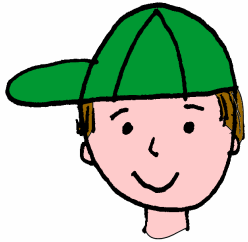


Learning The Alphabet

A B C

With Easy Handwriting



WORKBOOK 1

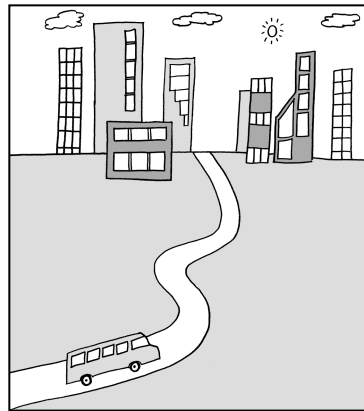
Teaches letters:

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

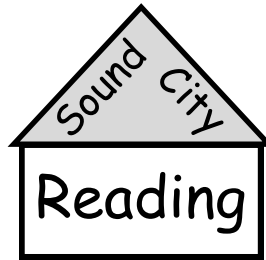
Sound Story
Handwriting Pages
Letters And Sounds
Phonemic Awareness
Letter Discrimination

Learning The Alphabet

With Easy Handwriting



Kathryn J. Davis



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A Sound Story

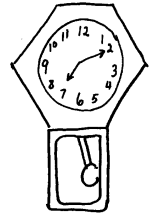
About Audrey and Brad

As you work through this book, you will read one new section of this sound story aloud when you teach each new letter of the alphabet. This is Part 1, which teaches the alphabet. You can hear the story read aloud at www.soundcityreading.net.

Part 1

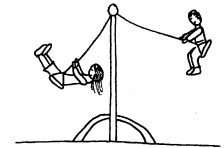
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.

T t



"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)

I i



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."

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/lilac)

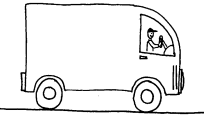




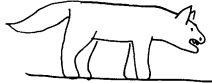
I i

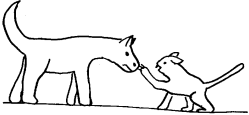
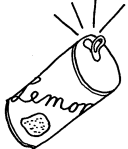

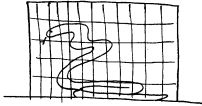





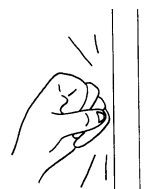
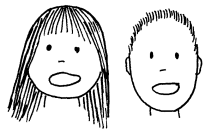


Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."

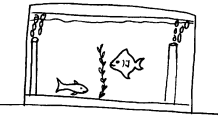



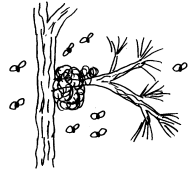
L l



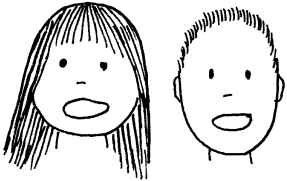
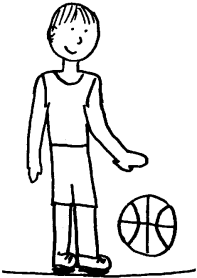
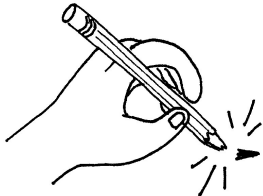
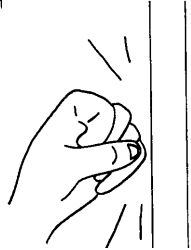
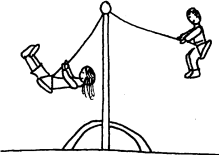
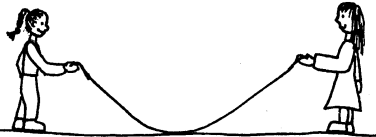
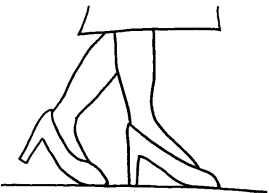
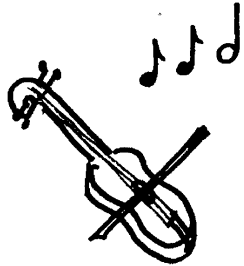

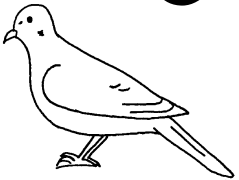
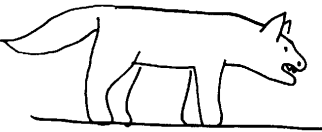
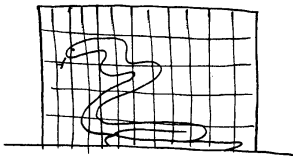
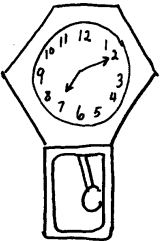

<p>Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>	<p>N n </p>
<p>As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

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

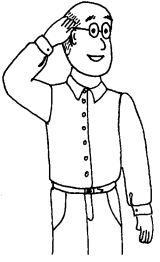
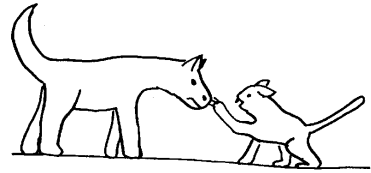


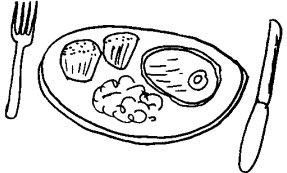
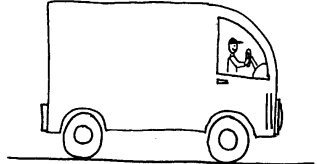
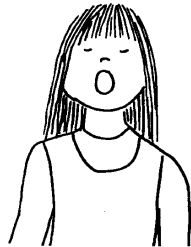
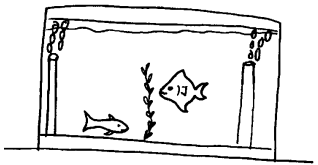
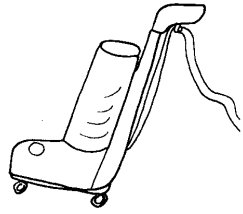

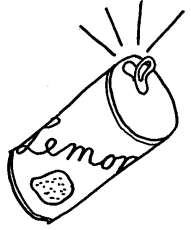

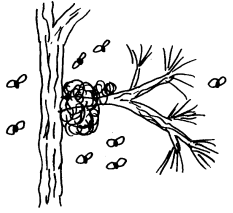
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>	<p>C c </p>
<p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>	<p>D d </p>
<p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ax)</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." (qu/quilt)</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>

Point to all the letters that have been taught, saying the sounds with the students. Then show flashcards for all of the letters that have been taught. Students say the sounds.

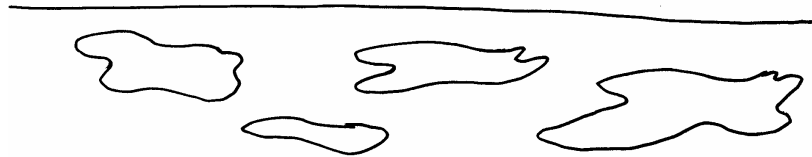
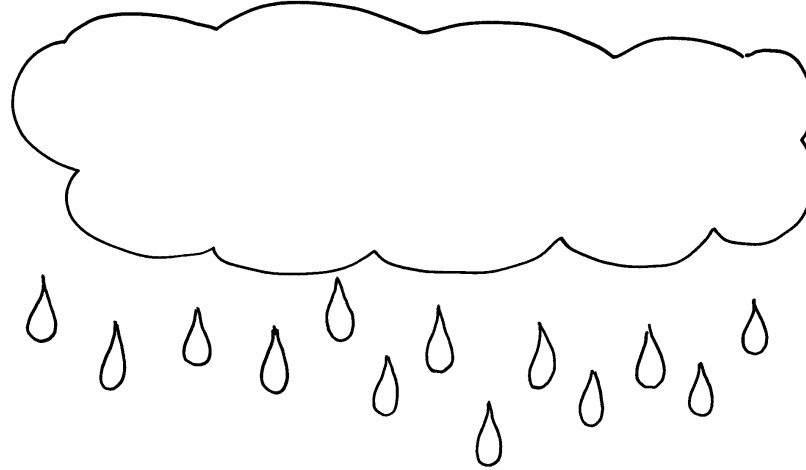
<p>Aa</p> 	<p>Bb</p> 	<p>Cc</p> 	<p>Dd</p> 	
<p>Ii</p> 	<p>Jj</p> 	<p>Kk</p> 	<p>Ll</p> 	
<p>Ii</p> 				
<p>Qq</p> 	<p>Rr</p> 	<p>Ss</p> 	<p>Tt</p> 	<p>Uu</p> 

Once a week, after students say the sounds for all of the letters, point to the letters again and sing the alphabet song with the students, using the letter names.

<p>E e</p> 	<p>F f</p> 	<p>G g</p> 	<p>H h</p> 	
<p>M m</p> 	<p>N n</p> 	<p>O o</p> 	<p>P p</p> 	
<p>V v</p> 	<p>W w</p> 	<p>X x</p> 	<p>Y y</p> 	<p>Z z</p> 

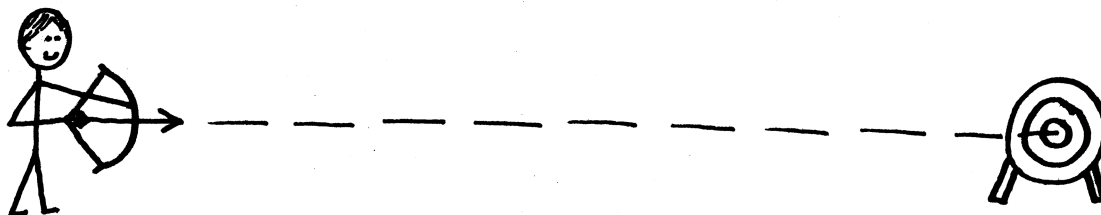
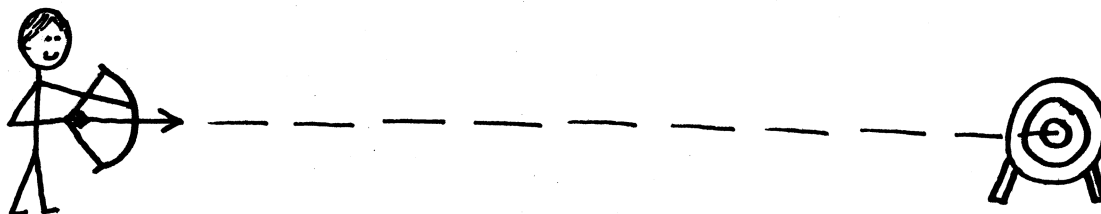
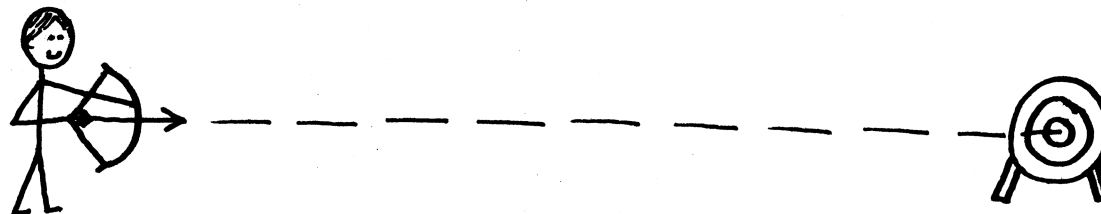
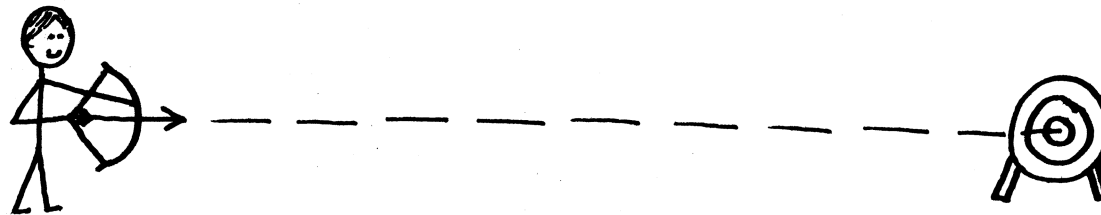
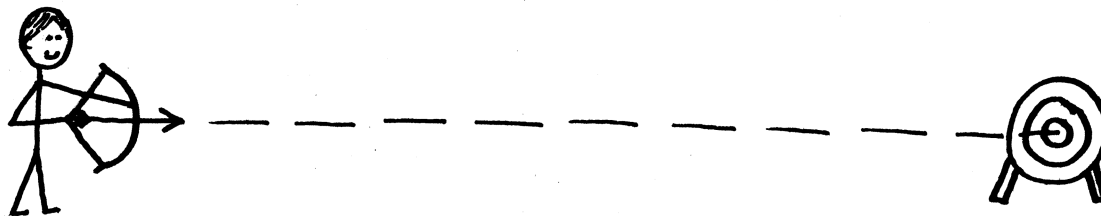


Raindrops - Prepare For T t



Draw a line from each raindrop down to the ground.

Target Practice - Prepare For T t



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

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

SOUND STORY - REGULAR INSTRUCTIONS

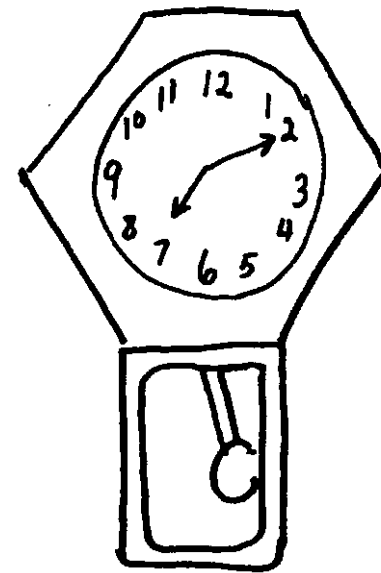
- The teacher reads the story aloud. After reading the story, point to the sound picture and model the sound. Students repeat in unison.
- Explain that the letters above and below the picture show the same sound in words. Point to each letter, one at a time. The students say the sound for each one, in unison.

SOUND STORY - EXTRA INSTRUCTIONS FOR THE FIRST DAY

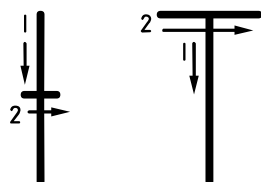
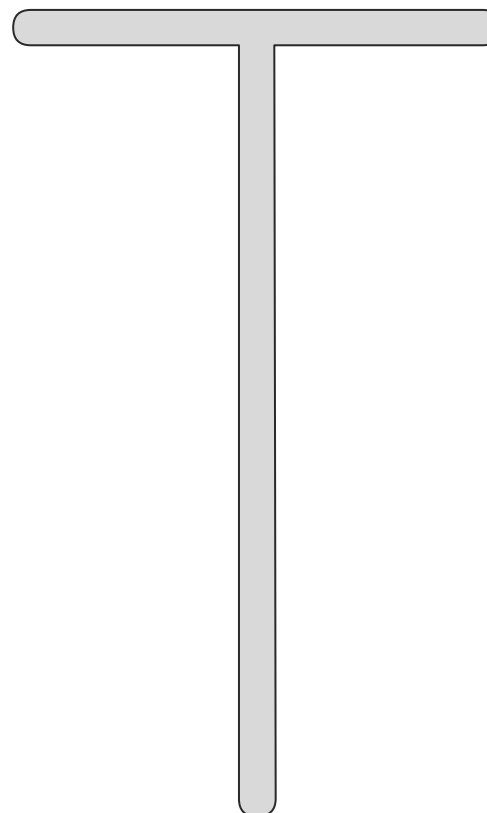
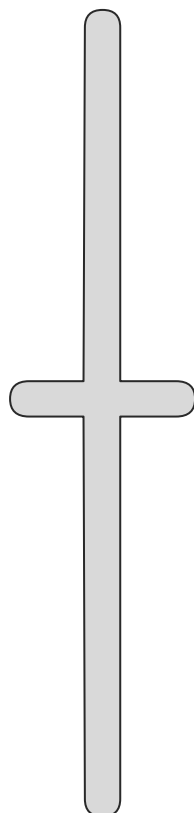
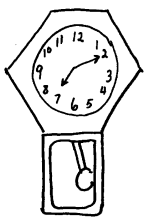
- Explain that there are two forms for each letter. The first form on both the top and the bottom is called a capital letter. The second form is called a lower case letter. Lower case letters are used most of the time when we read and write. Capital letters are used at the beginning of names and at the beginning of sentences.
- Explain that when we write letters, they look like the letters that are shown above the sound picture. The letters that are below the sound picture show how they appear in books. They are the same overall shape, but they have little pointed parts sticking out from the main letter. These points are called serifs. Seeing both forms of the letter will help students recognize it anywhere they see it.

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.

T t



T t



Handwriting

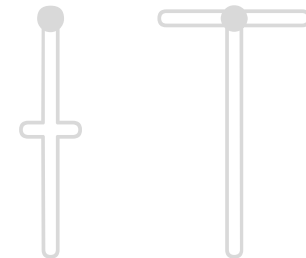
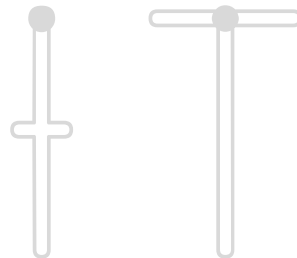
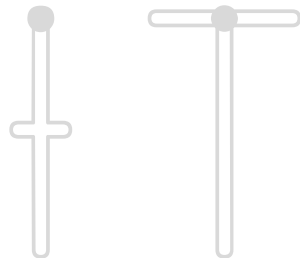
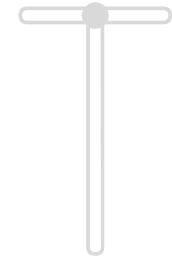
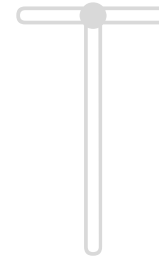
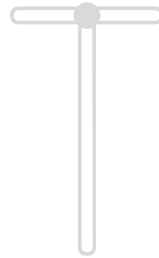
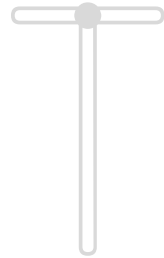
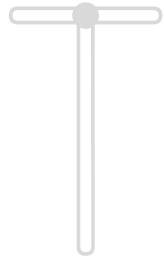
Explain that when learning how to write new letters, students will practice writing the lower case letter first, because they will use lower case letters most of the time when they write. They will also learn to write the capital letter, because it will be needed to begin sentences and at the beginning of special names.

Note: A letter between two slanted lines indicates that you should say the letter sound (not the letter name).

Finger trace the large lower case letter 6-8 times, saying its sound each time, "/t/."

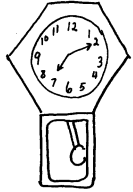
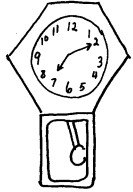
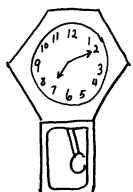
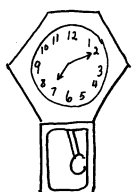
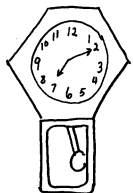
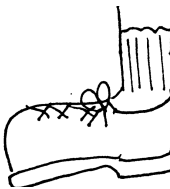
Repeat, using a pencil. Finger trace the large capital letter 6-8 times, saying its name and sound each time, for example, "Capital T, /t/." Repeat, using a pencil. The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

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. 

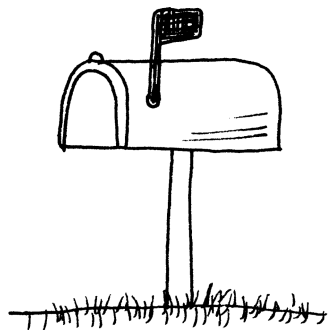
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

T t

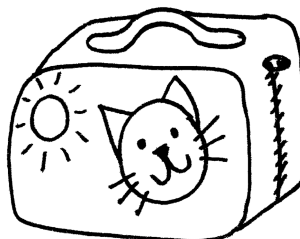
Oral Blending

Segmenting

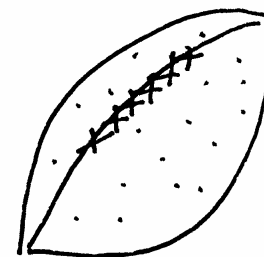
Two-Syllable Compound Words



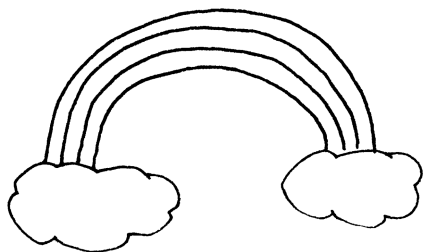
mail.....box



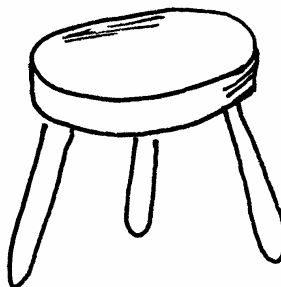
lunch.....box



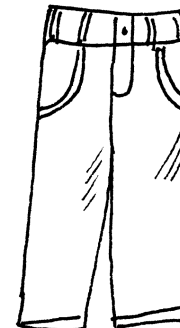
foot.....ball



rain.....bow



foot.....stool



blue.....jeans

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotations, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Call on a student to say each part of the word separately, "mail....box," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

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 of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

t _

tag



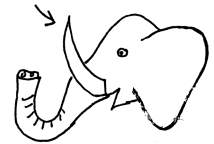
talk



tulip



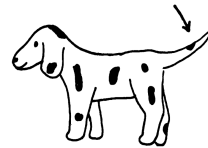
tusk



type



tail



ten

10

torn



tall



tent



town



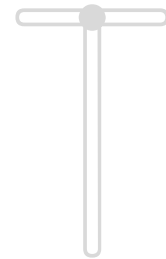
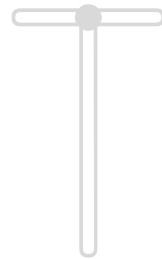
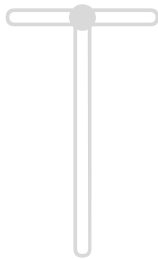
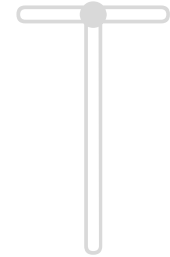
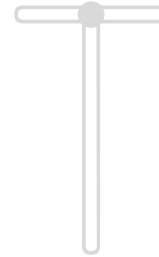
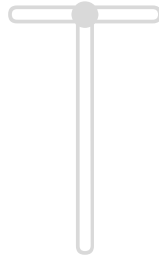
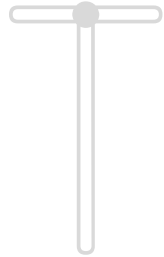
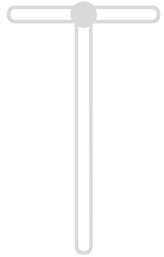
tea



tub



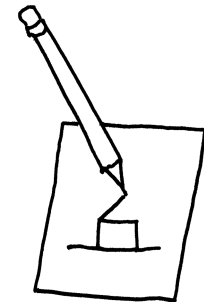
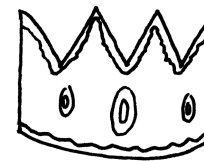
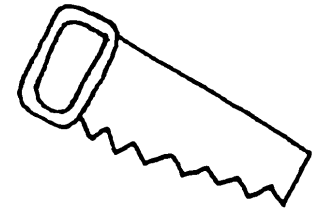
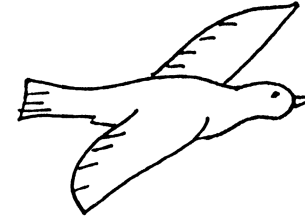
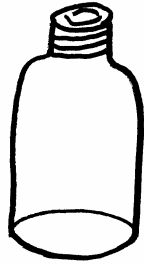
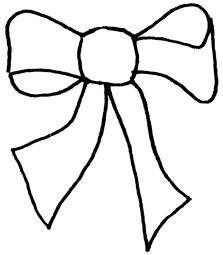
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Rhyming

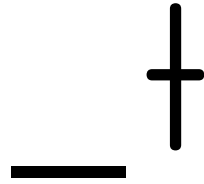
Tt



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.

Ending Sounds

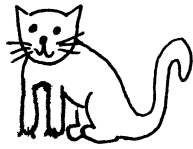
Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.



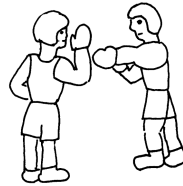
bat



cat



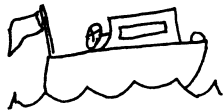
fight



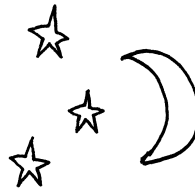
feet



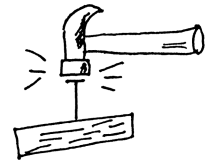
boat



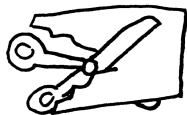
night



hit



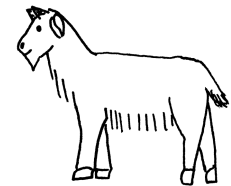
cut



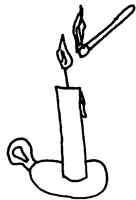
kit



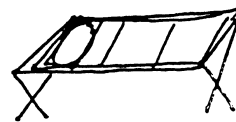
goat



lit



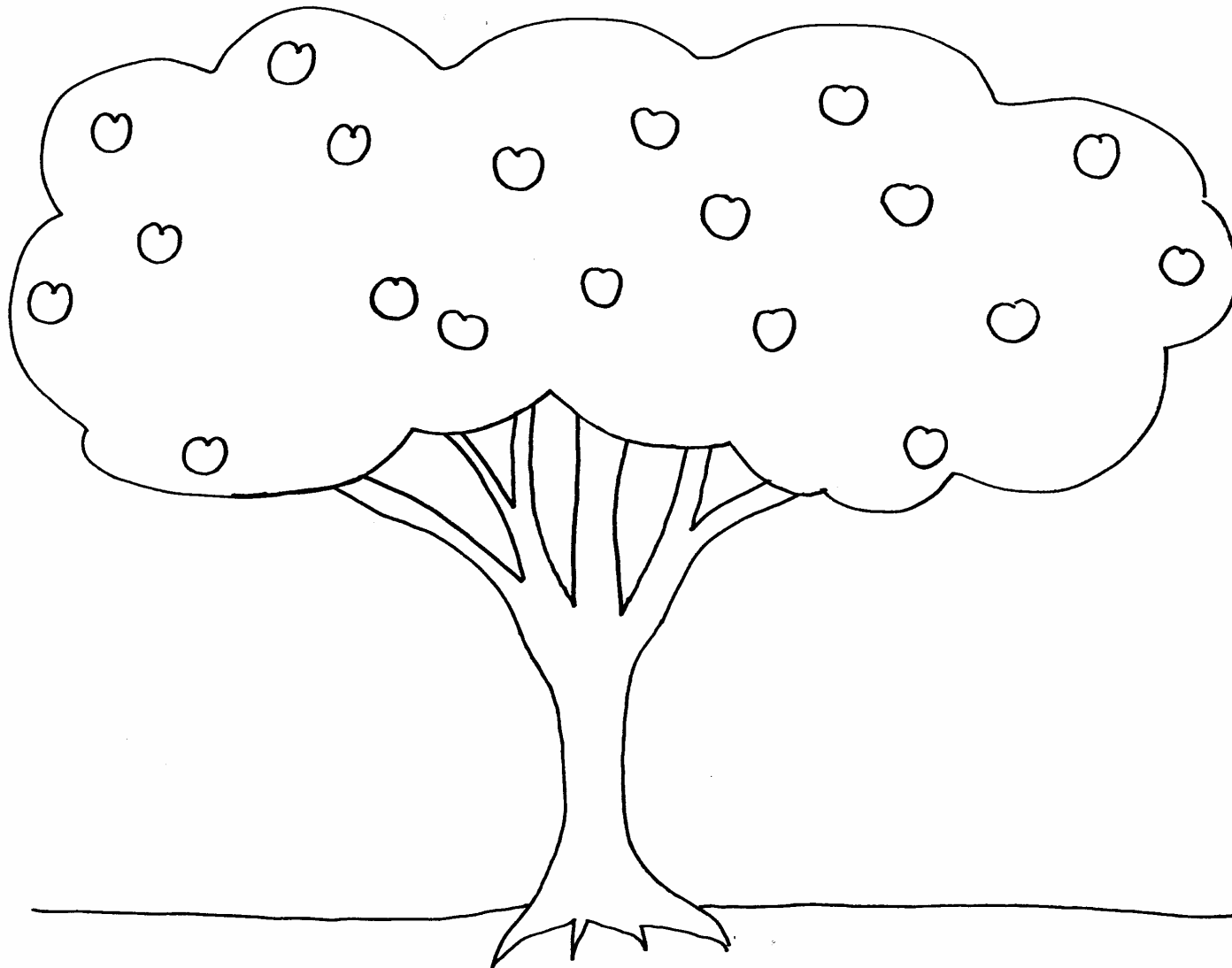
cot



nut



Apple Drop - Prepare For I i



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

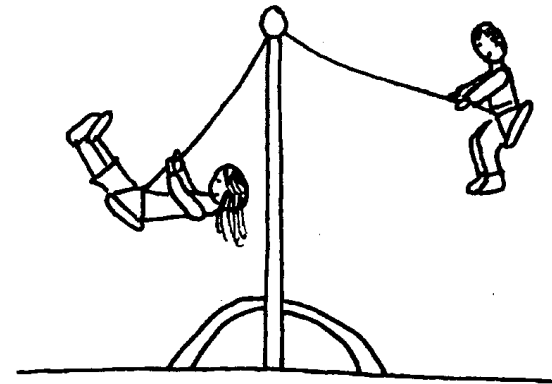
"Hey, Mom," said Brad. "Can we walk down to the park?"

"Yes," said Mom. "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." (i/in)

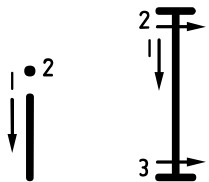
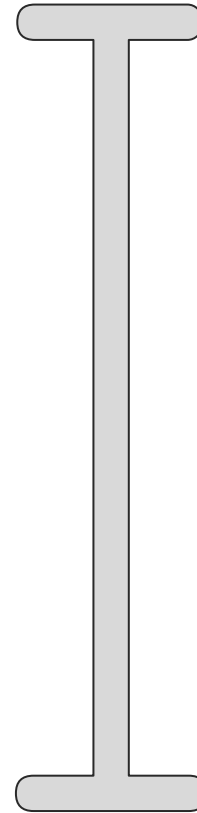
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

I i



I i

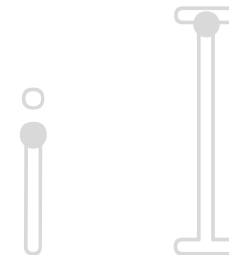
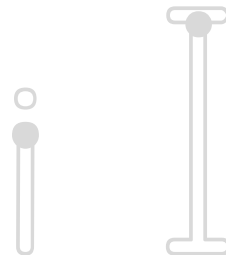
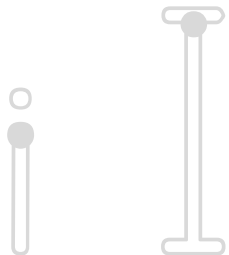
HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



Handwriting

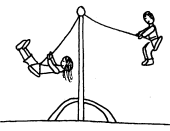
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

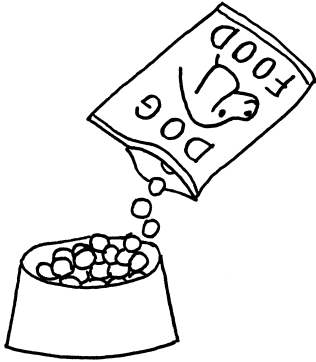
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Ii

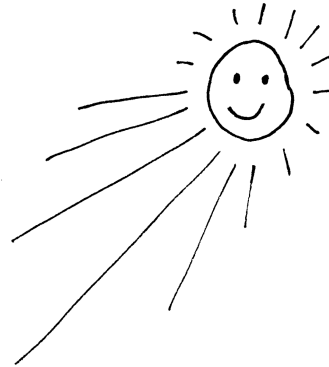
Oral Blending

Segmenting

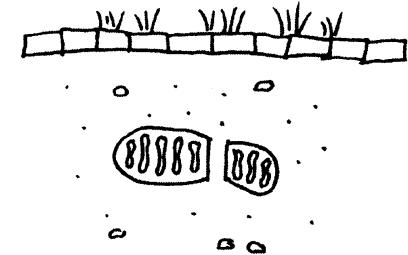
Two-Syllable Compound Words



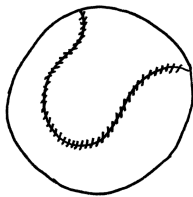
dog.....food



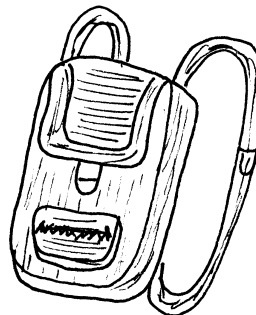
sun.....shine



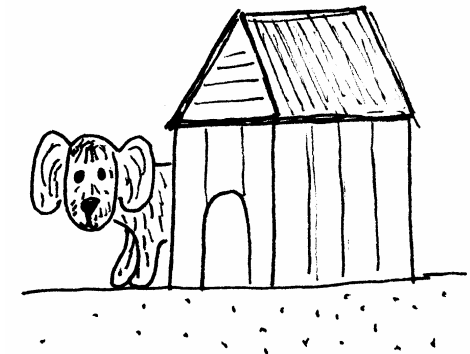
foot.....print



base.....ball



back.....pack



dog.....house

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotations, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Call on a student to say each part of the word separately, "mail....box," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

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 of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

Short I

i _

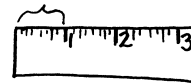
Indian



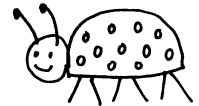
in



inch



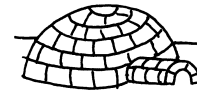
insect



ink



igloo



infant



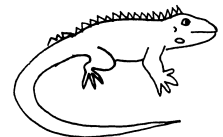
ill



instruments



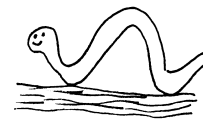
iguana



itch



inchworm



invitation



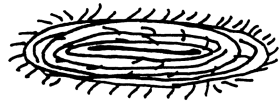
Handwriting Review



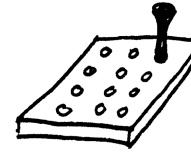
Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

Rhyming

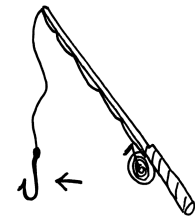
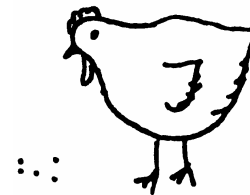
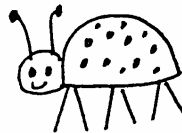
Ii



10



9

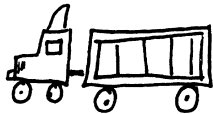


rug-bug, book-hook, ten-hen, peg-leg, nine-pine Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the 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.

This is the first print awareness lesson. When you get to a print awareness lesson, read it aloud to the students. There are four lessons in *Learning The Alphabet, Book 1* and four lessons in *Book 2*. Students should each have their own book opened to the correct page so that they can see the pictures and words clearly.

Print Awareness Lesson 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. (Point to each word as you say it.)



truck



mother



apple

Some words, like run, jump, and sing, tell us what someone or something is doing. These are action words.



run



jump



sing

Some words, like huge, pretty, and black, describe things. This is a huge giant. This is a pretty flower. This is a black vegetable called an eggplant. (Point to each word as you say it.)



huge



pretty



black

If you want to learn to read, you must learn to read words. Don't worry, after we learn all the letters of the alphabet and learn how the letters work in words, learning to read words will be easy. Here are some words that you will be learning soon.



cat



bus



mop

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

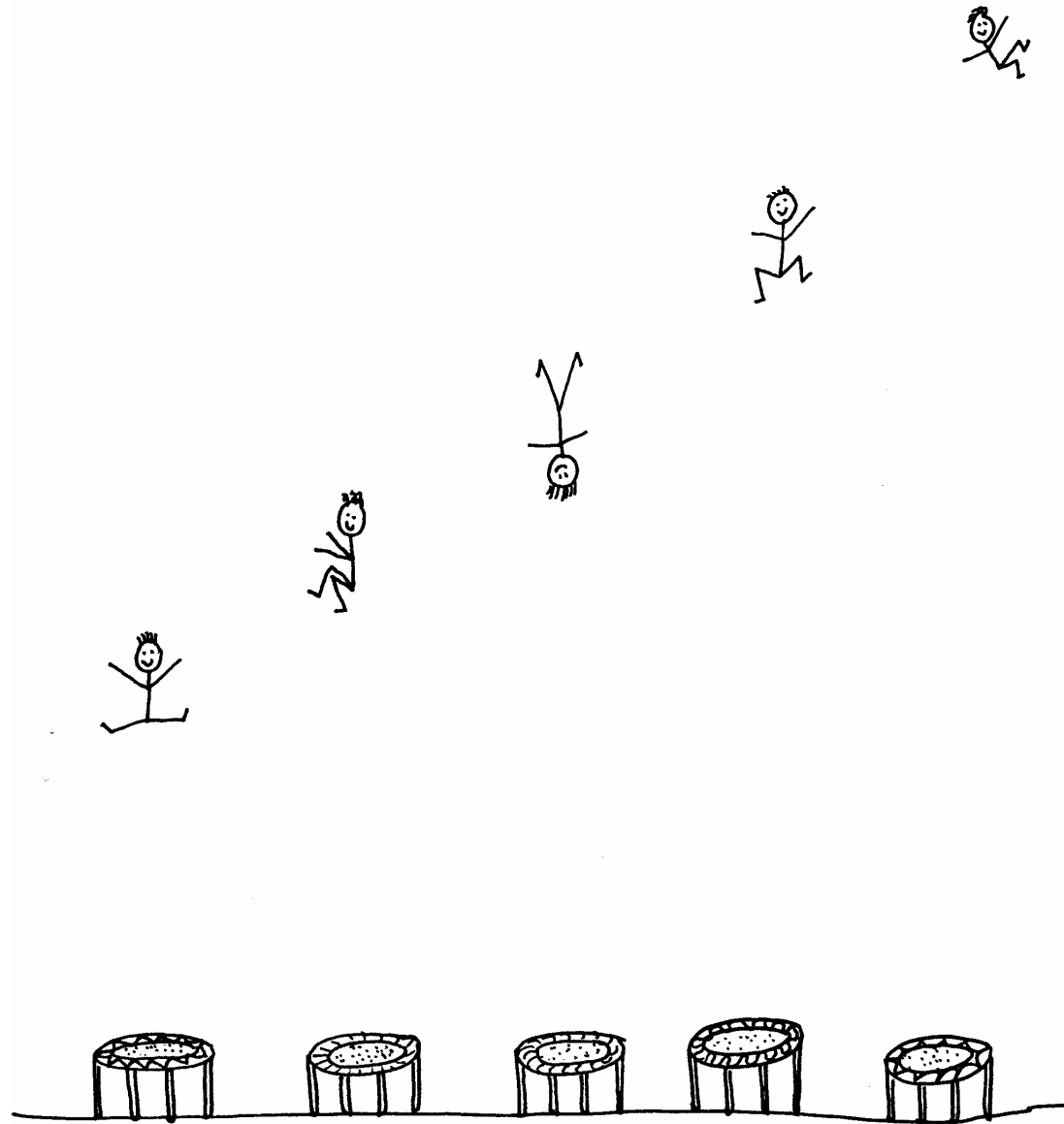
Words don't have to be written down. When we speak, we use words. You can't see them but you can hear them. And we don't just use one word at a time. We use a lot of words together. If we use our imagination, the words that we hear can make a picture in our minds. For instance, if I say "a small, black kitten," you can think of what that would

look like, since you have seen a kitten before. You know that a *kitten* is a baby cat. You also know what the color *black* looks like, and you know that *small* means not very big. Right now, I want each of you to draw a picture of a small, black kitten to show how it would look. You can add more details to your picture if you have time. (Give students time to draw and color their pictures.)

Follow-Up Activity

Work with the students to create a few sentences in a pocket chart using picture cards instead of words. Draw pictures for several sentences ahead of time. Place the picture cards in rows on the pocket chart, with each row showing one "sentence." Work with the students to "read" the picture sentences. They will enjoy this exercise, and it will make the idea of using words to create sentences much more real to them. Sample "sentences" might include the following: The horse ran across the field and into the barn. The dog chased a squirrel. The squirrel ran up a tree. After the sun came up, I got on the bus and rode to school. You won't need a picture for every word. You'll just need pictures for each main idea. For example, for the last sentence, make a picture for each of these concepts: sunrise, I, got on, the bus, and rode, to school.

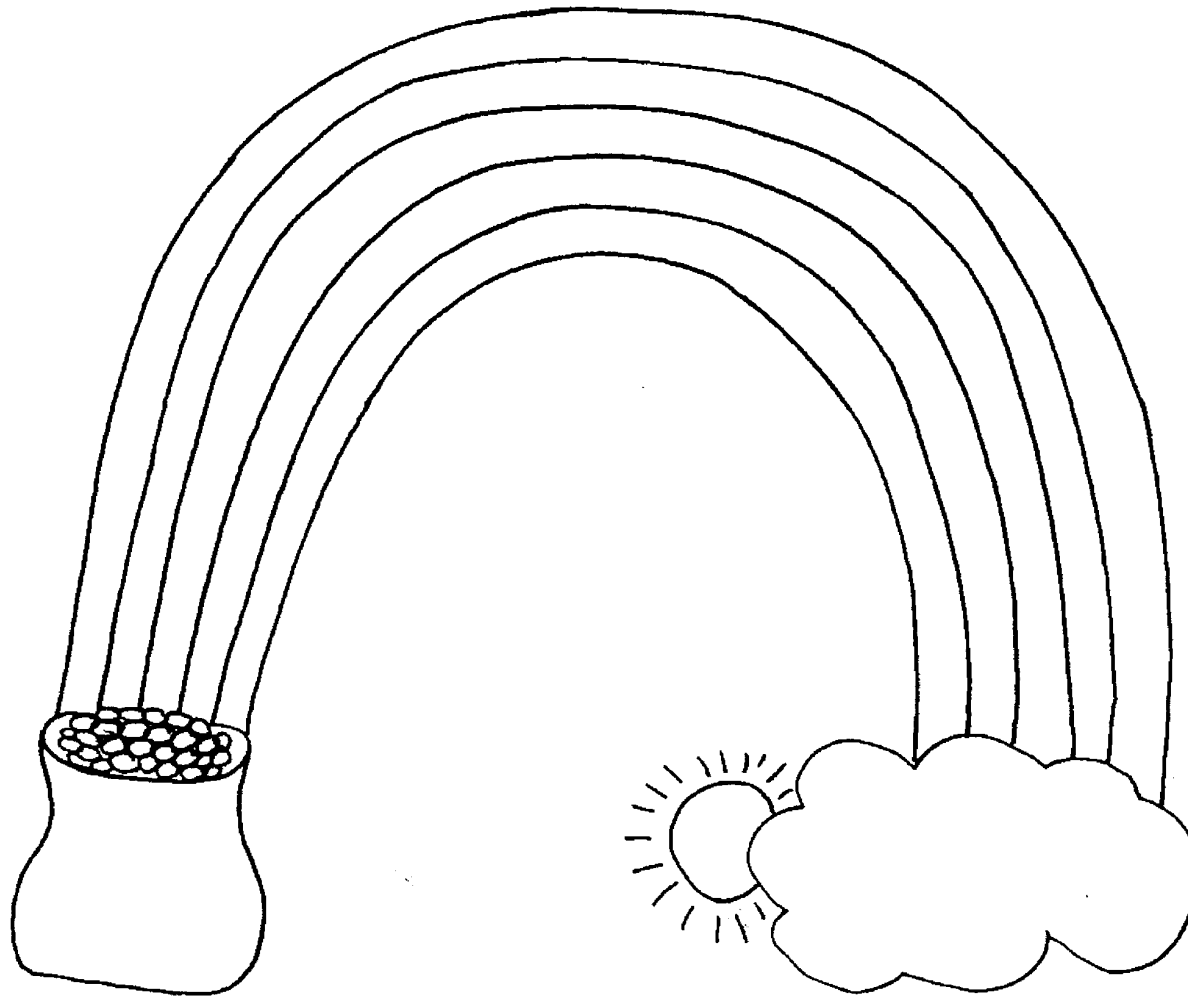
Jumping Jacks 1 - Prepare For H h



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



Rainbow 1 - Prepare For H h



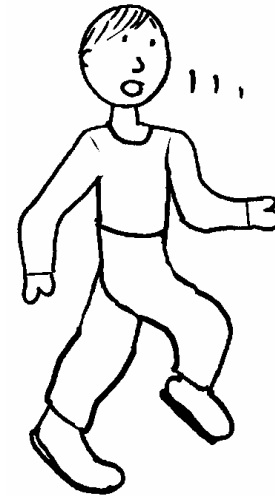
Follow the rainbow from the pot of gold to the cloud. Use a different colored pencil for each path.

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."

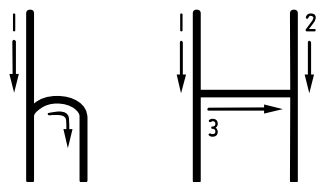
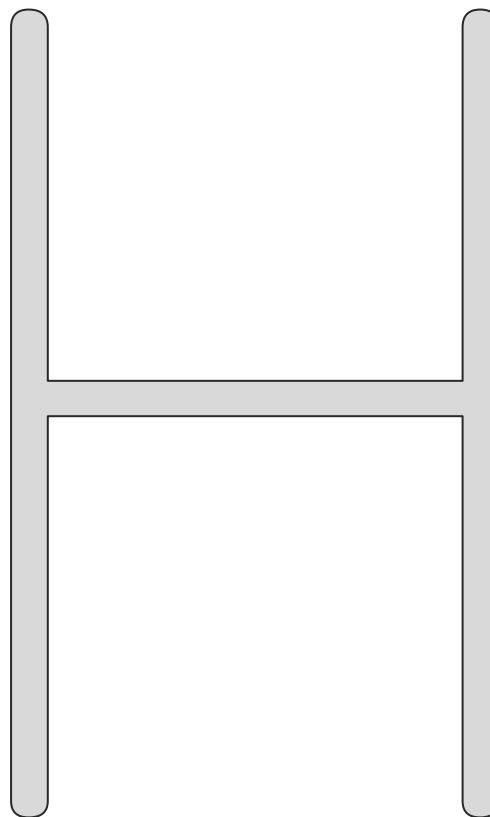
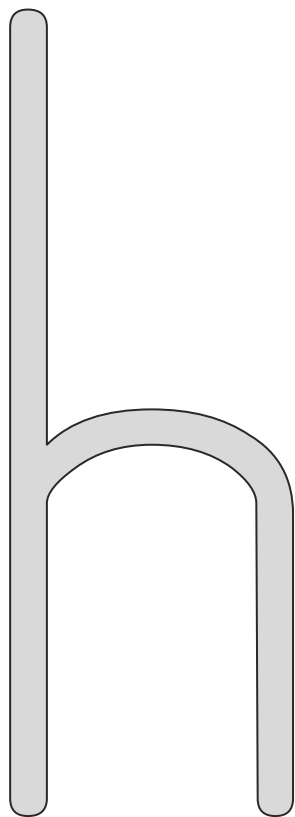
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.

H h



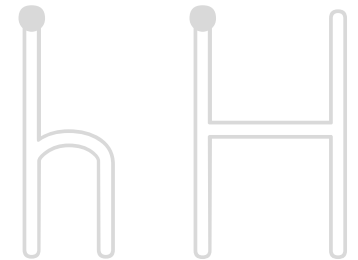
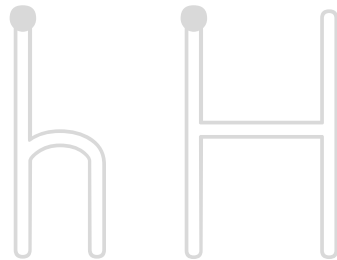
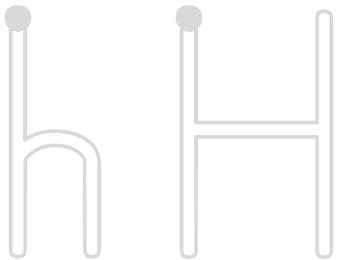
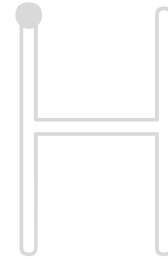
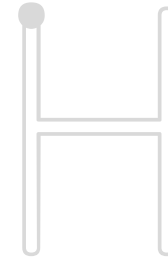
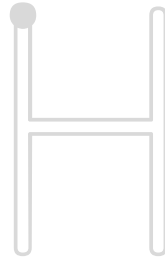
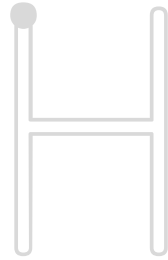
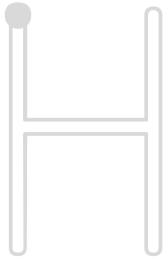
H h



Handwriting


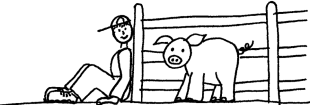
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting

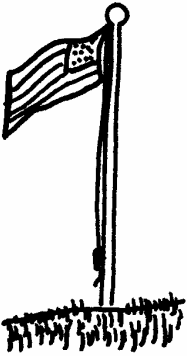

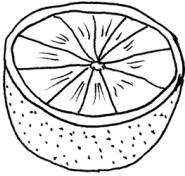
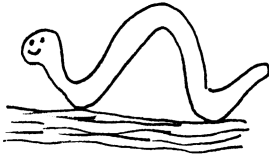
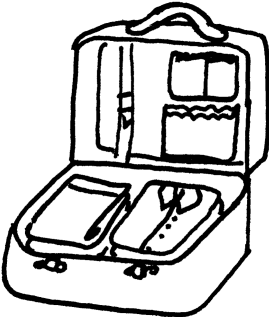
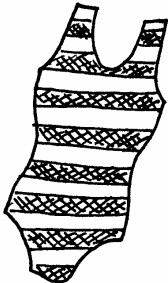
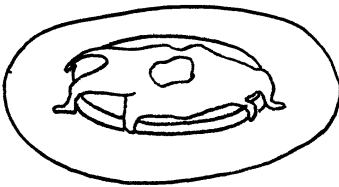
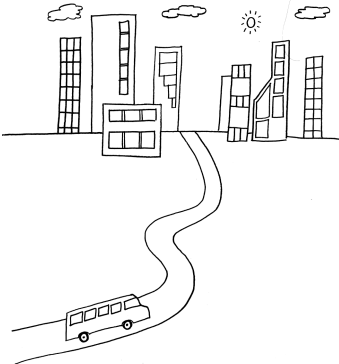


Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

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

Hh	Oral Blending	Segmenting	Two-Syllable Compound Words
 <p>flag.....pole</p>	 <p>in.....side</p>	 <p>grape.....fruit</p>	 <p>inch.....worm</p>
 <p>suit.....case</p>	 <p>swim.....suit</p>	 <p>pan.....cake</p>	 <p>down.....town</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotations, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Call on a student to say each part of the word separately, "mail....box," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

Beginning Sounds

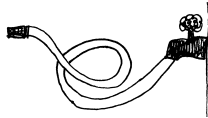
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

h _

hat



hose



head



here



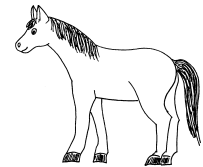
hay



hammer



horse



horn



hair



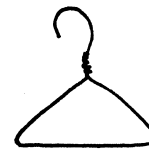
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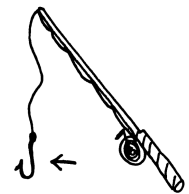
house



hanger



hook



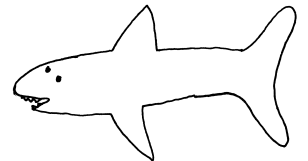
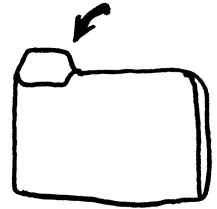
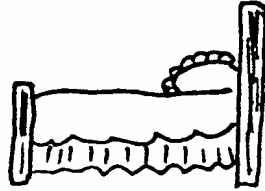
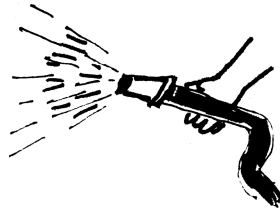
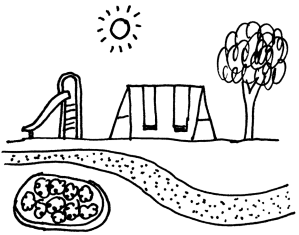
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

Rhyming

Hh



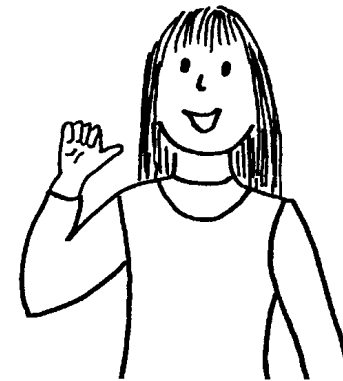
park-shark, spray-hay, bed-sled, well-bell, tab-cab Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat 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 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.

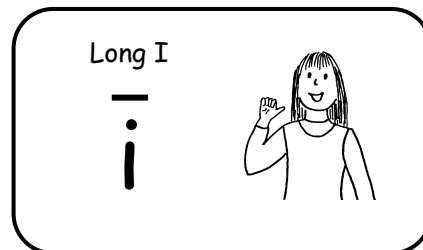
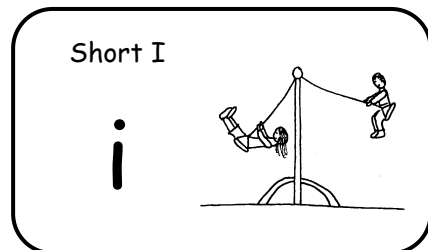
(i/lilac)

Explain that the letter i has two sounds, the short sound and the long sound.
Model and have students repeat the sound for each picture and letter.
Point out the straight line over the long ī. Explain that this line reminds us
to say the long vowel sound.

ī ī



ī ī



Tell students that the words *short* and *long* are just terms to describe which sound to use. The letter itself is not shorter or longer, and neither is the sound. From now on, when you go through the alphabet cards, students will say the short i sound for the i card with no line and the long ī sound for the card with a line above it.

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

Beginning Sounds

Long I

Tell the students they will listen for the long ī sound at the beginning of these words. Explain that the straight line above the *i* shows that they should say the /ī/ sound instead of the /i/ sound. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Discuss unfamiliar words.

ī ī

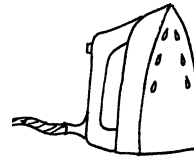
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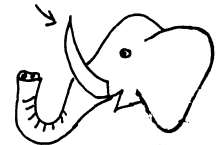
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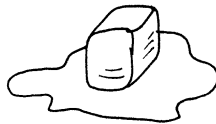
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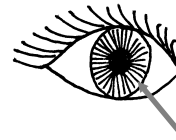
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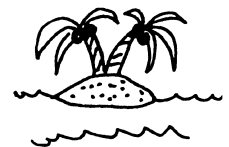
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īris



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īvy



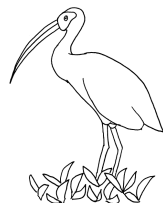
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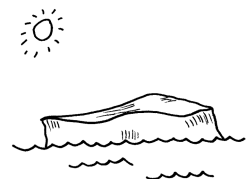
ībis



īcicle



īceberg



Print Awareness Lesson 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 someone 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 a certain order. We start at the top of the page, on the left side (point to the first word on the page to demonstrate), and read each word from left to right, like this (read the first sentence, pointing to each word as you read). When we get to the end of the line, we have to move down, go back to the left side, and continue reading. We go across each new line, reading one word at a time, moving toward the right. We keep going in the same way until we get to the bottom of the page. Then we turn the page and start at the top again. (Demonstrate, reading to the bottom and turning 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 do something silly. I'm going to read part of this page backwards, starting at the bottom of the page and going from right to left. (Demonstrate for a sentence or two.) Do the words make sense? Do they tell us a story? No, they don't! Reading only makes sense if you're read 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.



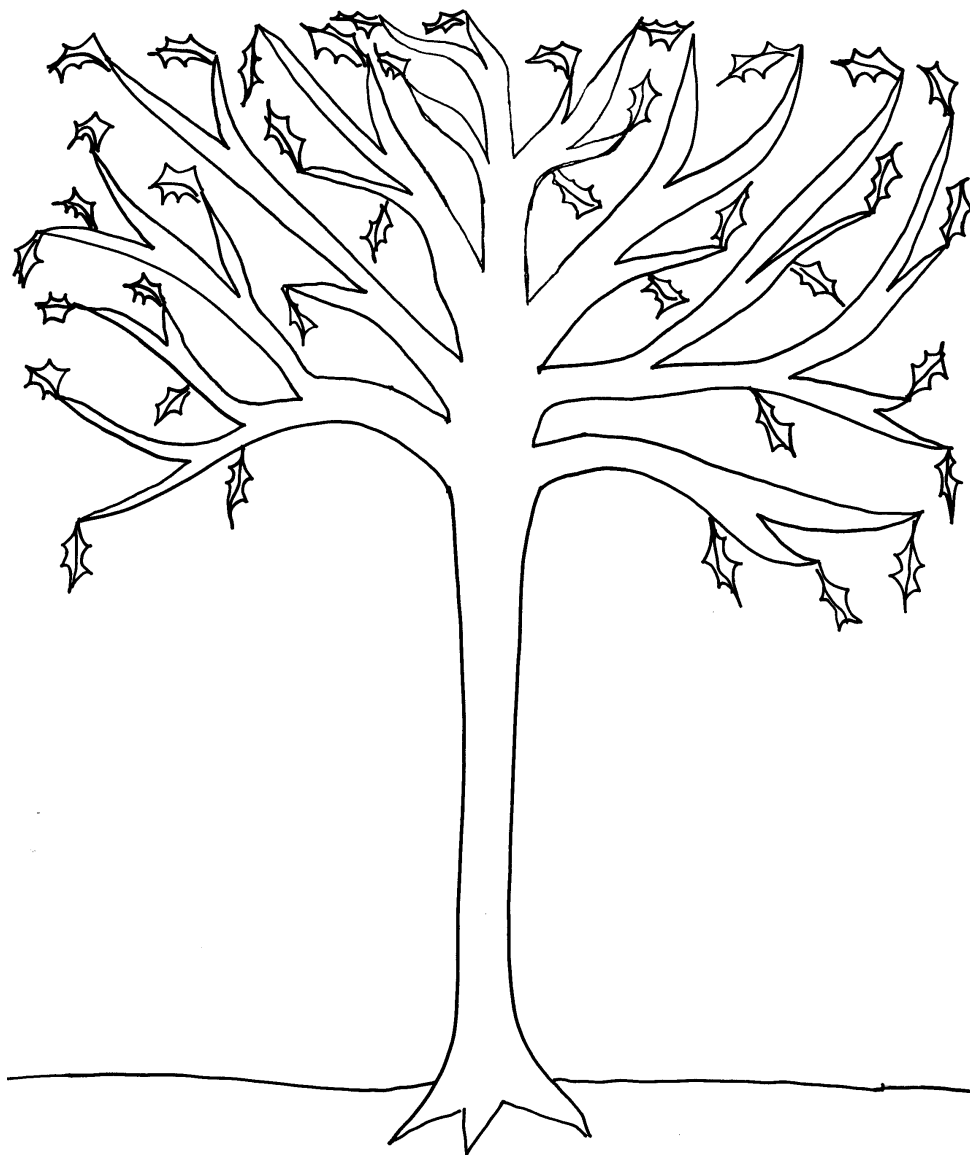
When we use this arrow, we always start at the star. Put your finger on the star and then pull your finger to the right, along the line, following the arrow. That is the way we move our eyes when we read. (Demonstrate this.)

In another print awareness lesson, you'll find a page with these special arrows in your books. You will cut the arrow strips out and keep them. Later on, when you start to read by yourself, you can lay the arrow above your book to show you which way to go when you read words and sentences. You can also place an arrow above your paper to show which way to go when you 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.



Leaf Drop - Prepare For L I

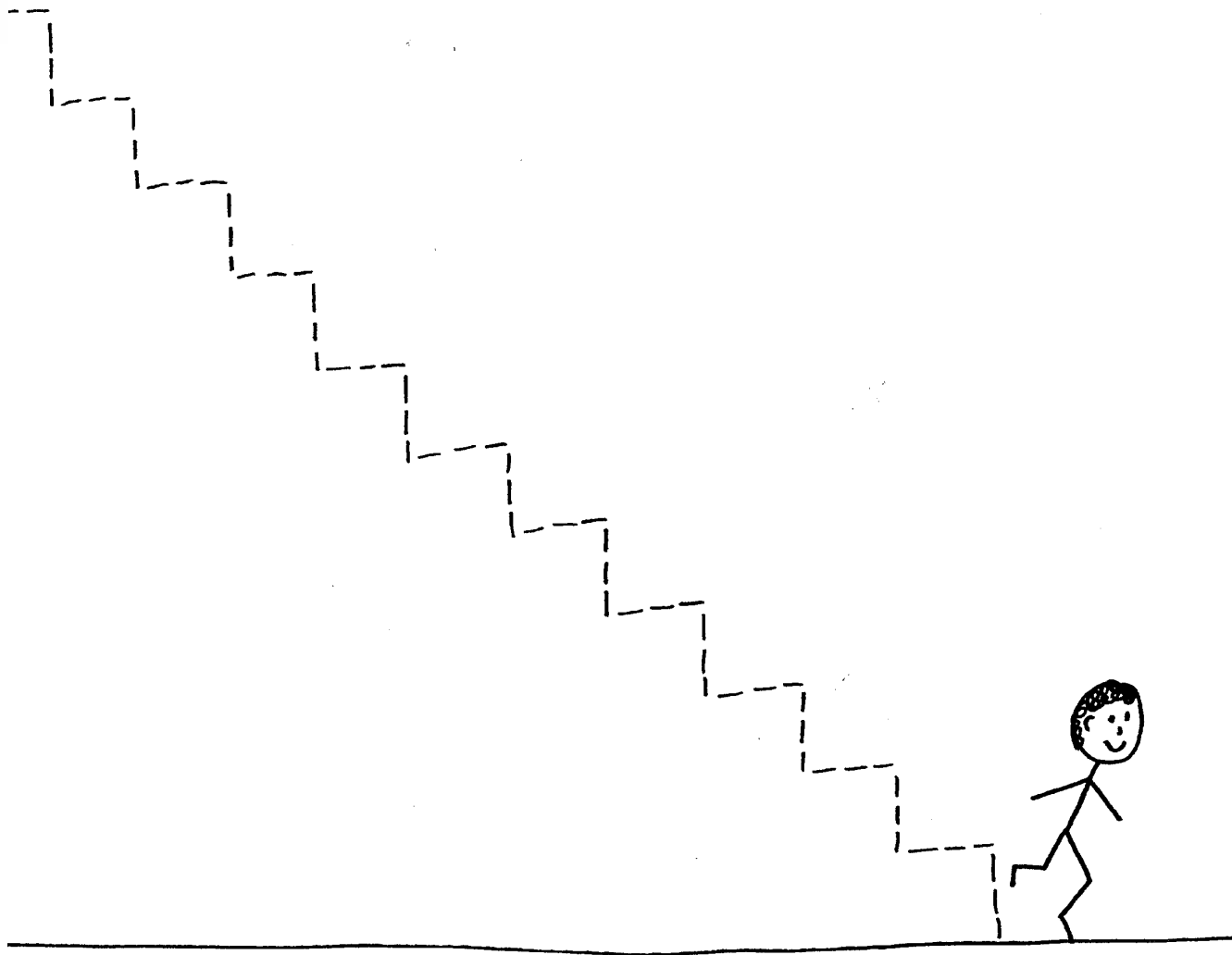


Draw a line from each leaf down to the ground.

Handwriting
Readiness



Down The Steps - Prepare For L I



Trace the line. Go down the steps.

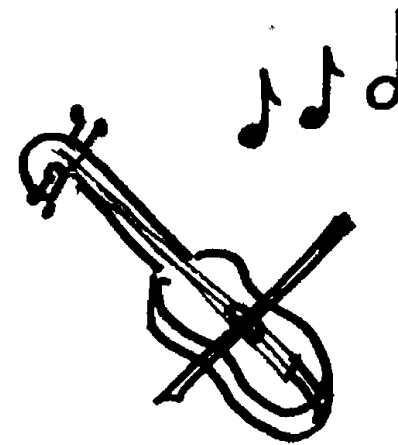
Soon they were playing music.

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

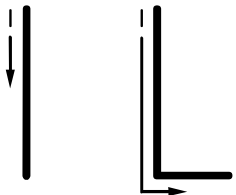
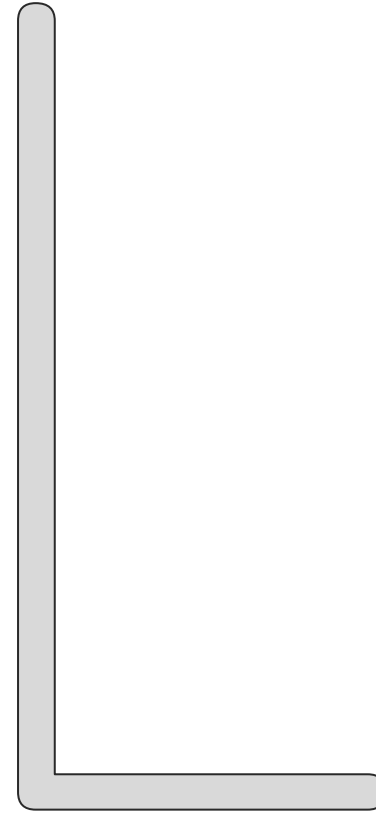
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.

L l



L l



Handwriting






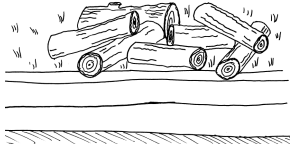
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

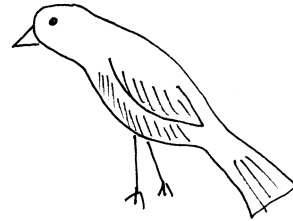
Letter Discrimination

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

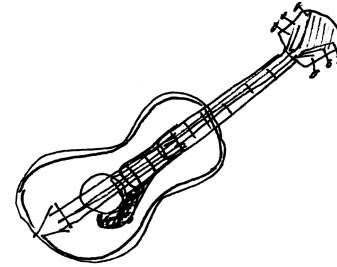
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



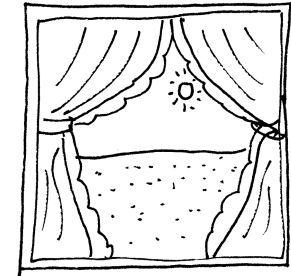
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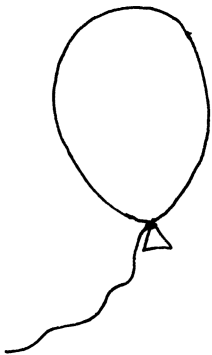
rob.....in



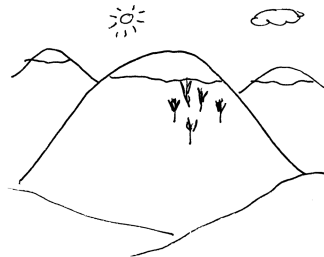
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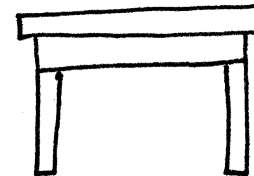
win.....dow



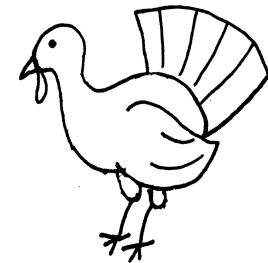
bal.....loon



moun.....tain



ta.....ble



tur.....key

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotations, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Call on a student to say each part of the word separately, "mail....box," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

l

leg



ladle



lost



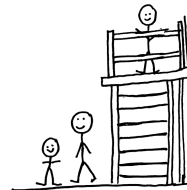
leaf



lamb



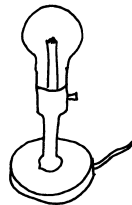
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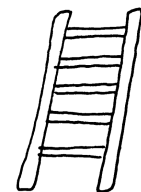
light



left



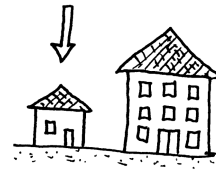
ladder



lawn



little



laugh



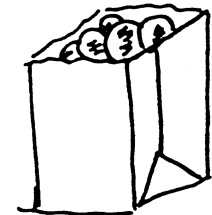
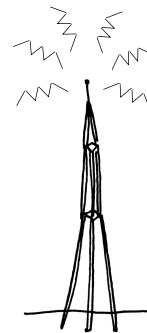
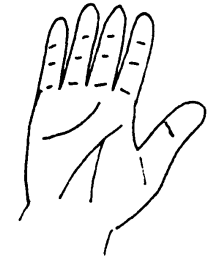
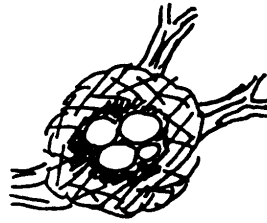
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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, 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.

Ending Sounds

Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.



bell



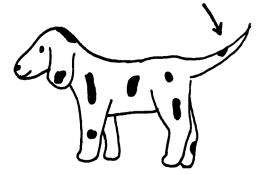
ill



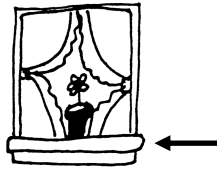
seal



tail



sill



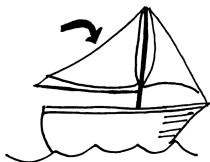
goal



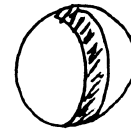
nail



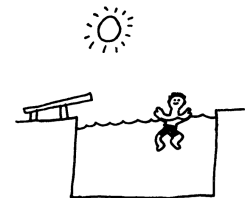
sail



ball



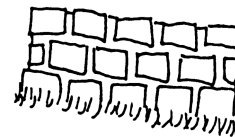
pool



quail



wall



doll





Frog Hop 1 - Prepare For N n

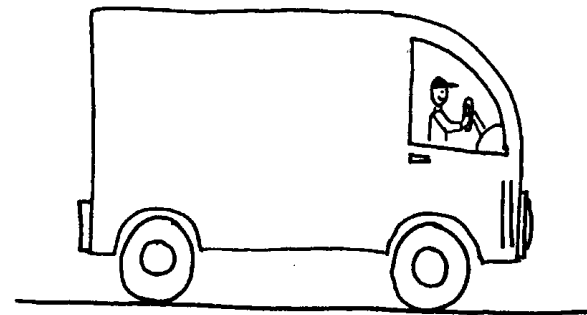


Follow the hopping frogs.

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.

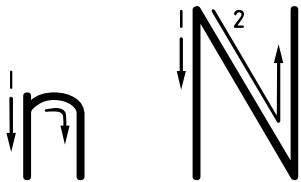
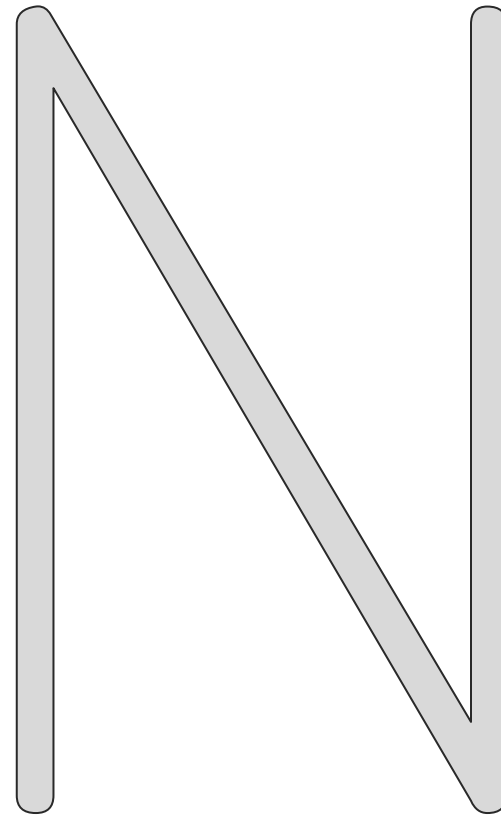
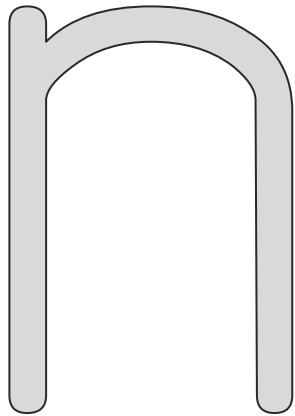
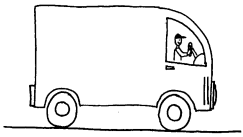
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

N n



N n

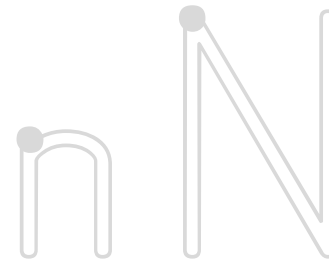
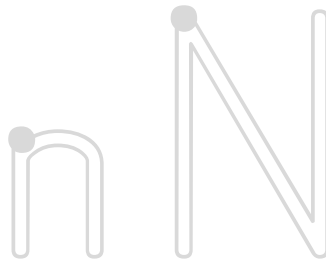
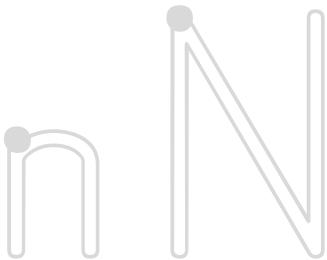
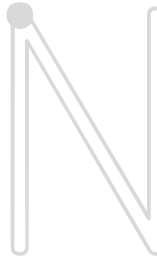
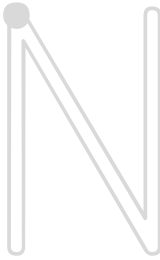
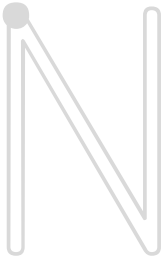
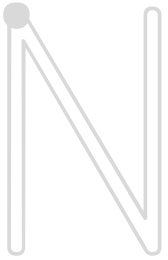
HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



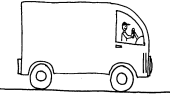
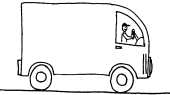




Handwriting

Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

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

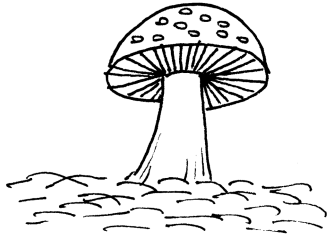
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Nn

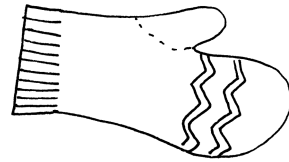
Oral Blending

Segmenting

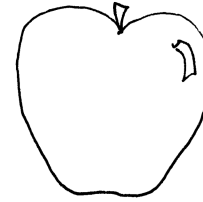
Two-Syllable Words



mush.....room



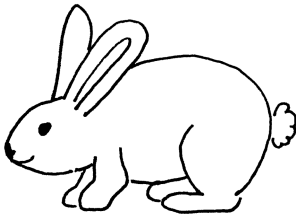
mit.....ten



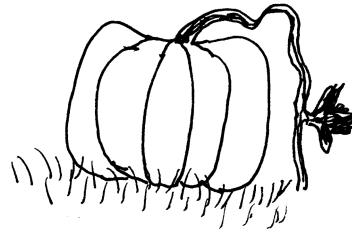
ap.....ple



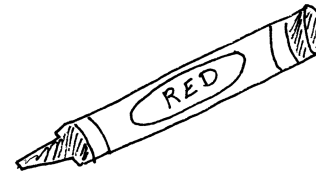
muf.....fin



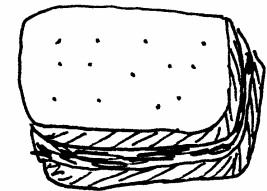
rab.....bit



pump.....kin



cray.....on



sand.....wich

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotations, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Call on a student to say each part of the word separately, "mail....box," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

Beginning Sounds

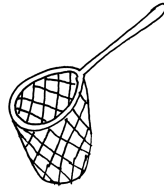
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

n _

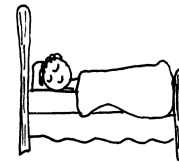
nut



net



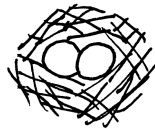
nap



nurse



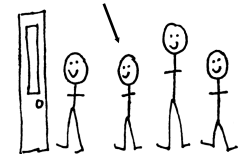
nest



neck



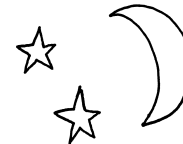
next



nose



night



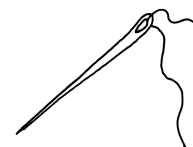
nod



nickel



needle



nail



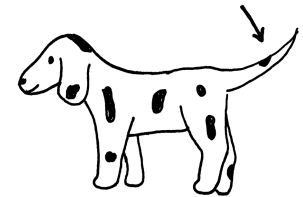
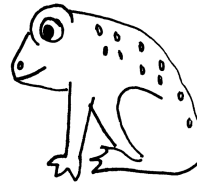
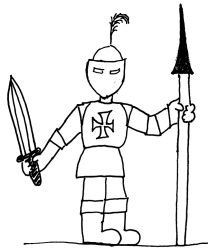
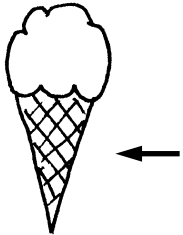
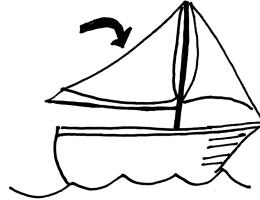
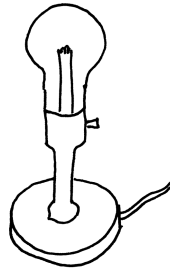
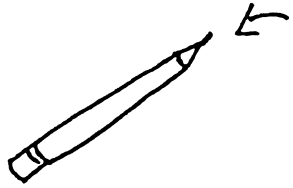
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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.

Ending Sounds

Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_n

ten

10

man



sign



rain



moon



van



pin



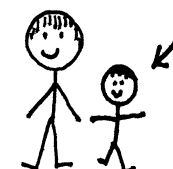
lawn



run



son



on



queen

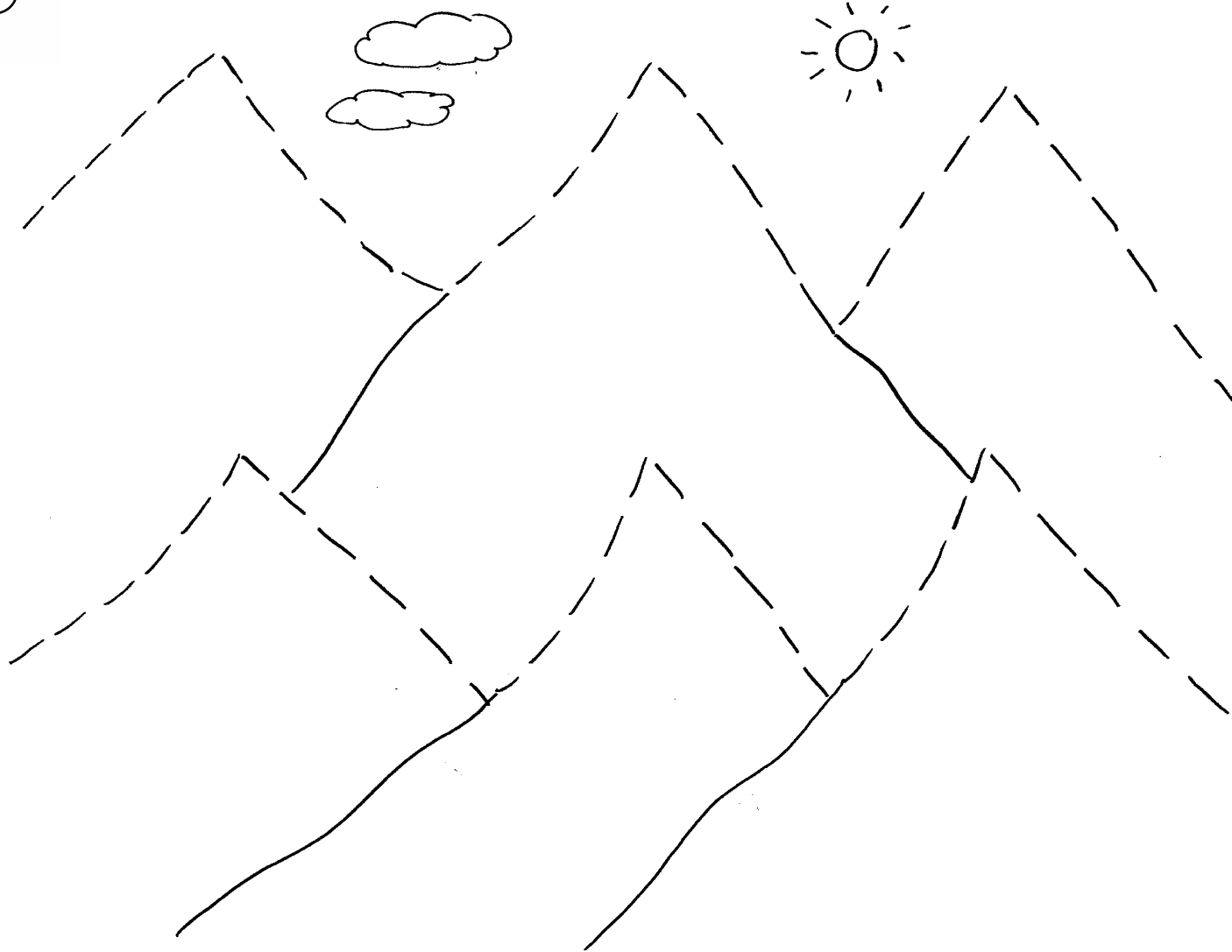


town





Mountain Tops - Prepare For W w



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, "wwwww."

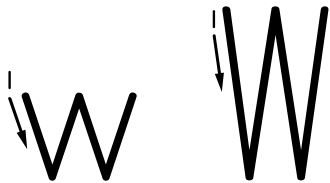
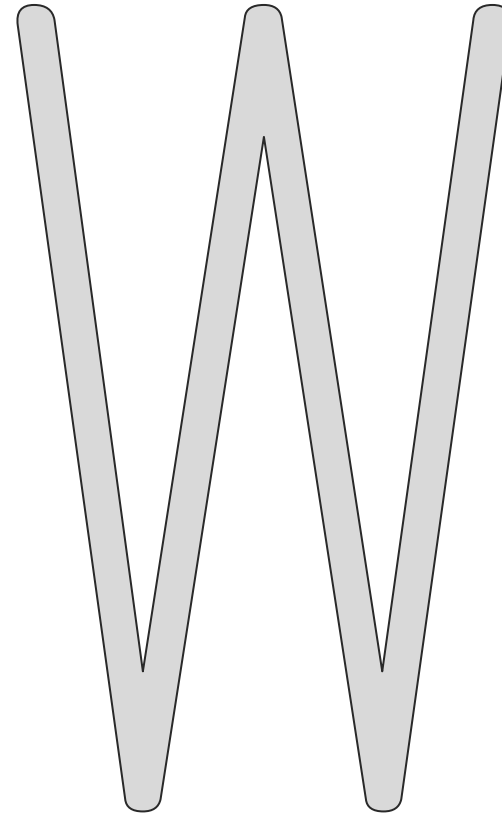
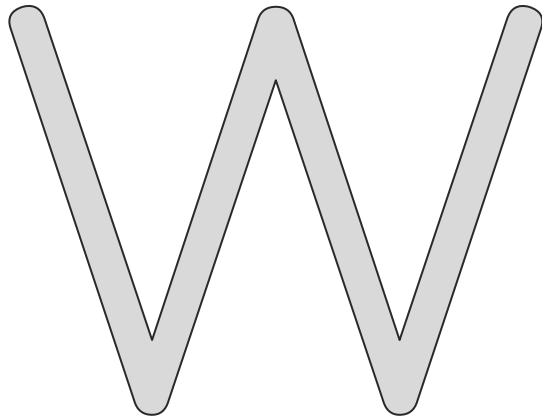
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

W w



W w

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



Handwriting







Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

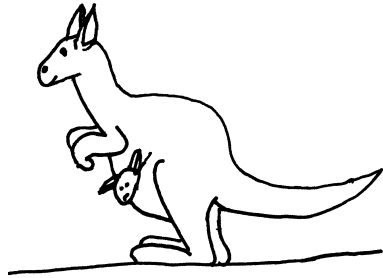
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Ww

Oral Blending

Segmenting

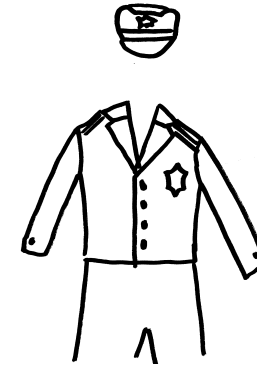
Three-Syllable Words



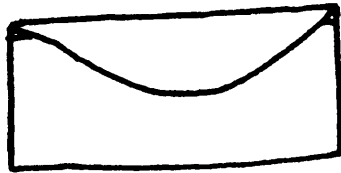
kan.....ga.....roo



um.....brel.....la



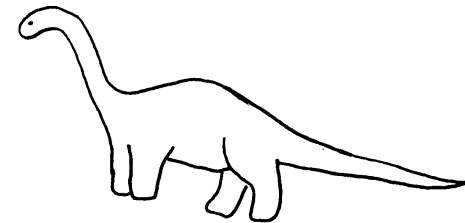
u.....ni.....form



en.....ve.....lope



vol.....ca.....no



di.....no.....saur

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three syllables, with a pause in between each syllable, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture. **Segmenting:** During small group rotations, give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Say the word normally. Call on a student to say each part of the word separately, "kan-ga-roo," with a pause between the syllables, pushing the tokens to the upper area of the frame for each syllable, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

W _

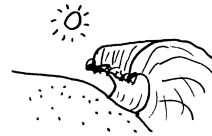
web



wind



wave



wig



waffle



wagon



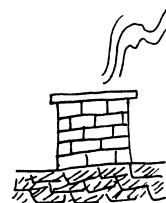
worm



wink



wisp



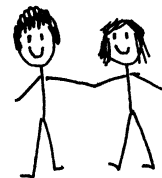
wall



wasp



we



wallet



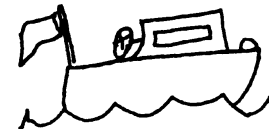
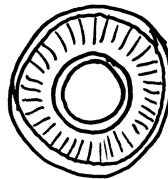
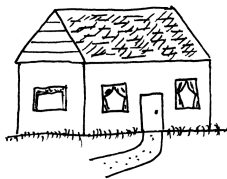
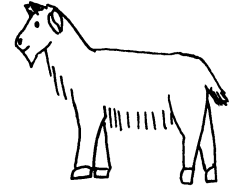
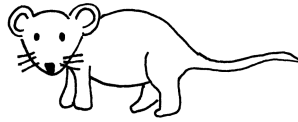
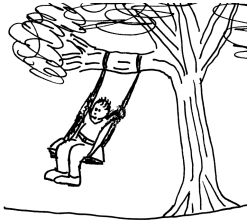
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.


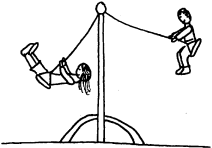

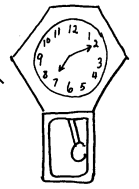
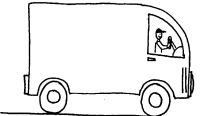

Rhyming

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

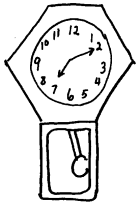


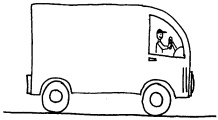
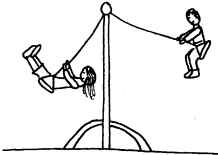

l		T
t		I
w		H
h		L
i		N
n		W

Draw a line to match each letter with its sound picture. Allow students to look at an alphabet chart with sound pictures to
 Learning The Alphabet Workbook 1 Easy Handwriting

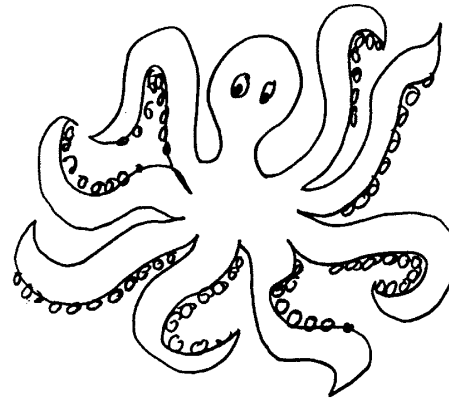
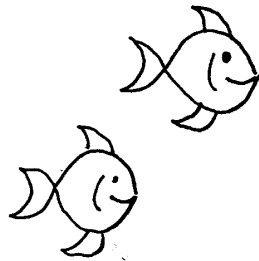
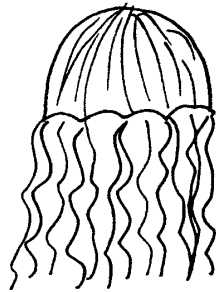
Circle the letter to match the sound picture.

Review

Students may use an alphabet chart with sound pictures as a reference.

	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

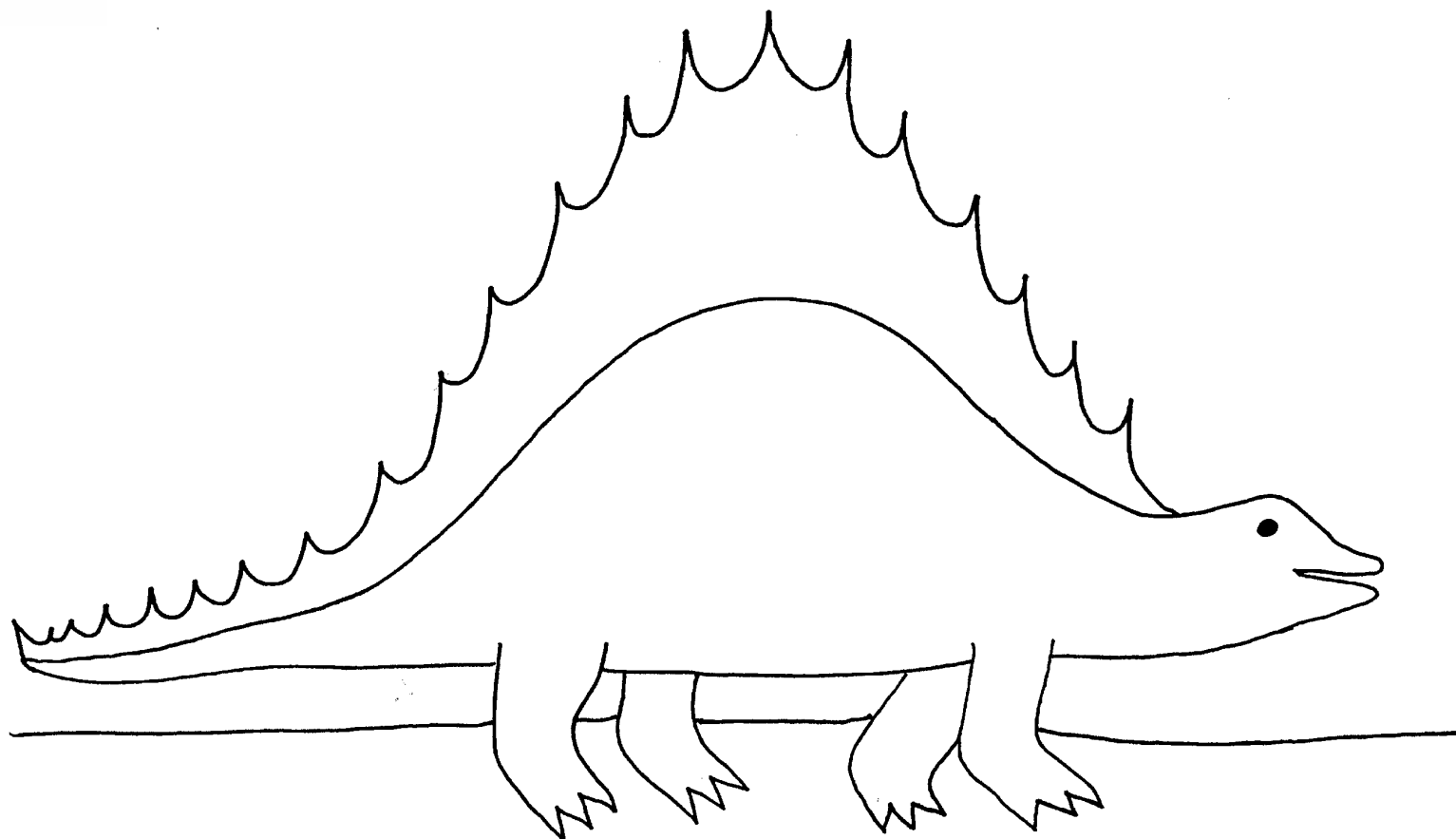
Waves - Prepare For U u



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



Dinosaur - Prepare For U u



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 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)

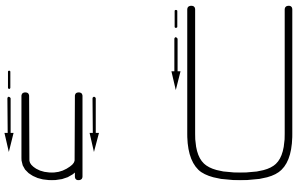
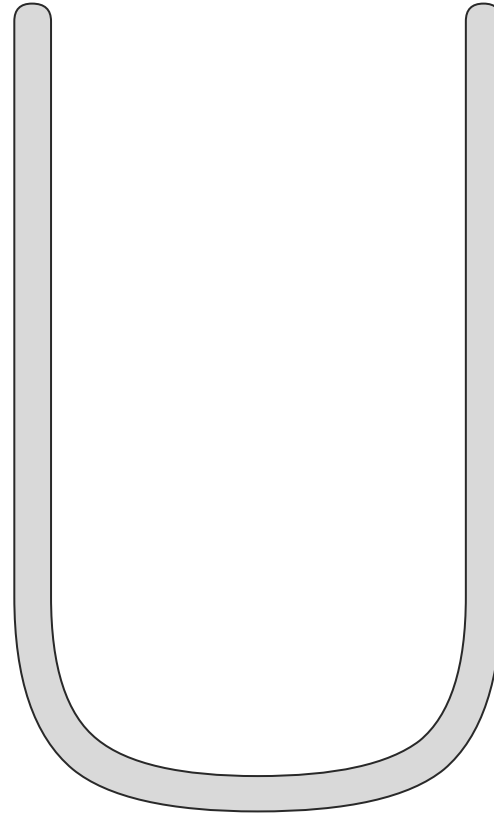
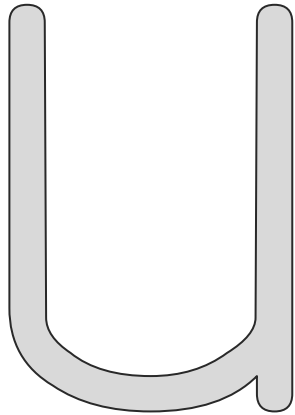
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

U u



U u

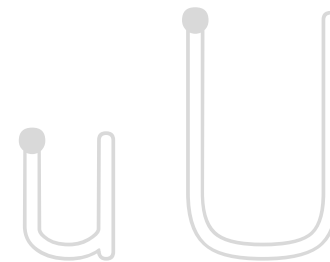
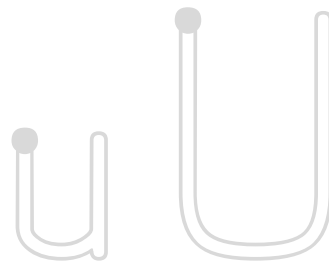
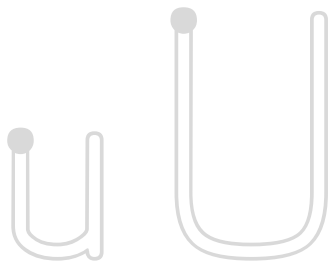
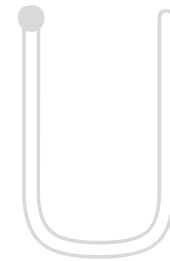
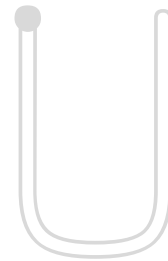
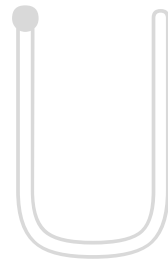
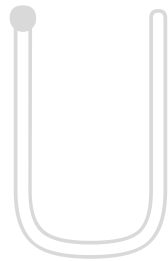
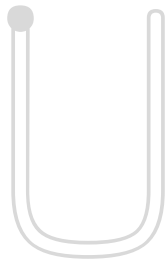
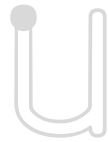
HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



Handwriting







Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

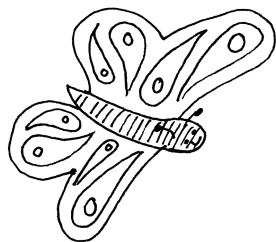
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Uu

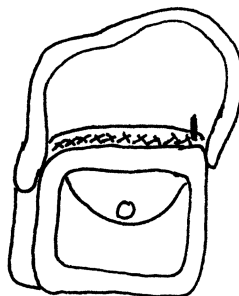
Oral Blending

Segmenting

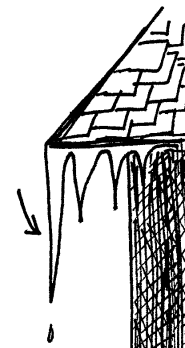
Three-Syllables Words



but.....ter.....fly



pock.....et.....book



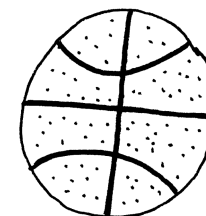
i.....ci.....cle



zu.....cchi.....ni



Val.....en.....tine



bas.....ket.....ball

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three syllables, with a pause in between each syllable, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture. **Segmenting:** During small group rotations, give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the first picture. Say the word normally. Call on a student to say each part of the word separately, "kan-ga-roo," with a pause between the syllables, pushing the tokens to the upper area of the frame for each syllable, one at a time. Continue in the same way with the other pictures. Model and assist as needed.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

u _

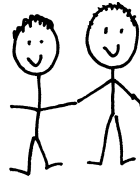
umbrella



up



us



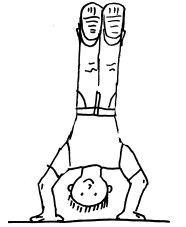
ugly



umpire



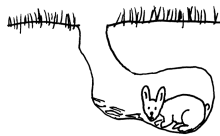
upside
down



upset



under



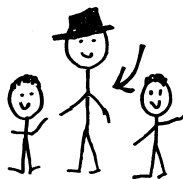
upstairs



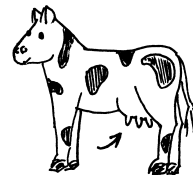
upon



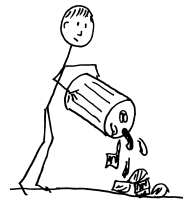
uncle



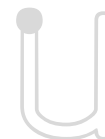
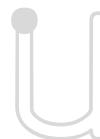
udder



upend



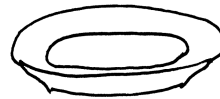
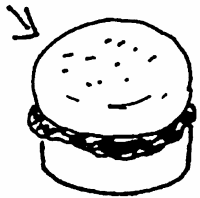
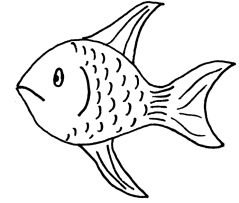
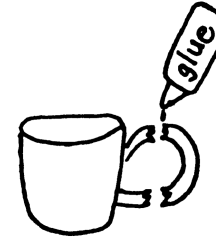
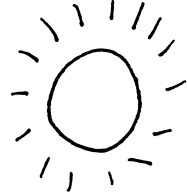
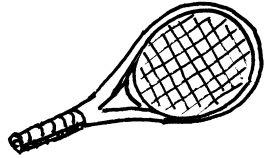
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

Rhyming

Uu



6



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.

Print Awareness Lesson 3: 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? What parts are the same? What parts are 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. Can you find the letters that we have studied so far? (t, i, h, l, n, w, u)

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

Each letter has a certain shape to it. Some letters have round parts that look like a circle, like this **O**. Some letters have straight parts that look like a line, like this **I**. Other letters have lines that curve, but don't make a circle, like this **S**. Some letters have round parts and straight parts stuck together, like this **b**.

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

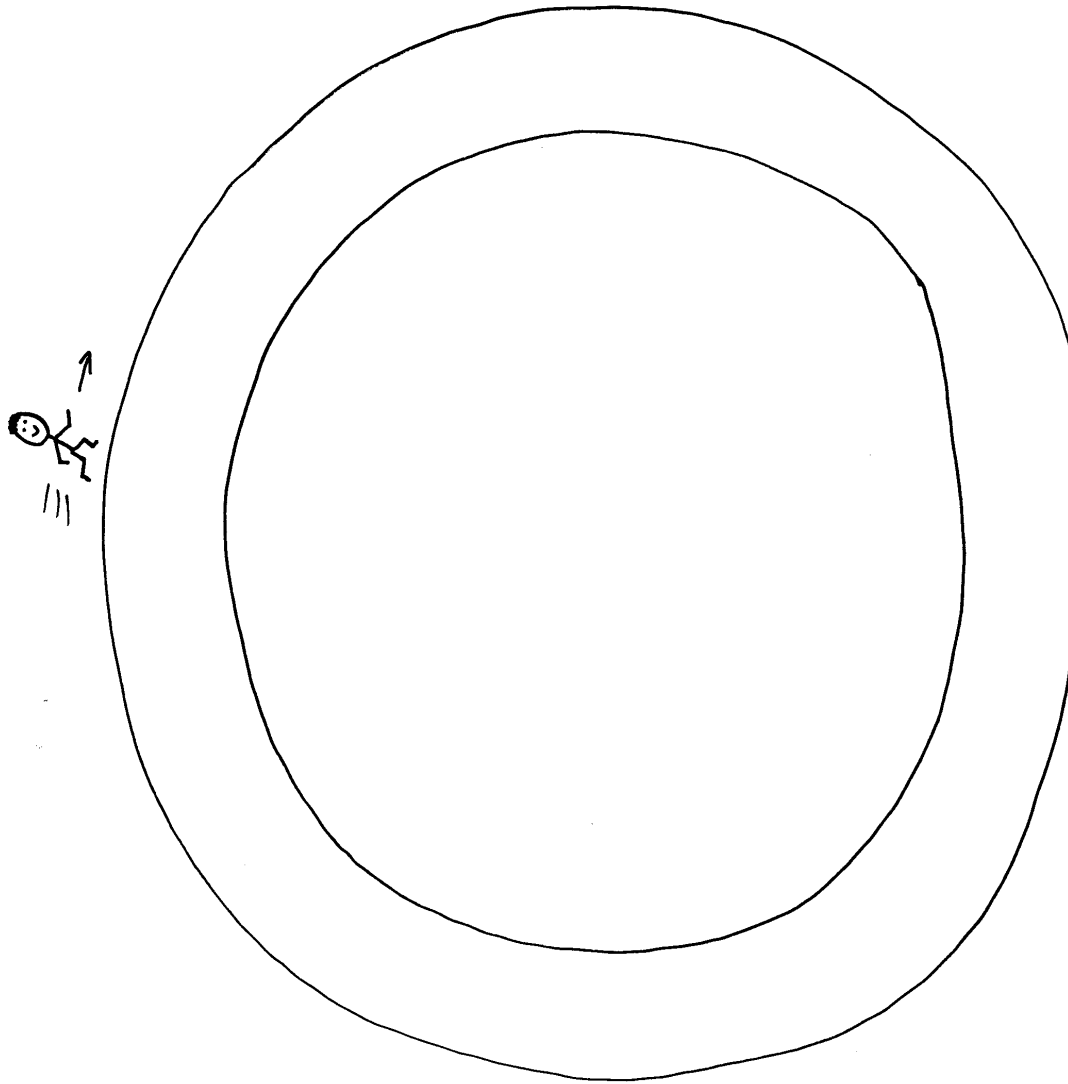
Why do we care about letters? First of all, it's because letters go together to make words. But there's more to it than that. There is something almost magic about letters. Letters are symbols, kind of like words. This means that they tell us something secret, something that we can't see just by looking 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 is 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!



Jogger - Prepare For B b

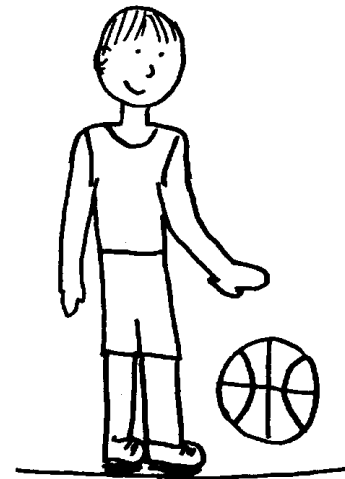


Draw a line to show the jogger running around the track.
Go around many times.

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.

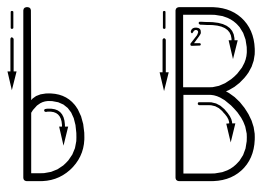
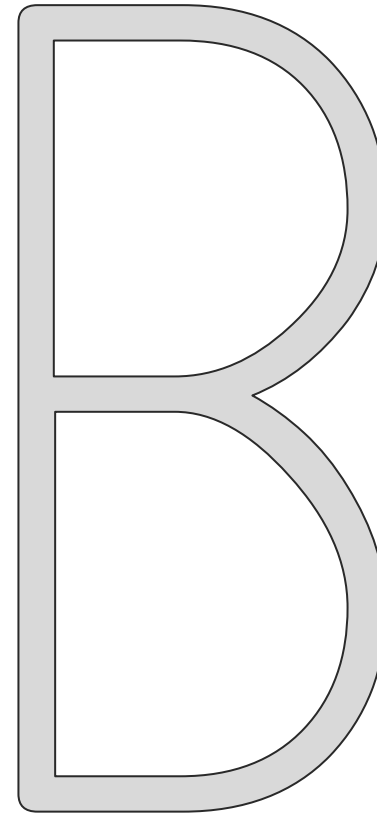
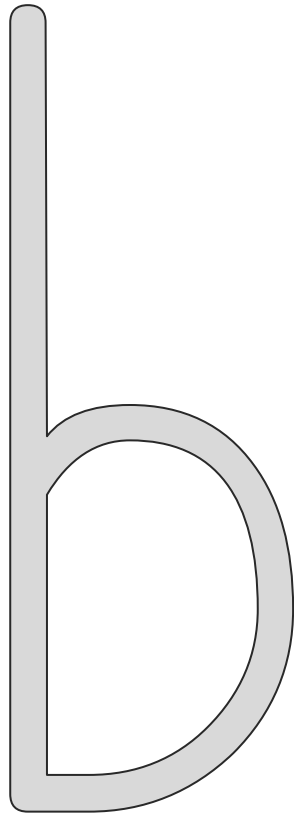
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

B b



B b

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



Handwriting






Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

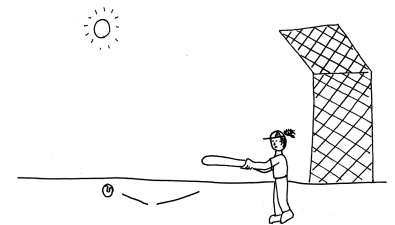
Handwriting



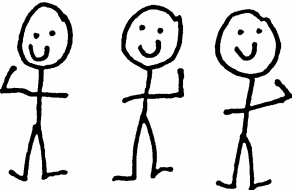


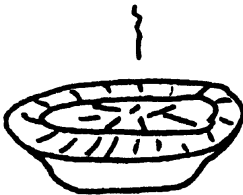

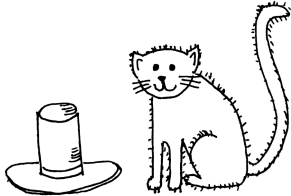


Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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



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

Bb	Oral Blending	Segmenting	Two-Sound Words
 <p>u.....s</p>	 <p>a.....d</p>	 <p>o.....n</p>	 <p>p.....ie</p>
 <p>t.....o</p>	 <p>o.....ff</p>	 <p>g.....o</p>	 <p>h.....ay</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotation, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "u.....s," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time. Model and assist as needed. Do the remaining pictures in the same way.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

b _

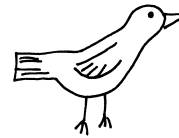
bus



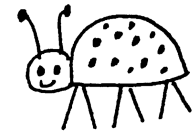
book



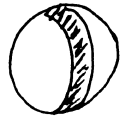
bird



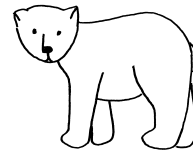
bug



ball



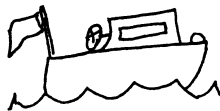
bear



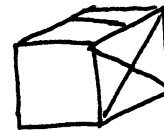
barrel



boat



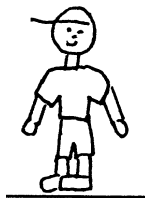
box



bubble



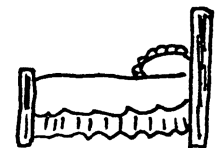
boy



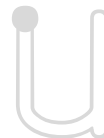
bat



bed



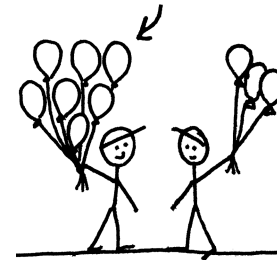
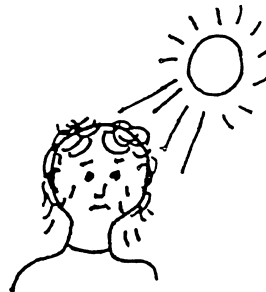
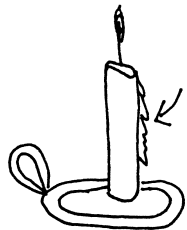
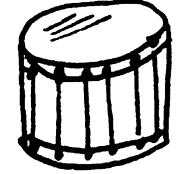
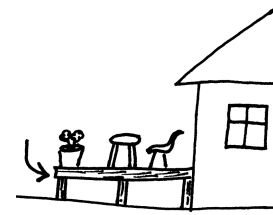
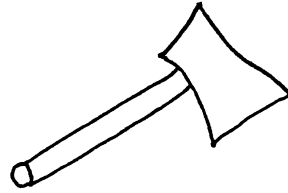
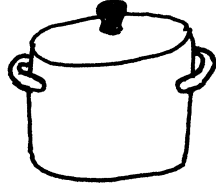
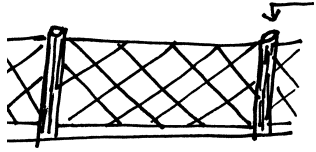
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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.

Ending Sounds

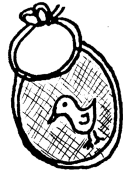
Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_b

cab



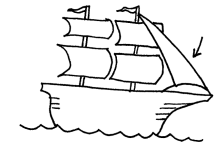
bib



cob



jib



web



fib



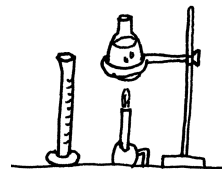
dab



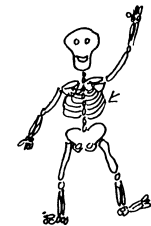
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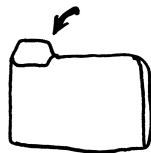
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rib



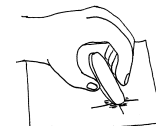
tab



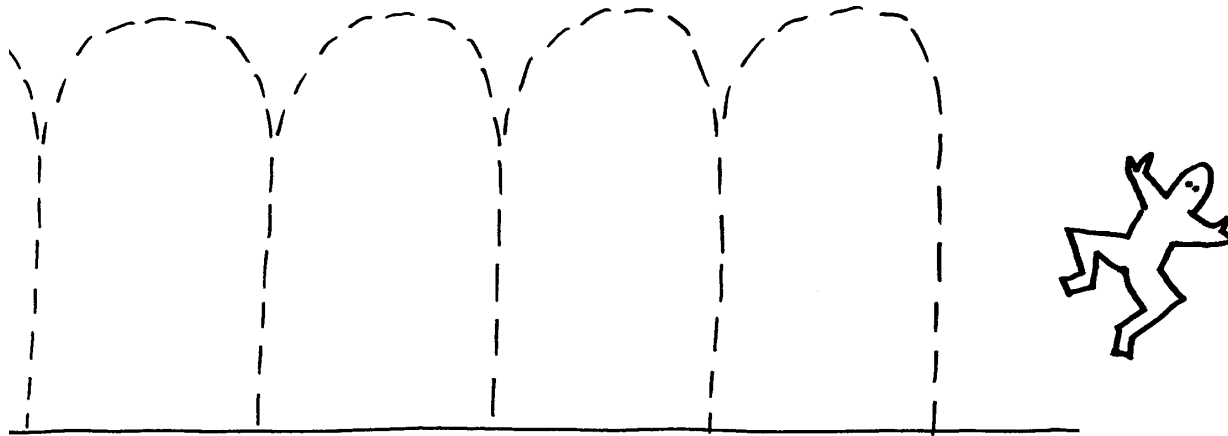
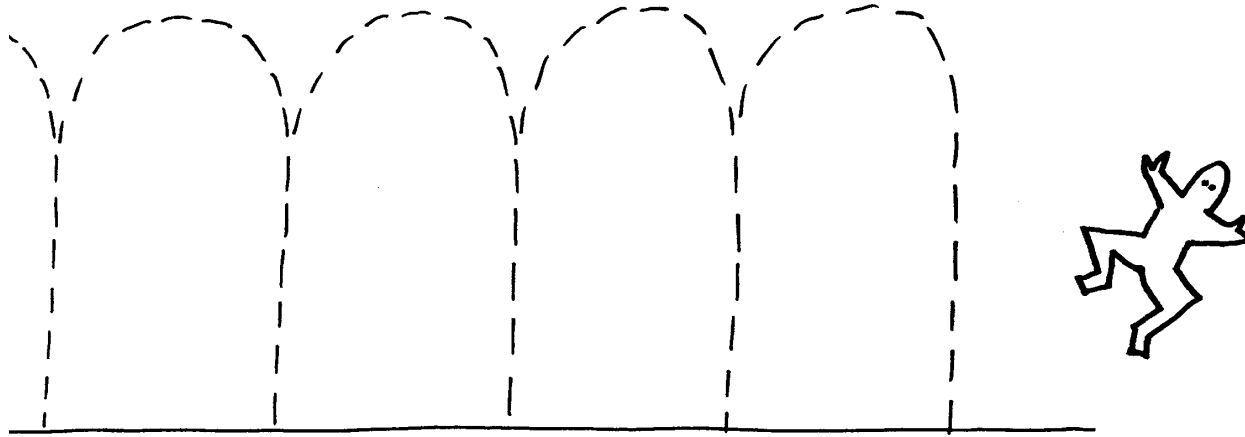
cub



rub



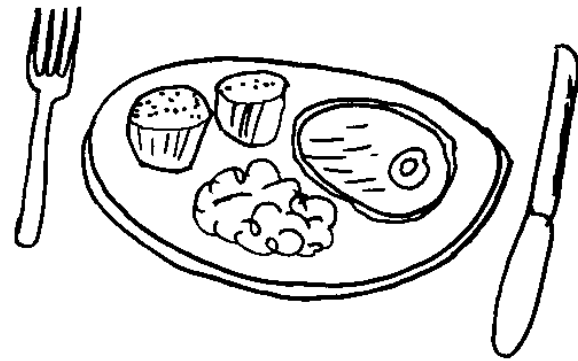
Frog Hop 2 - Prepare For M m



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.

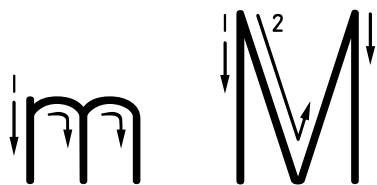
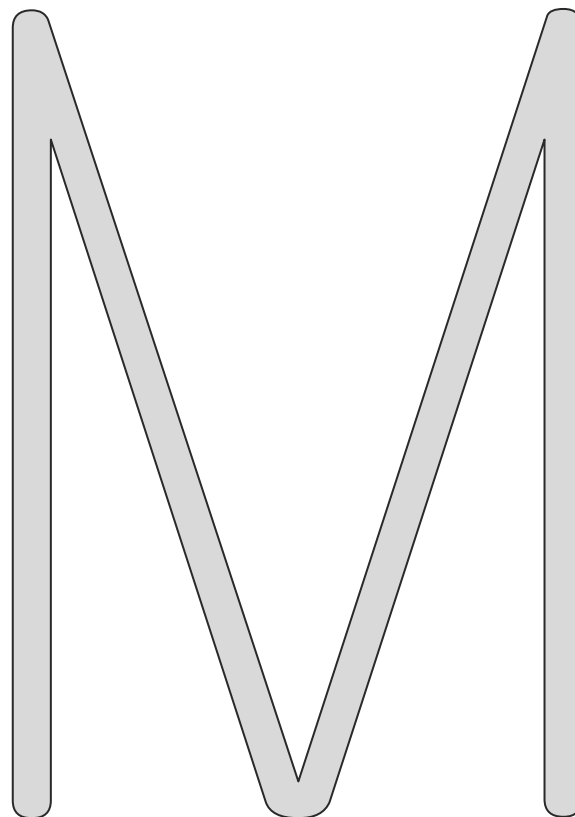
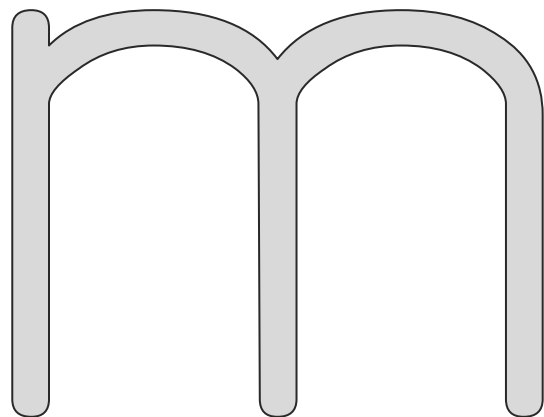
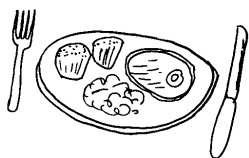
M m



M m

The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

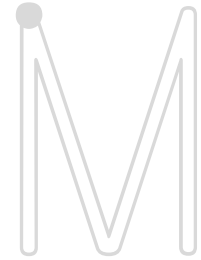
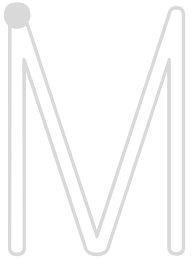
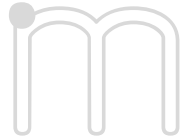
HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



Handwriting








Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

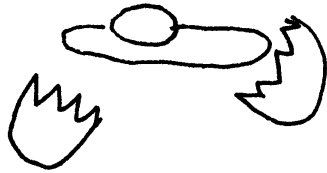
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Mm

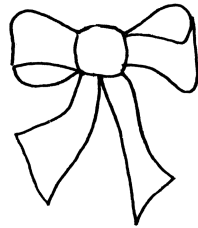
Oral Blending

Segmenting

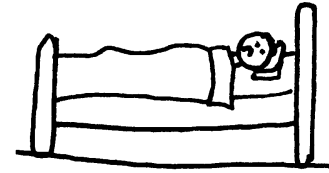
Two-Sound Words



e.....gg



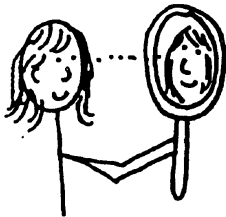
b.....ow



i.....ll



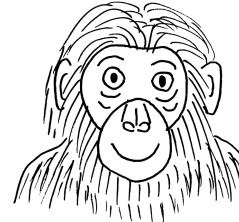
e.....dge



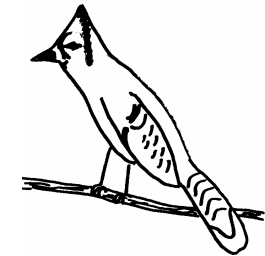
m....e



i.....tch



a.....pe



j.....ay

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotation, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "u....s," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time. Model and assist as needed. Do the remaining pictures in the same way.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

m _

mop



mouse



milk



mule



moon



mask



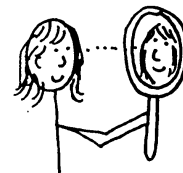
moth



mom



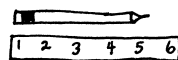
me



mud



measure



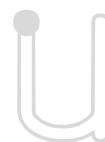
mow



man

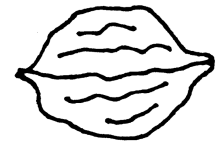
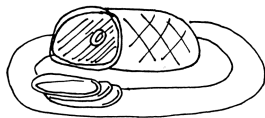
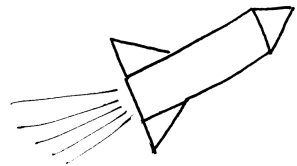
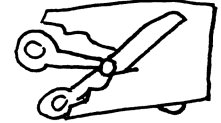
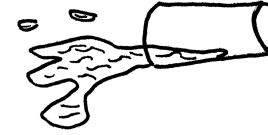
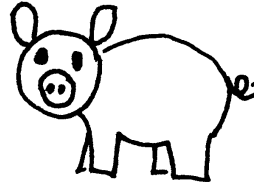
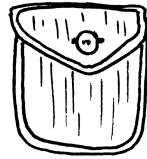
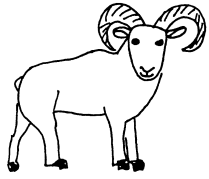


Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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.

Ending Sounds

Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_m

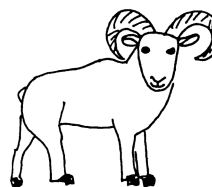
jam



tam



ram



hum



drum



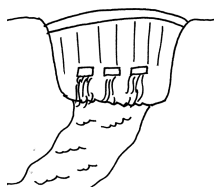
yam



rim



dam



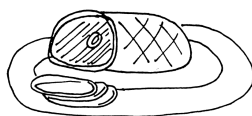
plum



swim



ham



gum

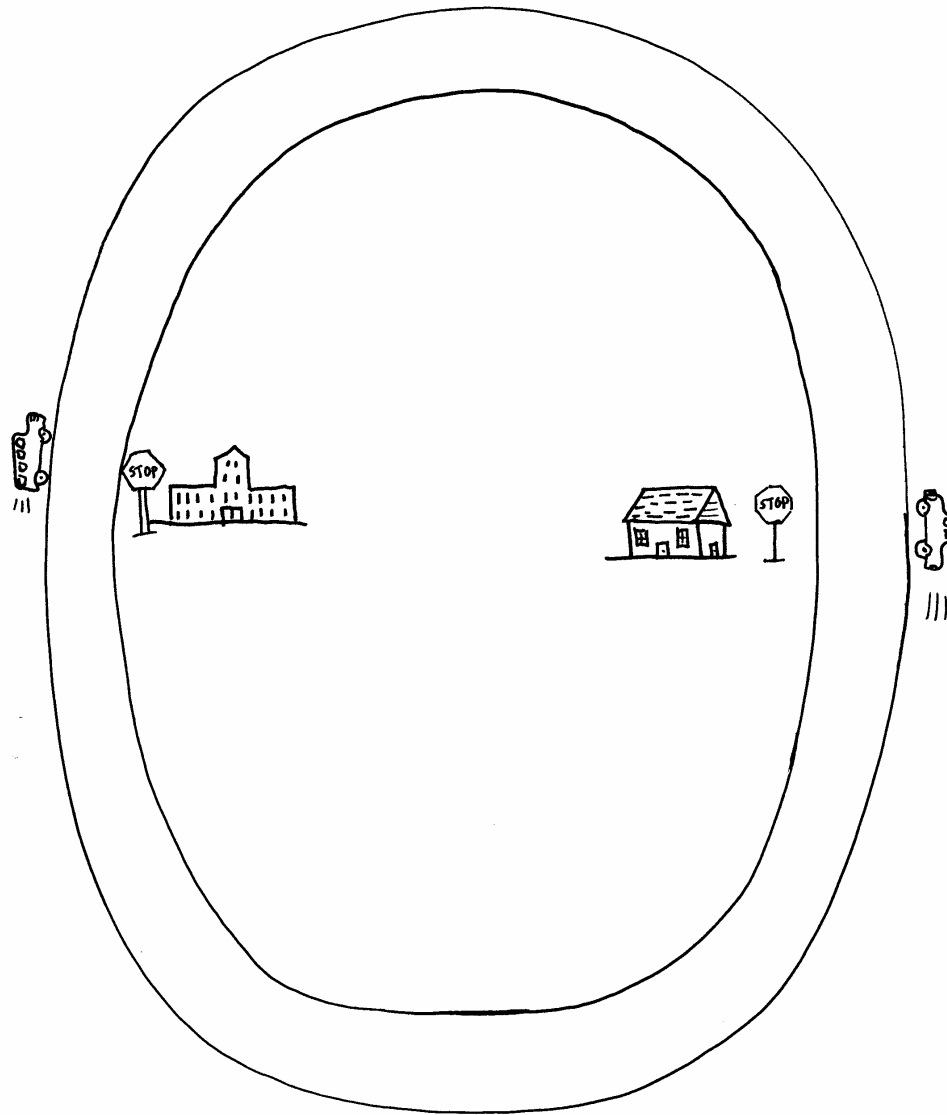


zoom





Bus Stop - Prepare For R r



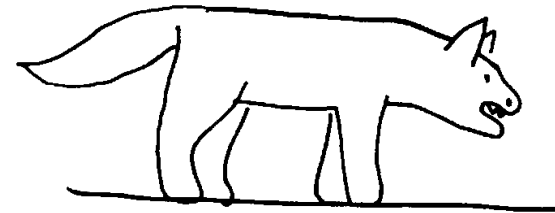
Drive the bus from the school to the house. Stop and drop off the children.
Then keep going around the circle back to school.

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.

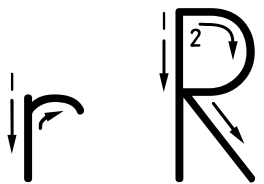
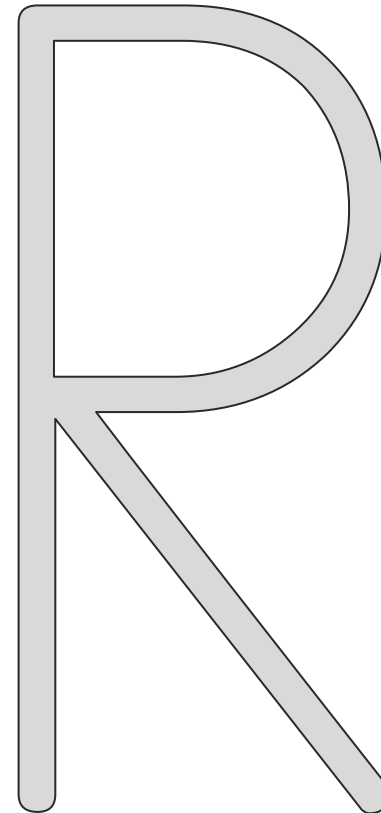
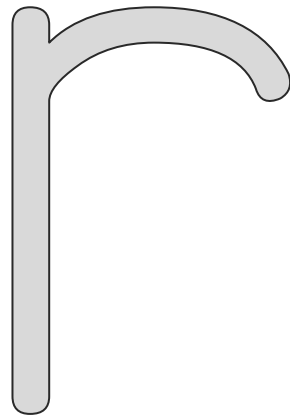
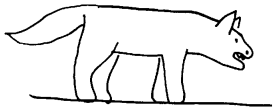
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.

R r



R r



Handwriting

Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting

r

r

r

r

r

R

R

R

R



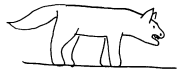



R

r R

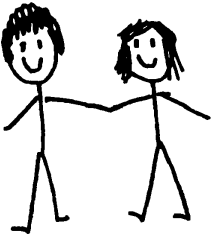

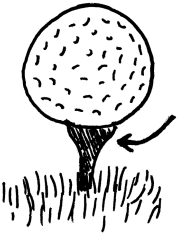

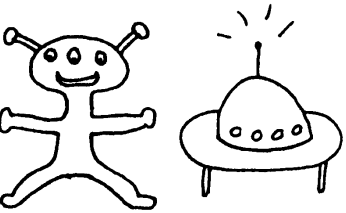



r R

r R

Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

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

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

Rr	Oral Blending	Segmenting	Two-Sound Words
 <p data-bbox="485 634 556 657">w.....e</p>	 <p data-bbox="953 634 1031 662">p.....ay</p>	 <p data-bbox="1430 634 1507 657">t.....ee</p>	 <p data-bbox="1898 634 1984 657">m.....ow</p>
 <p data-bbox="472 1219 556 1242">o.....dd</p>	 <p data-bbox="961 1219 1031 1242">m.....y</p>	 <p data-bbox="1430 1219 1507 1242">j.....aw</p>	 <p data-bbox="1906 1219 1984 1242">t.....oe</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotation, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "u....s," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time. Model and assist as needed. Do the remaining pictures in the same way.

Beginning Sounds

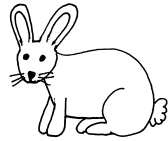
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

r _

run



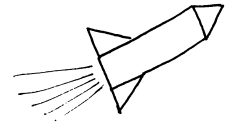
rabbit



raise



rocket



ring



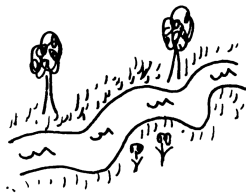
rhino



rattle



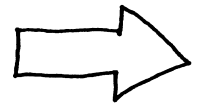
river



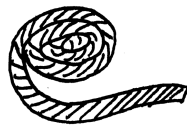
rain



right



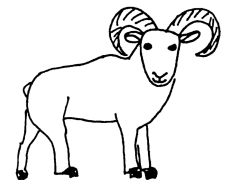
rope



rose



ram



Handwriting Review

t

i

h

l

n

w

u

u

b

b

m

m

r

r

r

r

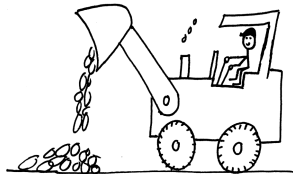
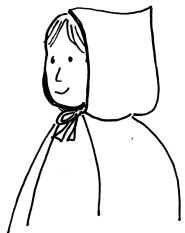
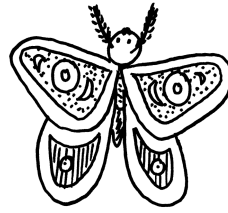
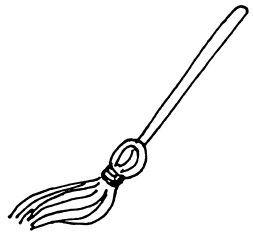
r

r

Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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.

Ending Sounds

Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_r

deer



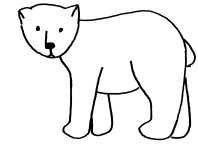
hair



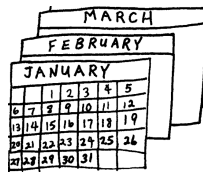
pour



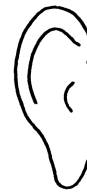
bear



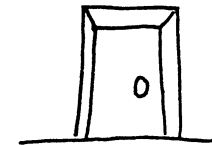
year



ear



door



tear



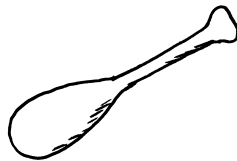
star



car



oar



jar

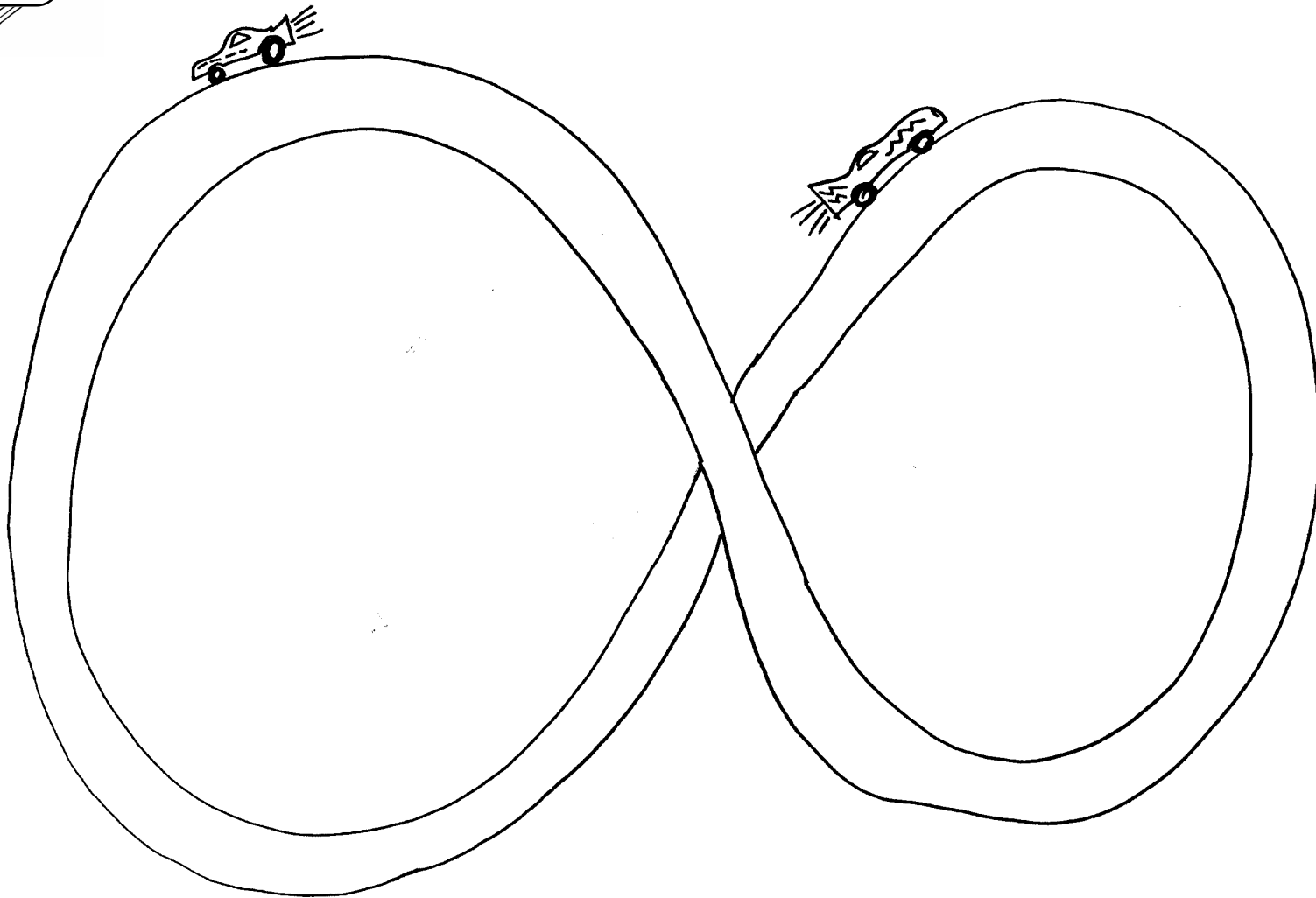


her





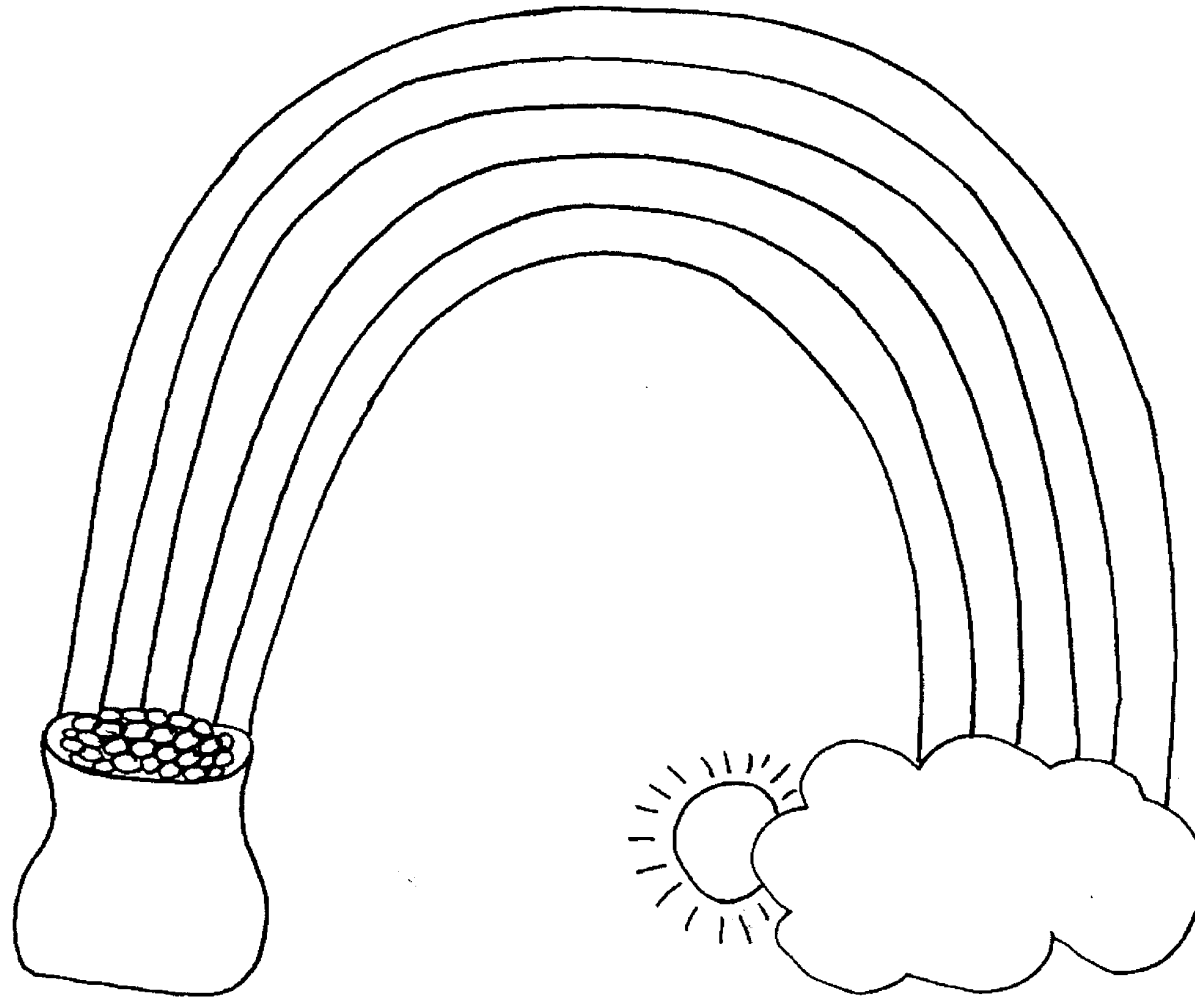
Figure Eight Race Track 1 - Prepare For F f



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



Rainbow 2 - Prepare For F f



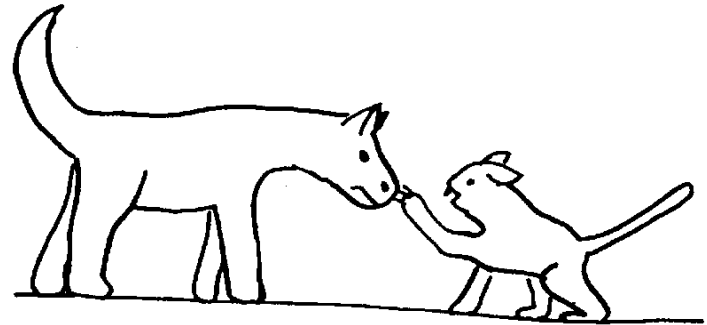
Follow the rainbow from the cloud to the pot of gold.
Use a different colored pencil for each path.

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.

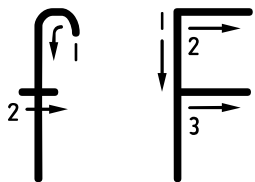
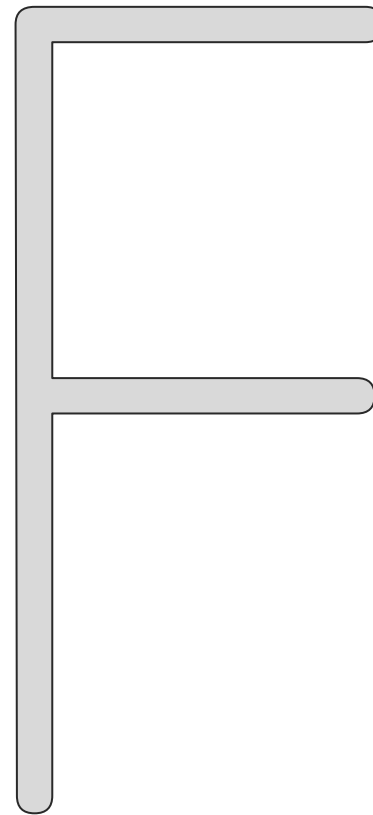
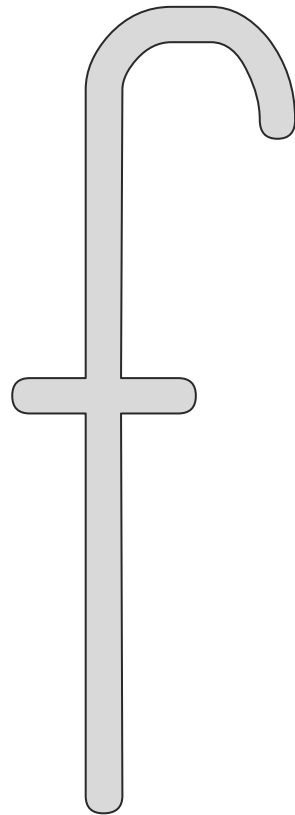
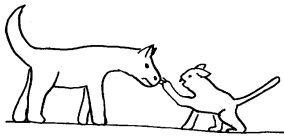
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

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F f



F f



Handwriting

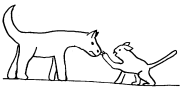
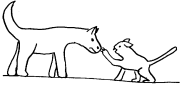


Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

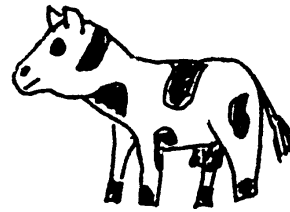
Letter Discrimination

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

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

Ff**Oral Blending****Segmenting****Two-Sound Words**

b.....oo



c.....ow



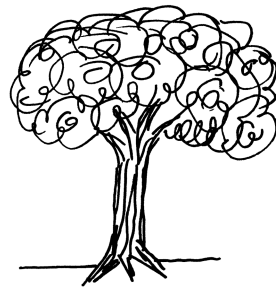
h.....e



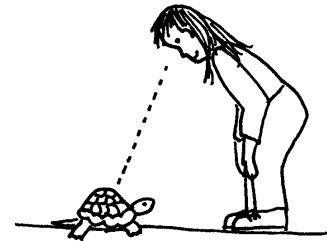
oi.....l



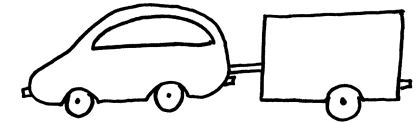
a.....che



oa.....k



s.....ee



t.....ow

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

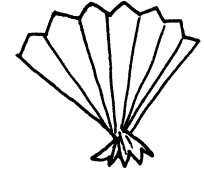
Segmenting: During small group rotation, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "u....s," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time. Model and assist as needed. Do the remaining pictures in the same way.

Beginning Sounds

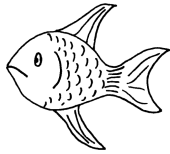
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

f _

fan



fish



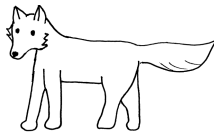
food



find



fox



feet



farm



fire



father



fork



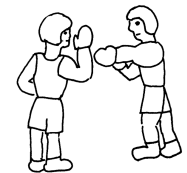
fudge



finger



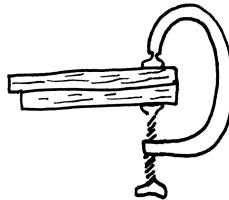
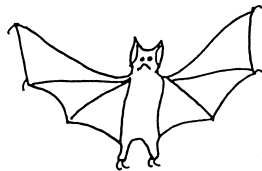
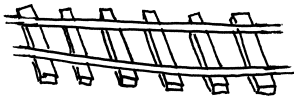
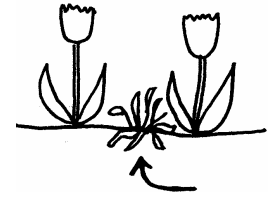
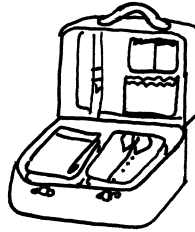
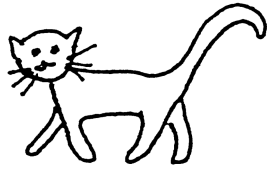
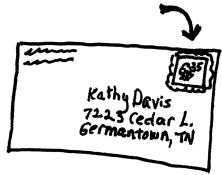
fight



Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.



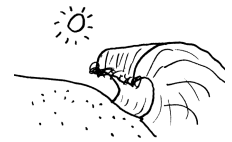
stamp-clamp, cat-bat, pack-track, mad-pad, weed-seed Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat 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, 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.

Ending Sounds

Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_f

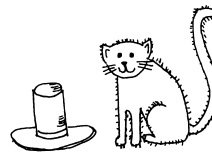
surf



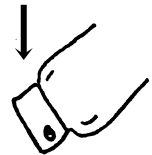
leaf



off



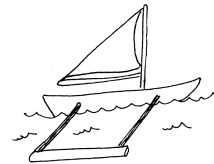
cuff



roof



skiff



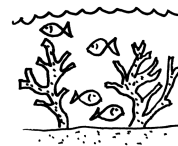
puff



loaf



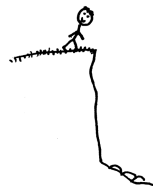
reef



scarf



cliff



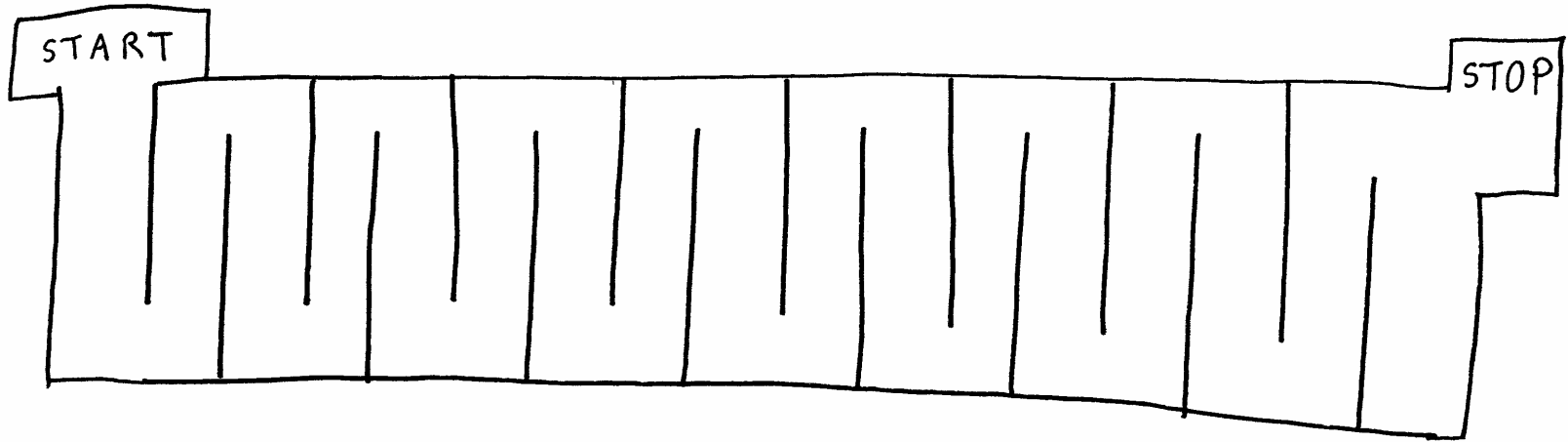
hoof



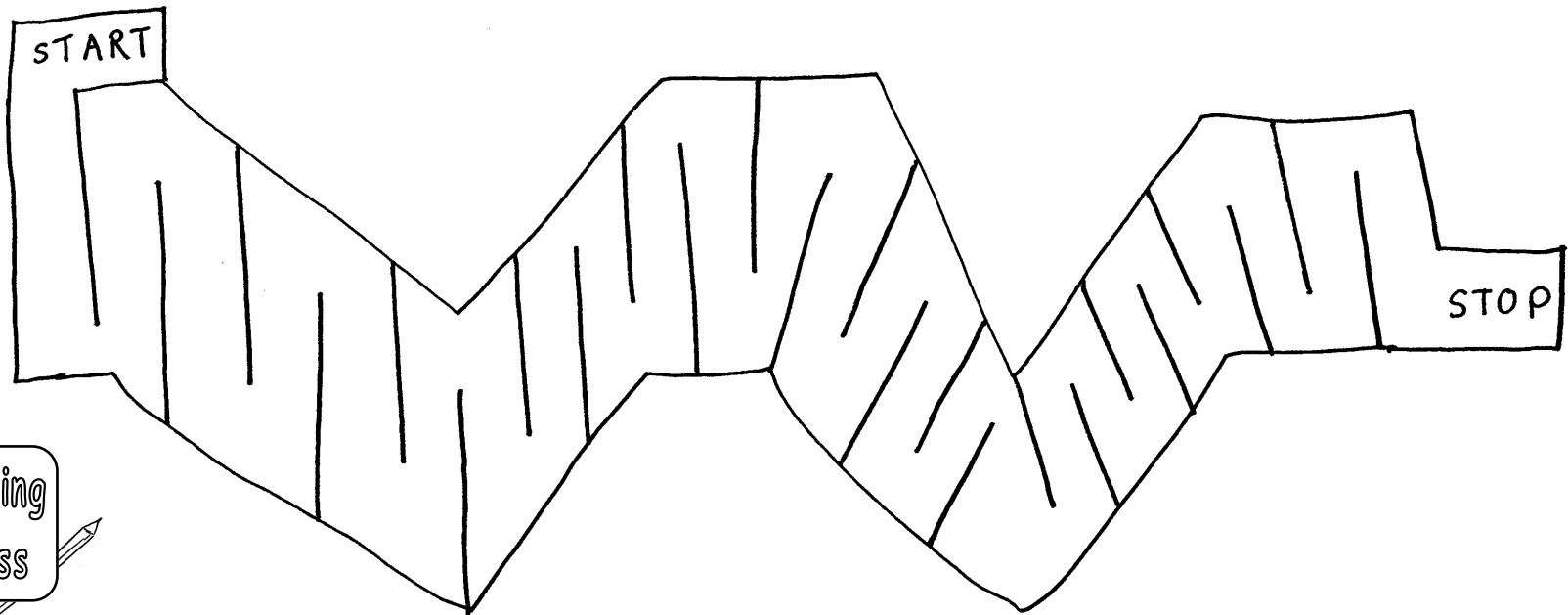
sniff



Two Mazes - Prepare For X x



Go through each maze.



Handwriting
Readiness

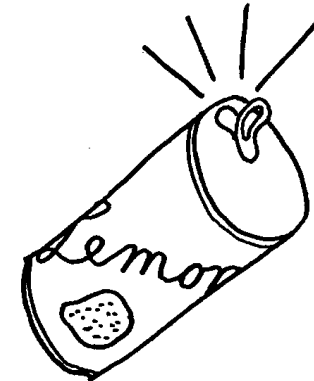
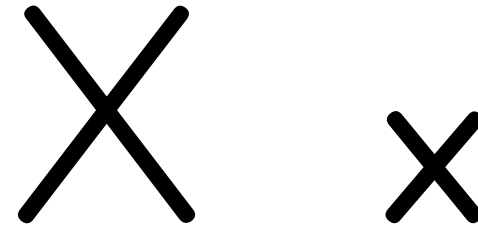


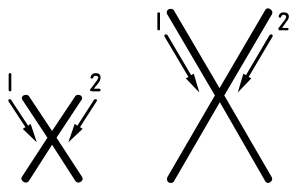
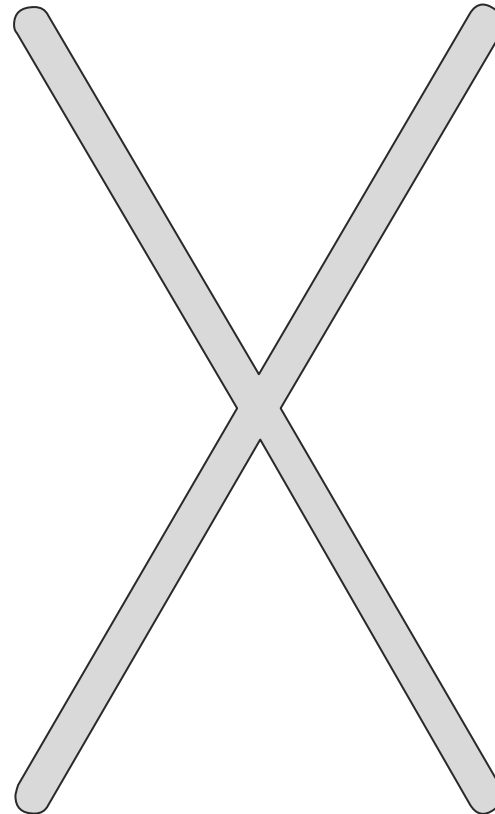
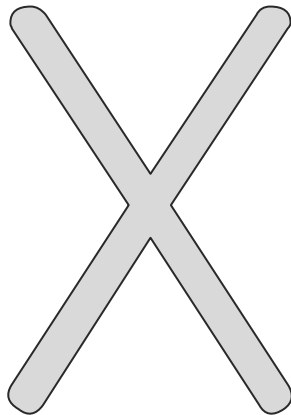
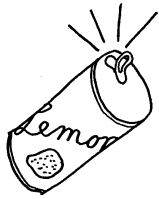
"Poor, Chewie!" said Brad.

"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 the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.

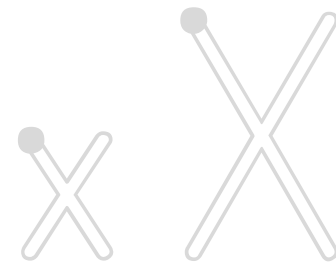
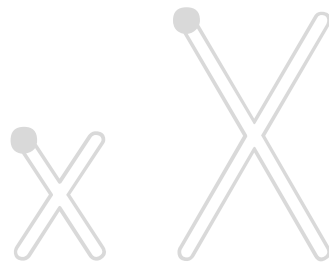
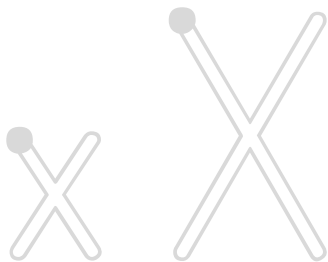




Handwriting

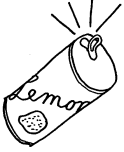
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting

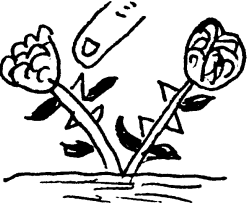

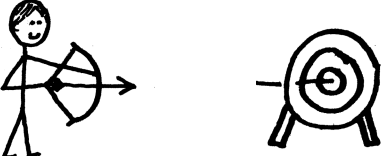
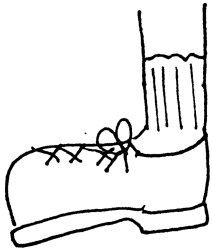
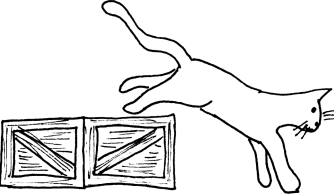





Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

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

Xx	Oral Blending	Segmenting	Two-Sound Words
 <p data-bbox="459 630 556 657">ou.....ch</p>	 <p data-bbox="951 630 1031 657">r.....ow</p>	 <p data-bbox="1430 630 1509 657">ai.....m</p>	 <p data-bbox="1885 630 1986 657">sh.....oe</p>
 <p data-bbox="478 1214 556 1242">ou.....t</p>	 <p data-bbox="951 1214 1031 1242">y.....ou</p>	 <p data-bbox="1430 1214 1509 1242">b.....oy</p>	 <p data-bbox="1906 1214 1986 1242">ow.....l</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: During small group rotation, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "u....s," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time. Model and assist as needed. Do the remaining pictures in the same way.

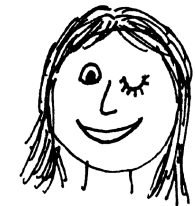
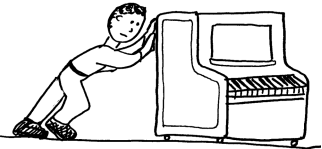
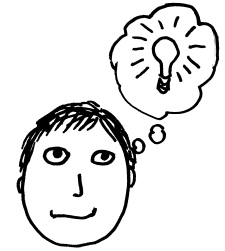
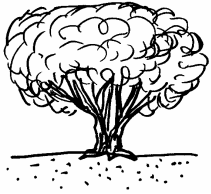
Handwriting Review



Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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, 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.

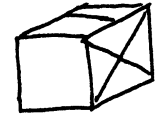
Note: Students are not expected to read the words by themselves.

Ending Sounds

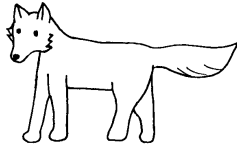
Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

— x

box



fox



fix



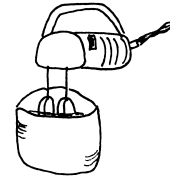
fax



pox



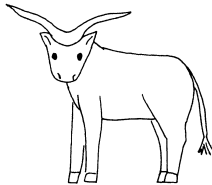
mix



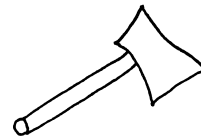
sax



ox



ax



flex



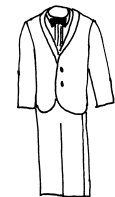
six

6

wax



tux



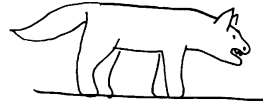
Review

U



r

B



m

M



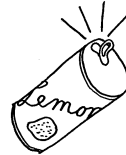
u

R



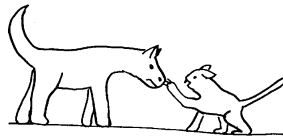
x

F



b

X






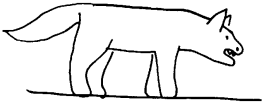
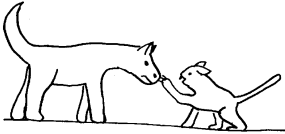
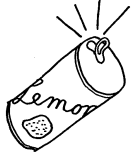
f

Draw a line to match each letter with its sound picture. Allow students to look at an alphabet chart with sound pictures to use as a reference as needed.

Circle the letter to match the sound picture.

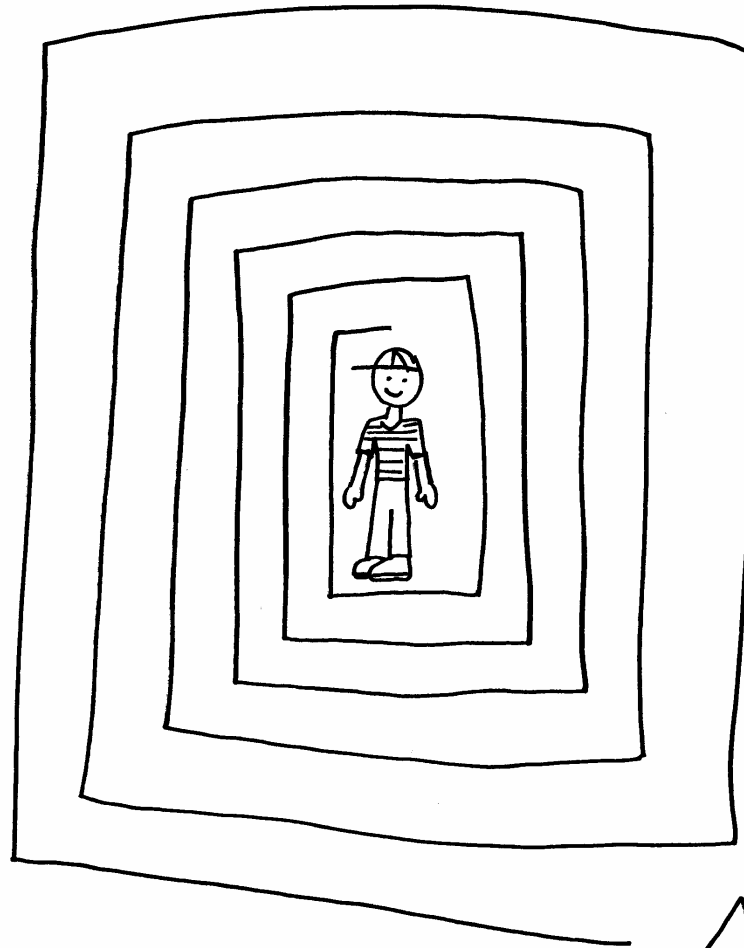
Review

Students may use an alphabet chart with sound pictures as a reference.

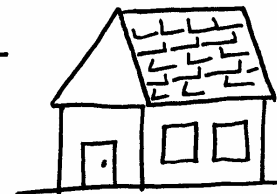
	n	b	h	u	r
	x	m	n	r	f
	h	r	f	x	b
	m	f	r	u	n
	f	t	b	i	l
	w	r	l	x	t



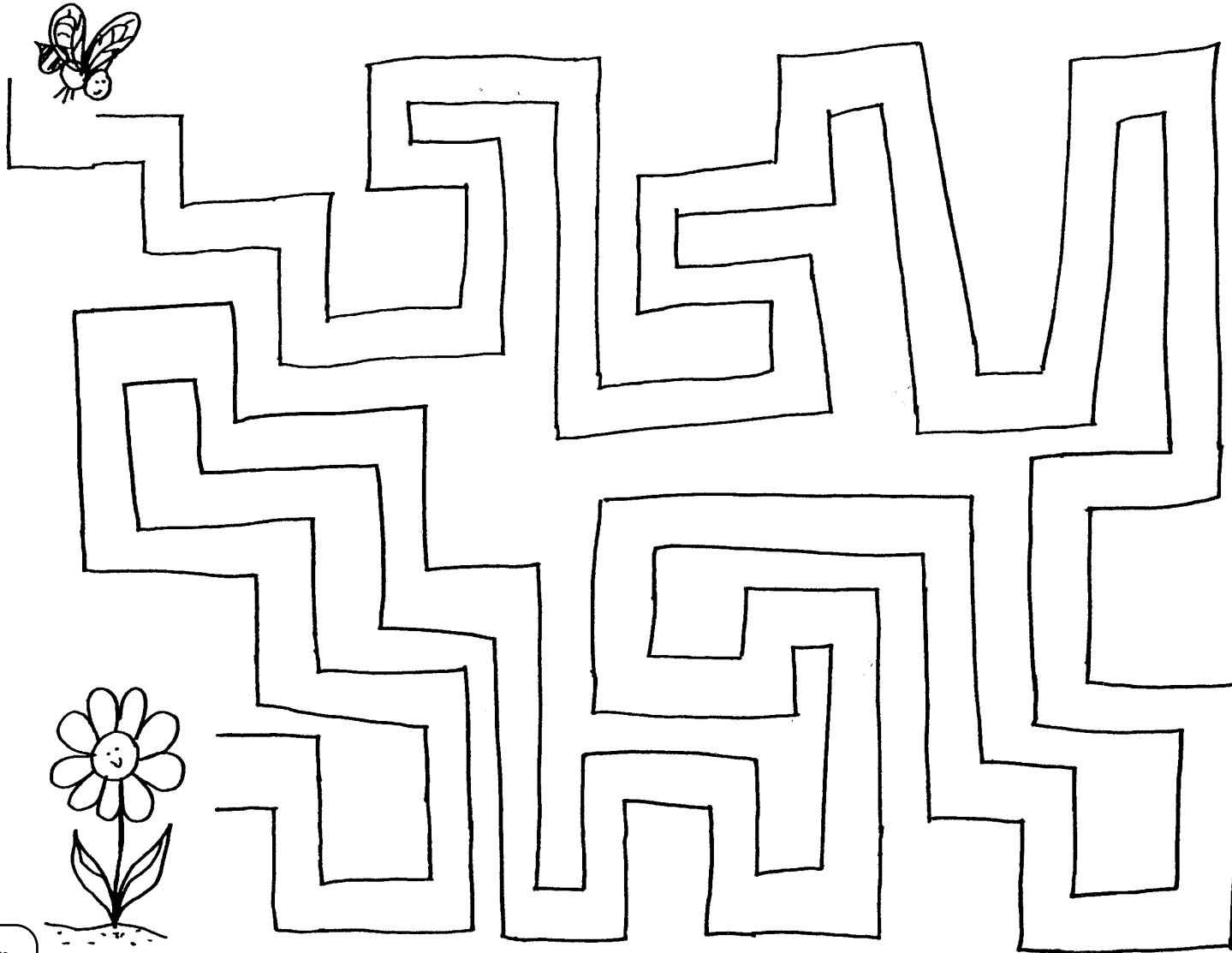
Boy Going Home - Prepare For E e



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



Bee And Flower - Prepare For E e



Handwriting
Readiness

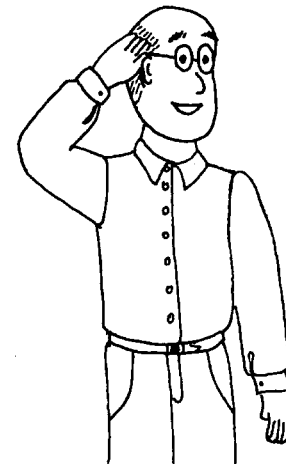


Help the bee find the flower. Color the flower.

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 aids," said Mom. "He could hear much better with them." (e/egg)

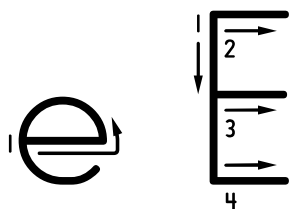
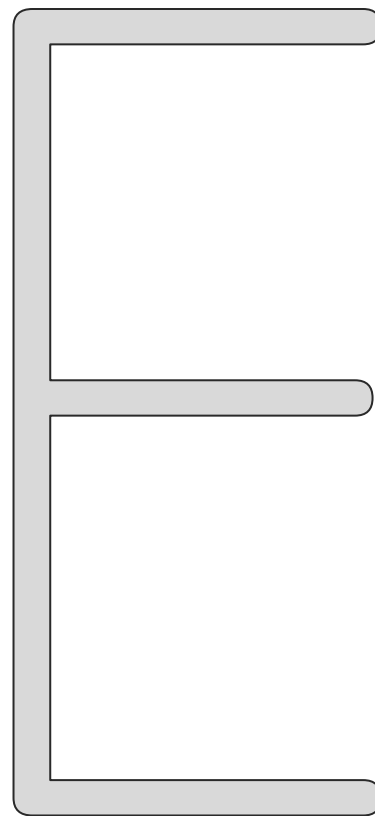
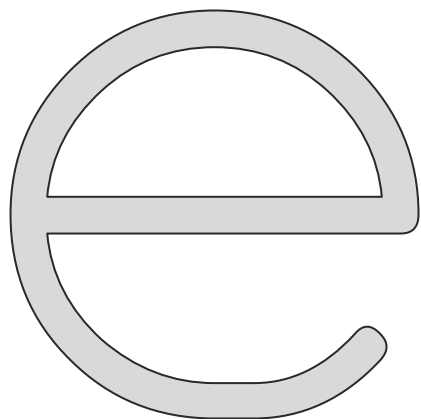
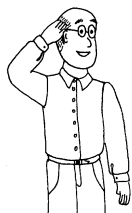
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

E e



E e

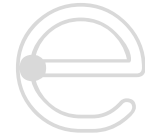
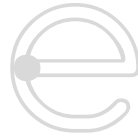
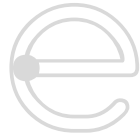
HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.



Handwriting






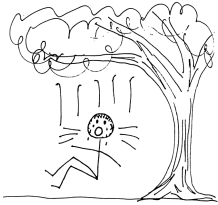
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 times, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



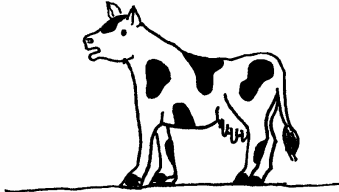
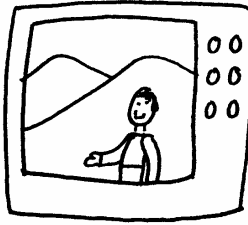
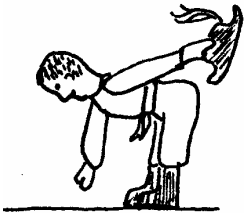
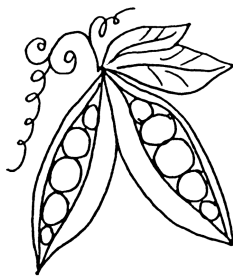
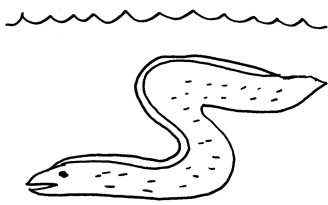
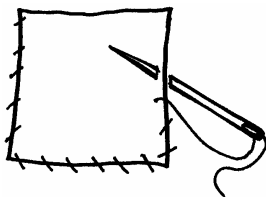


Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

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

Ee	Oral Blending	Segmenting	Two-Sound Words
 <p data-bbox="472 630 556 657">sh.....e</p>	 <p data-bbox="955 630 1039 657">t.....oy</p>	 <p data-bbox="1417 630 1501 657">m.....oo</p>	 <p data-bbox="1879 630 1984 657">sh.....ow</p>
 <p data-bbox="472 1214 556 1242">b.....ow</p>	 <p data-bbox="955 1214 1039 1242">p.....ea</p>	 <p data-bbox="1428 1214 1512 1242">ee.....l</p>	 <p data-bbox="1900 1214 1984 1242">s.....ew</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

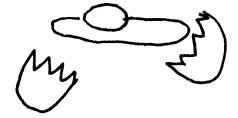
Segmenting: During small group rotation, give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "u....s," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time. Model and assist as needed. Do the remaining pictures in the same way.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

e _

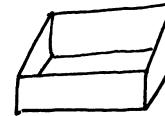
egg



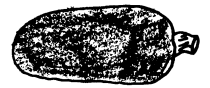
elf



empty



eggplant



exit



error

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

Eskimo



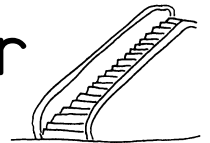
end



elephant



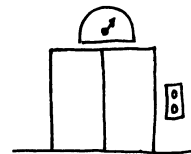
escalator



edge



elevator



envelope



Handwriting Review

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x

e

e

e

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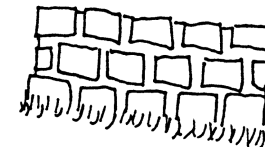
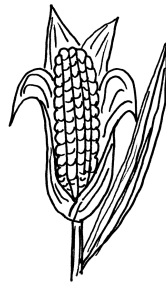
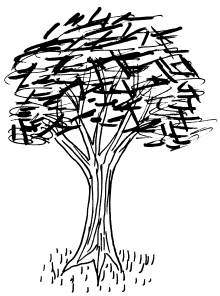
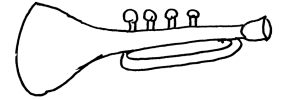
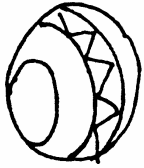
e

e

Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.

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, 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.

Print Awareness Lesson 4: Matching Words

[Students will work with the two pages with pictures of Mittens the cat as they do this lesson. A sentence about the cat is on each page, with blank spaces below each word. Read the words in each sentence for the students, then help them remove the pages with the word strips and arrows from their books. As you proceed through the lesson, students will cut out the words and place them below the same words in the sentences, with the teacher's guidance. Students are not expected to be able to read words at this point. Their job in this lesson is to look carefully at the words to find the ones that match.]



Do you remember when we talked about this arrow? We put our finger on the star and pulled it to the right, following the arrow. This is the way we go when we read and write words and sentences.

Notice that there are four arrow strips on the next page. I'll help you tear the page out of your books. Then get out your scissors and cut along the lines to make four separate arrow strips, two long ones and two short ones. I'll give you each an envelope to put your arrows strips in. Write your name on the envelope so that you'll know which one is yours. Keep the rest of the page, the part with the words on it, on your desk. We will use it during this lesson. (Monitor, model, and assist as students follow these directions. When they are ready, continue below.)

Today we're going to talk about recognizing words. You may know some words already. You might know your name, your parents' names, the name of your street, or the name of your favorite restaurant or cereal. You might know some of the words in your favorite books. I'm going to let each of you read your name. (Hold up cards with the names of the students in the class, one at a time. Or write them on the board. Each student reads his or her own name.)

You can learn new words in several ways. One way is for someone to show you a word and tell you what it says. You can look at the word, think about what it means, and remember what it looks like, just like you remember the face of a friend. Every word is a little bit different from every other word, so if you look carefully, you can tell them apart.

The way you know if words are the same is to look at the letters. If two words have exactly the same letters in the same order, you know that the words both say the same thing.

We're going to do an activity to see if we can match words that are the same. There are two pictures in your book that show a cat. In the first picture, the cat is sitting. In the second picture the cat is climbing a tree. There is a sentence below each picture.

Before we get started, get an arrow strip out of your envelope. Place it at the top of the page, above the first picture. (Assist as needed.)

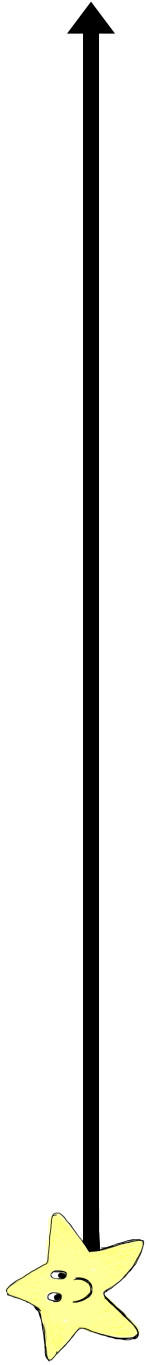
Let's look at the first picture. It shows a cat that's sitting. The words underneath tell about the picture. The words make up a sentence. A sentence is a group of words that tells a complete thought. I'll read the words to you so you will know what this sentence says. I'll point to each word in the first sentence as I read it. Watch. (Read the first sentence to the students. Point to each word as you read it.) "Mittens...is...a...gray...cat." Now you point to the words in your book. Say the words with me. "Mittens...is...a...gray...cat."

(Hold up the page with the word strips.) This page shows the same sentence. Use your scissors to cut out the sentence, and then cut along the lines to separate the words. Don't cut out the other sentence yet. (Give student time to cut the words apart.) Now mix up your words. We're going to try to match the word slips with the words under the picture. Who can find the first word, "Mittens"? (Assist as needed.) Place it in the first box, under the word *Mittens* on your page. Who can find the next word, "is"? It is a short word. 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. We can tell that we have matched the words correctly because each word looks exactly the same as the word above it. If two words are the same, they have exactly the same letters in the same order. (After checking the students' words, have them paste each word in the correct position on their pages. Monitor and assist as needed.)

Now we're going to do the same thing with the second picture. Move your arrow strip to the top of the next page. "Mittens...climbs...up...a...tree." Can you point to the words and say this sentence, too? Give it a try. Have students place and paste the words for this sentence in the same way. Provide guidance, as before.

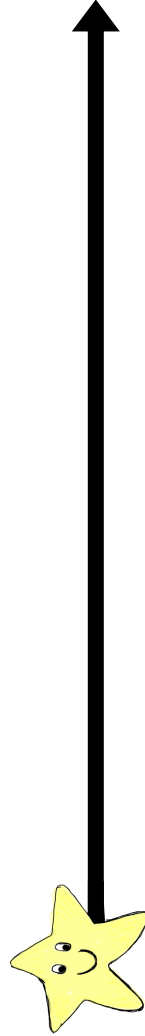
Do you see the capital letter at the beginning of these sentences? Both of these sentences start with a capital *M*. Sentences always start with a capital letter. Do you see the dot at the end of these sentences? It is called a period. It is like a stop sign. It tells us that we are at the end of the sentence.

This is the last print awareness lesson in this book. In the lessons in the next book, you will learn something very interesting about the letters in words.



Page 157. Remove this page from the book.

Print Awareness Lesson 4 - Students cut apart the arrow strips and use one for this lesson. Students keep all the strips in a labeled envelope to use when needed. One strip can be placed above the pictures in this lesson to show which direction to go when positioning the words.



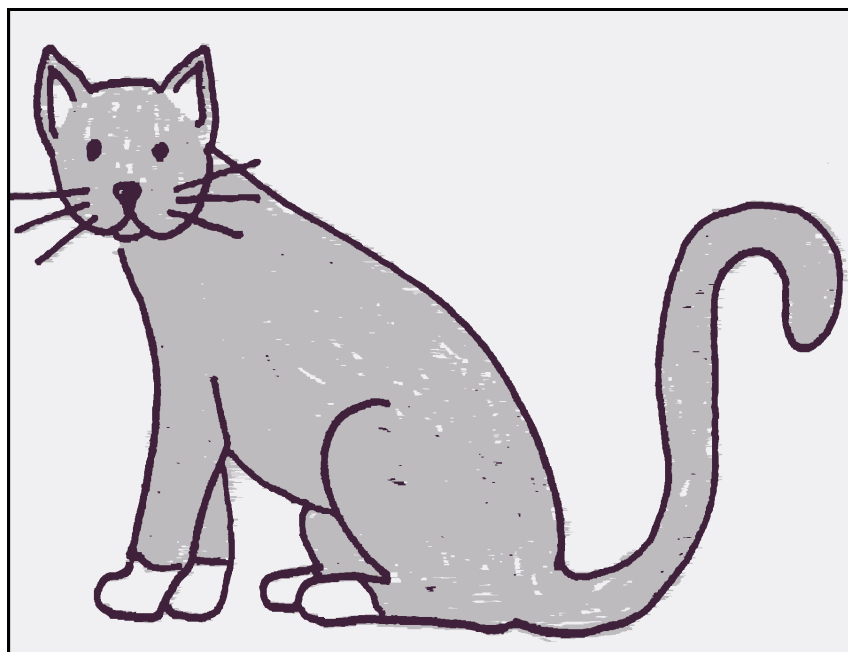
Use This Section With Print Awareness Lesson 4

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

Mittens	is	a	gray	cat.
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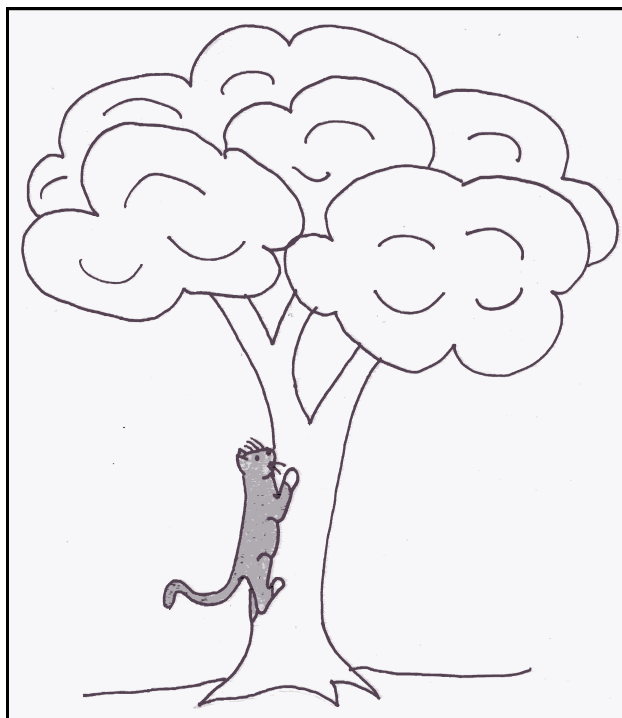
Mittens	climbs	up	a	tree.
---------	--------	----	---	-------

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.

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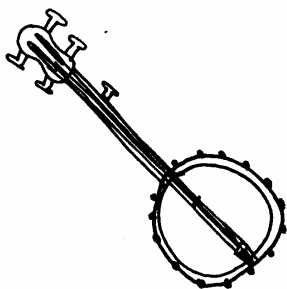


Mittens climbs up a tree.

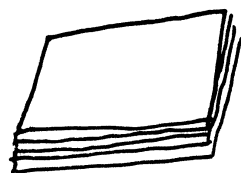
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Oral Blending

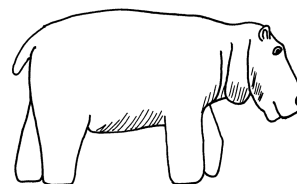
Segmenting



ban.....jo



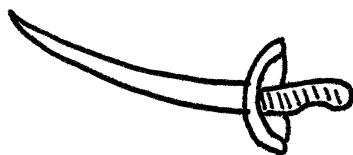
pa.....per



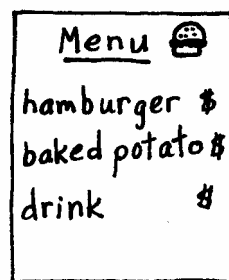
hip.....po



tu.....tu



sa.....ber



men.....u



la.....dy



ra.....ven

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each part of the word separately, "rain....bow," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time, as they say each part. Assist as needed. Have the whole group repeat in the same way.

Oral Blending

Segmenting



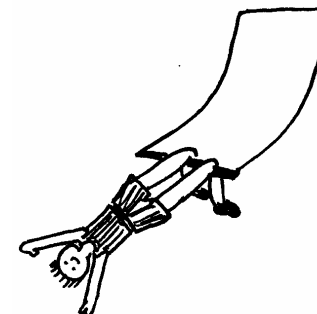
um.....pire



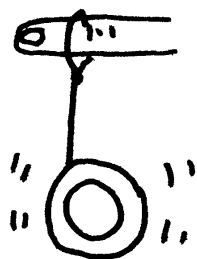
la.....bel



he.....ro



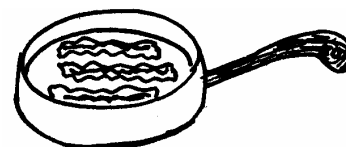
trap.....eze



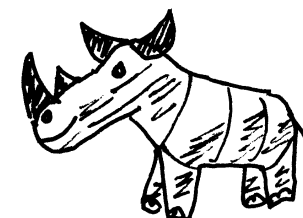
yo.....yo



tro.....phy



ba.....con



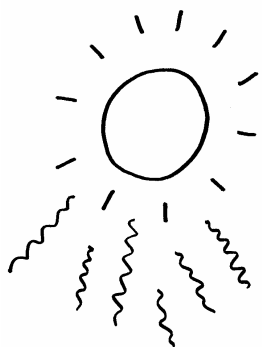
rhi.....no

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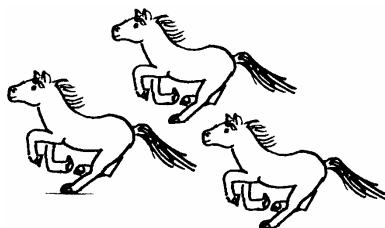
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Oral Blending

Segmenting



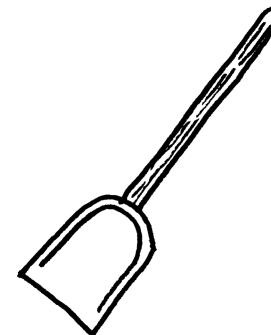
sun.....light



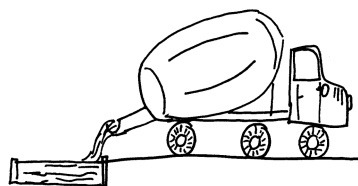
stam.....pede



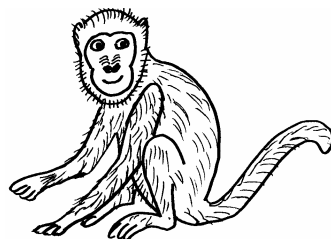
hel.....lo



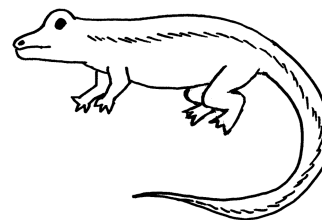
shov.....el



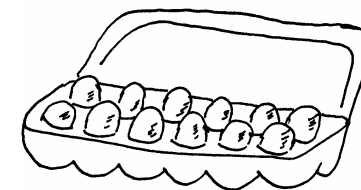
con.....crete



mon-key



rep.....tile



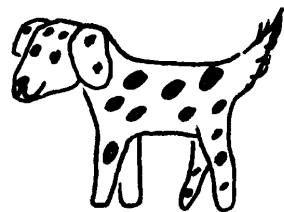
doz.....en

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Oral Blending

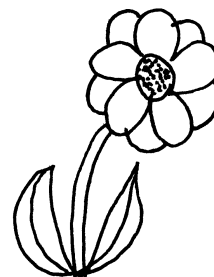
Segmenting



pup.....py



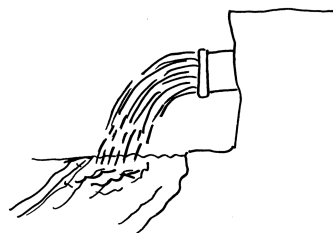
six.....ty



flow.....er



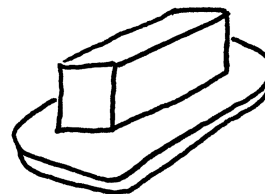
win.....dy



wa.....ter



sil.....ly



but.....ter



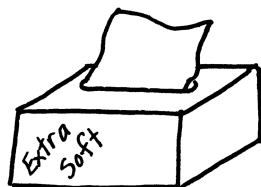
pen.....ny

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Oral Blending

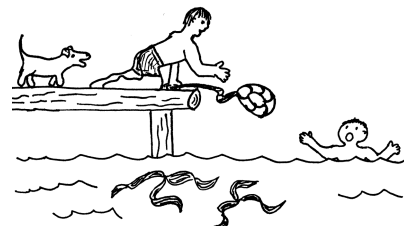
Segmenting



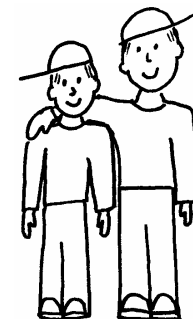
tis.....sue



cash.....ew



res.....cue



broth-er



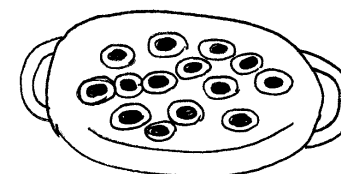
sta.....tue



fing-er



ar.....gue



plat.....ter

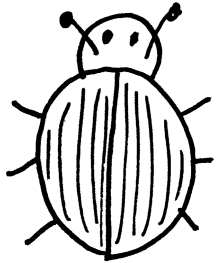
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Oral Blending

Segmenting

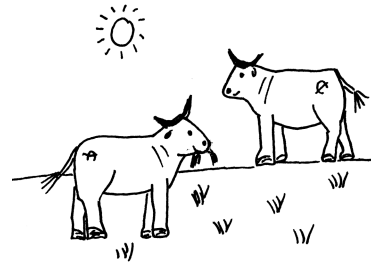
Two-Syllable Words



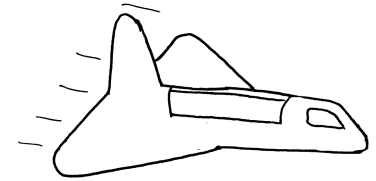
bee.....tle



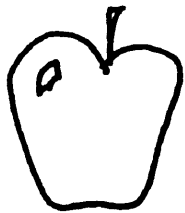
bot.....tle



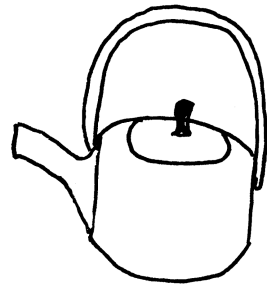
cat.....tle



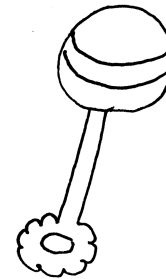
shut.....tle



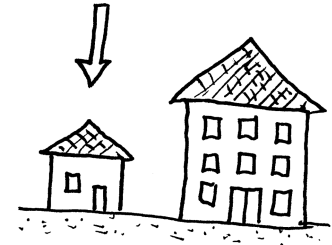
ap.....ple



ket.....tle



rat.....tle



lit.....tle

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A a B b C c D d E e F f

G g H h I i J j K k L l M m

N n O o P p Q q R r S s T t

U u V v W w X x Y y Z z

Aa Bb Cc Dd Ee

Kk Ll Mm Nn Oo

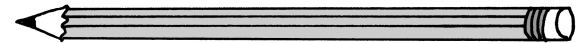
Uu Vv Ww Xx Yy

Ff Gg Hh Ii Jj

Pp Qq Rr Ss Tt

Zz

Handwriting Model



Learning The Alphabet Sequence Charts

Each section introduces one new alphabet letter. All pages are direct instruction exercises. The teacher coaches the students on every item on the pages as they work together to complete them. The page sequence includes: A) One or two handwriting readiness pictures, B) A sound story page, C) Large letters to trace, D) Small letters to trace, E) Visual letter discrimination, F) Oral blending and segmenting, G) Beginning sound awareness, H) Rhyming pictures, I) Ending sound awareness (for some letters). At intervals, the teacher reads a print awareness lesson aloud to the class. Also, whenever students finish a group of six new alphabet letters, they complete a two-page alphabet review.

Book 1

	Handwriting Readiness Picture Pages	Letter Intro	Letter Discrimination	Oral Blending And Segmenting	Beginning Sound Awareness	Handwriting Review	Rhyming	Ending Sound Awareness	Two-Page Review Print Awareness
1	Raindrops <u>and</u> Target Practice	T t	T t	2-Syllable Compound Words	t_	t T tT	Yes	_t	-
2	Apple Drop	I i	I i	2-Syllable Compound Words	i_	t i	Yes	-	Print Awareness 1
3	Jumping Jacks 1 / Rainbow 1	H h	H h	2-Syllable Compound Words	h_	t i h	Yes	-	Print Awareness 2
	* Sound Story / Beginning Sound Only	İ i̇	-	-	i̇_		-	-	-
4	Leaf Drop /Down The Steps	L l	L l	2-Syllable Words	l_	t i h l	Yes	_l	-
5	Frog Hop 1	N n	N n	2-Syllable Words	n_	t i h l n	Yes	_n	-
6	Mountain Tops	W w	W w	3-Syllable Words	w_	t i h l n w	Yes	-	Review Tt Ii Hh Ll Nn Ww
7	Waves / Dinosaur	U u	U u	3-Syllable Words	u_	t i h l n w u	Yes	-	Print Awareness 3
8	Jogger	B b	B b	2-Sound Words	b_	t i h l n w u b	Yes	_b	-
9	Frog Hop 2	M m	M m	2-Sound Words	m_	t i h l n w u b m	Yes	_m	-
10	Bus Stop	R r	R r	2-Sound Words	r_	t i h l n w u b m r	Yes	_r	-
11	Figure Eight Race Track 1 / Rainbow 2	F f	F f	2-Sound Words	f_	t h l n m w u b m r f	Yes	_f	-
12	Two Mazes	X x	X x	2-Sound Words	-	t h l n m w u b m r f x	Yes	_x	Review Uu Bb Mm Rr Ff Xx
13	Boy Going Home / Bee And Flower	E e	E e	2-Sound Words	e_	t h l n m w u b m r f x e	Yes	-	Print Awareness 4

Book 2

	Handwriting Readiness Picture Pages	Letter Intro	Letter Discrimination	Oral Blending And Segmenting	Beginning Sound Awareness	Handwriting Review	Rhyming	Ending Sound Awareness	Two-Page Review Print Awareness
14	Figure Eight Race Track 2	S s	S s	2-Sound Words	s_	l n w u b m r f x e s	Yes	_s	-
15	Ant Hill	J j	J j	2-Sound Words	j_	n w u b m r f x e s j	Yes	-	Print Awareness 5
16	Bubble Blow	O o	O o	3-Sound Words	o_	w u b m r f x e s j o	Yes	-	-
17	Willy Worm	C c	C c	3-Sound Words	c_	u b m r f x e s j o c	Yes	-	Print Awareness 6
18	Round Race Track/Jumping Jacks 2	D d	D d	3-Sound Words	d_	b m r f x e s j o c d	Yes	_d	Ee Ss Jj Oo Cc Dd
19	Mouse And Cheese	A a	A a	3-Sound Words	a_	m r f x e s j o c d a	Yes	-	Print Awareness 7
20	Bat Cave	V v	V v	3-Sound Words	v_	r f x e s j o c d a v	Yes	_ve	-
21	Mouse Walk	G g	G g	3-Sound Words	g_	f x e s j o c d a v g	Yes	_g	-
22	Dog Run	P p	P p	3-Sound Words	p_	x e s j o c d a v g p	Yes	_p	-
23	Waterslide	K k	K k	3-Sound Words	k_	e s j o c d a v g p k	Yes	_k	-
24	Two Mazes Reversed	Y y	Y y	3-Sound Words	y_	s j o c d a v g p k y	Yes	-	Aa Vv Gg Pp Kk Yy
25	Bird Nest	Qu qu	Qu qu	3-Sound Words	qu_	j o c d a v g p k y q	Yes	-	Print Awareness 8
26	Double Pyramid	Z z	Z z	3-Sound Words	z_	o c d a v g p k y q z	Yes	_z	Gg Pp Kk Yy Qq Zz
	Handwriting Review Pages								

The Letter Intro column includes these activities.

1. The teacher reads a new section of the sound story aloud to the class. Students say the sound for the sound picture and each letter.
2. The teacher models how to write the new lower case and capital letter on the chalkboard.
3. Students trace the new lower case and capital letter on the chalkboard.
4. The next day, students trace the large lower case and capital letter in their books.
5. Students trace the small lower case and capital letter in their books.



Using A Three-Day Teaching Cycle For Each New Alphabet Letter

The teacher should decide how many pages in the book to study each day. A suggested three-day schedule is shown in this book. It shows the pages and activities to do each day. During each part of the lesson, the teacher models what to do and provides step-by-step guidance. Students are not expected to do the activities and pages without direct support from the teacher.

If the three-day schedule does not work for your students, it is not necessary to complete a particular number of pages each day or each week. If you work through the pages in the books in order, following a schedule that works well for you and your students, you will be on the right track. If the students are able to work through the pages more quickly, or if they need to work more slowly, that is perfectly fine. Let the response from the students guide your planning.

Each day, students say the sounds for the letters that have been taught from the alphabet chart and the lower case alphabet cards. On some days, review the capital alphabet cards.

The letter formation for new letters is introduced on the chalkboard. The teacher models how to write the lower case and capital letter, then students trace large letter patterns on the chalkboard before doing the handwriting pages in the book. Learning the letter formation for each new letter provides multisensory feedback, which helps students remember the letter and recall its sound. Students at level one trace large and small letters, but they are not required to write the letters independently

After completing the designated work each day, read aloud to the students from a variety of children's picture books. Then divide the class into three groups and rotate them to a teaching table to work with you. Choose from a variety of small group activities, described in this book. The small group activities will have a large positive impact on student learning, for both the stronger students and for reluctant learners.

Day One

- Handwriting Readiness Picture Page(s) - Students draw or trace elements on a picture. The pencil movement required includes one or more of the handwriting strokes that are used when writing the letter.
- Sound Story Section - The teacher reads a new section of the story aloud to introduce a new letter and its sound. A sound picture shows a sound that occurs in the story. This picture illustrates the sound for the new letter. The picture is paired with the capital and lower case letter that represent that sound.
- Handwriting Introduction - The teacher shows the students how to form the new letters. Students trace the new lower case and capital letter on the chalkboard many times.
- Handwriting - The teacher models how to write the new letters again. Students trace the large lower case and capital letter in their books many times.

Day Two

- Handwriting Review - The teacher reviews how to write the new letters. Students retrace the large lower case and capital letter in their books many times.
- Handwriting - Student trace the small lower case and capital letters in their books.
- Letter Discrimination Page - Students visually identify and circle the new letter wherever it appears in each row.
- Oral Blending Page - Students hear separate sound pronounced by the teacher, put the sounds together mentally, think of the word that is made up of those sounds, and find the matching picture. Students also use this page during small group rotations to practice segmenting. They will look at each picture and say the separate sounds (or syllables) while moving small tokens in a frame to represent each part of the word. The teacher models and assists as needed.
- Beginning Sound Awareness Page - The teacher reads an illustrated list of words to the students. Each words begins with the new letter. Students repeat each word, listening for the beginning sound. Then they circle the first letter as they pronounce the beginning sound.

Day Three

- Handwriting Review Page - Student trace lower case letters to review their letter formation, with direction from the teacher.
- Rhyming Page - Students work with the teacher to identify rhyming pictures, drawing lines to connect them.
- Ending Sound Awareness (For letters t, l, n, b, m, r, f, x, s, d, v, g, p, k, and z) - The teacher reads an illustrated list of words that end with the new letter. Students repeat each word, listening for the ending sound. Then they circle the last letter as they pronounce the ending sound.
- To review pages are included after each sequence of six new letters and after the letter z.
- Four print awareness lessons are included in each book. When you get to a new lesson, read it aloud to the students.

Small Group Activities - Rotate three small groups to a teaching table. Choose one or more of these activities to do with the students each day: Alphabet Lotto, Apple Alphabet Game, Apple Concentration Game, Sound Picture/Letter Concentration Game, Working With Plastic Letters, Segmenting Activity With Small Tokens, Beginning And Ending Sound File Folder Game. The teacher monitors , explains, and assists as needed.

These items are available as free PDF files at www.soundcityreading.net: alphabet flashcards, large alphabet and phonogram wall charts, student phonics books and workbooks, games to use during small group activities.

Sets of small plastic letters are available at www.alphabetletter.com.

Learning The Alphabet 3-Day Teaching Cycle - Book 1 - Pages To Do Each Day

Letter	Day	Pages To Do		Letter	Day	Pages To Do		Letter	Day	Pages To Do
T t	1 2 3	12-15 15-19 20-22		U u	1 2 3	81-84 84-88 89-92		E e	1 2 3	145-148 148-152 153-160
I i	1 2 3	23-25 25-29 30-34		B b	1 2 3	93-95 95-99 100-102		<p>Each lesson begins with a review of letter sounds that have been taught from the alphabet chart and the alphabet flashcards.</p> <p>On the first day for each new letter, after reading the sound story section aloud, demonstrate how to write the letter on the chalkboard. Then have students trace large patterns for the letter multiple times on the chalkboard.</p> <p>Handwriting is taught from the start because the multisensory feedback students experience while tracing the letters, seeing them, saying their sounds, and hearing their sounds helps them to recognize the letter visually, remember its sound, and remember the correct letter formation. It is understood that young students will need support and guidance throughout the process. Tracing large letters first makes the process much easier. Young students are expected to do the best they can, knowing that their ability will mature over a period of time.</p> <p>Learning games and activities done during a daily small group rotation provide a significant boost to learning.</p>		
H h, I i	1 2 3	35-38 38-42 43-48		M m	1 2 3	103-105 105-109 110-112				
L l	1 2 3	49-52 52-56 57-59		R r	1 2 3	113-115 115-119 120-122				
N n	1 2 3	60-62 62-66 67-69		F f	1 2 3	123-126 126-130 131-133				
W w	1 2 3	70-72 72-76 77-80		X x	1 2 3	134-136 136-139 140-144				

Learning The Alphabet 3-Day Teaching Schedule - Book 2 - Pages To Do Each Day

Letter	Day	Pages To Do		Letter	Day	Pages To Do		Letter	Day	Pages To Do
S s	1 2 3	12-14 14-18 19-21		V v	1 2 3	76-78 78-82 83-85		Z z	1 2 3	139-141 141-145 146-150
J j	1 2 3	22-24 24-28 29-32		G g	1 2 3	86-88 88-92 93-95		<p>Each lesson begins with a review of letter sounds that have been taught from the alphabet chart and the alphabet flashcards.</p> <p>On the first day for each new letter, after reading the sound story section aloud, demonstrate how to write the letter on the chalkboard. Then have students trace large patterns for the letter multiple times on the chalkboard.</p> <p>Handwriting is taught from the start because the multisensory feedback students experience while tracing the letters, seeing them, saying their sounds, and hearing their sounds helps them to recognize the letter visually, remember its sound, and remember the correct letter formation. It is understood that young students will need support and guidance throughout the process. Tracing large letters first makes the process much easier. Young students are expected to do the best they can, knowing that their ability will mature over a period of time.</p> <p>Learning games and activities done during a daily small group rotation provide a significant boost to learning.</p>		
O o	1 2 3	33-35 35-39 40-41		P p	1 2 3	96-98 98-102 103-105				
C c	1 2 3	42-44 44-48 49-52		K k	1 2 3	106-108 108-112 113-115				
D d	1 2 3	54-56 56-60 61-65		Y y	1 2 3	116-118 118-122 123-126				
A a	1 2 3	66-68 68-72 73-75		Qu qu	1 2 3	127-129 129-133 134-138				

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 1

1. Handwriting Readiness - Explain how to complete the handwriting readiness page. Students will add lines or other written shapes to the page to complete a picture. Monitor and assist as needed. If there are two pages, complete both pages.
2. Sound Story - Read the new sound story page aloud to the students. Point to the sound picture, say its sound, and have the students repeat. Point to each letter on the page and have students say the sound for each of the letters. (When introducing the first few letters, point out the capital and lower case letters, and talk about the differences between the font styles above and below the picture.)
3. Alphabet Chart - Point out the new sound picture and letter on the alphabet chart. Students say the sound in unison. Point to all the letters that have been taught, one at a time. Students say the sounds in unison. Model and have the students repeat as needed. For a single students use the chart in the book. For a class, use the larger wall chart.
4. Alphabet Cards
 - a. Show the lower case alphabet card for the new letter. Students take turns saying the sound individually. Do the same thing with the capital letter card. Listen carefully and gently guide a student to pronounce the sound correctly if needed. If the student still cannot say the sound correctly, respond in a positive way and go on to the next student.
 - b. Go through all of the lower case letter cards that have been taught. The cards should be in order. Students give the sounds in unison. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly. On some days, practice saying the sounds from the capital letter cards.
5. Handwriting Introduction On The Chalkboard
 - a. Demonstrate how to write the new lower case and capital letter on the chalkboard. Make the letters large. You will not draw handwriting lines when teaching level one. Discuss where each letter starts, which direction to go, whether or not you need to change direction, and where to stop. Immediately after demonstrating how to write a letter, trace it once or twice. Say just the sound each time you trace the lower case letter. Say the name and sound for the capital letter. (Note: Introduce the lower case letter first. This is because students will use the lower case letter to write most of the time. The capital letter is taught as an exception, to be used only for certain words.)
 - b. Write the new capital and lower case letter many times going across the chalkboard, low enough for the students to reach. Do not use lines. The letters should be large, about fourteen to eighteen inches high. Adjust capital and lower case letters so that their relative size and placement is correct.

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 1 -CONTINUED

5. Handwriting Introduction On The Chalkboard (Continued)

- c. Call students to the board in three or four rotating groups. One student stands by each pair of letters. First have the students trace the lower case letter repeatedly, saying just the sound. Watch and provide assistance as needed so that every student is using the correct letter formation. Allow students to trace each letter at least six to eight times, or more. Have students trace the capital letter repeatedly, saying the name and sound, "Capital T, /t/," each time they trace. Help as needed. Instead of counting the number of times traced, it's easier to allot about forty to sixty seconds of tracing time for each letter. The amount of time required will depend on the time it takes to assist students that need help. After the first group has finished, call up the remaining groups, one group at a time, and continue in the same way. You may want to have the students who are watching trace the letters in the air with large arm movements.

6. Trace The Large Letters In The Book (See page 196 - How To Hold A Pencil)

- a. Model for the students how to trace the large lower case letter in the book with a pointed index finger. Trace several times, saying the sound for the letter each time.
- b. Have students use a pointed index finger to trace the large lower case letter in their books at least six to eight times, saying the sound of the letter, /t/, each time they trace. They should move their entire arm from the shoulder as they trace. Monitor and provide individual assistance as needed.
- c. Remind students how to hold a pencil correctly. Ask them to hold up their pencils so you can check. Help as needed.
- d. Have students trace the large lower case letter with a pencil at least six to eight times, saying the sound each time. Move around the classroom and assist individuals as needed.
- e. Model how to trace the capital letter with a pointed index finger. Trace several times, saying the name and sound of the letter, "Capital T, /t/," each time you trace.
- f. Have students use a pointed index finger to trace the large capital letter in their books at least six to eight times. They should move their entire arm from the shoulder as they trace. Each time they trace they should say the name of the letter (Capital T) and its sound, /t/. Move around the room and assist as needed.
- g. Have students use a pencil to trace the capital letter in the same way.

7. Read one or more appropriate books aloud to the whole group. Ask questions about the main story. Draw a large rectangle on the chalkboard and divide it into four boxes, labeled one, two, three, and four. Have the students tell you what happened first, next, next, and last in the story. Draw pictures in each box to illustrate their statements. Students will copy the pictures onto blank paper and color them as a seatwork exercise during small group rotations. Explain that their pictures do not have to look exactly like yours. They can draw their own way as long as they show what happened in the story.

8. Divide the class into three groups. Rotate the groups to a large teaching table. Do any of the recommended small group activities with each group. Note: Groups will rotate to your table, to their seats to copy the board work, and then will choose from other activities as directed by the teacher. They can choose to read books, draw pictures, write independently, or work in learning centers.

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 2

1. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students. Use the chart in the book for single students. Use the larger wall chart for a class.
2. Alphabet Cards - Go through all of the lower case letter cards that have been taught, going in order. Students give the sounds in unison. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly. On some days, also show the capital letter cards. Students say the sound for each capital letter.
3. Large Letter Handwriting Review - Remind students how to write the new lower case and capital letter by modeling the letter formation on the chalkboard. You will not use handwriting lines at level one. Review how to hold a pencil correctly. Students retrace the large lower case and capital letters in their books with their pencils, saying the sound for the lower case letter and the name and sound for the capital letter each time they trace. Students should trace each letter about six to eight times. Monitor and assist as needed.
4. Handwriting - Trace Small Letters In The Book - Students trace each row of letters, using correct letter formation, verbalizing as before each time they trace. Remind students to put their pencils on the dot to start each letter. Walk around the room to monitor and assist as needed. If needed, model how to write the lower case and capital letter again on the chalkboard.
5. Visual Letter Discrimination - Work with the students to complete the letter discrimination page, providing instructions and assistance for each row as needed. Read the words and sentence aloud to the students. Students are not expected to read these by themselves.
6. Oral Blending - Do the oral blending page with the students. Follow the directions on the page. The segmenting activity for the same page will be done later on, working with the teacher during small group rotations.
7. Beginning Sounds - Do the beginning sounds page with the students. Follow the directions on the page.
8. Read one or more appropriate books aloud to the whole group. Ask questions about the main story. Draw a large rectangle on the chalkboard and draw a vertical line down the middle of the rectangle. In the first box, draw pictures of the main characters. Ask the students to name and describe the characters as you draw. In the second box, draw a picture to show the story setting. If there is more than one setting, you could draw two vertical lines to divide the page into three boxes, to allow room for the characters and two setting pictures. Draw pictures in each box to illustrate the students descriptions. Students will copy the pictures onto blank paper and color them as a seatwork exercise during small group rotations. Explain that their pictures do not have to look exactly like yours. They can draw their own way as long as they show the characters and setting from the story.
9. Rotate three groups of students to a teaching table. Do any of the recommended small group activities. Note: Groups will rotate to your table, to their seats to copy the board work, and then will choose from other activities as directed by the teacher.

LEARNING THE ALPHABET - LESSON OUTLINE - DAY 3

1. Alphabet Chart - Point to all the letters that have been taught, one at a time. Students say the sounds in unison.
2. Sound Cards - Show the letter cards that have been taught, in order. Students say the sounds. Make two stacks of letter cards as before, letters that are known and letters that are still not known.
3. Small Letter Handwriting Review - Students will trace lower case letters that they have learned. Write the letters that appear on the students' pages on the board, one at a time, going in the same order. Say each letter sound as you write it. (You do not have to repeat letters that appear more than once on their pages.) Students watch you write each letter and then immediately trace the same letter in their books, verbalizing in the same way. Remind students to put their pencils on the dot to start the letter. Monitor and assist as needed.
4. Rhyming - Complete the rhyming page with the students, following the directions on the page.
5. Ending Sound Awareness - For some letters, students will complete an ending sound page. Explain that all of the words end with the same sound. Read the first word, emphasizing the ending sound. Students repeat the word, circle the last letter in the word, and say its sound. Continue in the same way for all of the words on the page. Discuss the meanings of any unfamiliar words. Students are not expected to read the words.
6. Two-Page Alphabet Review - These pages are done each time that six new letters have been introduced. On the first page, students draw a line between each sound picture and the matching capital and lower case letters. On the second page, students look at the sound picture and circle the matching letter. Explain and model how to do the first item on each page, and then let the students complete the pages for themselves. An alphabet chart with sound pictures should be visible in the room or on the students' desks so that students can refer to them if necessary. Walk around to make sure students are answering correctly. Provide individual assistance as needed. If a student gets stuck, have him look at the alphabet chart, find the sound picture, and point to the capital and lower case letters with the picture. Then help him find the same letters and sound pictures on his page.
7. Print Awareness Lessons - There are four print awareness lessons in each book. When you get to a new lesson, read through it ahead of time so you will be prepared to read it aloud to the students. Students will need to sit in a group close to you so that they can see the page you're reading.
 - a. Lesson 1 - Students will need paper, pencils, and crayons to draw a picture of a small, black kitten. If you want to make "picture sentences" in a pocket chart, prepare the pictures ahead of time.
 - b. Lesson 2 - You will need a book with pictures and large print. An oversized "big book" will work well if you have one. Students will need paper, pencils, and crayons to draw a picture of something that happened in the story.
 - c. Lesson 3 - Students will learn about the alphabet.
 - d. Lesson 4 - Students will need scissors and glue sticks to complete this word matching lesson.

SMALL GROUP ACTIVITIES - Each day, divide the class into three groups and rotate them to a teaching table to do one or more of the activities listed below. Work with the students, assisting as needed. PDF files for these games and activities can be downloaded from www.soundcityreading.net.

- A. Working With Plastic Letters - Students listen to the teacher say the sounds for the letters that have been learned. For each sound they find the matching letter and repeat the sound. More advanced lessons can be done when students are ready. These include making two-sound chunks such as ab, ac, ad, and ba, ca, da. If students are successful they can try making short vowel words. If students need more time, it will be fine to wait until Level 2, Exploring Sounds In Words, to try the more advanced lessons.
- B. Plastic Letter Match - Students select plastic alphabet letters and place them on the matching letter shapes.
- C. Alphabet Lotto - Students select cards with letters and sound pictures and place them on the matching letters on an alphabet chart.
- D. Apple Alphabet - Students take turns selecting apple cards. If they can give the sound of the letter on the card, they can place it in their basket.
- E. Apple Concentration - Students takes turns turning over two apple cards at a time. If the letters on the apples match, they can keep the letters and take another turn, IF they can say the letter sound correctly.
- F. Sound Picture And Letter Concentration - Students match sound pictures and the related letters.
- G. Beginning Sounds File Folder Game - Students select small pictures and place them in rows beside the letters that show the correct beginning sound.
- H. Ending Sounds File Folder Game - Students select small pictures and place them in rows beside the letters that show the correct ending sound.
- I. Chalkboard Warm-Up Exercises - Write sets of several large lines, curves, circles, figure eights, waves, or zigzags on the board. Send small groups to the board to trace the patterns repeatedly. Continue until all the groups have had a turn.

- Be sure to read aloud to the students from a variety of fiction and non-fiction books for at least twenty minutes every day.

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 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

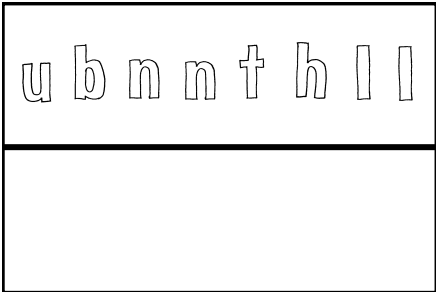
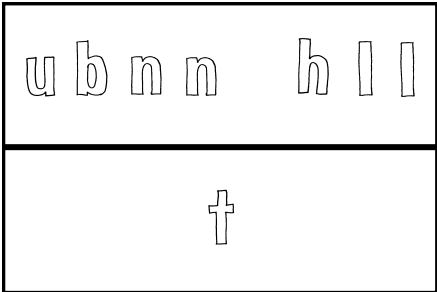
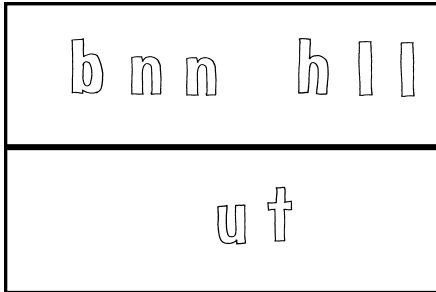


Steps 2 and 3 are optional at this level. They will be taught again at Level 2. Begin with step 1. If successful, try step 2. If successful, try step 3.

Working With Plastic Letters - The numbered illustrations on the next pages match the numbers below.

- 1) **Gather The Materials** - Purchase two sets of small red plastic alphabet letters for each student along with two sets of purple vowels. This site sells sets of plastic letters for a very reasonable price: www.alphabetletter.com. It is not necessary for the letters to have magnets. Place the letters for each student in a small, rectangular plastic box with a lid, which can be found at a grocery store. Set up enough boxes so that you have enough for the largest small group you will work with. Students will work on a construction paper work mat. Draw a straight line horizontally across the sheets of construction paper to create a work mat for each student in the group. Copy and cut out the arrow cards with stars to place above each work mat, pointing to the right.
- 2) **Set Up For The Lesson** - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart on page two hundred twenty-two, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
- 3) **Step 1 - Show The Sound** - The teacher says the sound for each letter on the work mat, one at a time, in random order. Students select the letter that represents that sound and say the sound as they move it to the bottom section of the work mat. Check to be sure everyone has selected the correct letter, then tell students to move the letter back to the top section, which is called the "letter bank." Optional challenge activity: After students have found each letter when given the sound, repeat the process, but this time the teachers says a word for each letter instead of the sound. Students repeat the word, say the beginning sound, find the letter that represents that sound, and move it to the bottom of their work mat. Teacher: Says "nut." Students: Say "nut, /n/" and move the letter n to the bottom of their mat.
- 4) **Step 2 - Build Two-Sound Letter Combinations** - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Pronounce each combination very clearly. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Use the short vowel sound for all of the combinations. Students will put a consonant before or after the vowel to show what they hear. Model and assist students as needed. After you have checked each student's letter combination, tell the students to place the consonant back in the letter bank and wait for the next combination.
- 5) **Build Short Vowel Words** - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Model and assist as needed. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. The vowel does not stay in the bottom section for this exercise.

Working With Plastic Letters - Continued - The numbered illustrations match the numbers below.	
6)	How To Handle Mistakes - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
7)	Segmenting And Oral Blending - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. The name for this is segmenting. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break. The name for this is oral blending.
8)	Change Just The Beginning Or Ending Sounds - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
9)	Complete The Lesson - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

Spelling With Plastic Letters - See Instructions 1-8 Above		
<p>2) Students listen to the sounds, find the letters, and place them in the top section of their mats. This creates a "letter bank."</p> 	<p>3) Students listen to the teacher pronounce each sound. They place the correct letter on the lower part of the mat, saying the sound.</p> 	<p>4a) Students keep the vowel in the spelling area. They listen to the teacher say "ut" and add the correct letter after the vowel.</p> 

4b) Students listen to the teacher say "bu" and add the correct letter before the vowel.

n n t h l l
b u

5) The vowel is placed back into the top section when spelling words.

u b n n t h l l

5) Students listen to the teacher say *bun* and place letters from left to right to spell the word, saying their sounds.

n t h l l
b u n

7a) Students listen to the teacher say *hut* and spell the word.

b n n l l
h u t

7b) Students separate the letters and say the individual sounds, "h.....u.....t," pausing between the sounds.

b n n l l
h u t

7c) Students push the letters together again and say the word fast, "hut."

b n n l l
h u t

8a) Students listen to the first word, *nut*, and spell it, saying the sounds. They leave the word in the spelling area.

b n h l l
n u t

8b) Students listen to the next word, *hut*, and replace the first letter, leaving the other letters in place. Students say the word.

b n n l l
h u t

8c) Students listen to the next word, *hub*, and replace the last letter, leaving the other letters in place. Students say the word.

n n t l l
h u b

Steps 2 and 3 are optional at this level. They will be taught again at Level 2. Begin with step 1. If successful, try step 2. If successful, try step 3.

Working With Plastic Letters				
Lesson	Letters Taught	Students Select These Letters To Place On Their Work Mats	Steps 2 And 3 Are Optional At Level One	
		Step 1 - Show The Sound	Step 2 - Build Two-Sound Combinations	Step 3 - Build Three-Sound Words
	T t		If a word ends with a double letter (ll, ff, ss, zz, etc.) just tell the students to use two letters for that sound.	
	I i		It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with short i.	
	H h			
	L l			
	N n			
	W w			
	U u			
1	B b	t, h, l, l, n, n, u, b	ut, ul, un, ub, tu, hu, lu, nu, bu	bun, but, nut, hut, hub, hull, null, tub, nub, nun
	M m			
	R r			
	F f			
2	X x	t, t, h, l, l, n, w, u, b, m, m, r, f, f, x	ut, ul, un, ub, um, uf, ux, tu, hu, lu, nu, wu, bu, mu, ru, fu	mutt, hum, mum, run, rub, rut, fun, muff, huff, buff, tux, lux Review Words: tub, nub, hub, hull, null, hut, nut, but, bun
	E e		It is difficult for beginners to hear the short e sound in words. Wait until later to spell words with short e.	
	S s			
3	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	us, bus, fuss, sub, sun, sum, jut Review Words: hum, mum, nut, but, hut, hull, null, bun, run, fun, tub, hub, rub, tux, lux

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

Optional challenge for step one: After students have found each letter when given the sound, the teacher can repeat the process, this time saying a word for each letter that begins with that letter sound. Students repeat the word, say its beginning sound, find the letter that shows that sound, and move it to the bottom section of their work mat. Possible words to use in lesson one above: hat, leg, nut, top, big, up.

Working With Plastic Letters

Lesson	Letters Taught	Students Select These Letters To Place On Their Work Mats	Steps 2 And 3 Are Optional At Level One	
			Step 2 - Build Two-Sound Combinations	Step 3 - Build Three-Sound Words
4	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
	C c			
5	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
6	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass
7	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
8	G g	t, g, l, n, w, b, r, s, s, v, c, m, d, d, h, x, j, a	at, ag, al, an, ab, as, av, ac, am, ad, ax, aj, ta, ga, la, na, wa, ba, ra, sa, va, ca, ma, da, ha, ja	tag, lag, nag, wag, bag, rag, sag, gal, gab, gas Review Words: van, vat, cat, cab, lab, lass, mass, mat, bat, bad, had, ax, wax, tax, jam, dad, lad
9	P p	g, p, t, l, n, m, s, s, c, d, d, w, b, r, v, x, j, h, f, a	ag, ap, at, al, an, am, as, ac, ad, ab, av, ax, aj, af, ga, pa, ta, la, na, ma, sa, ca, da, wa, ba, ra, va, ja, ha, fa	gap, tap, lap, nap, map, sap, cap, pat, pal, pan, pass, pad, ad, add Review Words: tag, lag, nag, wag, bag, rag, sag, gal, gab, gas, van, vat, mad, sad, ax, tax, wax, jam, ham, fan, man, mat
10	K k	h, t, t, l, l, w, b, b, m, f, s, p, k, n, r, d, v, g, i	it, il, ib, im, if, is, ip, ik, in, id, iv, ig, hi, ti, li, wi, bi, mi, fi, xi, pi, ki, ni, ri, di, vi, gi	hit, lit, wit, bit, mitt, fit, sit, pit, kit, it, tin, win, bin, fin, pin, kin, in, him, rim, dim, vim, nib, bib, rib, fib, till, ill, hill, will, bill, mill, fill, sill, dill, gill, pill

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

Working With Plastic Letters				
Lesson	Letters Taught	Students Select These Letters To Place On Their Work Mats	Steps 2 And 3 Are Optional At Level One	
		Step 1 - Show The Sound	Step 2 - Build Two-Sound Combinations	Step 3 - Build Three-Sound Words
11	Y y	f, m, x, s, s, h, k, d, d, l, r, w, g, b, j, p, t, h, y, i	if, im, ix, is, ik, id, il, ig, ib, ij, ip, it, fi, mi, si, hi, ki, di, li, ri, wi, gi, bi, ji, pi, ti, hi, yi	if, mix, fix, six, hiss, miss, kiss, hid, lid, rid, did, kid, wig, big, rig, fig, jig, dig, pig, tip, hip, lip, rip, sip, dip, kip, yip Review: pin, pill, pit, pig, gill
12	Qu qu	h, p, p, l, l, s, s, t, d, d, x, b, g, f, f, j, w, k, n, m, m, c, o	op, ol, os, ot, od, ox, ob, og, of, oj, ok, on, om, oc, ho, po, lo, so, to, do, bo, go, fo, jo, wo, ko, no, mo, co	hop, lop, mop, pop, sop, top, pod, pot, pox, bog, dog, fog, hog, jog, log, got, wok Review: on, off, not, hot, lot, box, fox, ox, moss, loss, job, cot, cod, odd, mom, doll
13	Z z	m, d, t, g, h, b, r, j, p, p, c, z, z, f, f, y, l, l, s, u	um, ud, ut, ug, ub, uj, up, uc, uz, uf, ul, us, mu, du, tu, gu, hu, bu, ru, ju, pu, cu, zu, fu, yu, lu, su	mud, tug, hug, bug, mug, rug, jug, dug, up, cup, pup, buzz, fuzz, yum, jut, cut, cub, cuff, dull, gull, gum, puff, pus
14		t, l, l, b, y, f, s, m, n, p, g, v, w, j, r, d, e	et, el, eb, ef, es, em, en, ep, eg, ev, ej, ed, te, le, be, ye, fe, se, me, ne, pe, ge, ve, we, je, re, de	tell, bell, yell, fell, sell, well, met, set, let, net, yet, bet, met, pet, get, vet, wet, jet, red, fed, led, bed, wed
15		l, l, g, g, b, k, t, n, m, h, d, p, p, s, s, y, w, f, z, v, r, e	el, eg, eb, ek, et, en, em, ed, ep, es, ef, ez, ev, le, ge, be, ke, te, ne, me, he, de, pe, se, ye, we, fe, ze, ve, re	leg, beg, keg, egg, ten, men, hen, den, pen, mess, less, yes, hem, web, pep, fez Review: well, tell, yell, set, let, net, pet, get, vet, wet, jet, vet, red, bed, led
After completing these lessons you can try working with two different short vowels in the same lesson. Students would spell words like cat, cut, cab, cub, mad, mud, ran, run, cab, cuff, fun, fan, fat, fuss, etc. Students have to listen carefully to the words to choose the correct vowel.				

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

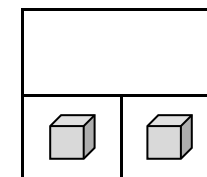
Segmenting

Segmenting means taking a word apart, separating it into its individual syllables or sounds. At this level, students segment words orally, using small tokens to represent separate parts. 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 spell and read words.

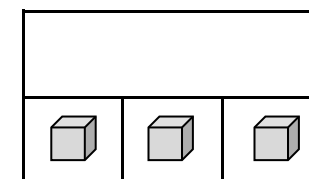
Materials: The oral blending pages in this book are reused for segmenting exercises. Show the current page so that students can see the pictures.

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 or glue it to piece of construction paper or card stock. Put the objects or paper squares in the bottom spaces, as shown.



Starting Positions

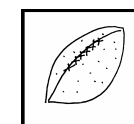


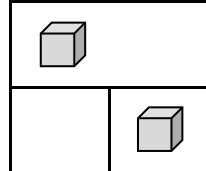
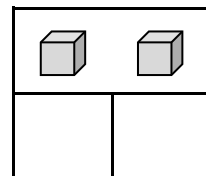
Step 1: Segmenting Two-Syllable And Three-Syllable Words

Model the activity while the students watch. Use a frame with two boxes for two-syllable words and a frame with three boxes for three-syllable words. Point to the first picture on the oral blending/segmenting 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. The words on the oral blending page show where to break each word apart when you say it. Students repeat the process individually, taking turns.

Continue modeling and having students repeat after you. After several more words (or even 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. The goal is for each student to point to a picture and separate it into syllables without help from you. However, continue to model as needed. Be sure to explain the meanings of any unfamiliar words.

Example



1.  "foot"
2.  "ball"

Step 2: Segmenting Two-Sound Words - Note: Segmenting sounds is more challenging than segmenting syllables.

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 each 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), let students try by themselves. Point to the picture, say the whole word, and let the students take turns breaking 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.

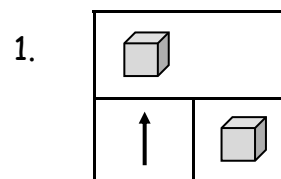
5) Be sure to explain the meanings of any unfamiliar words.

Step 3: Segmenting Three-Sound Words

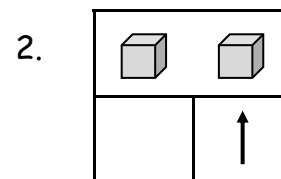
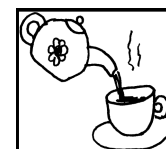
Follow the same steps, using the three sound frame and three tokens to represent the sounds. Be sure all three sounds are completely separated.

Yes: b.....a.....th No: ba.....th No: b.....ath.

Example

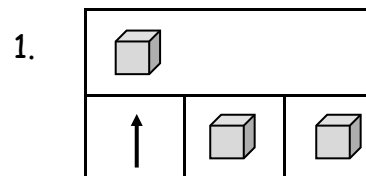


"t"

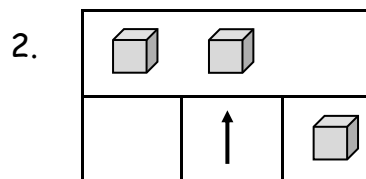


"ea"

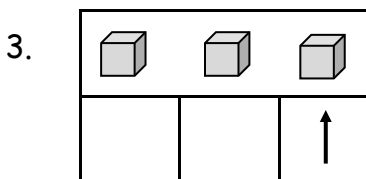
Example



"b"



"a"



"th"

Three Sounds Or Syllables

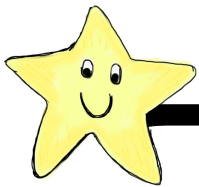
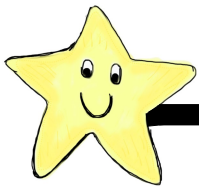
Three Sounds Or Syllables

Two Sounds Or Syllables

Two Sounds Or Syllables

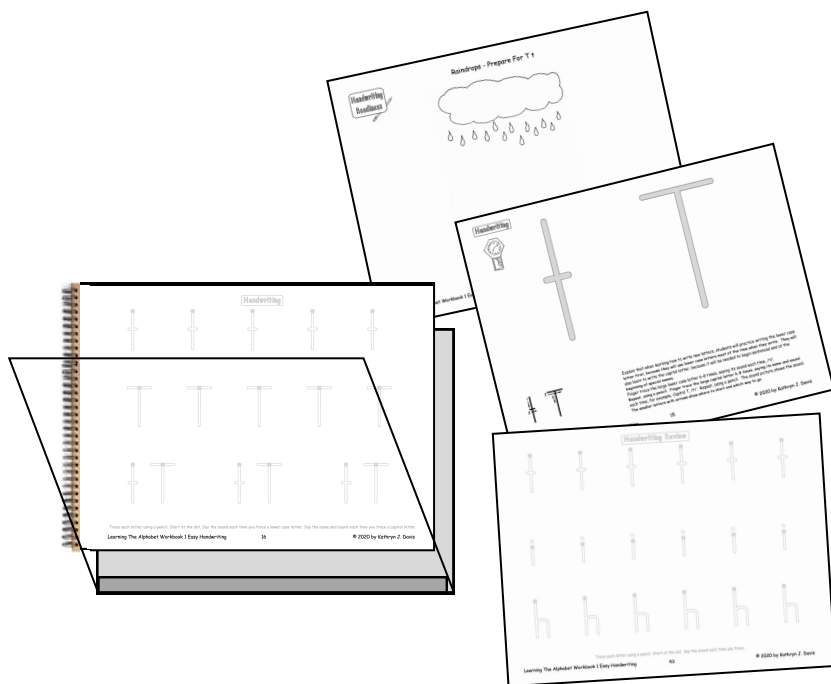
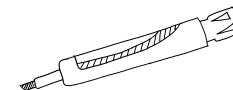
Segmenting Frames - Copy the frames onto card stock and cut them apart. Students place one cube, teddy bear counter, or other small token on each of the separate squares. They listen as the teacher pronounces various words from an oral blending/segmenting page. Students say one sound (or syllable) at a time as they push each token into the rectangular area above the squares. Then they move the tokens back down to get ready for the next word. Model and assist as needed. While these frames are helpful they are not absolutely necessary. Students can work directly on a table or on their desks.

This page is left blank so that the segmenting frames on the other side can be removed from the book.



This page is left blank so that the star arrows on the other side can be removed from the book.
Use these longer arrows above the work mats when working with plastic letters.
They can also be used above the students' books or above a dry-erase frame.

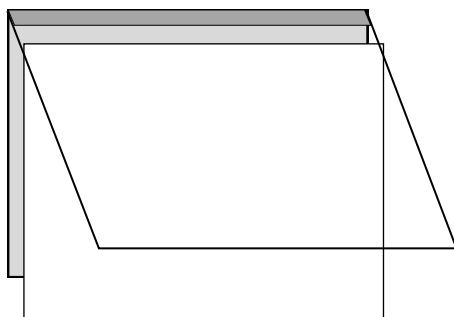
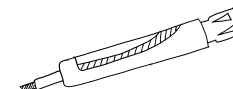
Using A Dry-Erase Frame With The Handwriting Readiness And Letter Tracing Pages



To use the handwriting pages in this book with dry-erase markers, tape a clear presentation cover sheet to a piece of cardstock along the bottom edge, so that the two pieces open like a hinge. Place this over a page in this book, with the clear sheet lying flat on the work sheet, and the card stock behind the work-sheet. Students can use a fine tipped dry-erase marker to trace the letters. Students should say the letter name and sound as they trace each capital letter. They should say only the sound as they trace each lower case letter.

You may want to make copies of the handwriting pages on white cardstock. Make a dry-erase frame for each page. Place the handwriting pages inside the frames, under the clear cover sheet. These can be placed in a learning center for extra tracing practice.

Using A Dry-Erase Frame To Practice Writing Letters Without Tracing - Optional At This Level



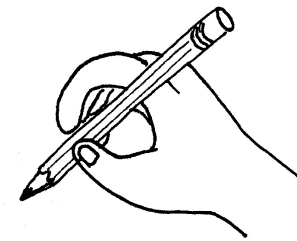
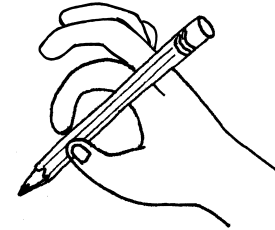
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place a sheet of blank white paper under the clear cover sheet.

Dictate the sound for each letter that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker. Students can hold up their frames so that you can check their work. Mistakes can be easily erased and corrected.

For a less structured approach, provide several dry-erase frames that contain a blank sheet of paper in a learning center. Students can practice writing any of the letters they have learned.

How To Hold A Pencil

Before students trace alphabet letters in their books, remind them how to hold their pencils. Students should make a circle with their thumb and pointer finger. Then students should place a pencil between the tips of those fingers. Show them how to move their hands up and down, holding the pencil carefully this way so that it doesn't fall. Then have students turn their wrist so that the pencil moves back and forth like a windshield wiper on a car. Now have students tuck their tallest finger behind the pencil to hold it in place. This will give them a secure grip when they are writing. The last two fingers will fold down towards the palm. Note: Using large triangular shaped pencils makes it easier for students to hold the pencil correctly.



Overview Of The Sound City Reading Books

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Materials and books are available as PDF downloads at www.soundcityreading.net.

Learning The Alphabet (Books 1 and 2)

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

Exploring Sounds In Words

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, learn to identify beginning and ending sounds, and begin to spell simple short vowel words with plastic letters.

Rhyming Short Vowel Words And Sentences or Mixed Short Vowel Words And Sentences or Two-Page Short Vowel Words And Sentences

Students learn to spell and read short vowel words. Each word they study will be matched with a picture. The vowels are color-coded to make them stand out in the words. Students learn seven sight words and begin to read simple sentences with short vowel words.

Basic Short Vowels

Students read illustrated short vowel words and sentences. The words are in both rhyming (same ending sounds) and body-coda (same beginning sounds) lists. This book has all black print.

Phonetic Words And Stories (Books 1-8)

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. Students spell and read ten new words for each pattern. Each new word is matched with a picture. The vowels are color-coded to make it easier for students to see them in the words. Students also read easy practice stories containing only the patterns that have been taught. As students progress through the books, they will be able to read ten popular easy to read children's books, obtained separately.

Basic Phonics Patterns (Books 1-8)

Students study the same patterns and stories presented in the same order as *Phonetic Words And Stories, Books 1-8*. However, these books are in a different format, with all black print, illustrated words and sentences, and more words per pattern.

Know The Phonetic Code (Volumes 1-3)

Students practice reading one and two-syllable word lists and the same practice stories for all of the phonics patterns taught in *Phonetic Words And Stories, Books 1-8*, in the same sequence. Words are not illustrated and are printed in smaller, all black print. The practice stories are illustrated.

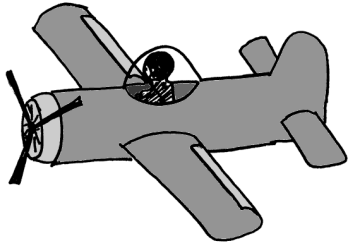
Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

In these books students read rhyming lists followed by word lists with the same beginning sounds (body-coda lists) to build fluency. Each vowel or vowel pattern is printed in a specific color to indicate the correct sound. The words are not illustrated.

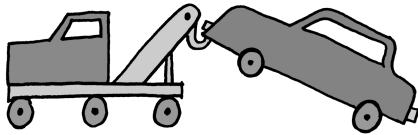
Advanced Phonics Patterns From Children's Books

Students read words and sentences with less common syllable, suffix, and phonics patterns. The all black print is smaller and the words are not illustrated. The lessons prepare students to read eighty-one children's picture books, grade levels 1.1 through 4.7, obtained separately.

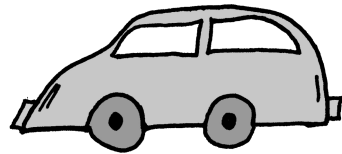




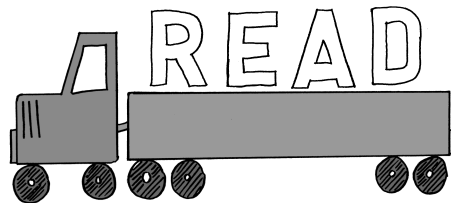
You can do it !



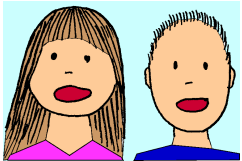


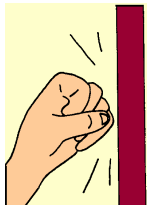

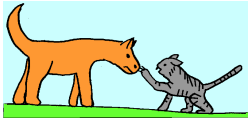



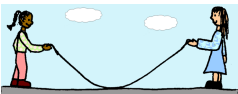




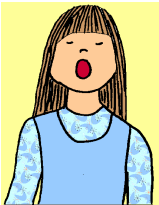
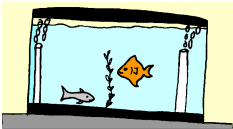
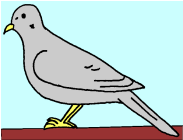
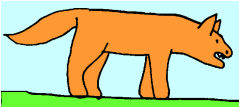
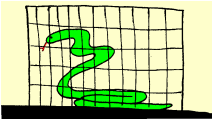


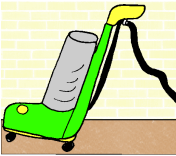

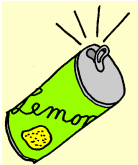

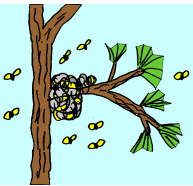
Don't give up !



Keep Going !



You're Getting It !

<p>Aa</p> 	<p>Bb</p> 	<p>Cc</p> 	<p>Dd</p> 	<p>Ee</p> 	<p>Ff</p> 	<p>Gg</p> 
<p>Hh</p> 	<p>Ii</p> 	<p>Jj</p> 	<p>Kk</p> 	<p>Ll</p> 	<p>Mm</p> 	<p>Nn</p> 
<p>Oo</p> 	<p>Pp</p> 	<p>Qq</p> 	<p>Rr</p> 	<p>Ss</p> 	<p>Tt</p> 	<p>Uu</p> 
<p>Vv</p> 	<p>Ww</p> 	<p>Xx</p> 	<p>Yy</p> 	<p>Zz</p> 	<p>Letters Of The Alphabet</p>	
					<p>Ii</p> 