible, do all eight pages on the same day. Adjust the schedule as needed for very young students. It is the combination of experiences all in the same time period that allows the student to make the connections that produce learning.

PRINT AWARENESS LESSONS

On some days you will replace or add to the regular lesson with a Print Awareness Lesson. There are eight of these lessons. The first four are included in *Learning The Alphabet, Book 1* and the last four are in *Book 2*.

These lessons are read aloud to the whole class. They help students understand how words work, how they are arranged in books, and how they are made up of letters that represent the sounds in the word.

You may want to spread these lessons out, so that they are all done by the end of each book. Here is a possible schedule. Teach three new letters, and then teach a Print Awareness Lesson.

Book 1

Tt	Ii	Hh	Print Awareness Lesson 1
Ll	Nn	Ww	Print Awareness Lesson 2
Uu	Bb	Mm	Print Awareness Lesson 3
Rr	Ff	Xx	Print Awareness Lesson 4
Ee			

Book 2

Ss	Jj	Print Awareness Lesson 5	
Oo	Cc	Dd	Print Awareness Lesson 6
Aa	Vv	Gg	Print Awareness Lesson 7
Pp	Kk	Yy	Print Awareness Lesson 8
Qq	Zz		

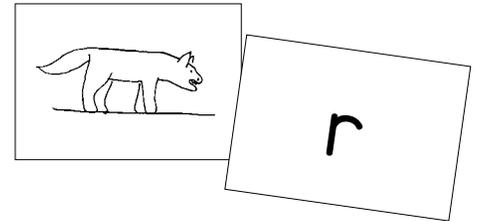
START EACH LESSON WITH THE ALPHABET CHART

To start each lesson, look at the alphabet chart in this book with the student. Use the larger wall chart for a whole class. Together, sing the ABC song, pointing to each letter as it is named. Then go through the chart again. This time point to only the letters that have been taught. Students watch and say the sound for each letter as you point to it. Eventually, you will skip the ABC song and just have students say the letter sounds.

It's important for students to focus on the sounds as soon as possible, because it is the letter sounds that are used when reading and spelling. An overemphasis on the letter names can be a stumbling block for many students. If the letter names are the first thing to come to mind when they see them, they will automatically attempt to read words by saying the letter names instead of saying the letter sounds. It is very difficult to unlearn this habit.

WORK WITH SOUND PICTURE AND ALPHABET CARDS

Show the sound picture cards that have been introduced. Have students say each sound in unison. Then lay the cards on a table or place them in a large pocket chart. Show the alphabet cards that have been taught one at a time. Students take turns placing the cards directly on the matching sound picture, saying the letter sound.



When you have introduced too many sound pictures and letters to handle at once, choose a reasonable number to use. After students have learned all of the letters, just go through the letter cards and have students say the letter sounds (not the letter names).

THE FIRST PAGE - Oral Blending

This phonemic awareness exercise prepares students to read and spell words. Phonemic awareness means that students understand that separate, individual sounds (phonemes) make up words. The term oral blending means putting the separate sounds together smoothly to form a word. This is done later when students learn to decode (sound out) words. But when students are still learning the letters and their sounds, oral blending exercises can be done without letters. This allows students to master this essential skill from the beginning, without having to worry about letters at the same time.

On the oral blending page, students listen to the teacher say the separate parts of a word orally, with a slight

pause between each part. The teacher has to go out of order so that students have to look for the correct picture. Students put the sounds together mentally to form a word. They look at all the pictures on the page and pick the one that matches the sounds. This exercise is made easier because students have pictures to look at as they listen to the sounds, which will help prompt them to think of the word.

Instructions for the teacher are on the oral blending pages. The words are listed in the boxes with the pictures. Each word is separated to show the individual syllables or the individual sounds, like this, dog.....house or g.....oo.....se. Pronounce each part the word separately, with a slight pause in between.

When students find the picture that matches the sounds, they should point to it and say the word normally. Don't let them say the separate sounds at this point. That will be done in a different exercise. If they do say the separate sounds, remind them to "Say it fast."

After students have found the correct picture, ask them to mark it. Vary the instructions to give them practice marking answers in different ways. You might ask them to underline the first picture, put an X on the second picture, and circle the third picture. This way students are learning to listen, think, and follow directions. They are also developing pencil skills as they mark the paper.

Make sure students know you will help them find the right picture if needed. In some instances they may be having trouble putting the sounds together mentally. In other instances, the word may not be in their speaking vocabulary, and you will have to explain it. This is a good way to expand vocabulary. The important thing is that students are comfortable and feel safe attempting a new task, knowing that they have your constant support.

The exercises progress from easier to harder. On the first pages, students hear the separate syllables in two-syllable words. "Find rain.....bow." This is usually an easy task. On the next pages, students listen to the individual sounds in two-sound words. "Find ea.....t." "Find n.....o." This is definitely more difficult. On the last pages, students listen to the sounds in three-sound words. These pages are the most challenging. If students have trouble, try eliminating the pause between the sounds. Say the word slowly, stretching it out. The vowel sound and some consonants (called continuous consonants) will be easy to hold when stretching out some words, as in "fffaaaannnn." In other words the consonants (stopped consonants) cannot be held when they are pronounced, for example "caaaaat." Be sure to pronounce these consonants clearly so that they can be heard. After students have caught on a little better, go back to saying the separate sounds. Be sure the sounds are completely separated. Say "c....a.....t." Not "ca.....t" and not "c.....at." If students continue to have trouble, help as needed. They will practice oral blending again when they begin *Exploring Sounds In Words*. If they don't master the two and three-letter words now, they will be able to try again at the next level. Additional oral blending pages can be found near the end of this book. They may be used for extra practice if needed.

How To Do Oral Blending

The teacher chooses a word at random on the page and says it with a pause in between the syllables or sounds. A small word in the box with the picture shows you the word and where to divide it.

The student finds the picture on the page, points to it, and says it normally, without a pause. If the student tries to put in a pause, tell him to "Say it fast." Have the student mark the picture.

The teacher says....

Rain.....bow

Ta.....ble

G.....o

C.....a.....t

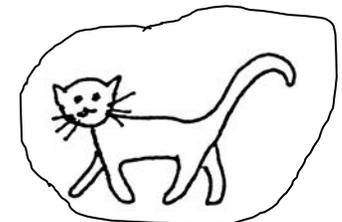
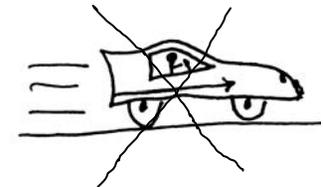
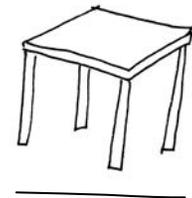
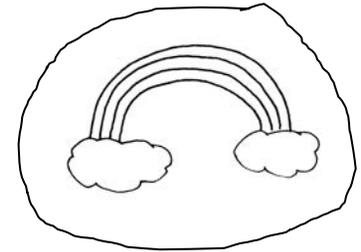
The student says...

Rainbow

Table

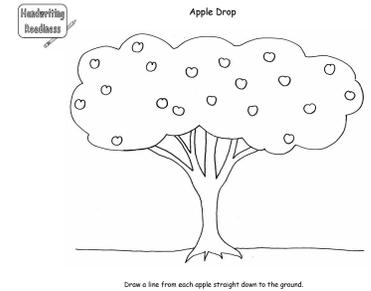
Go

Cat



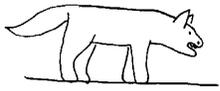
THE SECOND PAGE - Handwriting Readiness Pictures

Follow the directions on the handwriting readiness picture page. On this page, students practice drawing lines, curves, and circles that match the stroke needed to form a new letter. Some letters have two pages to prepare students for two different strokes.



THE THIRD PAGE - The Sound Story

The sound story introduces all the speech sounds in the English language. The sounds are introduced as environmental sounds (a growling dog, buzzing bees, the sound of an electric razor) or typical vocal exclamations (shhh, ow). It is much easier for students to connect sounds with these sound pictures, which represent something in real life, than it is to connect sounds with arbitrary letter symbols (a, b, c), which carry no intrinsic meaning.



rrrr

As students hear each section of the sound story read aloud, they see the sound picture and associate it with a sound from the story. Once this connection has been made, it is easy to introduce the letters that also represent that sound. Students may not remember the letter associations at first, but with repeated review over a period of time, they will. Notice that the teaching proceeds as follows: SOUND > PICTURE > LETTER SYMBOL.

Read the sound story page aloud to the students. Point to the sound picture and say the sound. Have the students repeat the sound. Point to the letters. Tell the students that these letters represent the same sound in words. Point to each letter. Students repeat the sound for all four letters.

When you begin this book and teach the first letter (T t), explain that there are two kinds of letters, capital and lower case. Sometimes they look alike and sometimes they don't. Explain that the letters are also printed in two different styles. The letters at the top show the simple way to print the letter when you are writing it. The letters at the bottom have small parts that stick out, called serifs. This is the way letters are often printed in books. Tell students to look carefully at the bottom letters and notice that the basic structure of the letter is still the same in most cases. Review this information briefly when you teach the next few letters. Later on, when you teach A a A a and G g G g, point out the differences between the way the lower case letters are shaped.

For young children, you can use the analogy of parents (capital letters) and children (lower case letters). "This is a letter family. Look at the letters at the top. This is the mother letter and this is the little girl letter. Look at the letters at the bottom. This is the father letter and this is the little boy letter. They all say the same sound. Say the sounds with me while I point to the letters."

THE FOURTH PAGE - Finger Trace The Large Capital And Lower Case Letters

This exercise allows students to feel the correct letter formation for the letters introduced in the sound story, moving their whole arm as they finger trace the letters.

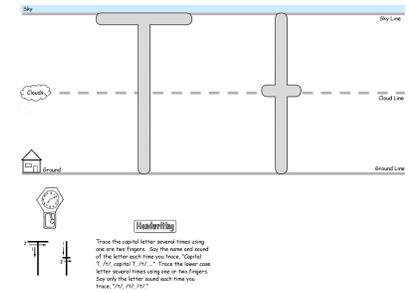
Before you begin the first letter, take time to help students become familiar with the lines. Draw three horizontal lines on the board, about ten inches apart, to model the lines in their books. The middle line should be a dashed line. Draw a cloud at the beginning of the middle line and draw a small house sitting on the bottom line. The top line is the sky line, the middle line is the cloud line, and the bottom line is the ground line. The area below the ground line is "under the ground" or "in the basement." Point to the top line and say, "This is the sky line." Point to the middle line and say, "This is the cloud line." Point to the bottom line and say, "This is the ground line." Call on students to point to the sky line, the cloud line, and the ground line. Then call on students to name the lines as you point to them. Explain to the students that we write letters on lines to help us know where to start and stop, so we can write them beautifully. Review the names of the lines briefly in the following lessons.

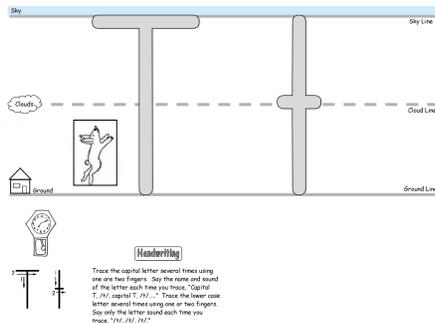
Before the students begin tracing, model how to write the letters on the lines that you wrote on the board, first the capital letter and later the lower case letter. Explain where to start, which direction to go, and where to stop, as you write.

"We start a capital T at the sky line and go straight down to the ground line. Then we hop like a rabbit back up to the sky line, and draw a line going straight across like this, exactly on the sky line." Trace the letter several more times on the board, saying its name and sound as you trace.

Then model how to finger trace the capital letter on the page in the book. Point one or two fingers, keep your wrist straight, and move your entire arm as you trace. Trace the letter several times, saying its name and sound, "Capital T, /t/." (Slash marks around a letter tell you to pronounce the letter sound.) Students will then trace the capital letter in their books in the same way. Students should point one or two fingers, hold their wrist straight without bending it, and swing their arm from the shoulder, allowing their elbow to bend freely. Make sure each student is tracing carefully, not too fast and not too slowly, and assist as needed. If necessary, gently guide the students arm to get started. Students say the name and sound for the capital letter, "Capital T, /t/," each time the letter is traced. Students should keep tracing, saying the name and sound in unison, until you give the next set of directions.

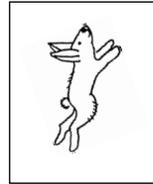
After doing the capital letter, follow the same steps for the lower case letter, modeling again on the chalkboard





and on the page. Say only the sound when writing or tracing the lower case letter. Students watch and trace their lower case letter as before. Be sure students say the sound just as they begin tracing the letter, not after they have finished.

Capital letters always start at the top line. For many capital letters, you must hop back to the top after the first down stroke. Copy the rabbit page near the end of this book on white cardstock. Cut out the large card, stick a magnet to the back, and use it when you are demonstrating how to write the letter, placing it on the ground line to the left of the letter. The leaping



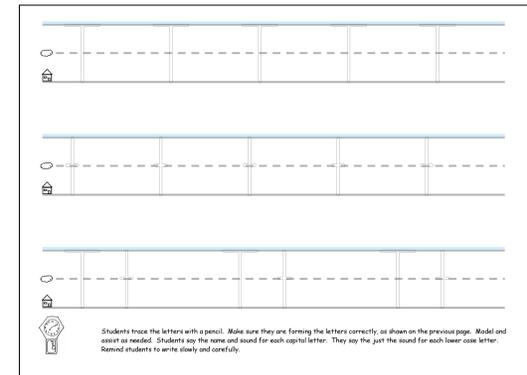
rabbit reminds students to “hop to the top” before starting the next letter stroke. The small letter cards can be cut apart and passed out to the students, who can place them on the same position on the student pages. Save the cards to be used again with future letters.

Writing large letters with a pencil will not be introduced until the next level, *Exploring Sounds In Words*.

THE FIFTH PAGE - Tracing Small Letter Outlines With A Pencil

Before you teach the first few letters, show students how to hold a pencil for writing. Make a circle with your pointer finger and your thumb. Have the students do the same thing. Place a pencil between the finger and thumb while they stay in the same position. Move your arm up and down, and rock your hand from side to side, keeping the pencil in place. Have students do the same thing. Then show the students how to place their tall finger behind the pencil to hold it in place, and fold the last two fingers underneath. Use an abbreviated version of this routine whenever you get ready to write, asking students to show you the correct hand and finger positions. It can be helpful to use large diameter, triangular shaped pencils. With the triangular shape, students are able to hold the pencils more easily. There are also separate triangular pencil grips that can be placed over a regular pencil, along with various other types of grips. Have several types on hand for students who may need them.

Have students turn to the page with the small handwriting letters in their books. Show them that now the sky line, cloud line, and ground line are much closer together. Trace the letters on the board that you introduced earlier,



modeling again how to form each letter. Remind students where to start, which way to go, and where to stop. Explain that careful practice when they first learn to write a letter will make it much easier to write in the future. Have students trace inside the letter outlines going across each line. Watch and assist as needed. If a student is not using the correct letter formation, model it on his paper with a red pencil. Have him trace the letter several times with his pencil, and then continue on the page. Praise good effort and careful work.

THE SIXTH PAGE - Letter Discrimination

On this page students look at the new letter at the beginning of each line, and then find and circle exactly the same letter going across the line. First they will find the capital letter, then the lower case letter, in a row of mixed letters. On the next two lines they will find and circle the lower case letter each time it appears in words. On the last line, they will find and circle the letter each time it appears in a sentence. Read the words and sentence aloud to the students. They are not expected to read the words by themselves.

Letter Discrimination	
	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. 

The sound picture showing the letter sound appears at the beginning of each line. Have students say the sound each time they circle a letter.

THE SEVENTH PAGE - Beginning Sounds In Words

Note: Students are not expected to read the words by themselves.

Beginning Sounds		
	t _	tag 
talk 	tulip 	tusk 
type 	tail 	ten 10
torn 	tall 	tent 
town 	tea 	tub 

This page has a list of words starting with the new letter, with a picture to illustrate each word. As you work through the page with the students, they will begin to understand that the first letter in a word shows us the beginning sound in that word. This is not something that you can explain to the students, but they will start to internalize the concept as they complete the page with you. Students are not expected to read the words for themselves.

Begin by reading one word at a time aloud, going down the first column. Be sure to pronounce the first sound in the word clearly. Have students point to each word and repeat it in unison. Point out that each word begins with the letter students have

learned that day. Say the word again slowly, emphasizing the first sound, and ask students if they can hear the first sound. Can they hear that letter sound at the beginning of the word? Have students circle the first letter in the word, saying the sound as they circle it. Point out the picture that illustrates the word. As time permits, ask who can explain what the word means. Who can use the word in a sentence? Explain the meanings of any words that are unfamiliar.

As you continue from one word to the next, watch to see if the students are catching on. If so, alter your lead in for the next few words. Say, "Look at the next picture. We know these words starts with the (say the sound of the beginning letter) sound. Can anyone guess what the word says?" Call on students to tell you the word. If correct, continue in the same way. If students cannot guess the word, tell them the word and try again with several more words.

If students enjoy this approach and are at least partially successful, continue looking at the pictures and asking for the words. Otherwise, just say each word, emphasizing the first sound, and have students circle the beginning letter, saying its sound. Continue until all of the words have been completed.

Although students have not yet learned all of the letters of the alphabet, have not been taught to decode words, and have not learned the phonogram patterns (letter patterns such as ee/feet and sh/ship), they will enjoy seeing the words and pictures. Students will be able to identify many of the words because they have discussed them. They can also use the pictures to help remember the words. These illustrated word lists can function as a picture dictionary as students move forward through the books. Eventually, after students have learned to write enough letters, they may want to go back and copy some of the words for fun. When students begin creative writing, they can use the pages as a reference if they need to spell one of the words.

THE EIGHTH PAGE - Rhyming Words

On the eighth page, students will learn to identify rhyming words. There are five pictures at the top of the page and five pictures at the bottom. Each picture in the top row can be matched with a rhyming picture in the bottom row. Start by naming each picture on the page. Then start with the first picture on the top row. Ask students to find the rhyming picture on the bottom row. Remind students that rhyming words sound the same at the end of the word. Have students draw lines to connect the rhyming pictures.

If students get stuck on a picture, follow this routine. Point to the top picture and say it. Then point to each picture in the bottom row and say it, emphasizing the end

Rhyming				
				
				
				

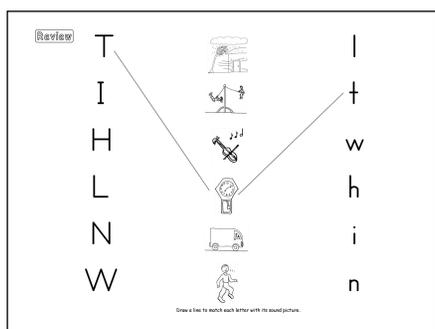
bow-wow, jar-jar, queen-queen, fly-fly, bee-bee. Repeat students' rhyming words and with the same sound. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, read the name of the top picture followed by the name of each picture in the bottom row. "Bow-wow, does that rhyme?" No. "Bee-see, does that rhyme?" No. "Bee-see, does that rhyme?" Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

of the word, going from left to right. Often students will be able to hear the rhyme when you get to the correct picture. If not, try the following routine.

Point to the top picture and say it. Point to the first picture on the bottom and say it. Say the top picture again. Then say the next picture at the bottom. Continue until students identify the rhyming picture.

If all else fails, identify the rhyming picture and say both words, emphasizing the ending part of word. Have students repeat. Go on to the next picture. The students' ability to detect rhymes will improve in time.

LETTER SOUND REVIEW PAGES



After each group of six letters has been taught, you will come to two letter review pages. On the first page, students draw a line from each capital or lower case letter to the matching sound picture. On the second page, students will look at the sound picture at the beginning of each row and circle the letter that represents that sound.

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 word.

ADDITIONAL ACTIVITIES

You can compliment the instruction in this book with a number of activities and games described on the following pages. Students are enthusiastic about playing games. They will pay careful attention and work hard to remember new information. I used these activities with my students for many years, and have always found that they provided a significant boost to student learning. They became an essential part of my teaching. I used the different games at different times during the year, choosing each game to teach the exact skills my students needed to learn next. Once those skills were thoroughly mastered over a period of time, I'd go on to new skills and the next set of games.

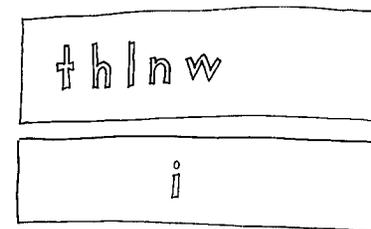
Also see the section about reading readiness. It gives many more ideas about preparing students to learn to read.

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 to ten letters taught. It's important to do this activity exactly as described, with the students learning the routine in a structured way.



To Prepare The Activity

You may 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. These letters are also available from the Sound City Reading web site, and are included when purchasing the letter match mat to use with plastic letters. 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

When you do this activity for the first time, spend a few minutes looking at the letters with the students. Dump one set of letters onto a table 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 only needs to be done the first time students see the letters.)

Setting Up The Activity

Give each student a box of letters. The box will contain the whole alphabet, but students won't work with all of the letters at one time. Select the most recently taught letter and five to ten previous letters. Say the sound for each letter one at a time.

Students repeat the sound, find the letter, and place it in the top area of their 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.

There will be quite a bit of digging around in the boxes by the students to find the correct letter. Have an alphabet chart nearby so that you can point out any letters that students don't remember. Help as needed. Students will have to discriminate between b's and p's and d's, and between other similar letters, as they work. Using plastic letters is more helpful than using letter tiles, because students can turn the letters over to see how they look from all sides. They will discover that u's are upside down n's, d's are backwards b's, and so on.

Doing The Activity

Now that the needed letters are on the work mat, you will essentially follow the above procedure again. This time, since the letters are clearly visible in the letter bank, students will be able to respond quickly. Say the sound for each letter, one at a time, going in random order. "Show me /t/." (The slash marks around the letter indicate to give the sound of the letter, not the name.) Students are to find the letter on the top section of the work mat, move it to the bottom section, and say its sound. As soon as students have responded, quickly 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. Model as needed until the students understand what to do. Continue in this way until students have found all the letters one or more times.

Help students correct mistakes as needed. Say "That letter says /l/. This letter says /h/."

Mastering this activity is important. At the next level, students will use this routine to put two letter sounds together, and then to spell three-letter words.

Challenge Level - Working With Beginning Sounds

If students are able to reliably find the correct letter after hearing the sound, try saying whole words, emphasizing the beginning sounds. 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.

Optional Warm-Up Activity

Put one of each letter you're going to use in the current lesson in a small brown lunch bag. Students should not be able to see the letters. Give 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. Students like this activity.

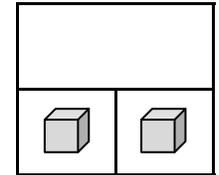
Segmenting - Using the oral blending pages in this book

Segmenting means taking a word apart, separating it into its individual sounds. At this level, students segment words orally, using small tokens to represent the sounds. It works well to work with small groups of students. This is a new and challenging task for students. Be patient. Model and have students repeat, copying your examples. No letter knowledge is needed for these exercises. Yet this is a foundation skill to prepare students to read words.

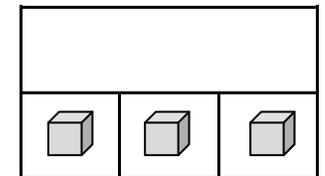
Materials: The oral blending pages in this book can be reused for segmenting exercises. (The first oral blending exercises include some three-syllable words. Skip these.) Show the page so that students can see the pictures.

You'll need three small objects for each student. Colored one-inch cubes or teddy bear counters work well. They are available from school supply stores. Small slips of paper about one inch square would work, too.

Each student should have a two-space and a three-space segmenting frame. The frames are included in this book. Make copies for a group as needed. Cut out each frame and tape it to construction paper or card stock. Put the objects or paper squares in the bottom spaces, as shown.

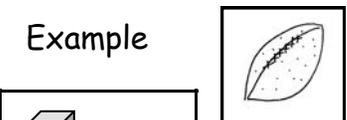


Starting Positions



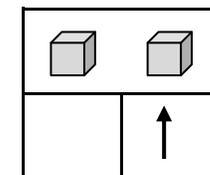
Step 1; Segment Two-Syllable Words:

- 1) Model while the student watches. Point to the first picture on the oral blending page. Say the word normally. Then say each syllable 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 one syllable. (Note to the instructor: The words on the oral blending page show where to break each word apart when you say it. The students will ignore the words.)
- 2) Students repeat the process in the same way with the same word.
- 3) Continue modeling and having students repeat after you. After several more words (or lessons), let the students try segmenting a word without help. Point to the picture, say the whole word, and let the students break it into syllables, pushing an object forward when pronouncing each syllable.
- 4) The goal is for the student to point to a picture and separate it into syllables without help from you. However, continue to model as needed.
- 5) Be sure to explain the meanings of any unfamiliar words.



1.

"foot"



2.

"ball"

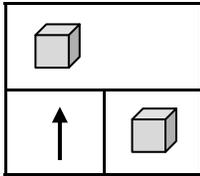
Step 2: Segment Two-Sound Words

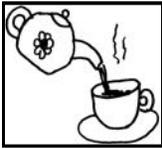
- 1) Use the two-sound oral blending pages. Model segmenting while the student watches. Point to the first picture on the oral blending page. Say the word normally. Then show the student how to break the word apart into its individual sounds. The oral blending page shows you where to break the word apart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

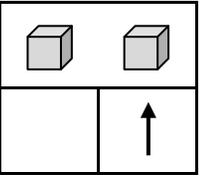
Step 3: Segment Three-Sound Words

Follow the same steps, using the three sound frame and three tokens to represent the sounds. Be sure all three sounds are completely separated. Yes: b.....a.....th.
No: ba.....th. No: b.....ath.

Example

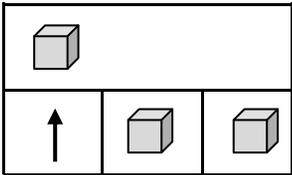
1. 

"t" 

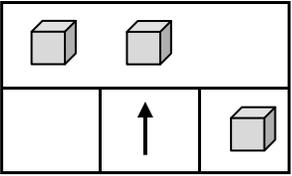
2. 

"ea"

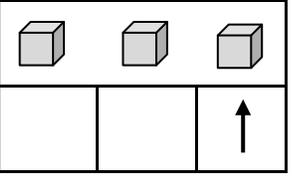
Example

1. 

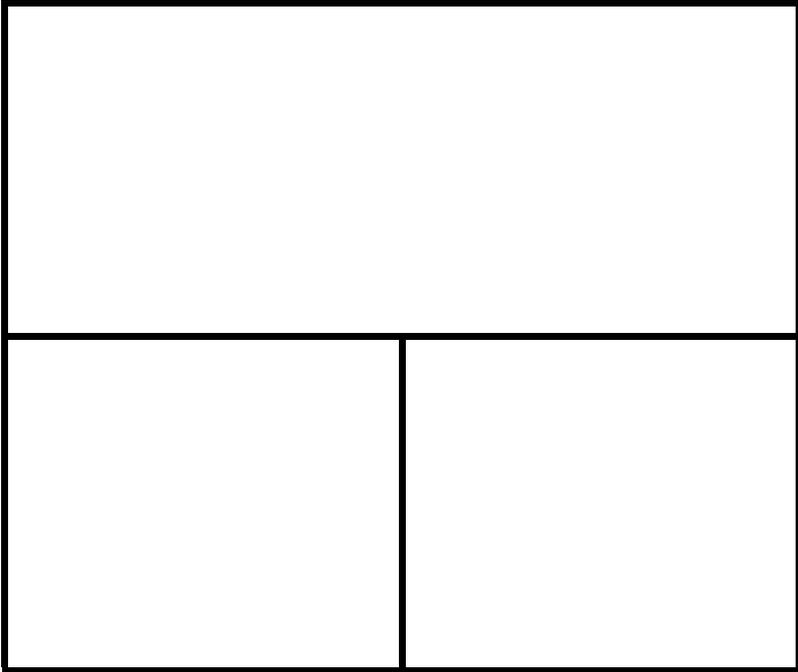
"b" 

2. 

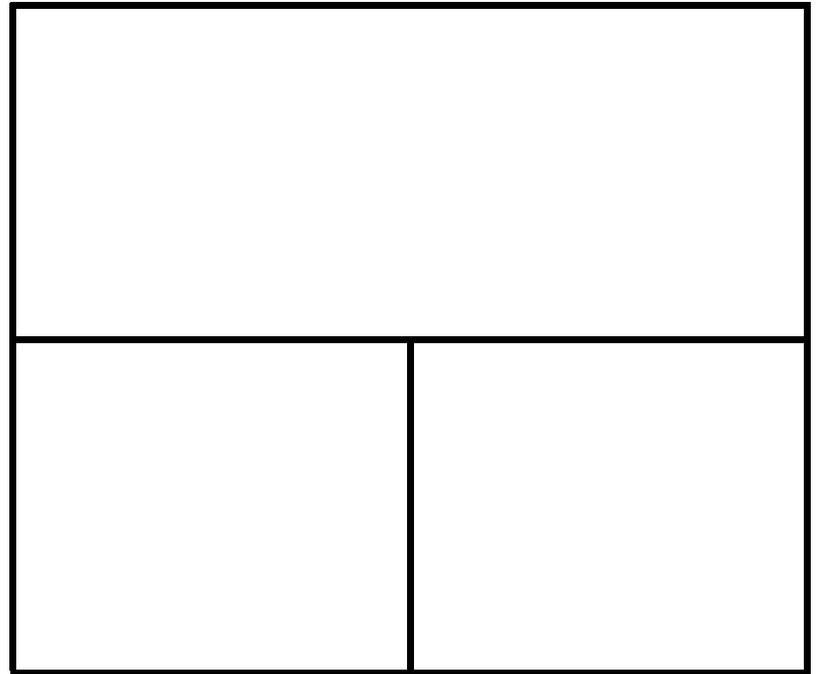
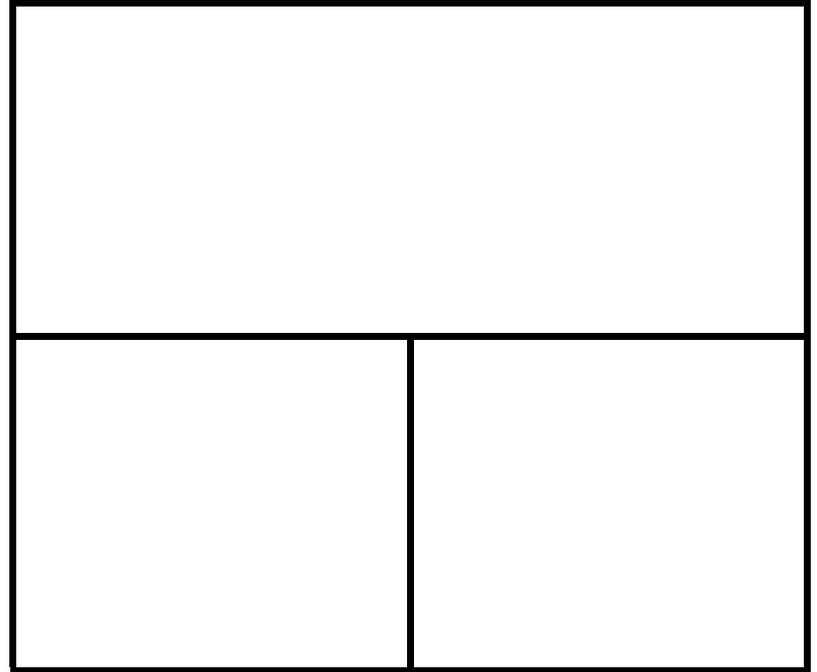
"a"

3. 

"th"



Segmenting frames for two-syllable and two-sound words.



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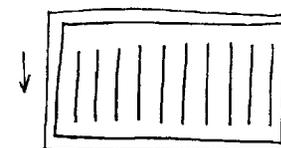
Segmenting frames for three-sound words.

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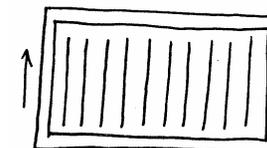
Chalkboard Warm-Up Exercises

These exercises are helpful for preparing students to begin writing letters. They give students practice moving their hands to create the same strokes that are needed to write letters. The students enjoy them, and they begin to develop muscle control as they move the chalk in different directions on the board. You can do these exercises with one student on a large or small chalkboard, or with a class and a large chalkboard. For a classroom, line up about six or more students at a time at the chalkboard. Demonstrate several of the exercises one at a time from the examples below, and have the students copy in their space on the board. Students should use the largest strokes possible to fill up their space. Rotate students until all have had a turn.

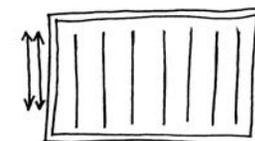
1. Draw a series of straight lines going down, from the top to the bottom of the board.
(This prepares for b, f, h, i, j, k, l, m, n, p,q, r, and t.)



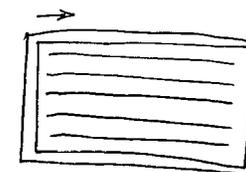
2. Draw a series of straight lines going up, from the bottom to the top of the board.
(This prepares for d and p.)



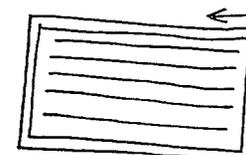
3. Draw a series of straight lines, going up and down several times, retracing the same line. (This prepares for d, m, n, p,r, u, and y.)



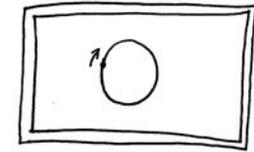
4. Draw a series of straight lines going from the left to the right.
(This prepares for t, f, e, and z.)



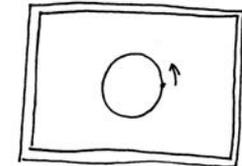
5. Draw a series of straight lines going from the right to the left.
(This prepares for a, c, d, g, o, q and s.)



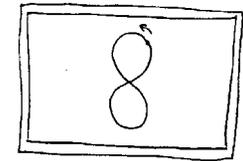
6. Draw a large circle, going in a clockwise direction, starting on the left side; continue to trace the same circle around and around. (This prepares for b, h, n, m, p, j, g, y, and r.)



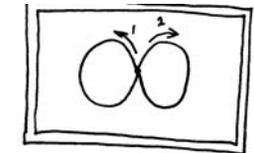
7. Draw a large circle, going in a counterclockwise direction, starting on the right side; continue to trace the circle going around and around. (This prepares for a, c, d, e, f, g, o, q, u, y, and s.)



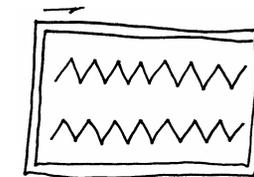
8. Draw a large figure eight. Continue to trace the figure several times without picking up the chalk. (This prepares for s.)



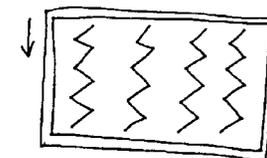
9. Draw a large figure eight on its side ∞ . Starting from the midpoint, form a counterclockwise circle, pass through the midpoint and continue with a clockwise circle. Keep tracing over and over again with a continuous smooth motion. (This prepares for a, b, c, d, e, f, g, h, j, m, n, o, p, q, r, s, u, and y.)



10. Draw zigzag lines going from left to right across the board. (This prepares for v, w, and q.)



11. Draw zigzag lines going from the top to the bottom of the board. (This prepares for x, z, and k.)

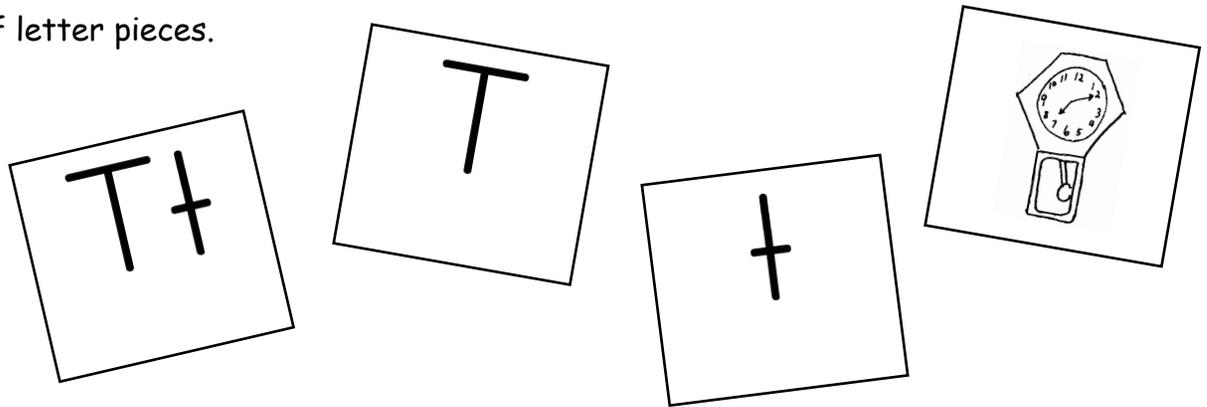


Alphabet Lotto

This is the easiest game for students learning the alphabet, so it's a good one to start with. In this activity, students match letter pieces to an alphabet board. The student will have to look carefully at a letter in order to find the matching letter on the board. The board has a sound picture with each letter, to reinforce the sound of the letter as it is placed. The materials can be printed from the Sound City Reading web site.

There are four game boards and sets of letter pieces.

- Capital and lower case letters
- Capital letters only
- Lower case letters only
- Sound pictures only.



To prepare the activity: Print the game boards and pages with the game pieces on white card stock. Laminate the game boards and pages with the game pieces if desired for extra wear. Cut out each set of game pieces and store each set in a labeled envelope or plastic bag.

Selecting The Pieces: Choose the set of pieces you want to use.

Setting up the game: Place the pieces face up beside the alphabet board.

To do the activity: Students choose a letter piece, look for the matching letter on the board, and put the piece on top of it. Continue until all the pieces have been placed.

Note: When students are just getting started, put out only the letter pieces that have been taught. Save the rest for later.

The Apple Alphabet Game

This game provides practice to help students remember the capital letters (printed on green apples), lower case letters (printed on red apples, and sound pictures (printed on yellow apples).

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the apples and store each set in an envelope or plastic bag. Cut out the baskets and store in a large envelope or plastic bag.

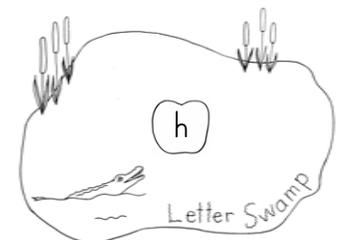
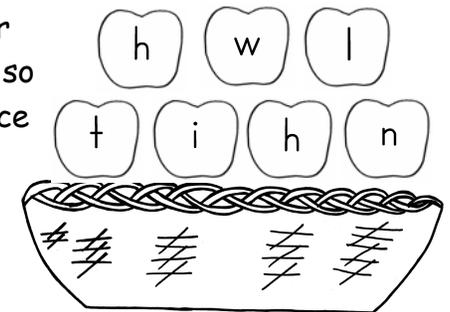
Selecting The Pieces: Use lower case letters, upper case letters, sound pictures, or a combination of any two sets or all three. The teacher should choose only the letters and sound pictures that have already been introduced. Note: Extra lower case apples are used for the first few letters taught so that there will be enough apples to play the game. There are 3 apples for each of these letters: t, i, h, l, n, w. After enough additional letters have been taught, remove the extra pieces.

Setting up the game: Spread out the selected apples face down on the table. Give one basket to each student. Students sit in a circle around the apples.

To do the activity: Students take turns picking an apple and giving the sound for the letter shown (not the letter name). If correct, the student places the apple just above his basket, so that it looks like it is in the basket. If incorrect, the apple must be put back on the table face down. As the student accumulates more apples, they are placed in one or more rows above the basket. When all of the apples have been collected, each student counts the number of apples in his or her basket. The student with the most apples wins.

Variation: If a student picks a letter and cannot give the correct sound, the letter must be put into the letter swamp. The alligator gets to eat it.

Comment: I've worked with kindergarteners who weren't really interested in the letters or sounds, and consequently couldn't remember them. When I introduced this game, they perked up and took a great interest in recognizing the letters and getting the sounds correct. They really wanted to put the most apples in their baskets. It's amazing that such a simple game can have such a great effect.



Apple Concentration

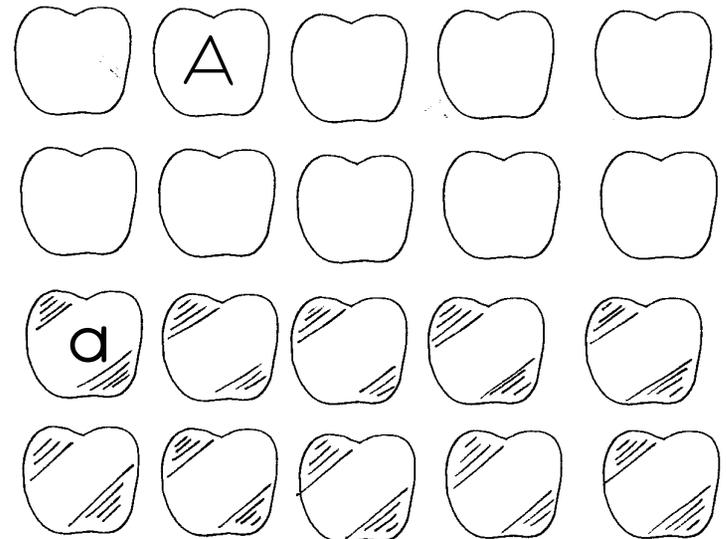
This game provides practice to help students remember the capital letters (printed on green apples), lower case letters (printed on red apples, and sound pictures (printed on yellow apples).

To prepare the activity: This game uses the same apples used in the apple alphabet game. Laminate all pages if desired for extra wear. Cut out the apples and store each set in an envelope or plastic bag.

Selecting The Pieces: There are lower case letters, upper case letters, and sound pictures. Combine any two sets. For example, use lower case letter and capital letters, or use lower case letters and sound pictures. The teacher should choose only the letters and sound pictures that have already been introduced.

Setting up the game: Place the apples in several rows face down on the table. Choose an amount that will be comfortable for the students to work with, just a few for beginners, and more for students who have had more practice. You will be using two different colors of apples. Line up one color on the top rows and the other color on the bottom rows. When trying to find a match, students will turn over one apple of each color.

To do the activity: Students take turns turning over two apples at a time. Students should say the for each letter. If the items match, and the student said the sound correctly, he or she may pick up both apples and keep them in a stack. If the apples don't match, or the sound given is incorrect, the apples must be kept in place and turned face down again. When all of the apples have been collected, each student counts the number of apples in his or her pile. The student with the most apples wins.



Building Letters With Shapes

This activity helps students become familiar with the letters and how they are placed on lines. Students use cardstock curves, circles, and lines to build the alphabet letters. Students build letters one set at a time, in the same order that they are introduced in the sound story. This activity works well at a table with a small group.

To prepare the activity: Print the shapes on colored cardstock, laminate, and cut them out. Store each set of pieces in a labeled envelope or clear plastic reclosable bag. Print both types of lined paper (with and without the letter outlines) on opposite sides of white cardstock. You will need one set of materials for each student (or pair of students) in the group.

Selecting the pieces: Introduce one set of letters at a time. Pass out pieces to each student in the group, along with the lined pages.

Set 1: t i h l n w

Set 2: u b m r f x

Set 3: e s j o c d

Set 4: a v g p k y q u z

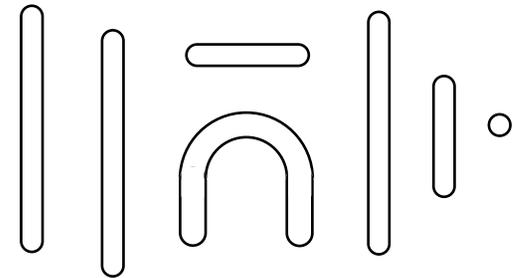
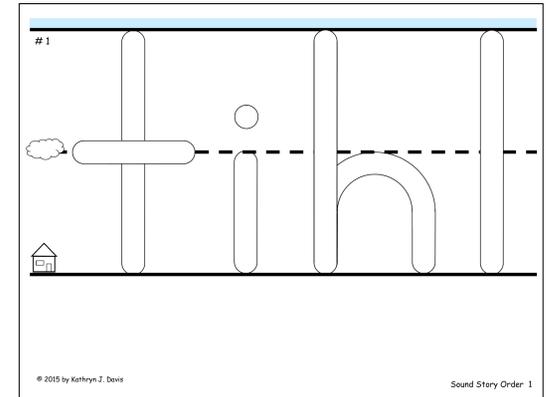
Doing the activity:

Read the sound story aloud to introduce each new set of letters, if students have not already heard it.

First students place the letter shapes on the lined pages with the letter outlines. Then students build the letters again, placing the shapes on the plain lined pages to form the letters.

The shapes are printed on one side to indicate which letters they can be used in. After selecting the needed pieces, students should turn them over to the blank side before placing them on the lines.

After students have practiced building all the sets of letters, allow them to line up all the plain, lined pages and build the whole alphabet in alphabetical order.



Reading Readiness

There are many important things for parents and teachers to do to promote reading readiness. A child's future success in reading is dependent on the groundwork laid before formal reading instruction begins.

In order to reach the point that he is ready to learn to read, a child must go through a process which includes language development, integration of visual and motor skills, and becoming familiar with printed materials. A parent or teacher can plan a learning environment for the child which will have a strong positive impact on future reading ability. This planned learning environment will foster the development of speaking and listening skills, the development of visual perception and eye-hand coordination, and an understanding of what print is and how it is used, thus assuring that when a child is ready, all the necessary prerequisites for learning to read will be in place.

The most important thing parents and teachers can do for students is read to them aloud on a regular basis.

Language Development

To become ready to read, there are several important language-related tasks for a student to learn. First, he must learn to use words orally to convey meaning, and to obtain information by listening to spoken words. Next, he should also discover, by watching modeling by parents and teachers, that words can be written to convey a message, and can be read to discover a message. Finally, he should become aware that there are many different kinds of printed materials, each with a particular set of characteristics.

In order to become a good reader, a student must first develop a solid grasp of his native tongue. He must be able to understand the oral language that he hears. He must also develop the ability to communicate his own thoughts by speaking.

At the simplest level, a child comes to understand that individual words and groups of words in our language convey a message. Words can name people or objects. They can be used to name an action, describe something, or make comparisons.

A student must not only be able to understand the meaning of individual words, but also be able to hear a series of words, and form a mental image of the concept that the words represent.

A child develops this language awareness through exposure to the speech of those around him. A child learns by listening to others, and by practicing speaking for himself.

Providing this exposure to language is an important part of preparing a child to read. The following activities will foster oral language development in children.

- 1) Children learn to match words with real life concepts by conversing with adults about everyday experiences that they share. Adults can talk to children as they go about the tasks of preparing meals, cleaning house, running errands, and so on. Special trips can be planned to the zoo, to the fair, or to a museum. Students can broaden their experience by taking a bus ride, riding an elevator or escalator, or going on a nature walk. Simple science projects such as planting seeds, taking care of a pet, or collecting leaves, rocks, or shells help students to learn new concepts and words. Caregivers can help the student discover words which describe and compare items. All of these activities help to spur a child's vocabulary development and ability to converse.
- 2) Children's language blossoms when adults provide a rich play environment. Students interact with each other verbally as they play house or pretend to be a fireman. This dramatic play helps students learn to communicate with each other. Art activities or exploratory activities, such as water play or building with blocks, also promote verbal interaction among children.
- 3) Students can be taught to sort objects or picture cards into categories, such as "things with wheels, people, animals, toys, things that are red, things with stripes, or things to eat." The ability to place things in categories will help prepare the student to understand phonics patterns and parts of speech later on.
- 4) Students can learn about words that are opposites by "acting out words" or sorting pictures cards that illustrate the concept. For example, say, "Put your hands above your desk. Put them below your desk. Put them in your desk. Take them out of your desk."
- 5) Games which require the student to listen and follow directions, such as "Mother May I," help to build auditory processing skills. By observing the student's actions, the teacher can see immediately whether or not the student understands oral instructions.
- 6) Children can be taught songs, nursery rhymes, and finger plays orally. All of these are beneficial for developing listening, speaking, and comprehension skills.
- 7) Students can participate in "Show And Tell " at school. They learn to listen to others and to organize their own thoughts as they present their treasures to the class.

Becoming Familiar With Printed Materials

The following activities will foster language development, and in addition, they will help children develop an understanding of printed materials. Students will learn by watching the teacher or parent that books are read from front to back. They will see that the reader is able to tell the story by following the words on a page from left to right, going line by line from the top to the bottom. They will see that the writing process proceeds from left to right and top to bottom in the same way. Each type of activity listed below is slightly different.

- 1) Young children should participate in frequent, warm, interactive discussions with care givers as they look at beginner books together. The very first books for children consist of bold pictures with words, phrases, or brief sentences that describe them.
- 2) Children should hear rhythmic, rhyming materials read aloud. *Mother Goose Rhymes* and *Dr. Seuss* books are two time-honored examples. As children hear these materials, they develop an ear for rhyming words, which will later help with decoding words. Listening to these books read aloud will familiarize students with their vocabulary and sentence structure, preparing them to read the books for themselves when they begin to learn the basic phonogram patterns.
- 3) Children should also hear classic children's stories read aloud, such as *The Three Bears*, *The Story About Ping*, *Caps For Sale*, and *Mike Mulligan and His Steam Shovel*. Children should have the opportunity to hear the same stories read over and over again. In this way the child internalizes the language and story structures that he hears, and gradually develops higher and higher levels of comprehension.
- 4) Children should be given the opportunity to hold and handle books by themselves, to look at the pictures independently, and to "play read" books which they have heard. They will repeat the story from memory, sometimes in their own words, and sometimes word for word as they have heard it, if they have heard it many times.
- 5) Teachers should model the use of reference materials for children. For example, if the class is curious about a the meaning of a word in a story that the teacher is reading aloud, she could look up the word in the dictionary, and read its definition. If the class enjoys watching a bird build a nest near the playground, the teacher could show the class an article about birds in an encyclopedia, reference book, or on the computer.

- 6) Children should "echo read" books with a parent or teacher, using books with large print, rhythmic text, and a predictable story line. After hearing and discussing the story the first time, the teacher reads the story again. Students chime in and repeat each line after the teacher during this reading. After several days of practice, students often can chant the entire book along with the teacher.
- 7) The teacher can print lines from a familiar song, rhyme, or big book on sentence strips and display them on a pocket chart. A second set of sentence strips, which are identical to the first, are cut apart into individual words cards, which are distributed to a group of children. The teacher points to each word as she reads the sentence from the pocket chart. As she points, she asks the students to find the same word from among the word cards that were handed out. The student who has the correct word card places it directly below the one on the pocket chart, checking to make sure it matches exactly. The activity continues until all of the words have been placed in the chart. Note that students at this point are not yet able to read the words independently. They are able, however, to look at a word, and find a word that is exactly the same.
- 8) Children should have the opportunity to see words turned into print by watching adults as they model various writing tasks. Teachers or parents can make lists, prepare schedules, write stories, record events, and compose poems as students look on. The adult should think out loud, verbalizing his thought processes as he writes. He writes the words on a chalkboard, on chart paper, or on regular lined paper as children watch. As this occurs, the child sees that print can convey a specific thought or idea.
- 9) In a similar way, adults can write down stories dictated by the children. The sentences can be written at the bottom of blank sheets of paper. The papers can be handed out to the students to be illustrated, then stapled together to make a booklet.
- 10) Students will enjoy acting out familiar stories. They may want to wear costumes or masks and act out the story themselves, or make and manipulate puppets to tell the story. Either way, they will be strengthening listening and speaking skills, and developing a sense of story structure that will help them understand stories as they learn to read.
- 11) Teachers can make word cards to label a number of items in the classroom or at home. For example the words *door*, *desk*, *bookshelf*, *clock*, *pencils*, and *calendar* may be taped to the appropriate objects.

- 12) Teachers can give students their own vocabulary cards to keep in an envelope or box. Each day or each week, the student can be given a new favorite word, written in bold print on an index card. The student is allowed to select the word that he wants. He can draw a small picture on the card to illustrate the word if desired. The students may not be able to read the words phonetically yet, but they will often remember the word because it is of great interest to them.
- 13) Students can become familiar with the letters of the alphabet over an extended period of time. Ideally, a child will be exposed to alphabet letters from the time he is small. Sets of plastic letters with or without magnets, foam or felt letters, alphabet stamps, and alphabet puzzles all provide children with multi-sensory play experiences that develop familiarity with letters, especially if an adult provides occasional low-key input. Be sure to include lower case letters as well as capital letters, since these are the letters children will use the most when learning to read and write. Children can play with the letters as they see fit. After a time, children can be encouraged to sort letters by putting all the letters with straight lines together, all the letters with circles together, and so on. You will naturally talk about the letters as you and the child manipulate them. When doing so, emphasize the letter sounds more than the names. For instance, say, "This letter shows us the *mmmm* sound." This will prevent confusion when the student begins formal reading instruction, because children need to use letter sounds to read words, not letter names.
- 14) Children will enjoy art activities focusing on letters as well. For instance, draw the outline of a large lower case *b* on a sheet of cardboard. Have the student glue *beans* in the outline to form the letter *b*. Make marshmallow *m's*, feather *f's*, and so on.
- 15) Some children enjoy forming the shapes of the letters with their entire body. You can use the diagrams included in this book to teach the shapes to the children, or you can have children look at a letter and come up with a matching body position on their own. You could also write huge letters on a sidewalk or parking lot, and have the student walk along the path created by the letter.

Developing Visual Discrimination And Motor Skills

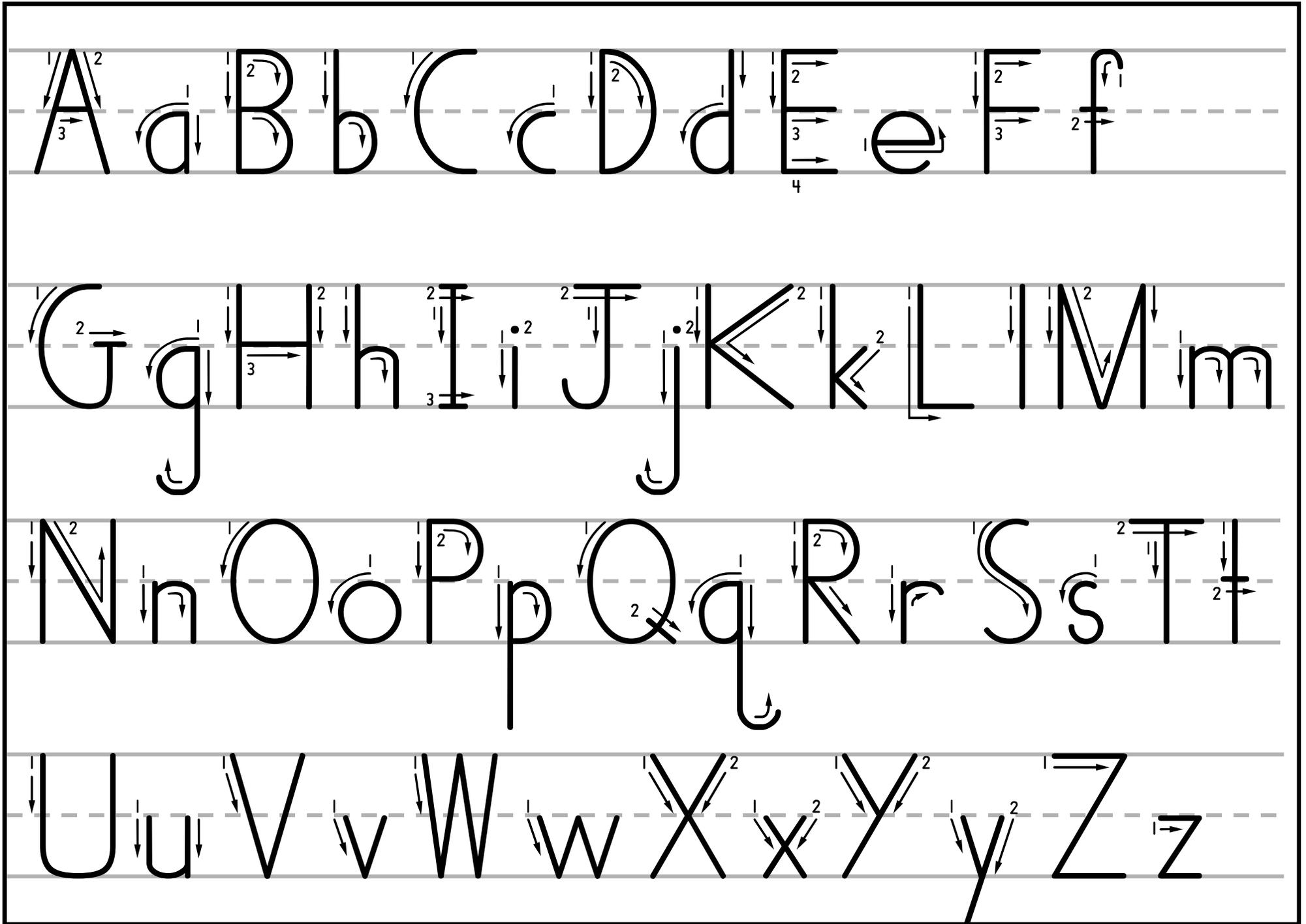
To prepare for learning to read, the student must also develop visual perception and eye-hand coordination. Rich, hands-on, sensory experiences with a variety of materials will help to develop visual-motor skills. This includes activities such as working puzzles, manipulating clay, painting and drawing, using construction toys such as blocks, and cutting and pasting activities. For children in early childhood programs and primary classrooms, "playing" with these types of materials provides the vital fine tuning of a child's senses necessary to develop the skills needed to read and write. Children will develop an appreciation for subtle differences in shape and visual details as they work, and their hands will learn to move in a coordinated manner.

Sequencing

Students should also be taught to look at sequence cards, think about the story that they tell, and put them in the correct order. They will be thinking, "Which picture comes first, which comes next, and which will be last?" As they work, they place the pictures in the correct order, working from left to right. This is exactly the concept that they will need to understand as they begin working with letters in words. It will also help them understand the sequence of events in stories that they hear and eventually read for themselves.

Using Both Sides Of The Brain

Since the right hemisphere of the brain controls and receives sensory information from the left side of the body, and vice versa, marching helps a child learn to use both sides of his brain at the same time. This is necessary for the reading process, since the student will be using one side of the brain to analyze the words, and the other side of the brain for attending to the story. When marching, be sure the student is swinging his right hand forward as his left foot moves forward, and his left hand forward and his right foot moves forward. Keep practicing until the student can do this reliably. For more ideas look for books that contain "Brain Gym ®" exercises.



Aa Bb Cc Dd Ee

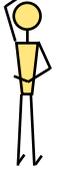
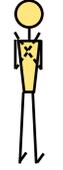
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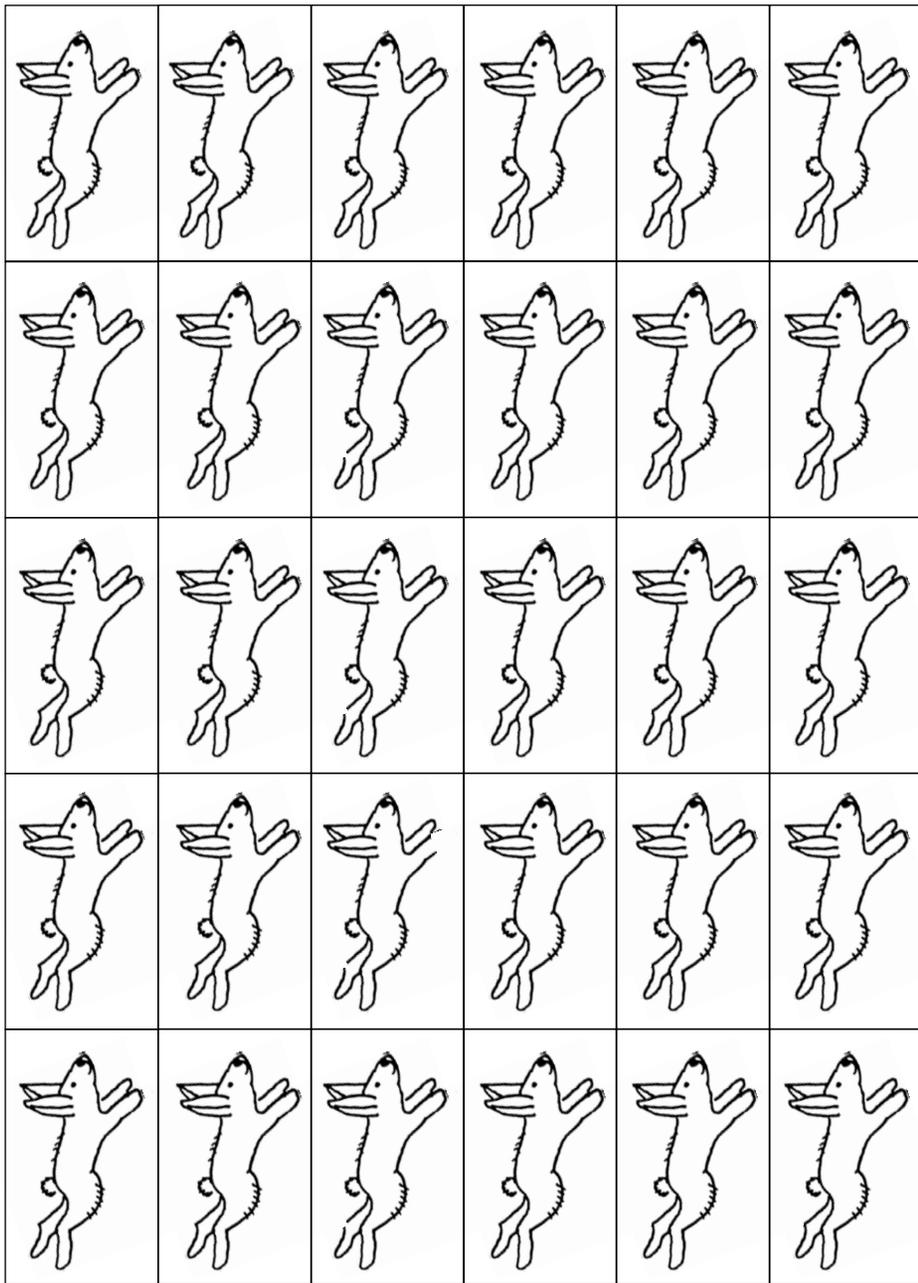
Pp Qq Rr Ss Tt

Zz

 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	  Elbows to the front z Drop right elbow	<h1>Body Alphabet</h1>						<p>I only used this activity with one student. He responded to it very well. This view is looking at the figure from the back. Teacher should stand beside the child to model the letters. Do not face the child. If a large mirror is available, as in a dance studio, everyone should face the mirror.</p>



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



Remove this page from the book to show the large lines under the clear back cover.

Copy onto card stock. Cut the small cards apart and pass them out to the students. They can use them on the large letter tracing page for any capital letters that require them to "hop to the top," placing them at the bottom line to the left of the letter. Cut out the larger card and tape a magnet to the back. Use it when demonstrating a capital letter on the chalkboard which requires you to "hop to the top" to write the letter.