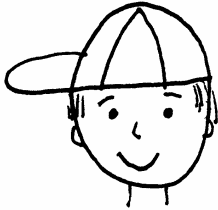


Learning The Alphabet

A B C



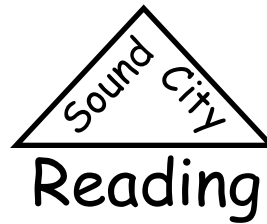
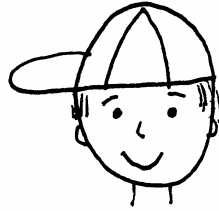
With Handwriting Readiness

WORKBOOK 2

Teaches letters:

s, j, o, c, d, a, v, g, p, k, y, q, z

Letters And Sounds
Phonemic Awareness
Letter Discrimination
Handwriting Readiness



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Each letter listed below indicates the beginning of a section that contains the following pages.

- A. Oral blending exercise
- B. Handwriting readiness picture page
- C. Sound story page
- D. Large letters to finger trace
- E. Small letters to trace with a pencil
- F. Visual letter discrimination
- G. Beginning sound awareness - Words and pictures
- H. Rhyming pictures

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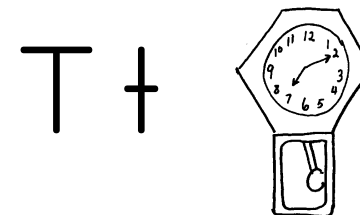


A Sound Story

About Audrey and Brad

Part 1

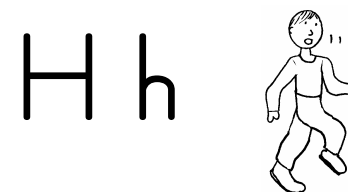
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



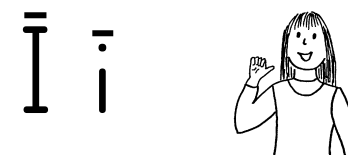
"Hey, Mom," said Brad. "Can we walk down to the park?" "Yes," said Mom. "But we must be back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i." (i/in)



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

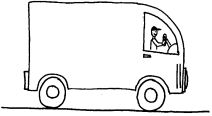




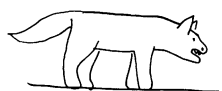


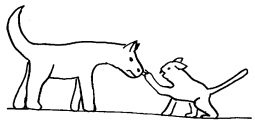
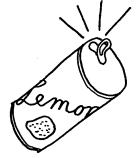

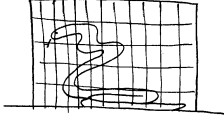
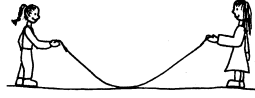

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)


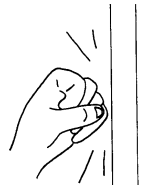
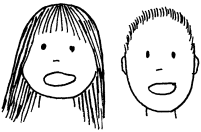


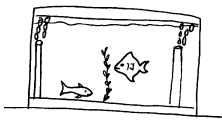




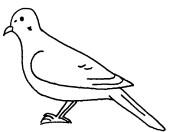
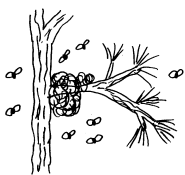
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



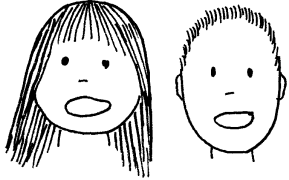
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>	<p>N n </p>
<p>As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

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

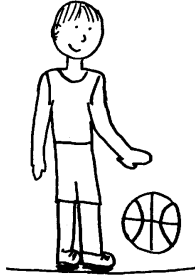
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>	<p>C c </p>
<p>At 2 o'clock, Audrey heard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

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

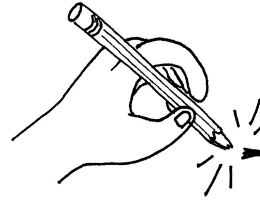
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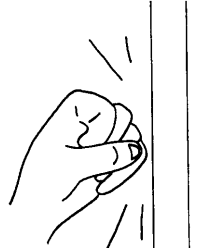
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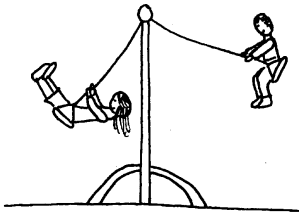
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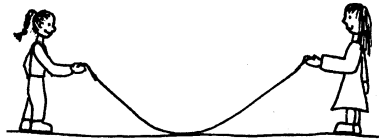
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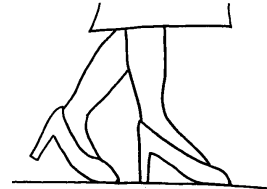
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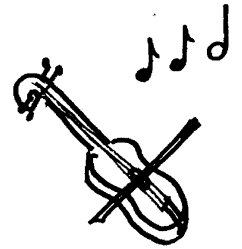
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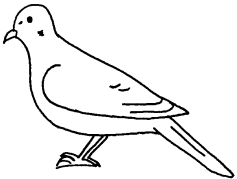
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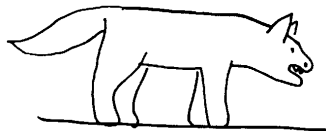
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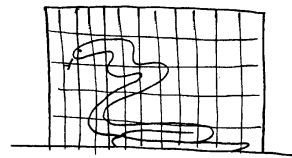
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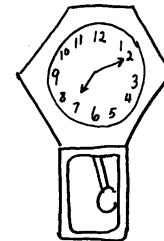
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Ss



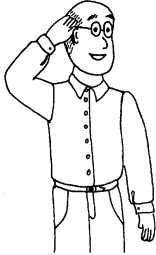
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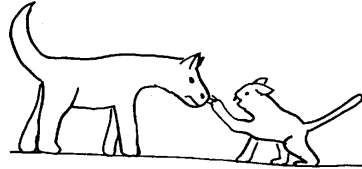
Uu



E e



F f



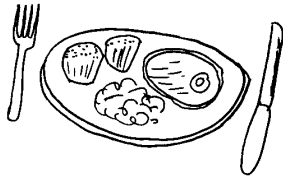
G g



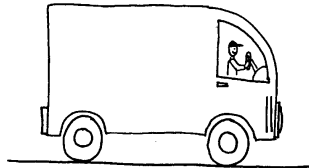
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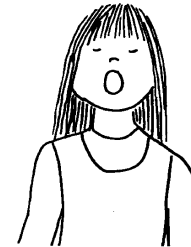
M m



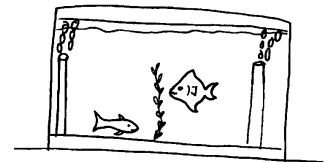
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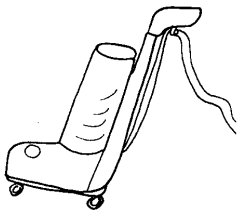
O o



P p



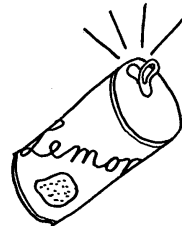
V v



W w



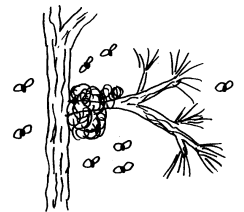
X x

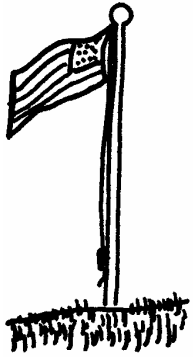


Y y



Z z

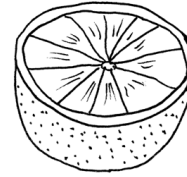




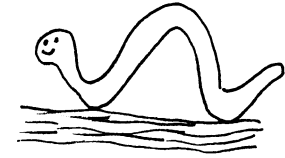
flag.....pole



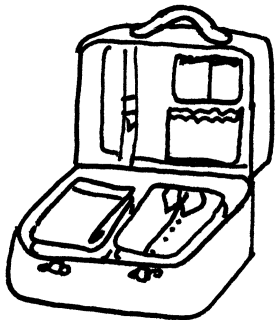
in.....side



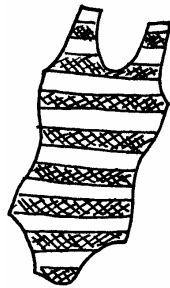
grape.....fruit



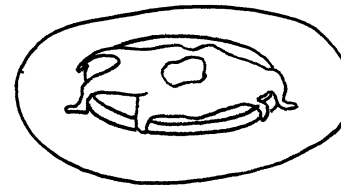
inch.....worm



suit.....case



swim.....suit



pan.....cake



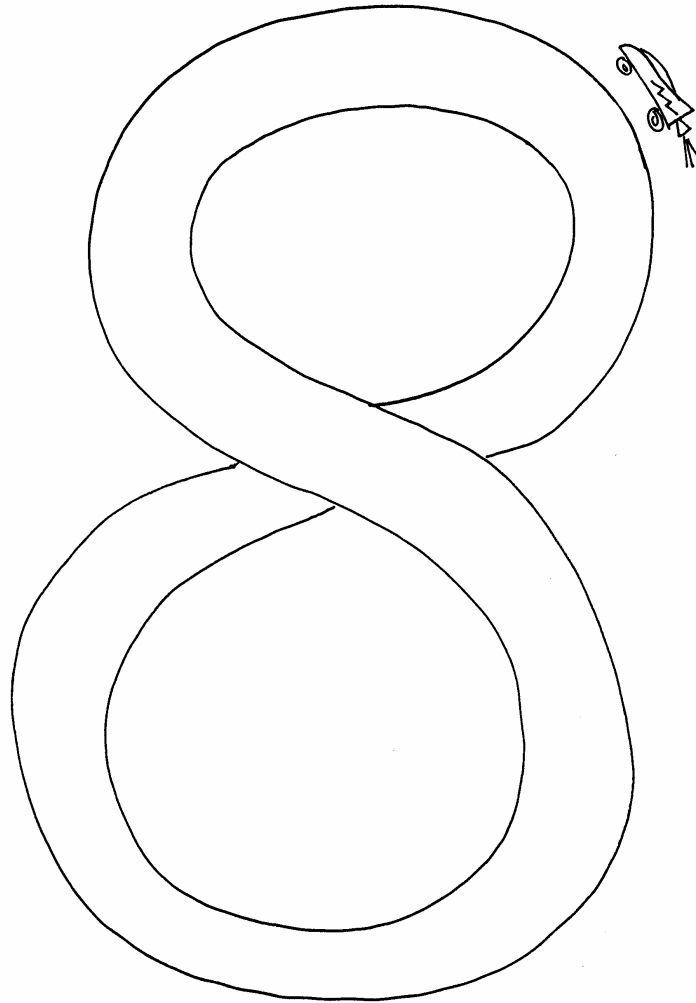
down.....town

(Do the pictures in random order.)

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



Figure Eight Race Track 1



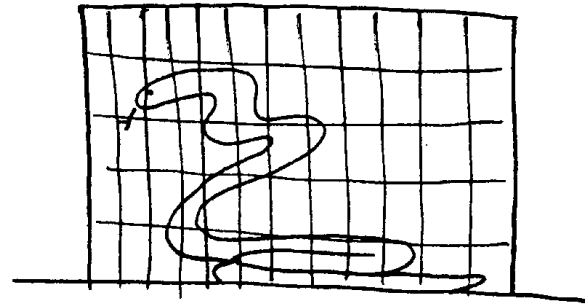
Start by the car. Go around the race track many times.

At School

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.

The teacher reads this section aloud. Use the sound of the letter when reading the story, not the letter name. Then point to the picture, say the sound, and have the students repeat. Point to each capital and lower case letter and explain that these letters represent the same sound. Explain that sometimes capital and lower case letters look the same except for size, but sometimes they look completely different. Remind the students that the top letters are they way they look when we write them. The bottom letters show how they often appear in books. The extra parts that stick out are called serifs, but the basic shape of the letter is the same. Have students point and give the sound for the sound picture and each letter in unison. For younger students, you can add this explanation. (Above the picture) This is the mommy letter and the little girl letter. (Below the picture) This is the daddy letter and the little boy letter. They all show the same sound, just like the picture.

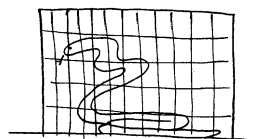
S s



S s



Handwriting



Students trace the capital letter 6-8 times using one or two fingers.

Say the name of the capital letter and its sound each time you trace, "Capital T, /T/, capital T, /T/....."

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

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

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

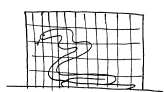
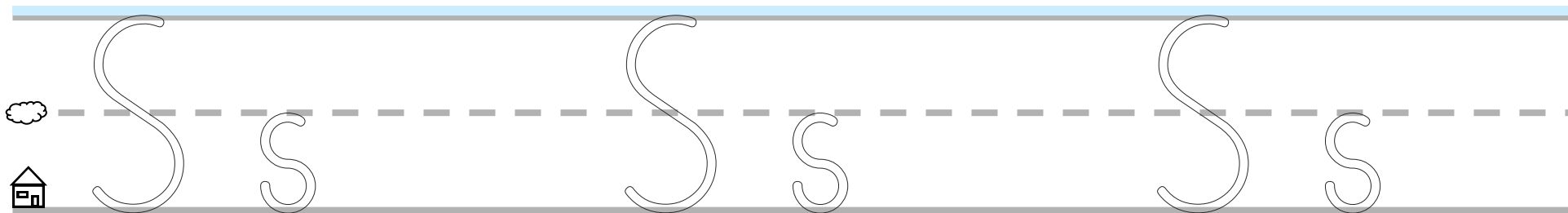
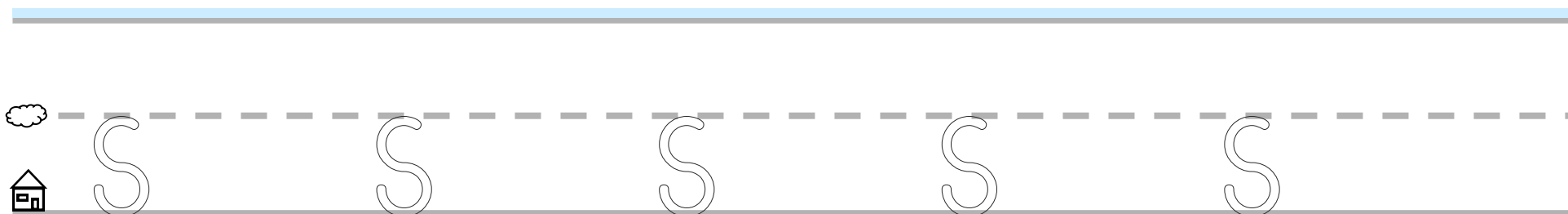
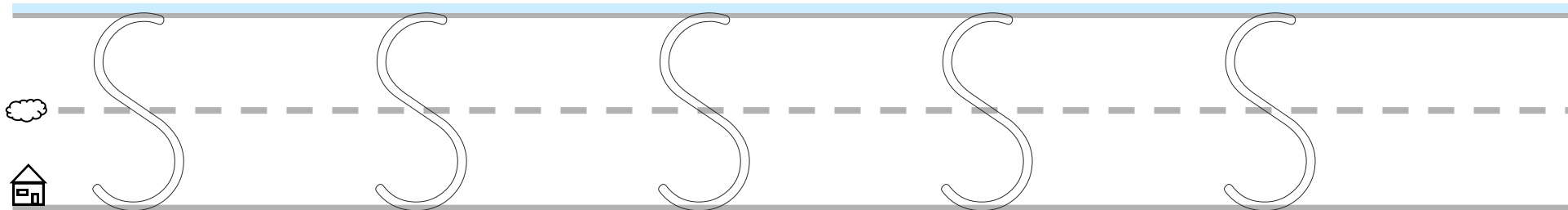
"To make a capital T we start at the sky line and go straight down to the ground. Then we jump up and make a line going across at the sky line."

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




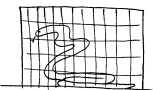


"To make a lower case t we start at the sky line and go straight down to the ground. Then we jump up and make a line going across at the cloud line."

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

Follow this routine when you introduce each new letter.



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

	S	B S F R S S W
	s	s n x e s i s
	s	sun bus miss sell
	s	sister messy sleds
	s	Ed sleds in the snow. 

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

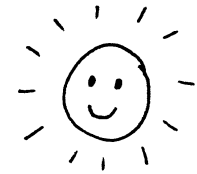
Note: Students are not expected to read the words by themselves.

Beginning Sounds

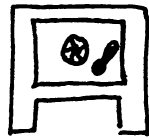
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

S _

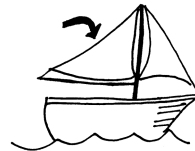
sun



safe



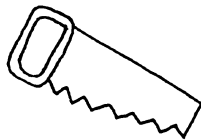
sail



sock



saw



sad



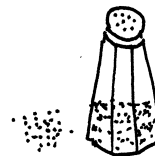
sour



soup



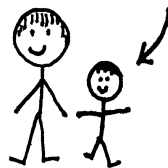
salt



sing



son



sign

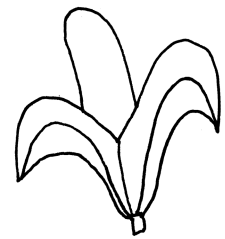
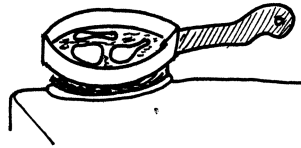
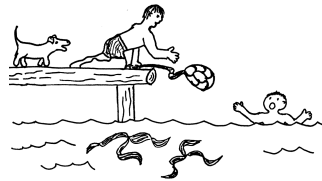
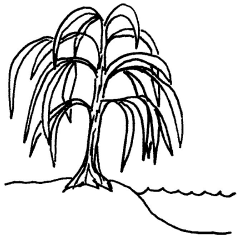
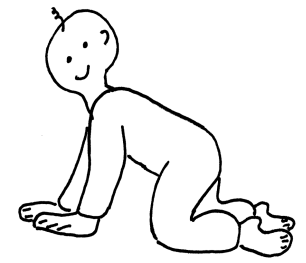
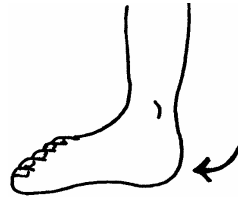


seal



Rhyming

Ss

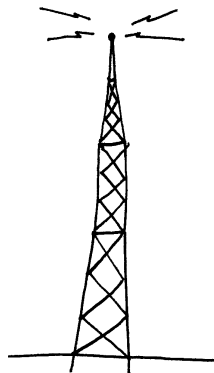


buy-fry, pillow-willow, heel-peel, shave-save, crawl-shawl Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, 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.

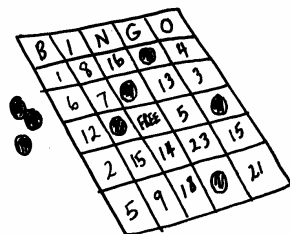
Tj

Oral Blending

Two-Syllable Words 1



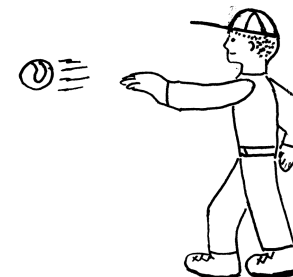
tow-er



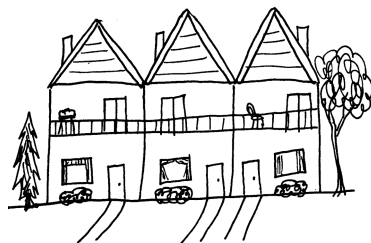
bing.....o



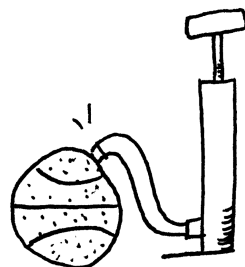
bon.....fire



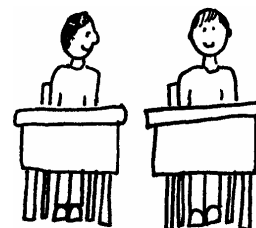
ath.....lete



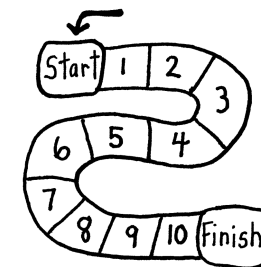
con.....do



in.....flate



be.....side



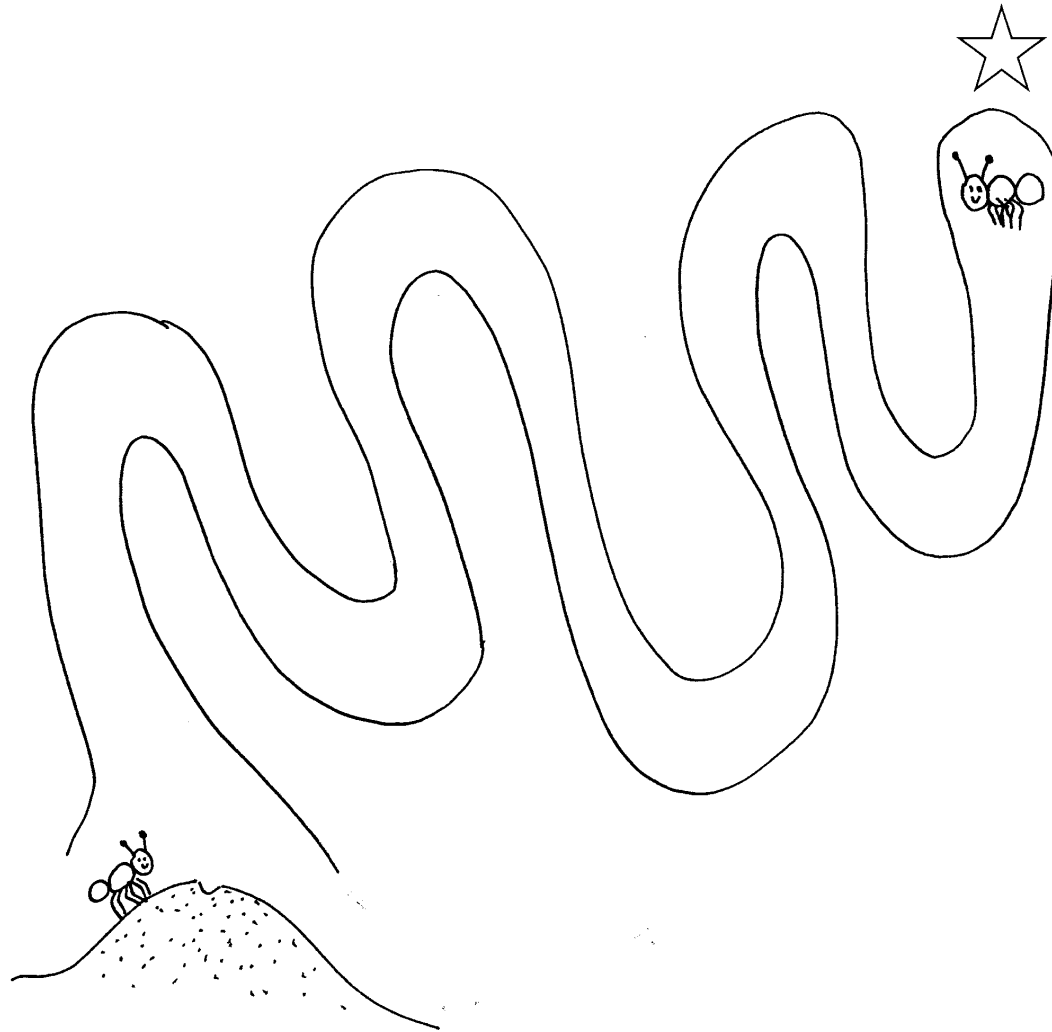
be.....gin

(Do the pictures in random order.)

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

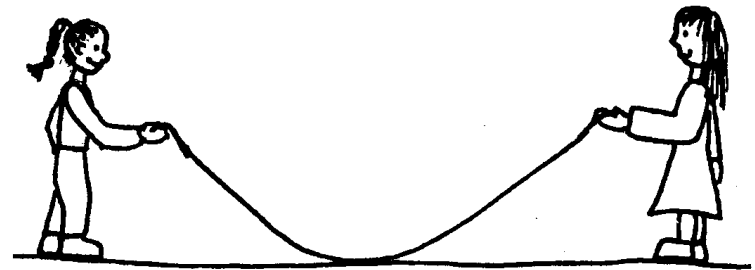


Ant Hill

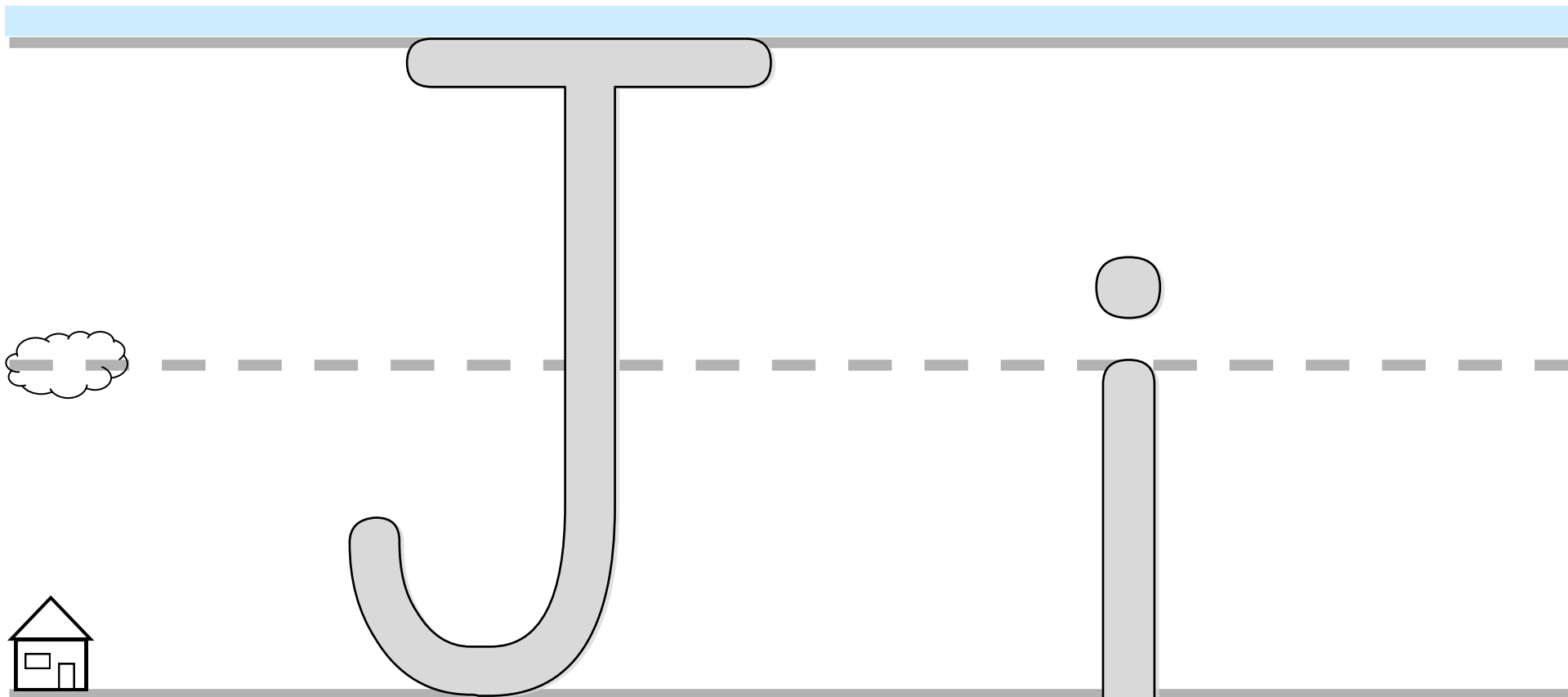


Start at the ant by the star. Follow the path.
Help the ant go to the anthill.

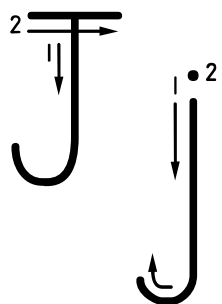
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.



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



Handwriting

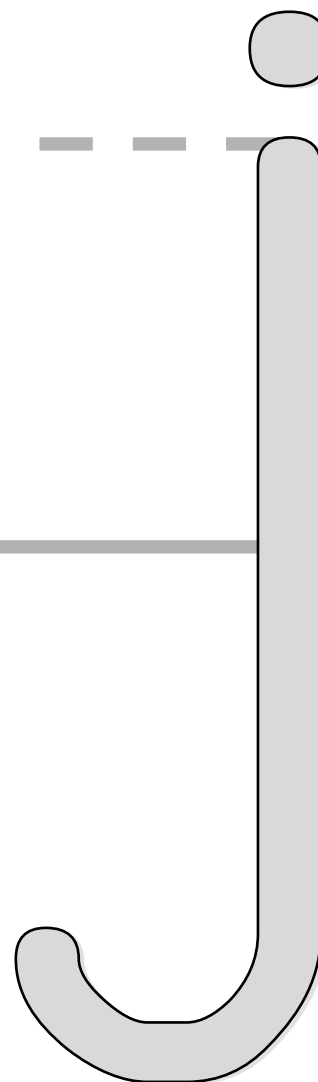


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

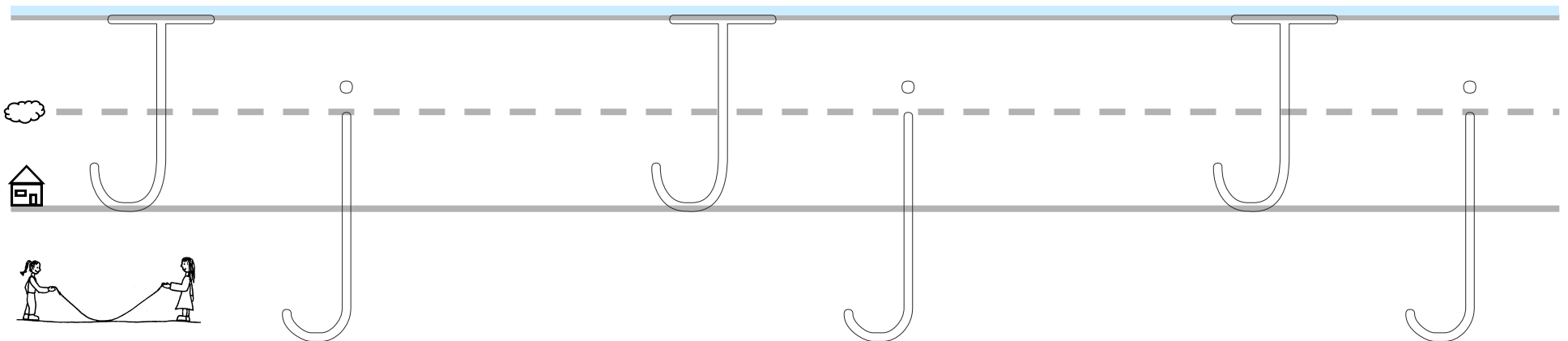
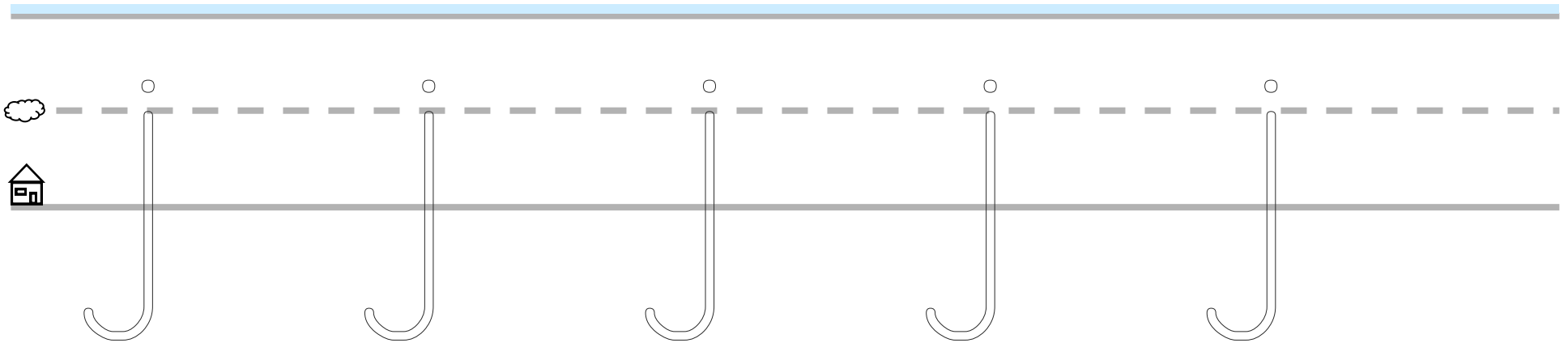
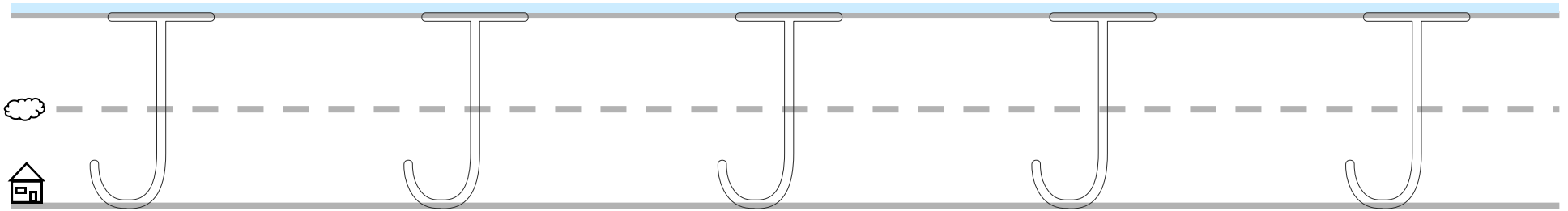
Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.



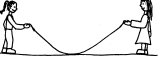



Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



	J	F	T	J	L	J	S	J
	j	j	i	r	g	j	l	j
	j	jam	jog	just	jazz			
	j	jeep	junk	inject				
	j	Jan jumps on a box.						

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

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

Beginning Sounds

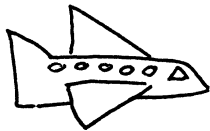
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

j—

jaw



jet



jug



jump



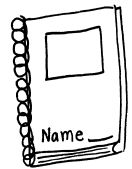
jeans



jog



journal



jeep



jar



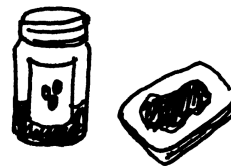
jacket



jail



jam

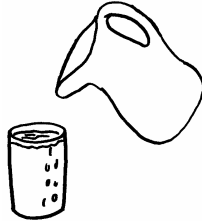
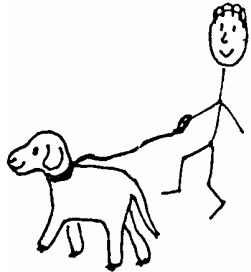
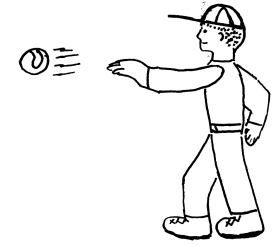
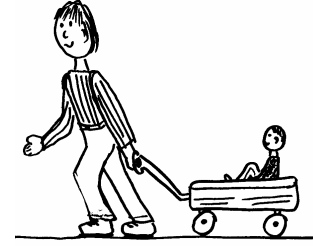
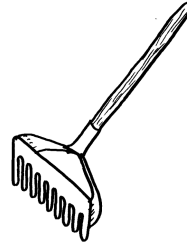


Jack-in-the-box

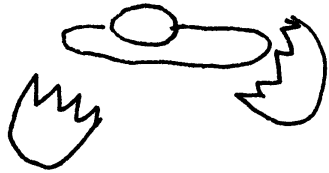


Rhyming

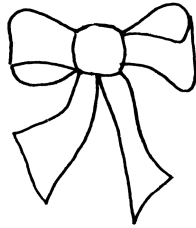
Jj



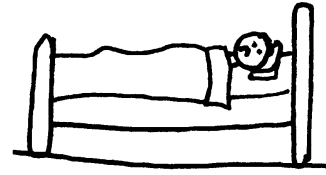
chalk-walk, sky-spy, rake-lake, pull-full, throw-snow Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat 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.



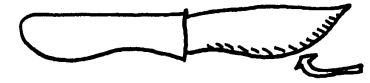
e.....gg



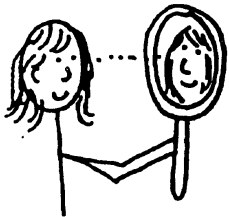
b.....ow



i.....ll



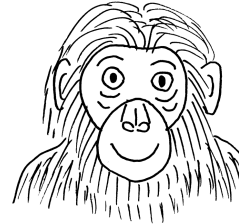
e.....dge



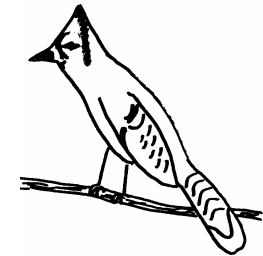
m....e



i.....tch



a.....pe



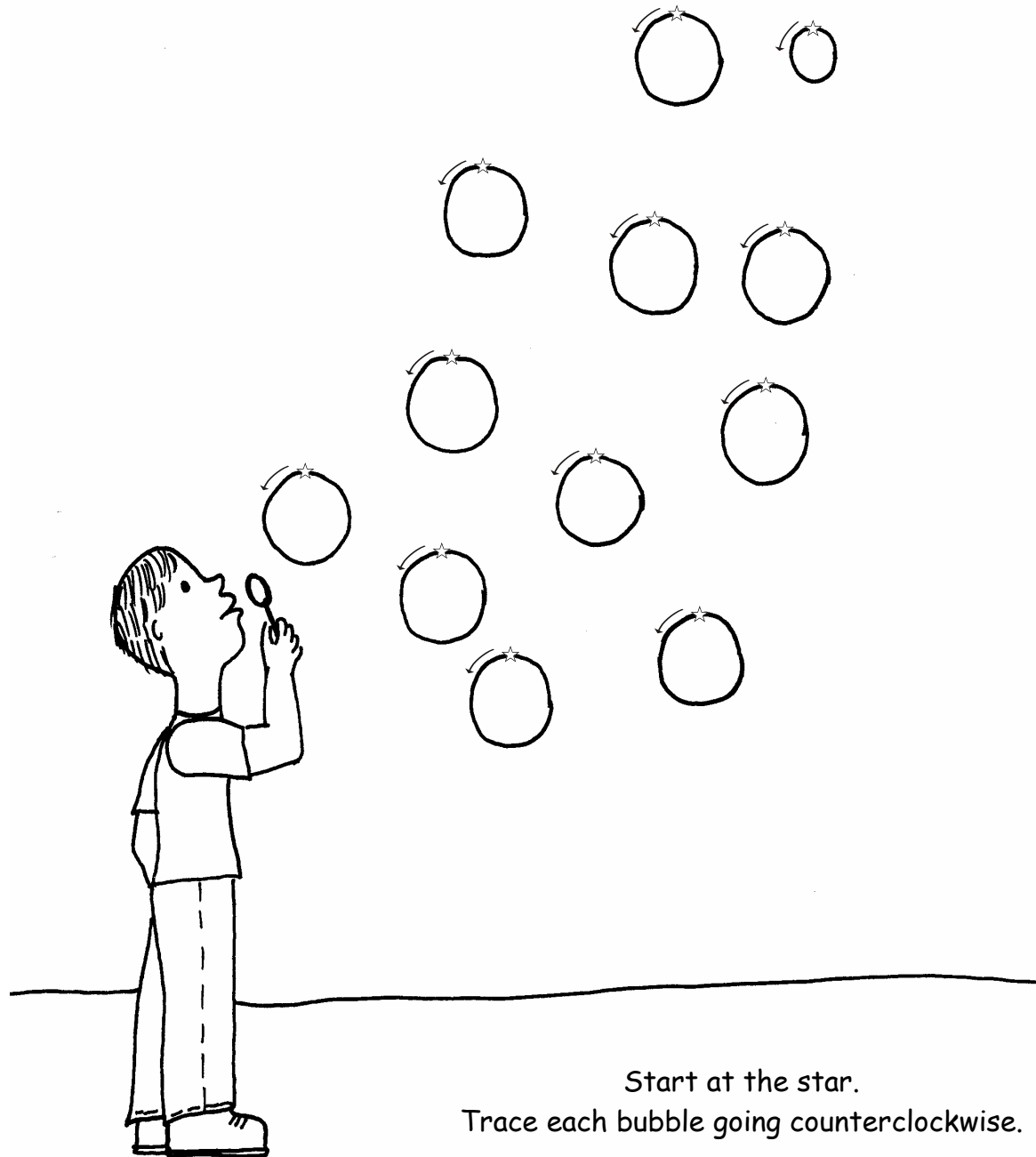
j.....ay

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

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

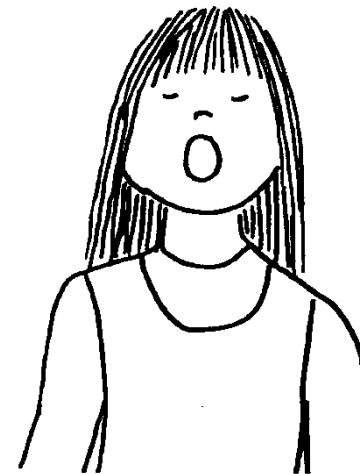
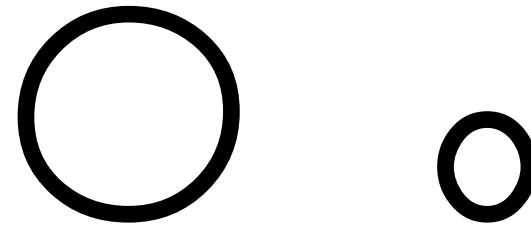


Bubble Blow

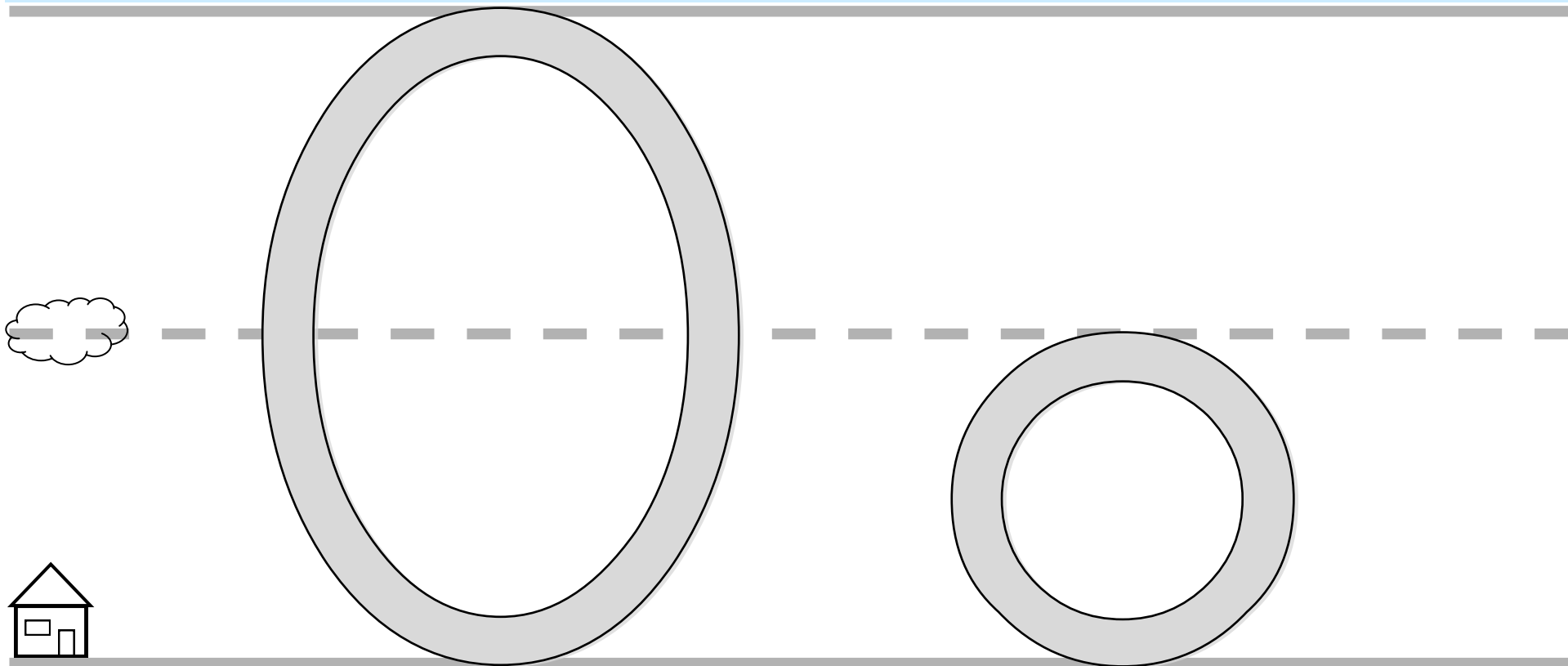


Start at the star.
Trace each bubble going counterclockwise.

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 "Ahhhh" 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)



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



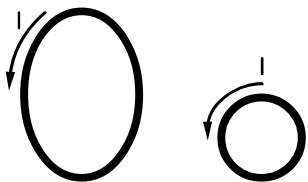
Handwriting

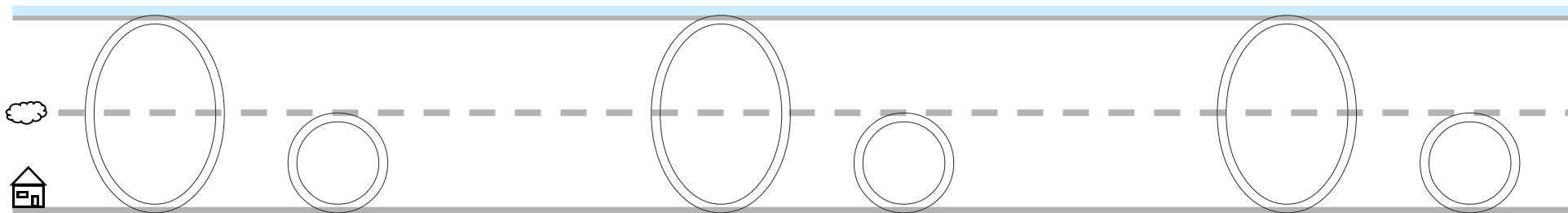
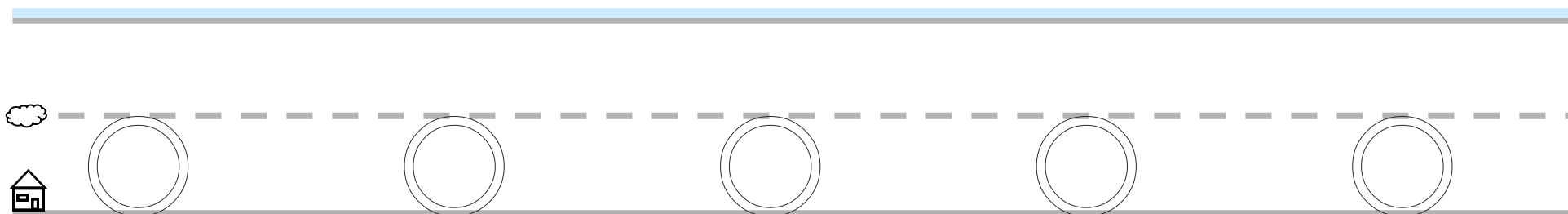
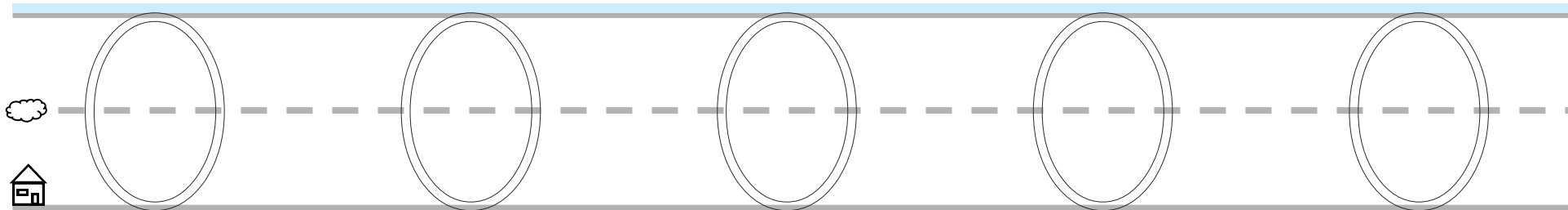
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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

Keep a steady rhythm when tracing.






See the expanded instructions on the Ss page.





Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Letter Discrimination

	O	U O S B O H O
	o	o u e o f o s
	o	on ox top log off
	o	hotdog cotton soft
	o	Mom will mop.



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

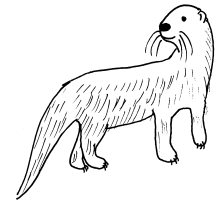
Note: Students are not expected to read the words by themselves.

Beginning Sounds

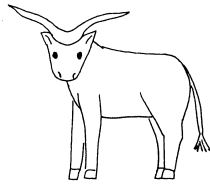
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

O _

otter



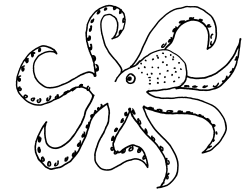
ox



opt



octopus



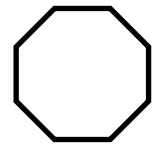
on



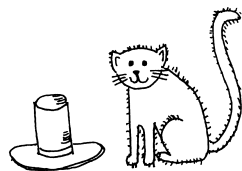
olive



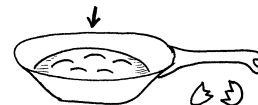
octagon



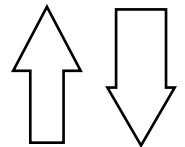
off



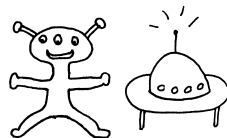
omelet



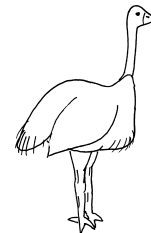
opposite



odd



ostrich

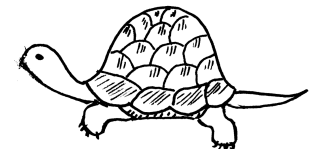
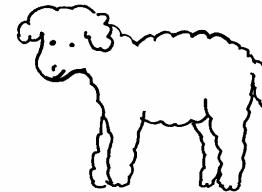
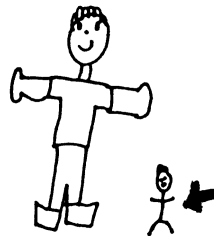
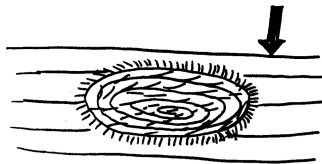
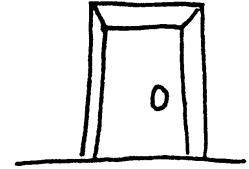
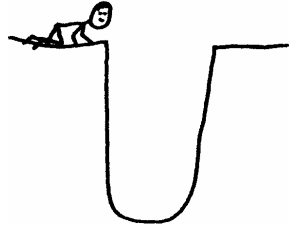
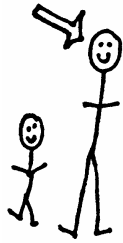


office

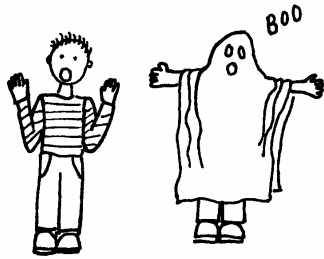


Rhyming

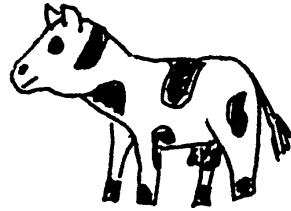
Oo



tall-small, deep-sheep, dawn-yawn, show-slow, door-floor 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.



b.....oo



c.....ow



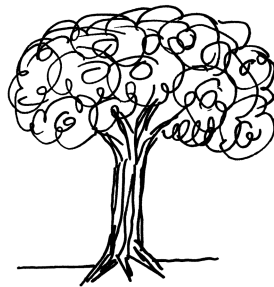
h.....e



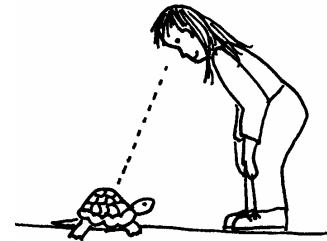
oi.....l



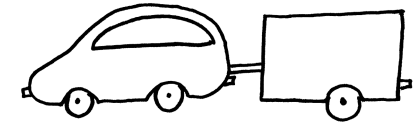
a.....che



oa.....k



s.....ee



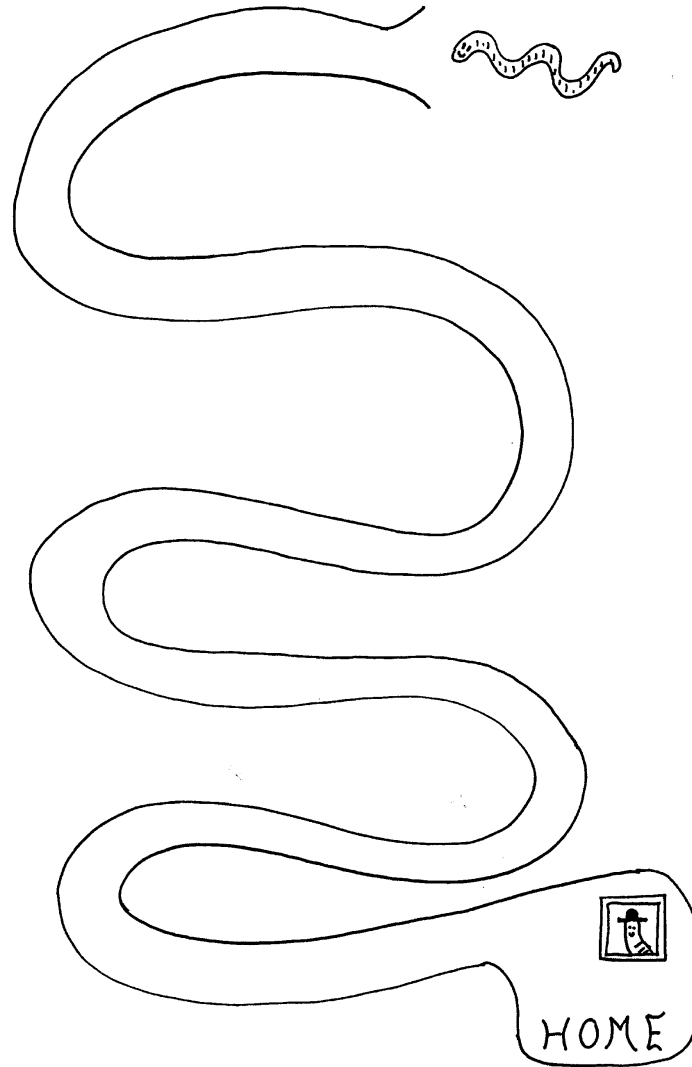
t.....ow

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

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



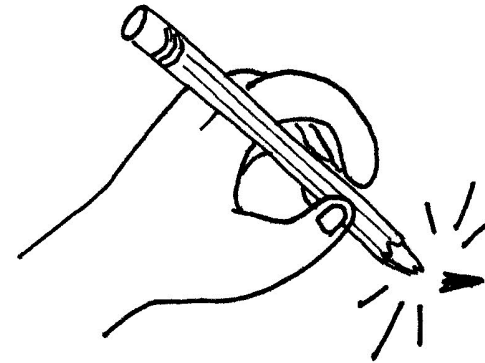
Willy Worm 1



Help the worm find his way home.

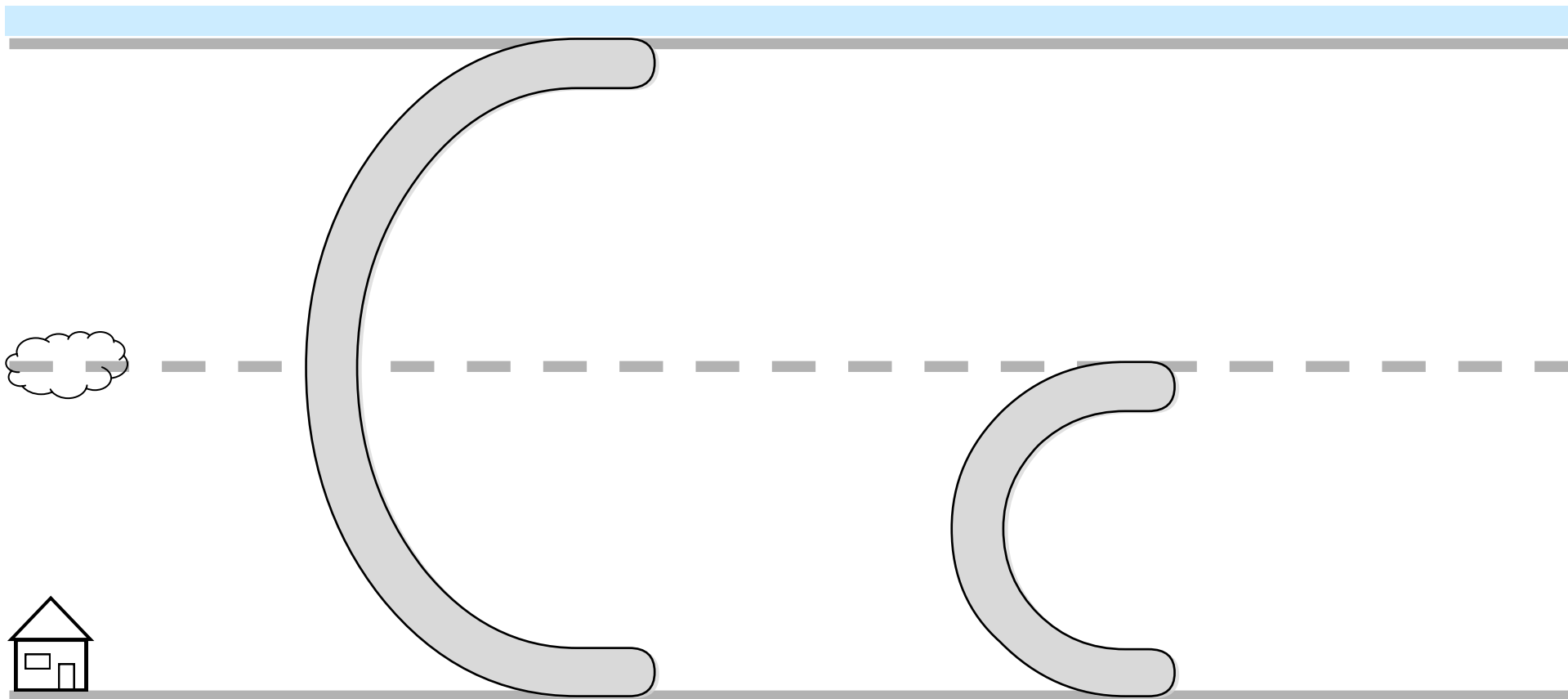
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.

C c

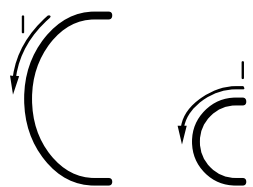


C c

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



Handwriting

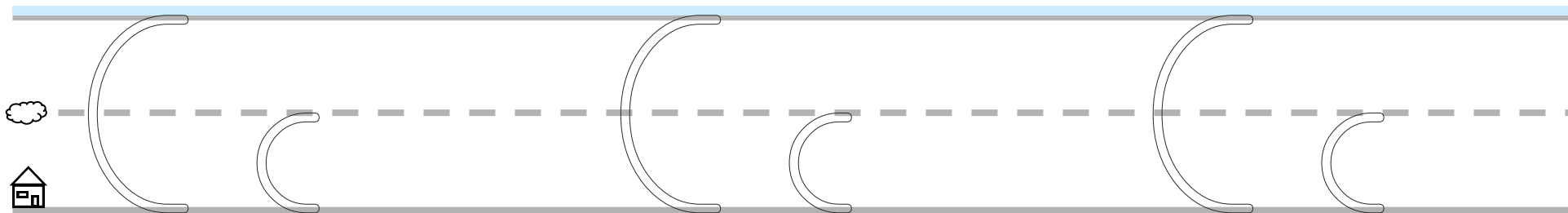
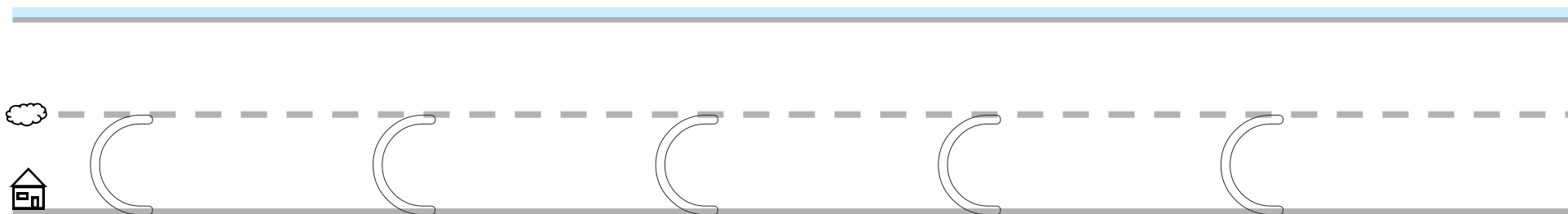
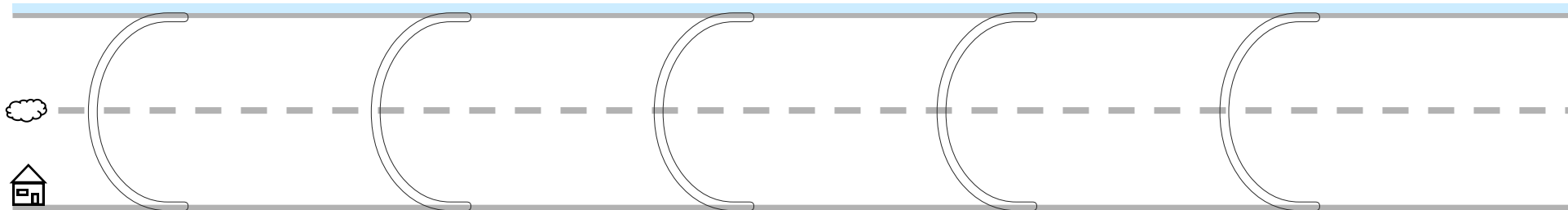


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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






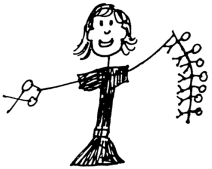
Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Letter Discrimination

	C	S C X C U B C
	c	o f c b u c c
	c	cat cup act pick
	c	cactus picnic clock
	c	I can cut. 

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

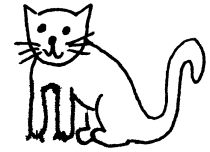
Note: Students are not expected to read the words by themselves.

Beginning Sounds

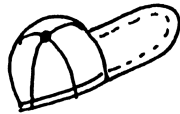
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

C _

cat



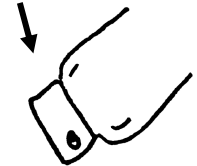
cap



cow



cuff



cup



car



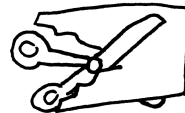
cage



candy



cut



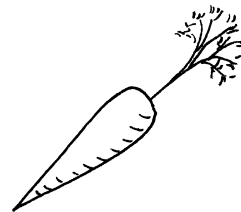
cone



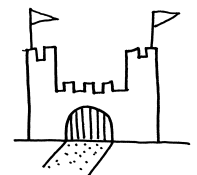
cot



carrot

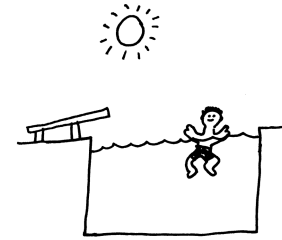
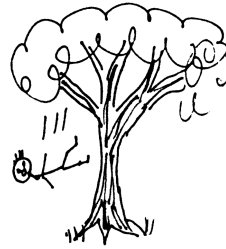
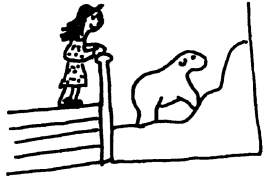


castle

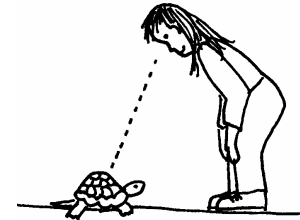
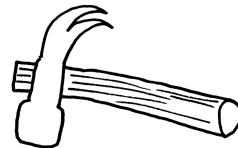
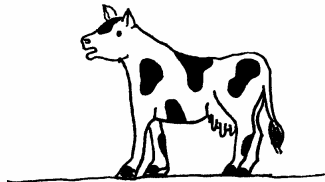
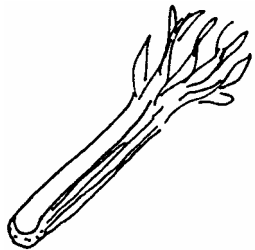


Rhyming

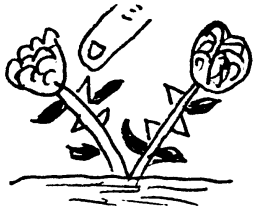
Cc



3



zoo-moo, talk-stalk, fall-call, pool-tool, three-see 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.



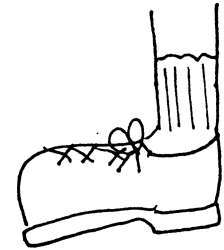
ou.....ch



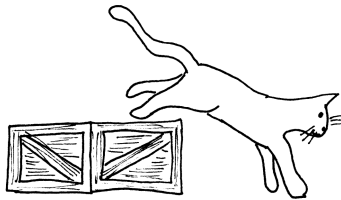
r.....ow



ai.....m



sh.....oe



ou.....t



y.....ou



b.....oy



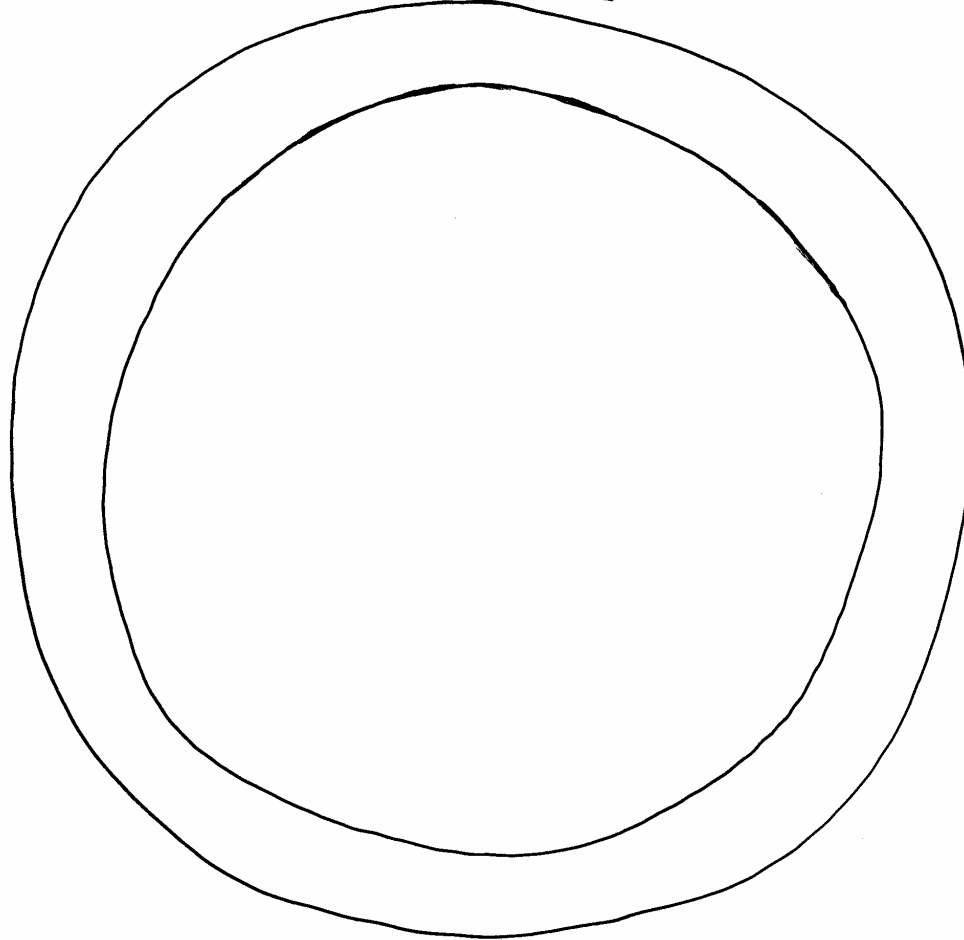
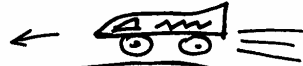
ow.....l

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

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



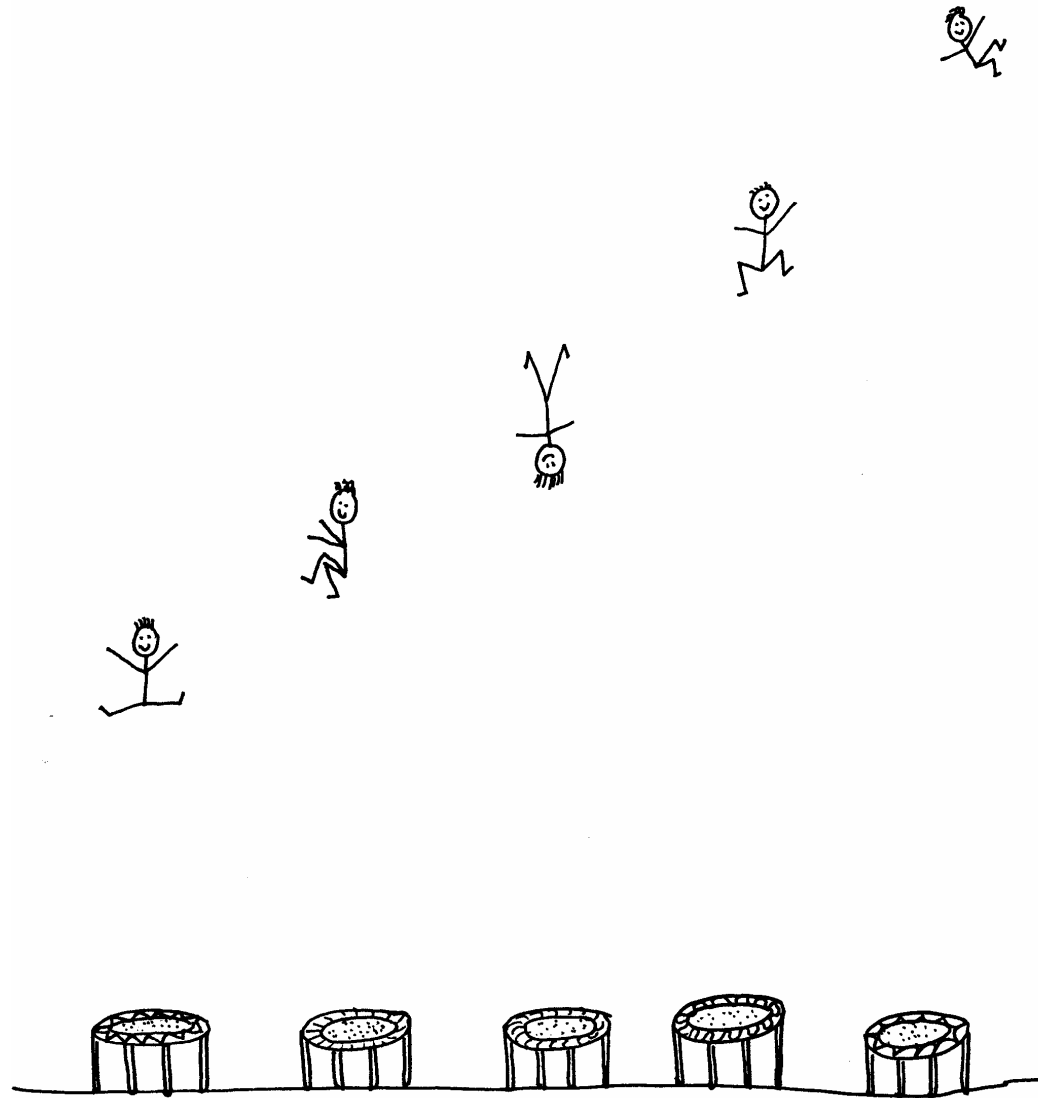
Round Race Track



Draw a line to show the car going around the race track.



Jumping Jacks 2

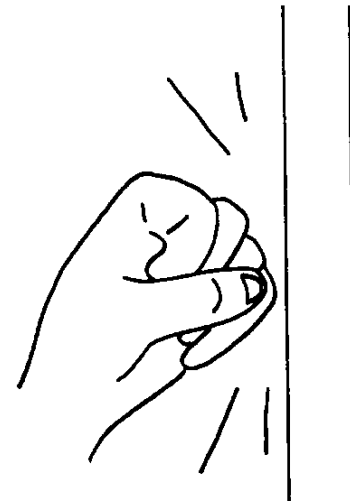


Draw a line from each trampoline up to the person and back down again.

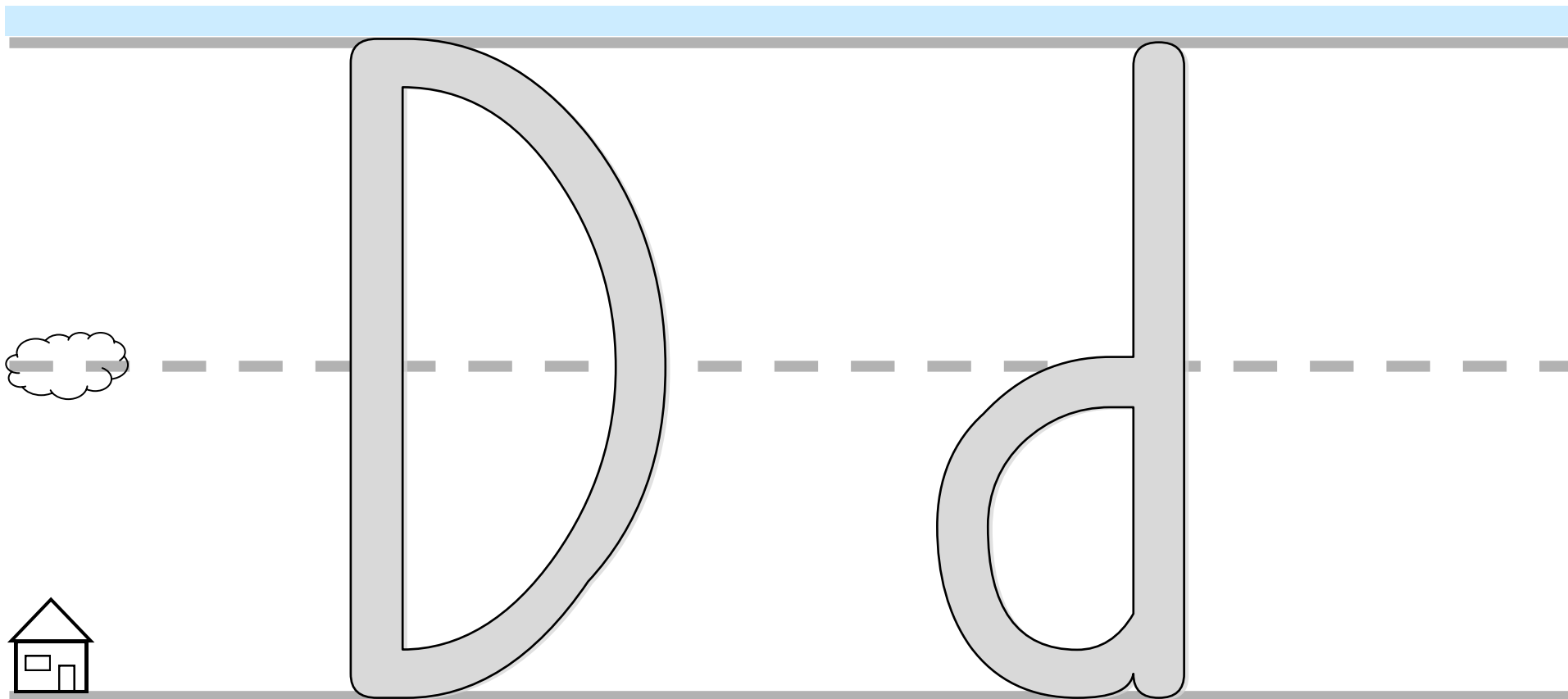
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.

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

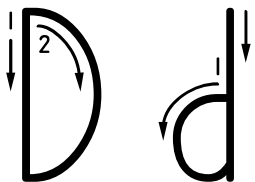
D d



D d



Handwriting

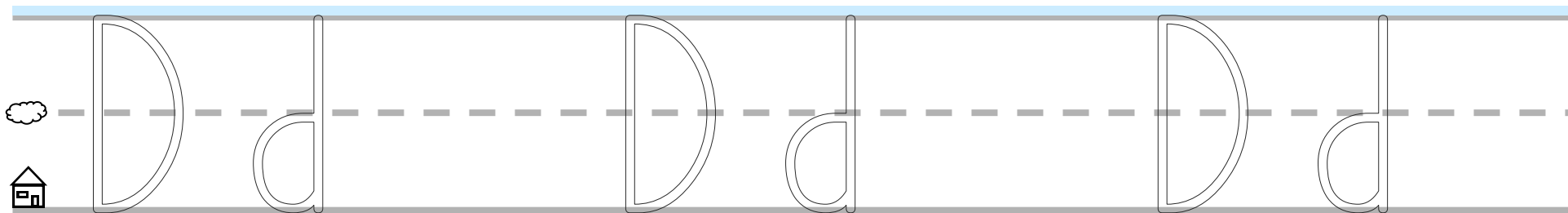
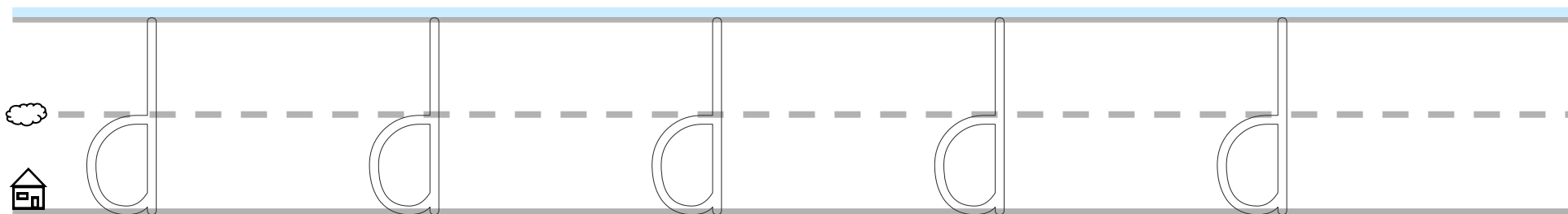
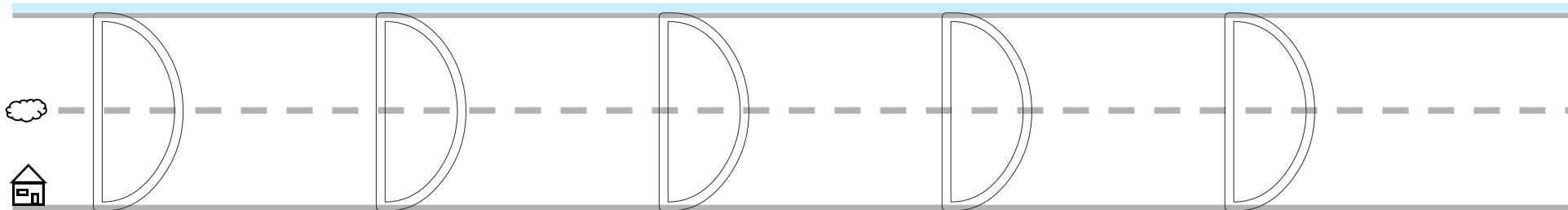


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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

Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

	D	D B C D D W I
	d	a d b d u d h
	d	did dog mud had do
	d	drip sand ladder odd
	d	Dan dug up a jug. 

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

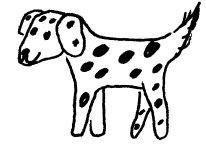
Note: Students are not expected to read the words by themselves.

Beginning Sounds

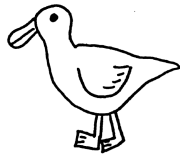
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

d _

dog



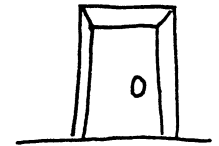
duck



doll



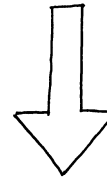
door



dad



down



dish



dime



dollar



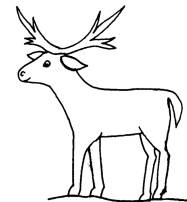
dump



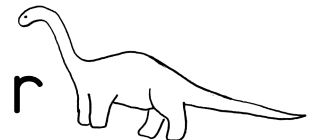
dig



deer

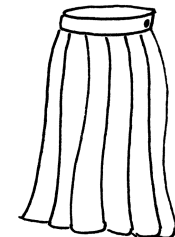
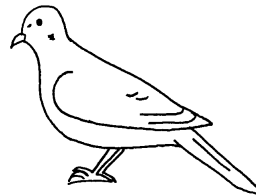
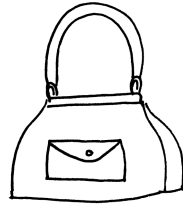
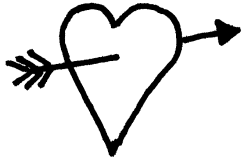


dinosaur



Rhyming

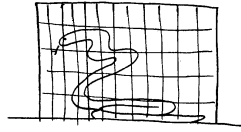
Dd



love-dove, purse-nurse, spoon-moon, shirt-skirt, nose-rose 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.

Review

E



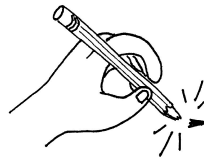
s

S



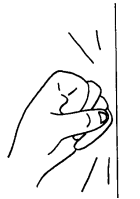
d

J



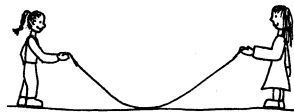
e

O



c

C



o

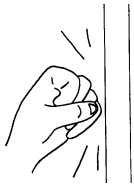

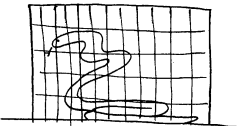


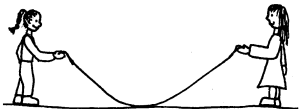
D



j

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

Review

	h	d	b	n	s
	e	u	i	o	c
	s	e	f	r	j
	c	j	e	m	l
	o	c	s	j	d
	i	x	t	w	j

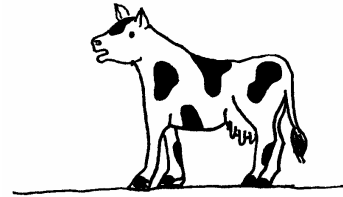
Circle a letter to match each picture. Say the sound.



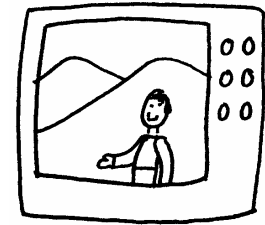
sh.....e



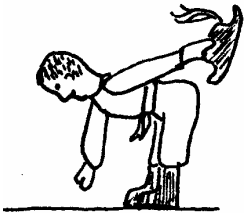
t.....oy



m.....oo



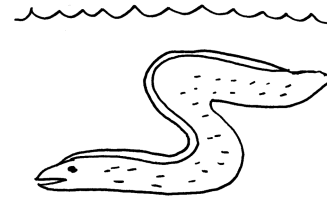
sh.....ow



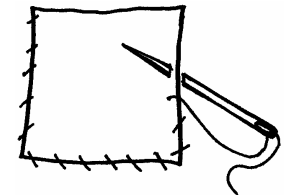
b.....ow



p.....ea



ee.....l



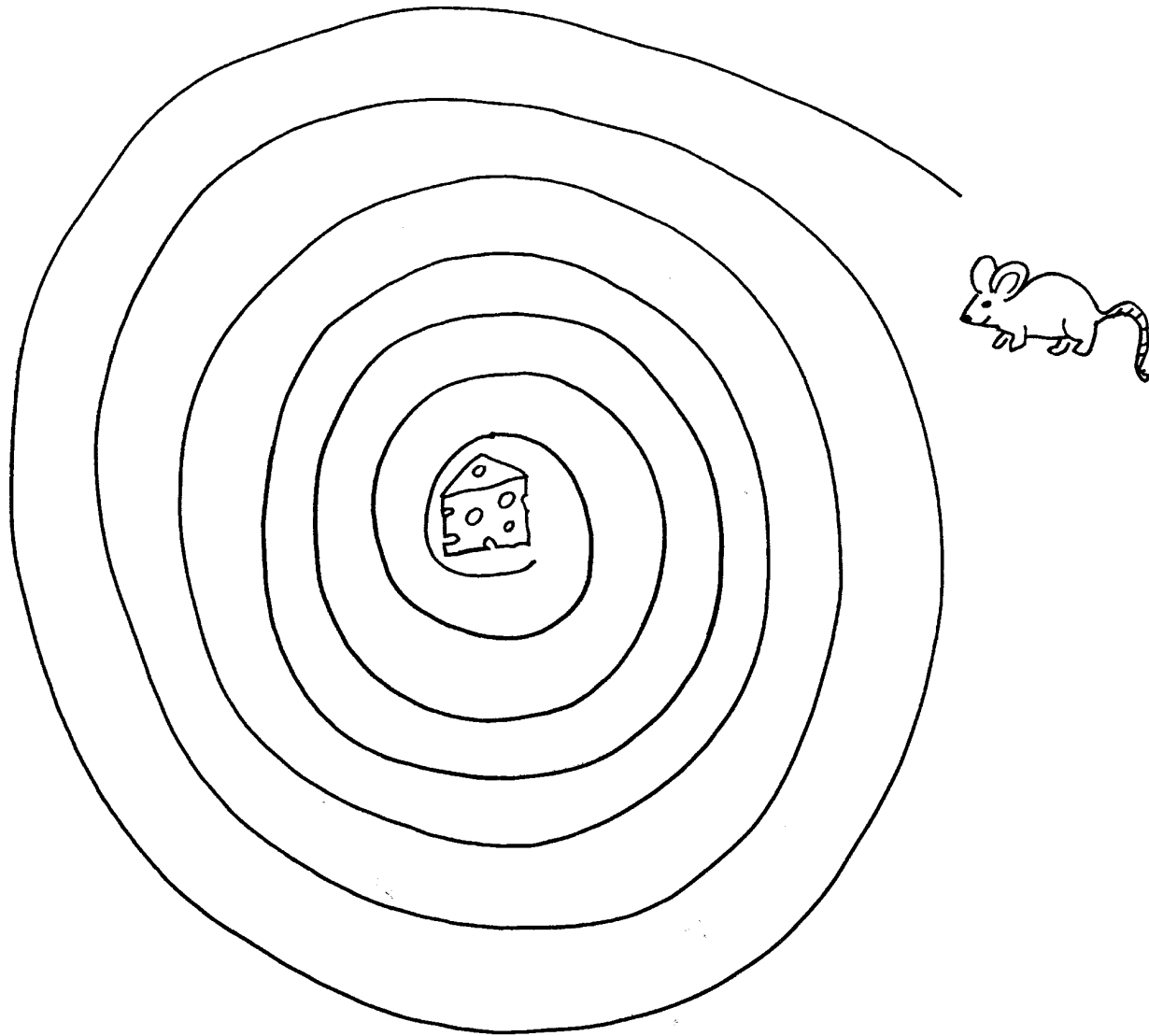
s.....ew

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

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



Mouse And Cheese

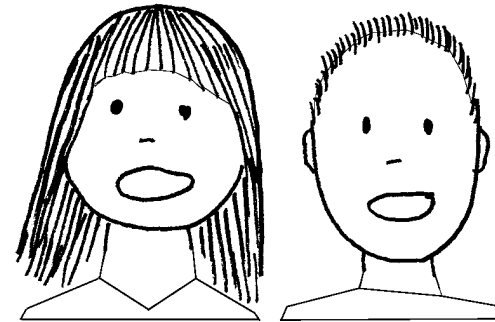


Help the mouse find his cheese.

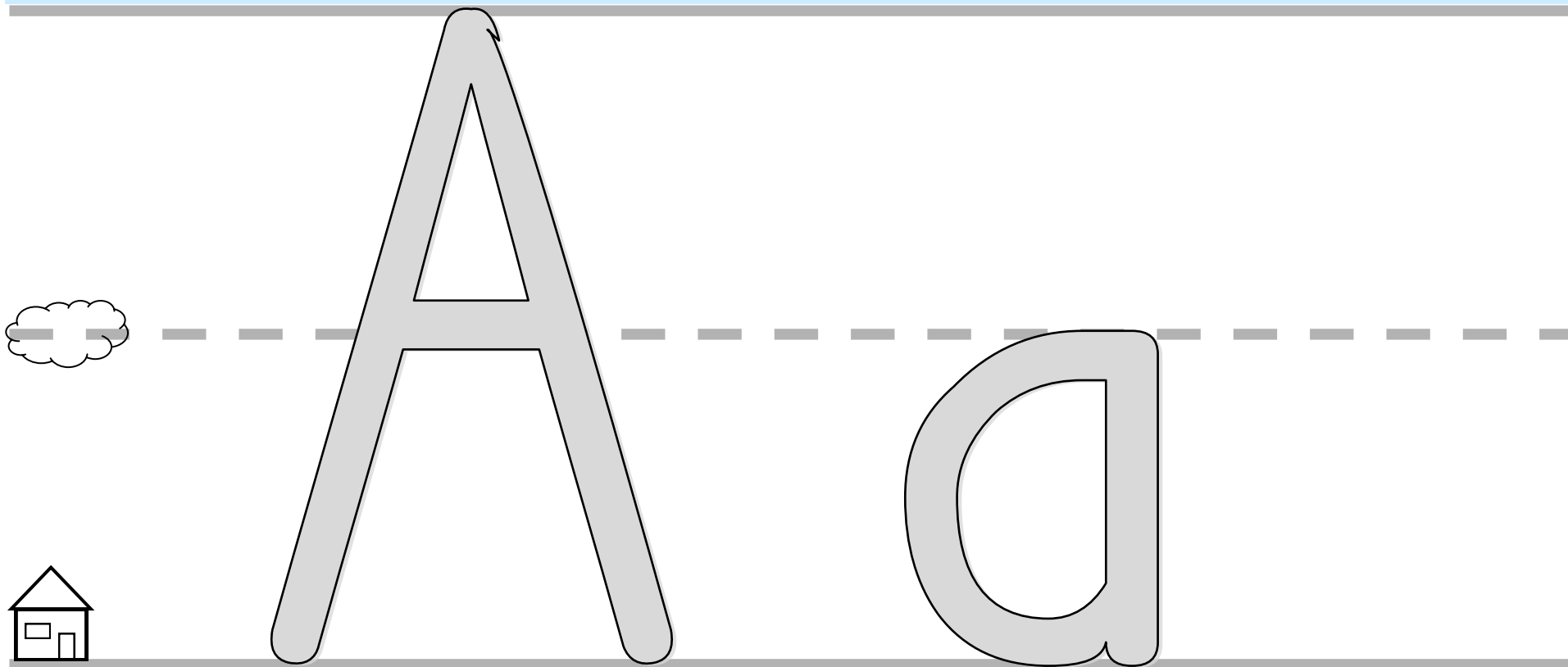
At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAaaa!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)

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

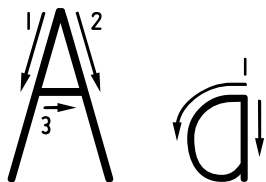
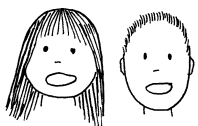
A a



A a



Handwriting

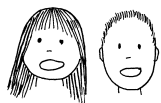
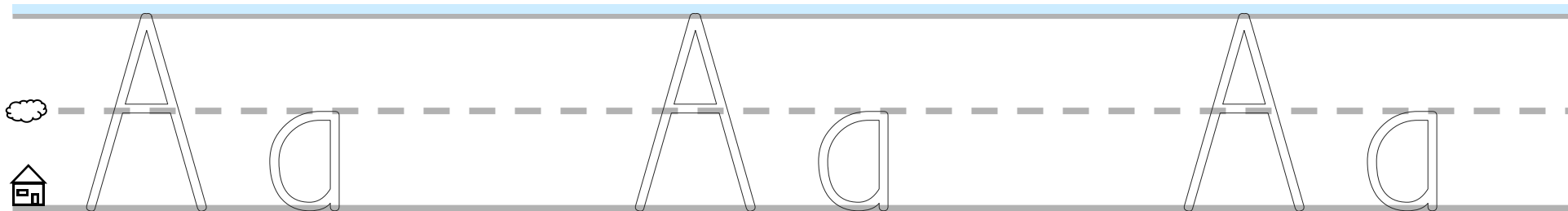
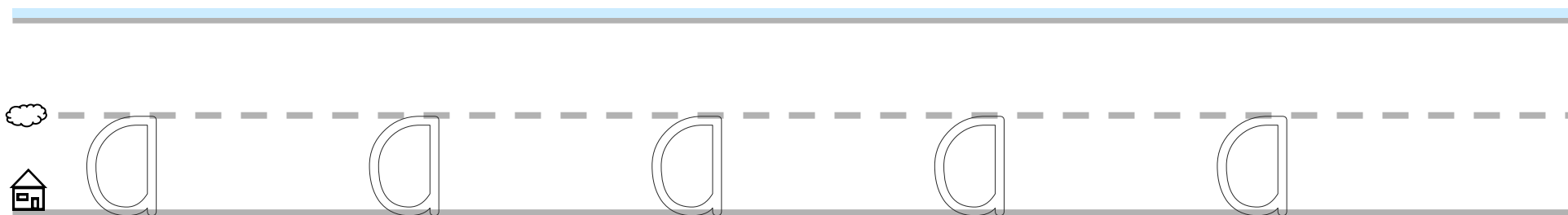
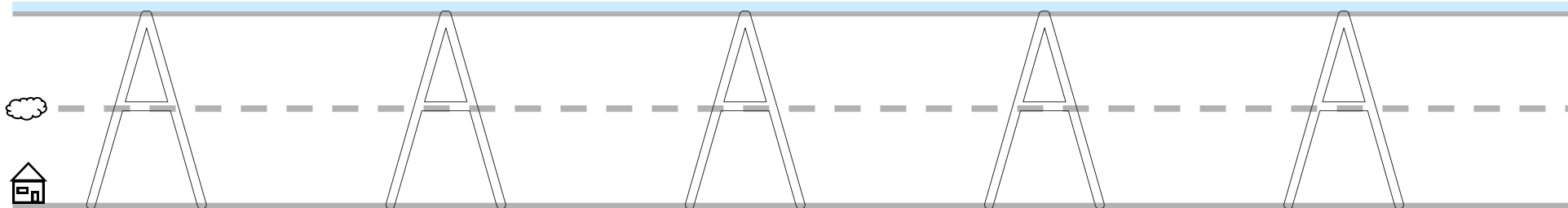


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

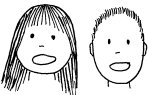
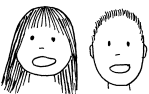


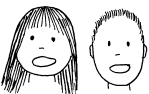
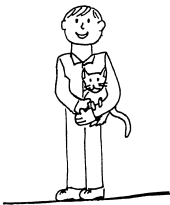
Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

	A	W A X A A R N
	a	c d a b a o a
	a	cat man add am bag
	a	stamp panda fantastic
	a	Dan has a cat. 

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

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

Beginning Sounds

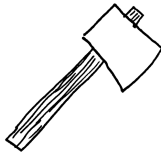
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

a _

apple



ax



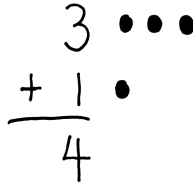
attic



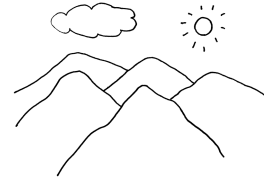
anchor



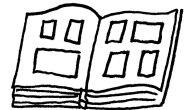
add



Alps



album



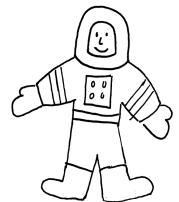
ad



ashes



astronaut



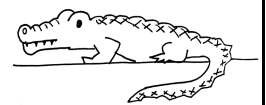
ant



ankle

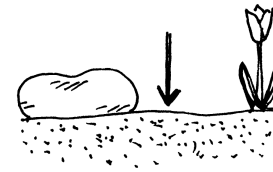
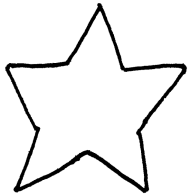
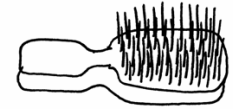
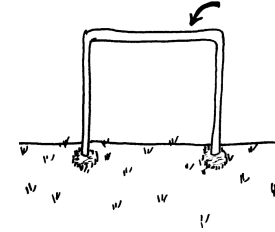
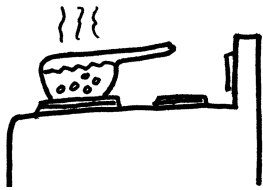


alligator

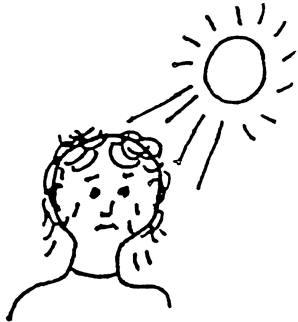


Rhyming

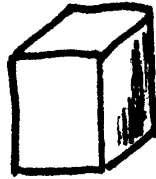
Aa



boil-soil, peach-teach, blew-stew, bar-star, brush-rush Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, now, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



h.....o.....t



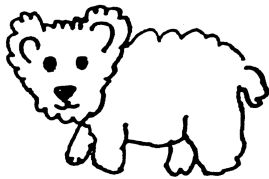
c.....u.....be



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



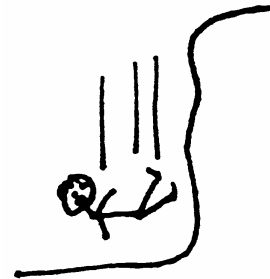
f.....ee.....d



c.....u.....b



p.....ai.....d



f.....e.....ll



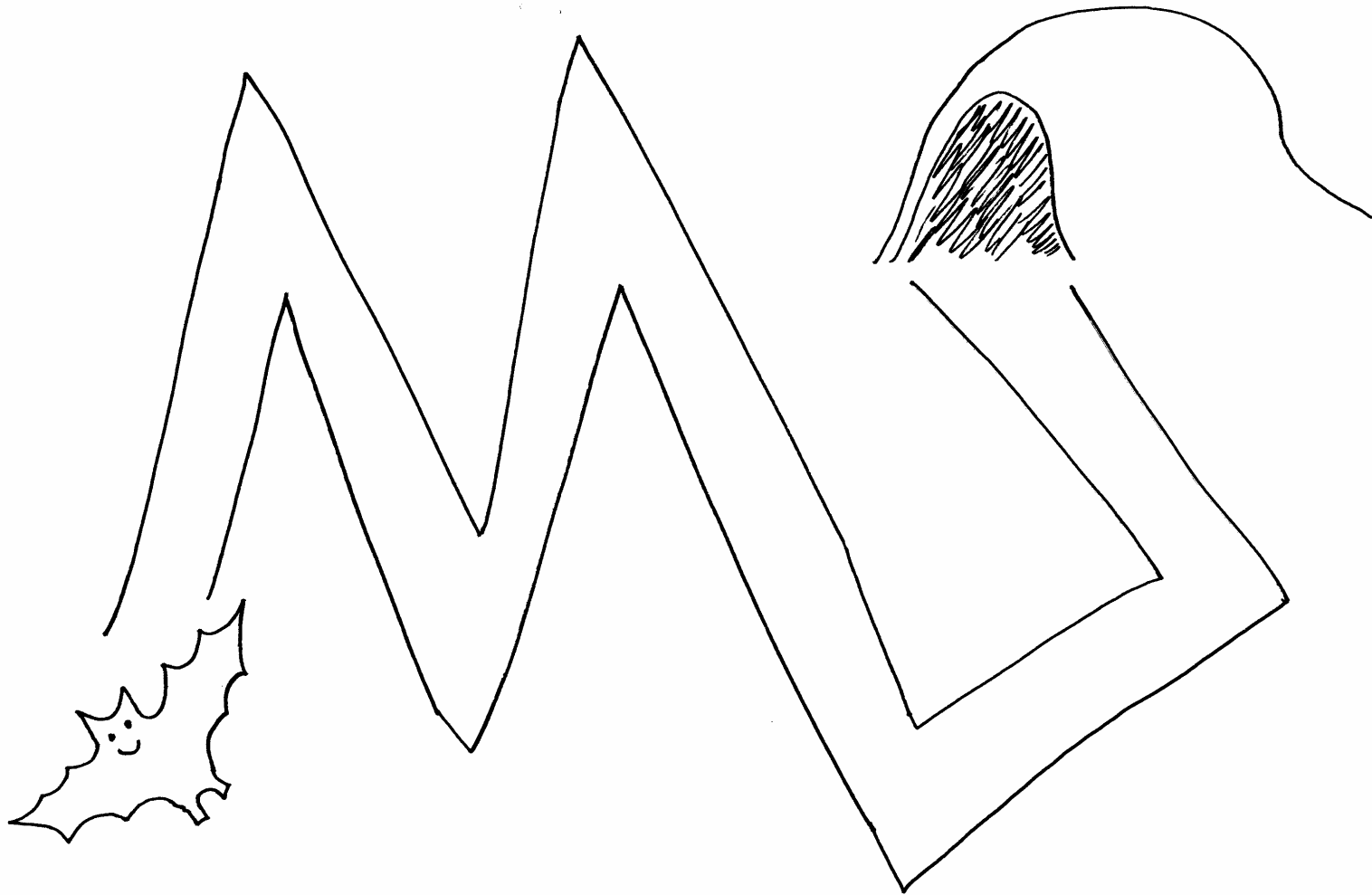
h.....o.....le

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

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



Bat Cave

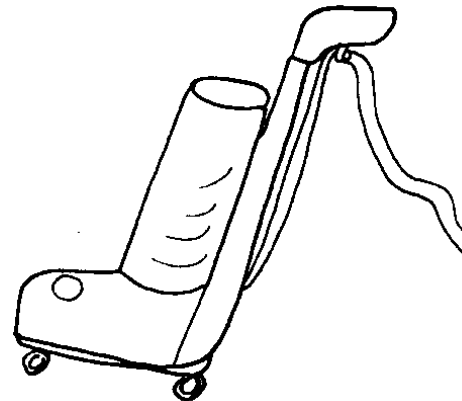


Help the bat find his cave.

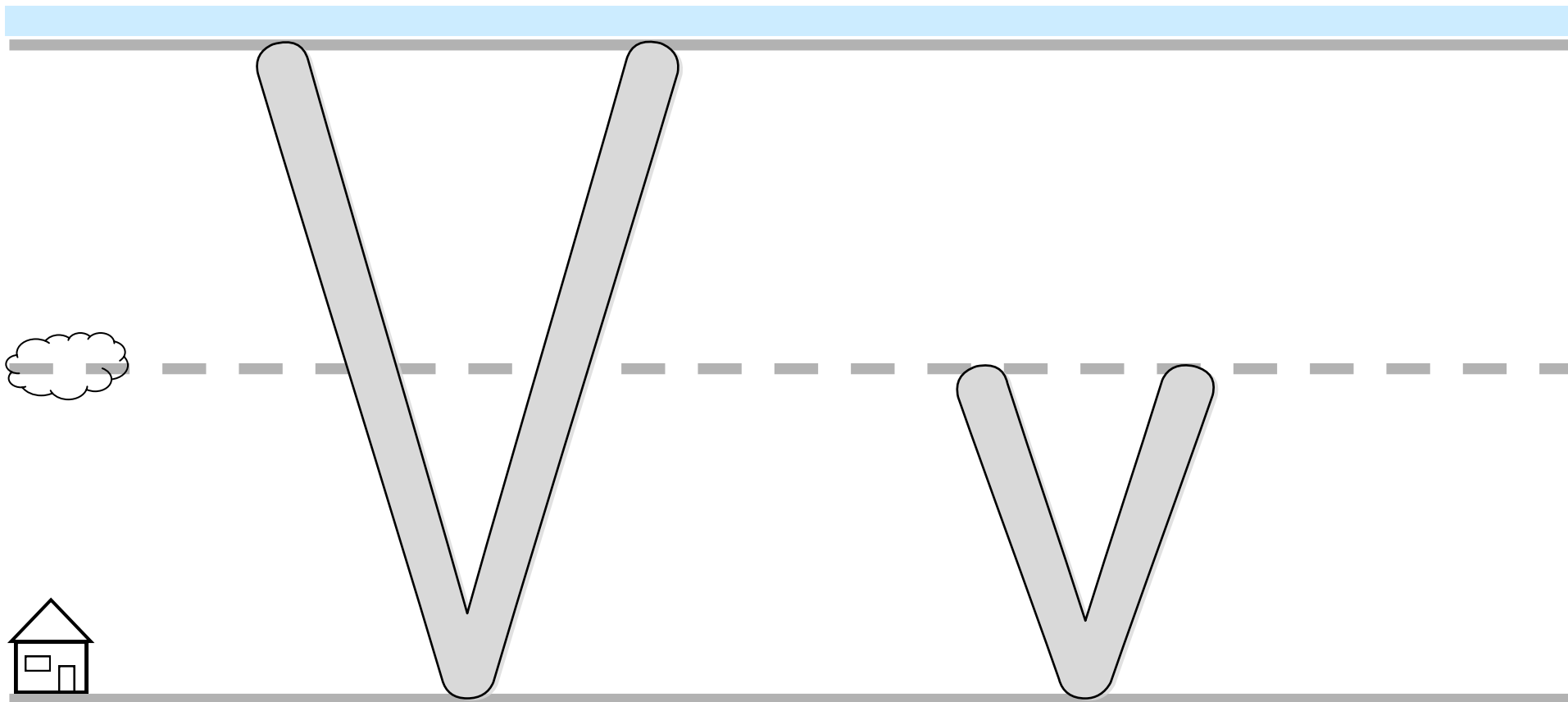
The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."

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

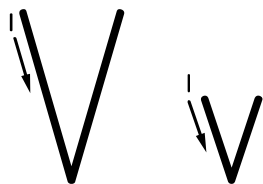
V v



V v



Handwriting

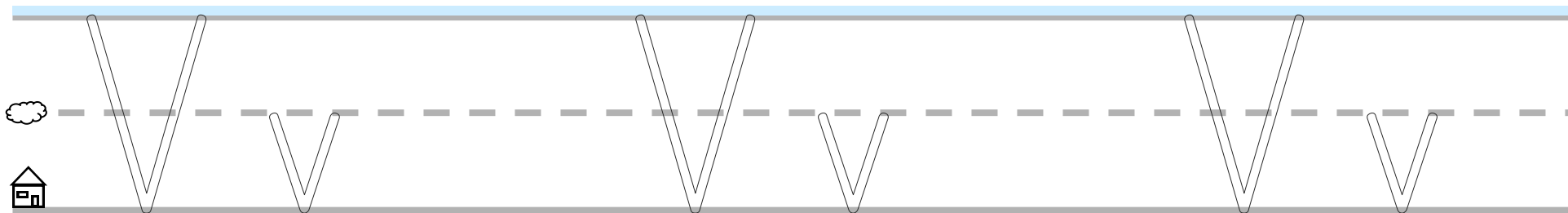
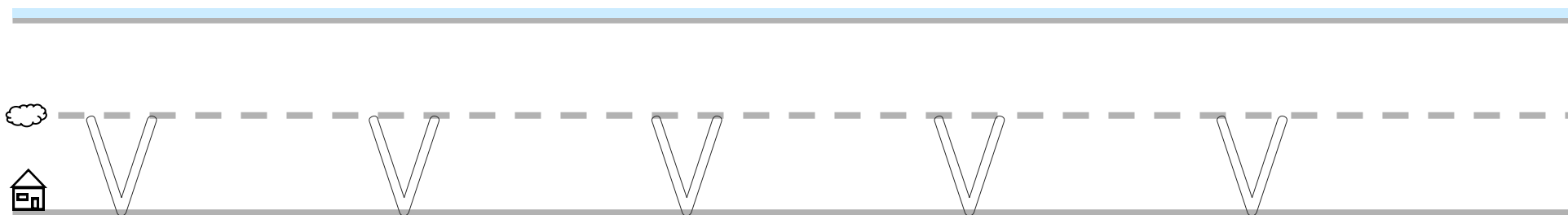
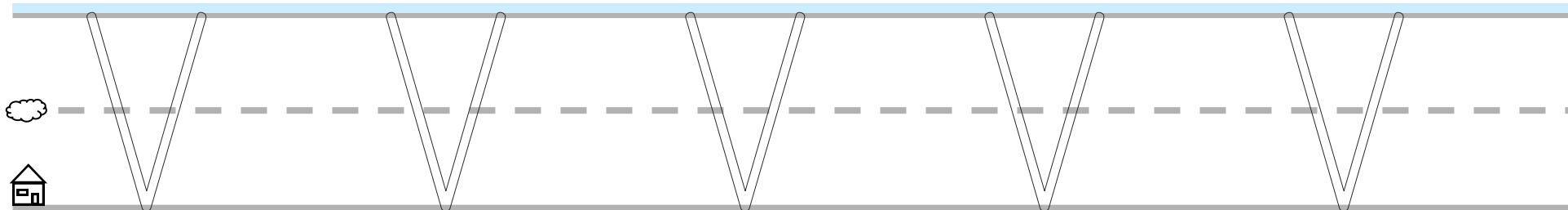


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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






Keep a steady rhythm when tracing.

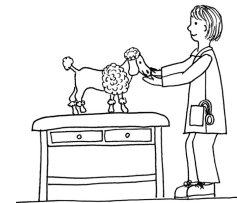
See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Letter Discrimination

	V	W V X V T B V
	v	r v w v v x v
	v	van vet have give
	v	vest even river vim
	v	Jan is a vet.



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

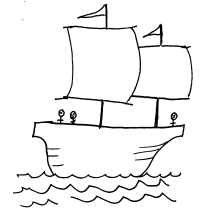
Note: Students are not expected to read the words by themselves.

Beginning Sounds

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

V _

voyage



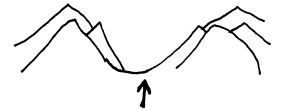
vine



van



valley



vase



veil



vulture



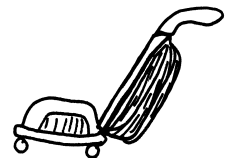
vest



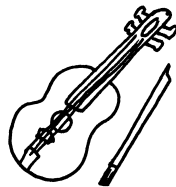
volcano



vacuum



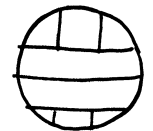
violin



Valentine

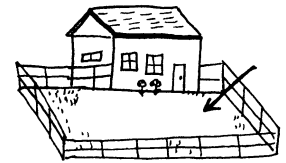
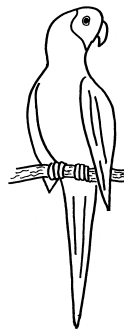
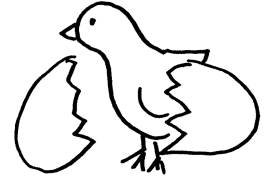
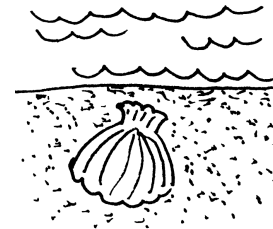
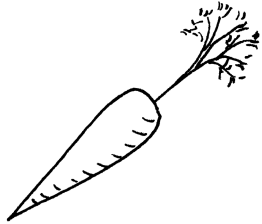
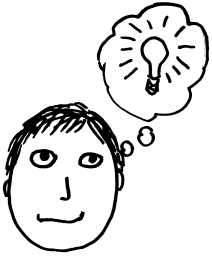


volleyball



Rhyming

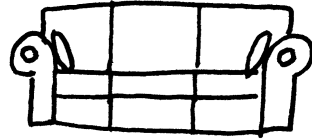
Vv



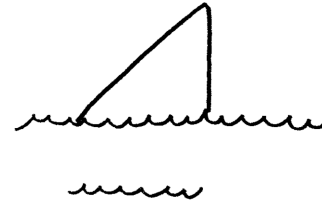
think-drink, carrot-parrot, card-yard, beach-reach, hatch-catch Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



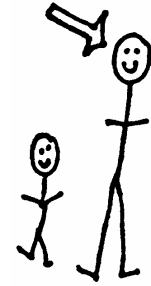
b.....ow.....l



c.....ou.....ch



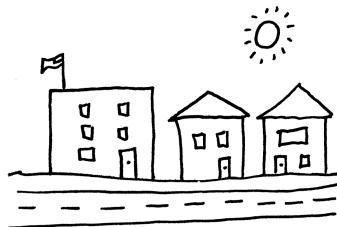
f.....i.....n



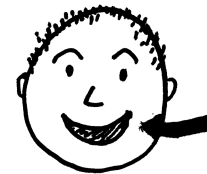
t.....a.....ll



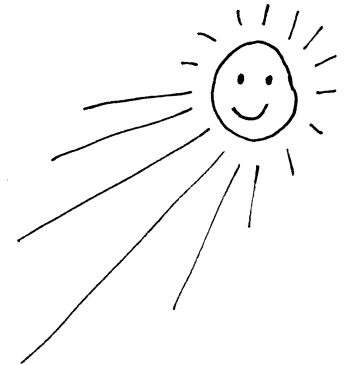
sh.....aw.....l



t.....ow.....n



m.....ou.....th



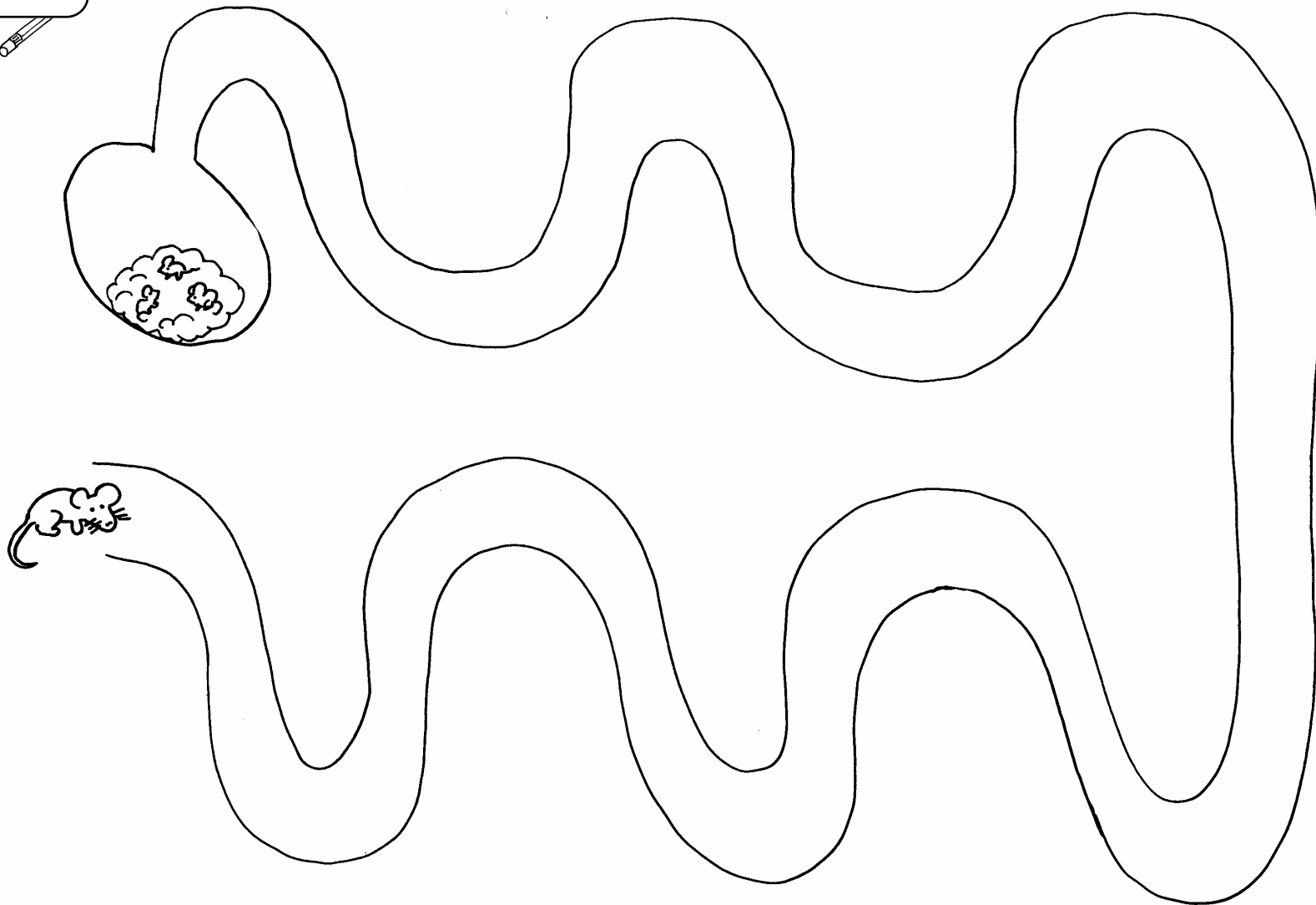
sh.....i.....ne

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

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



Mouse Walk



Help the mother mouse get back to her babies.

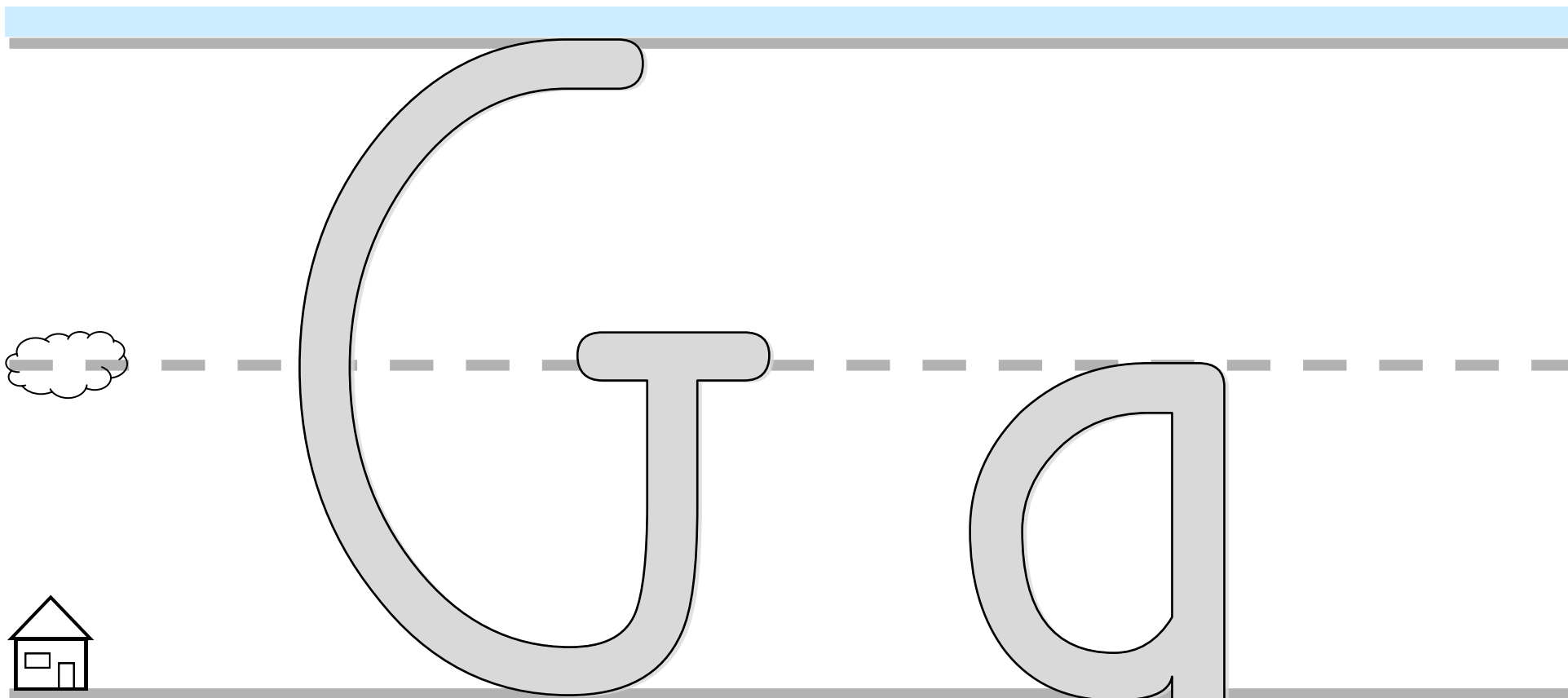
Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.

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

G g



G g



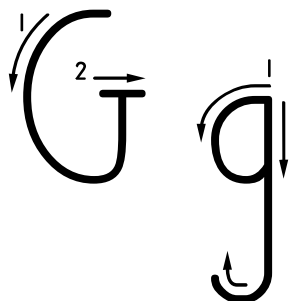
Handwriting

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

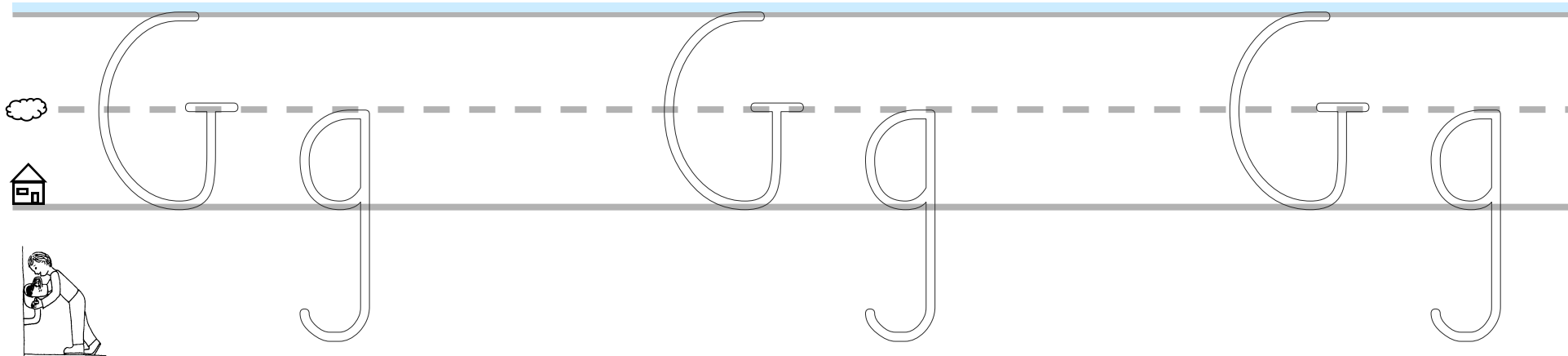
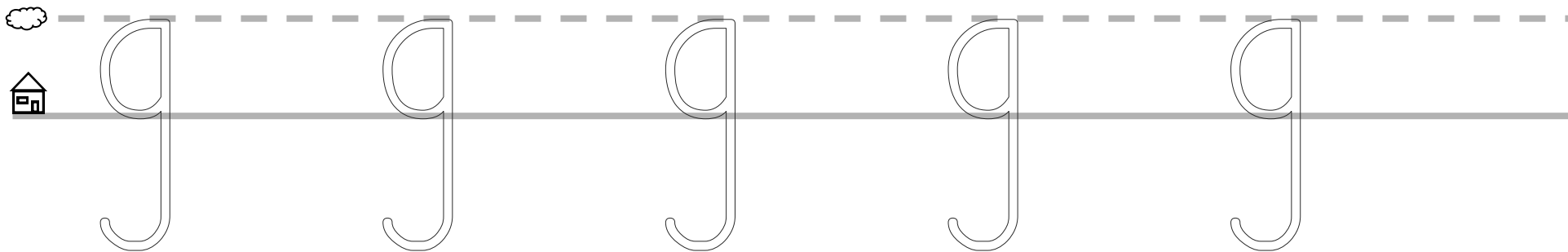
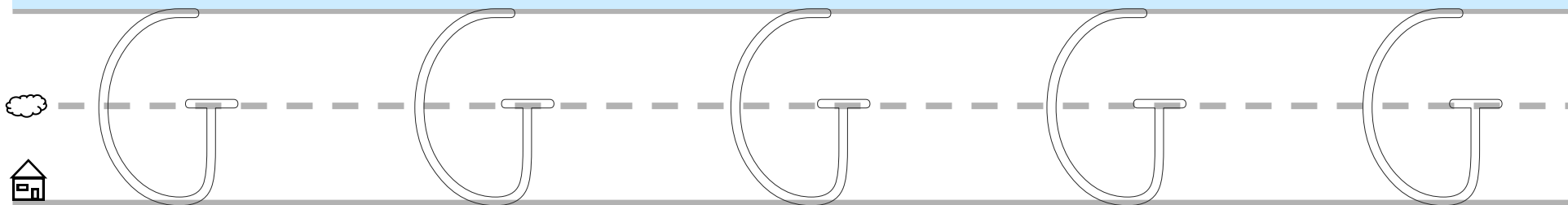
Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	G	C G D C B C U
	g	a g d g j i g
	g	gum gas go leg big
	g	grand flag giggle log
	g	A dog is on a log. 

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

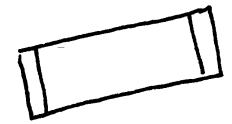
Note: Students are not expected to read the words by themselves.

Beginning Sounds

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

g _

gum



gas



go



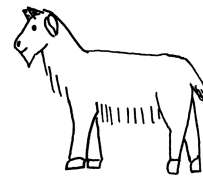
gate



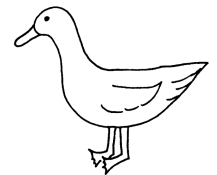
girl



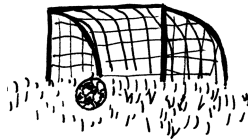
goat



goose



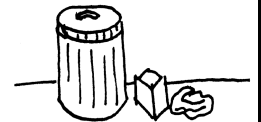
goal



ghost



garbage



guess



gold

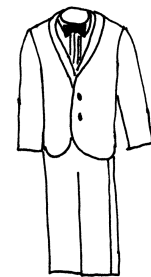
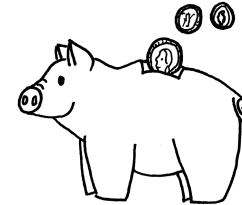
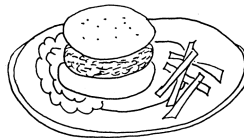
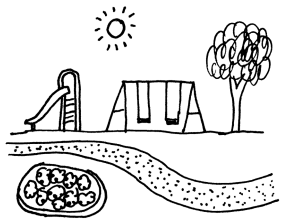
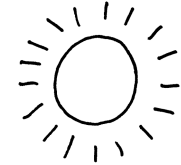
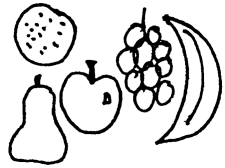
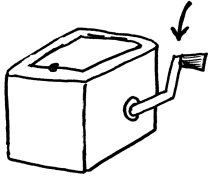


garage



Rhyming

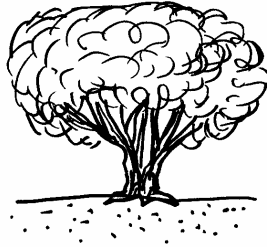
Gg



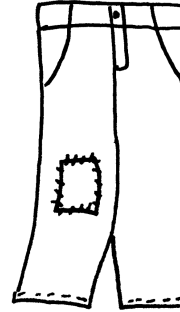
crank-bank, fruit-suit, punch-lunch, bark-park, bright-tight Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, 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.



m.....o.....th



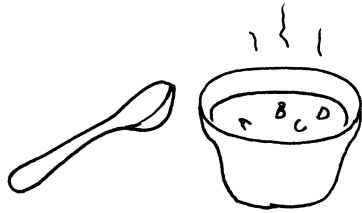
b.....u.....sh



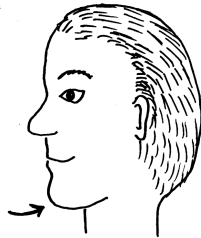
p.....a.....tch



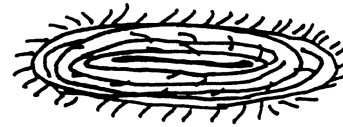
w.....i.....th



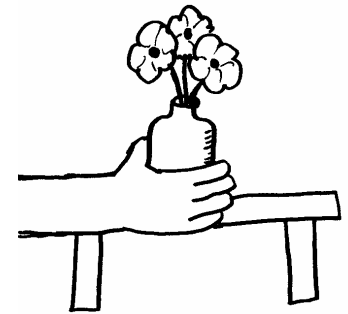
s.....ou.....p



ch.....i.....n



r.....u.....g



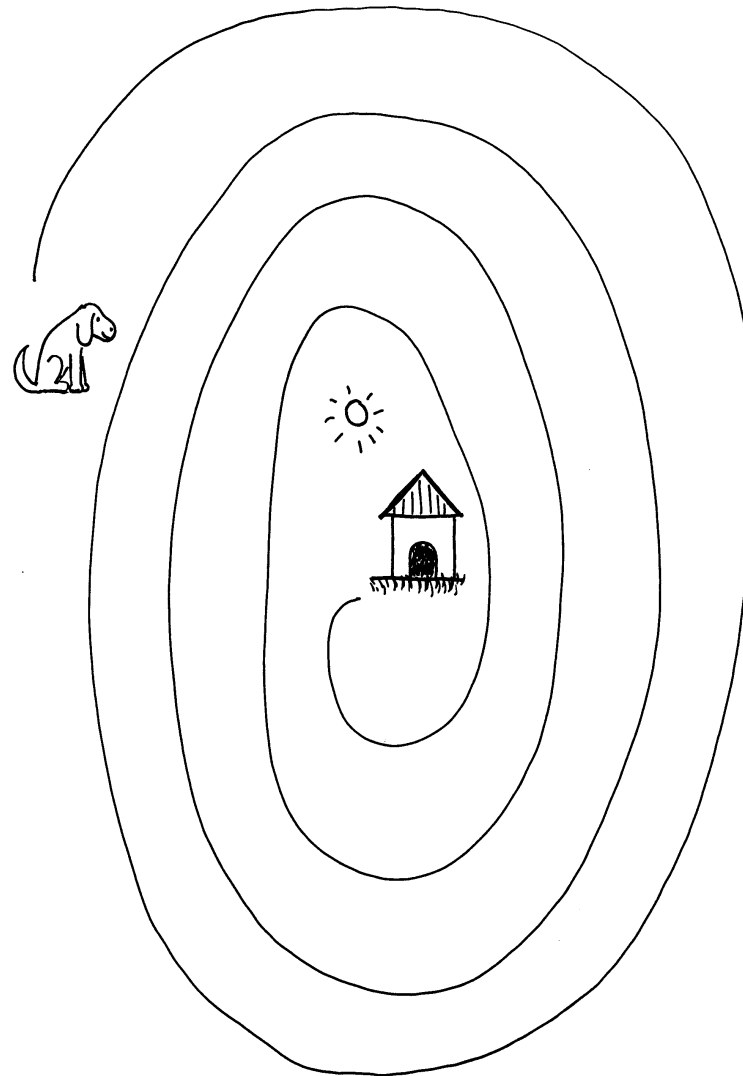
p.....u.....t

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

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



Dog Run

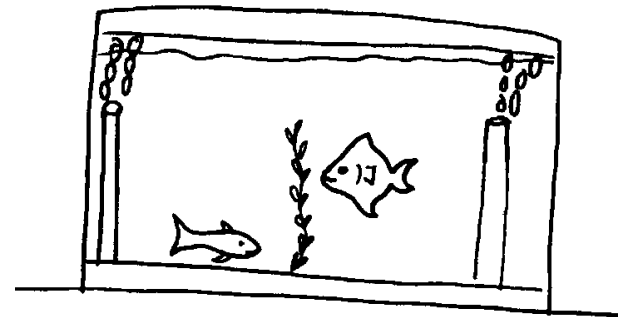


Help the dog find his way back to his doghouse.

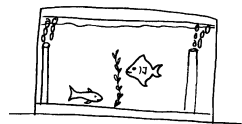
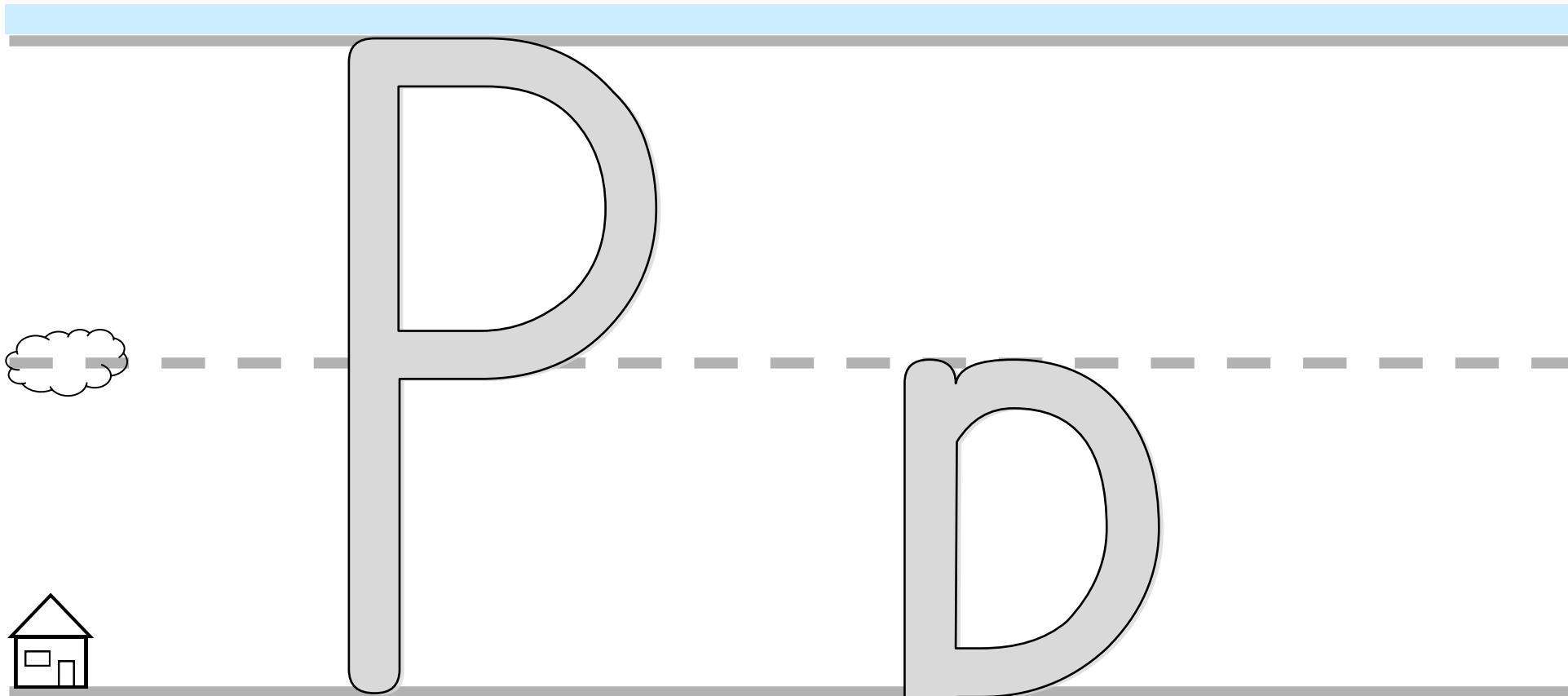
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "p, p, p, p" sound of the air pump pushing air into the water.

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

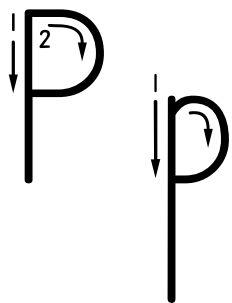
P p



P p



Handwriting

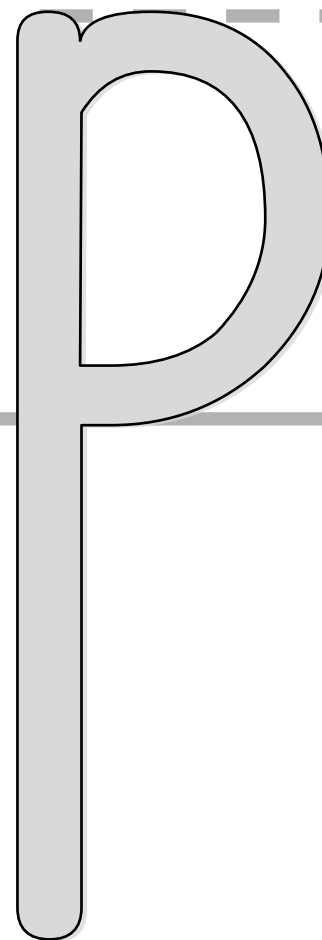


Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

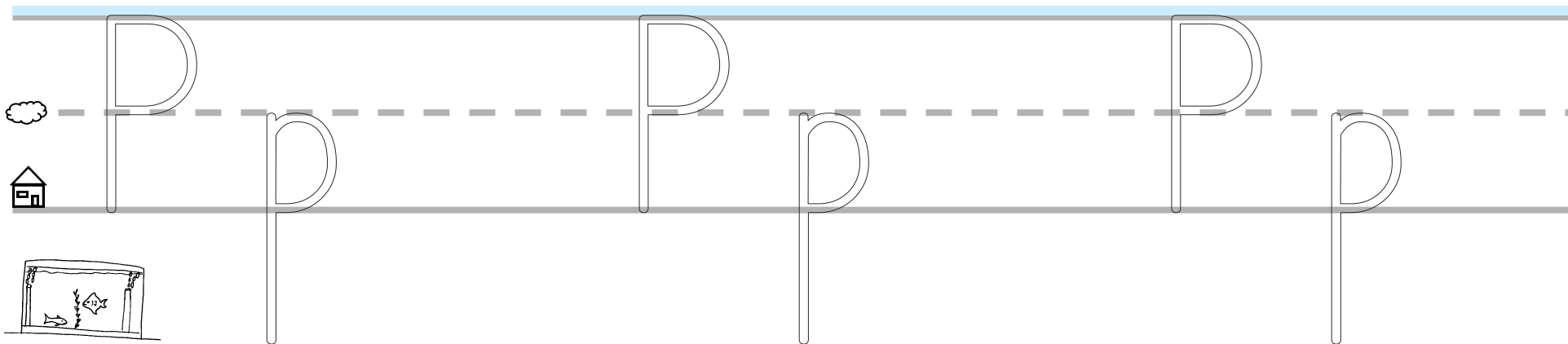
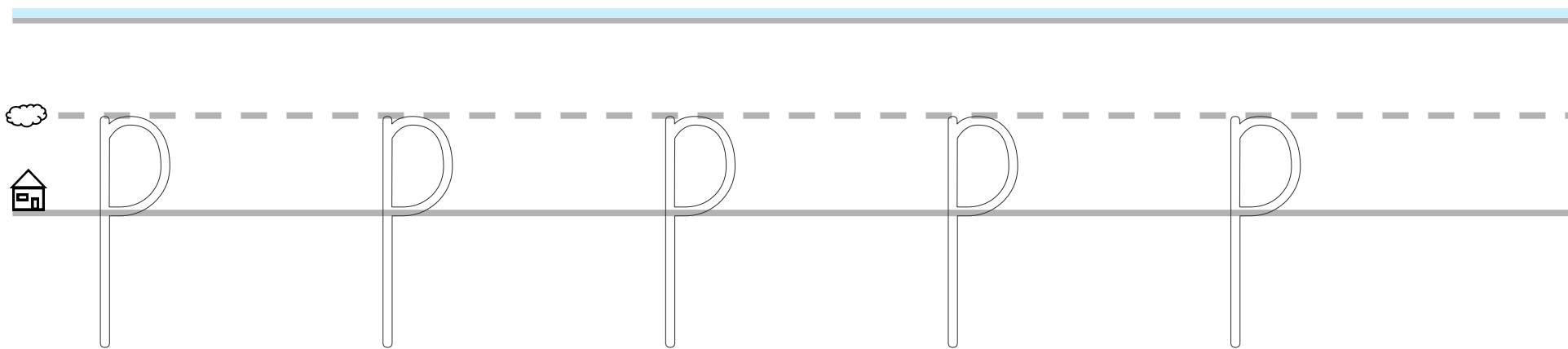
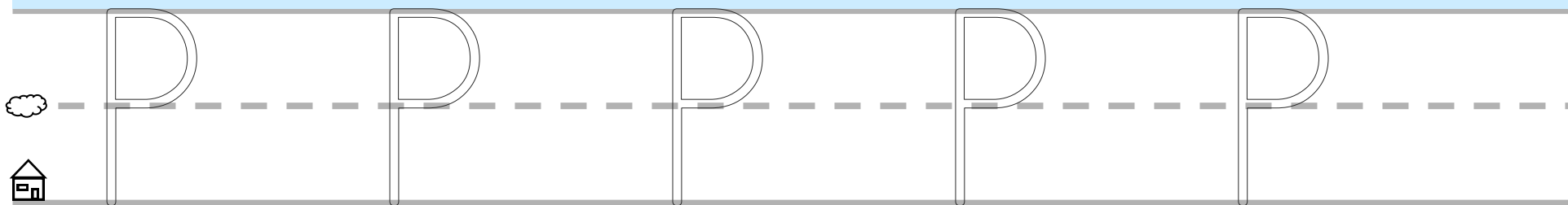
Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

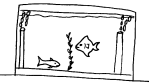
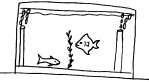
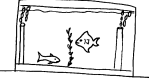
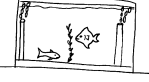
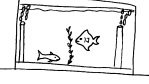
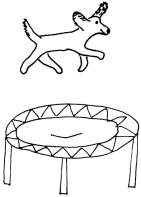
See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	P	P D B P E F P
	p	d p j b p e p
	p	pop pan pill cup map
	p	puppy jump plan pig
	p	A pup is up. 

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

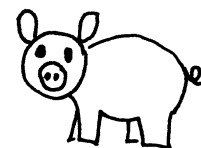
Note: Students are not expected to read the words by themselves.

Beginning Sounds

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

p _

pig



pickle



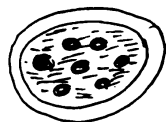
paper



paint



pizza



pocket



purse



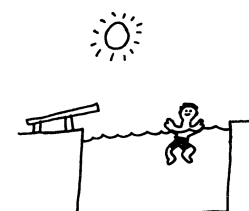
pie



puzzle



pool



push



pine



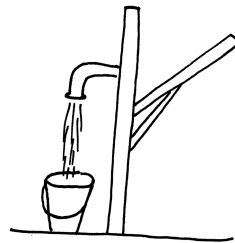
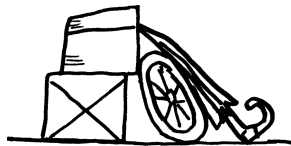
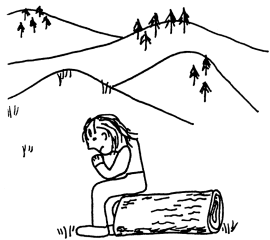
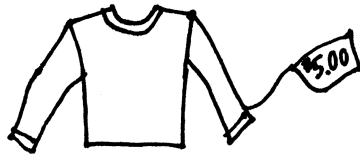
pillow



Rhyming

Pp

milk
eggs
ham
plums

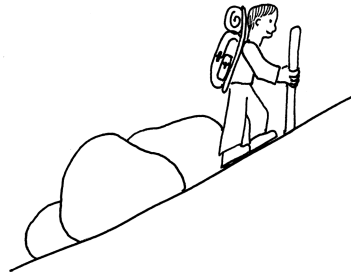


$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

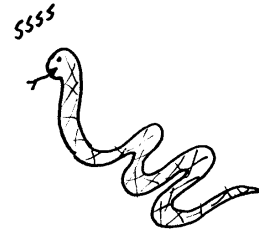
list-fist, cost-lost, bath-math, jump-pump, skunk-junk Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat 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.



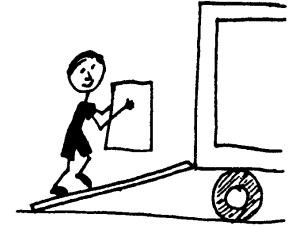
p.....i.....le



h.....i.....ke



h.....i.....ss



j.....o.....b



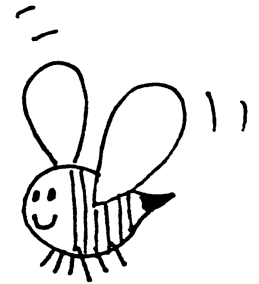
p.....a.....ss



p.....i.....ll



j.....o.....ke



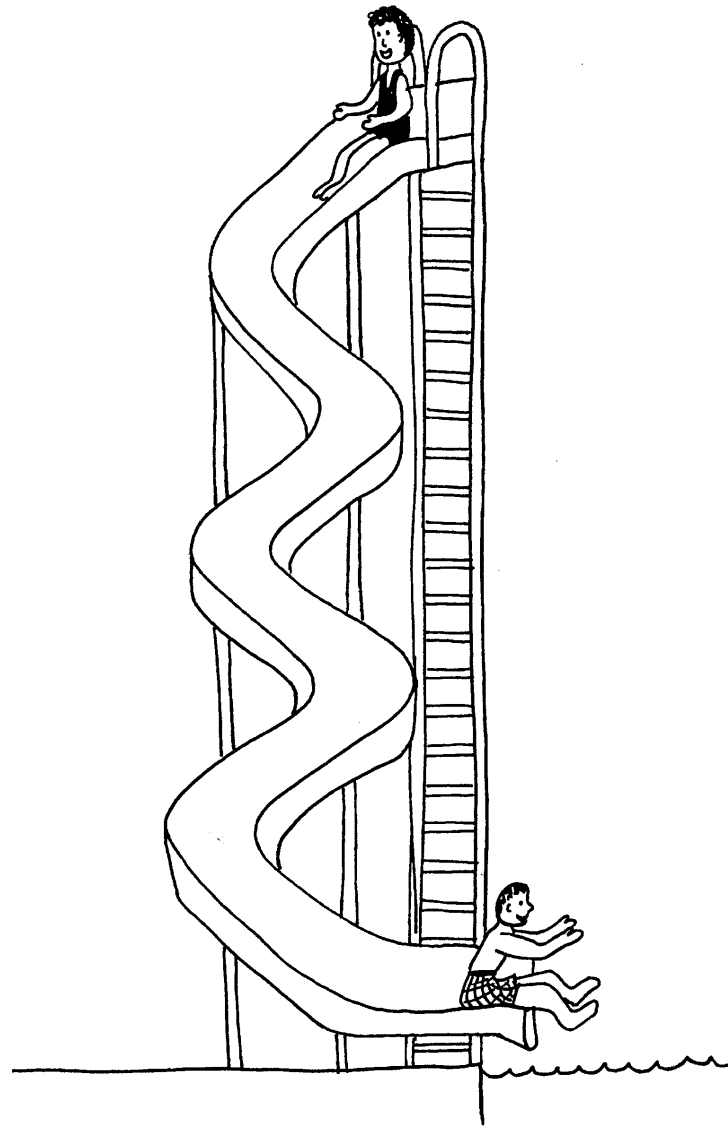
b.....u.....zz

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

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



Waterslide



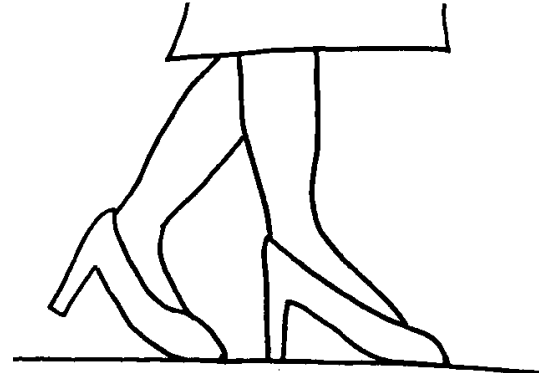
Help the children go down the waterslide.

Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor.

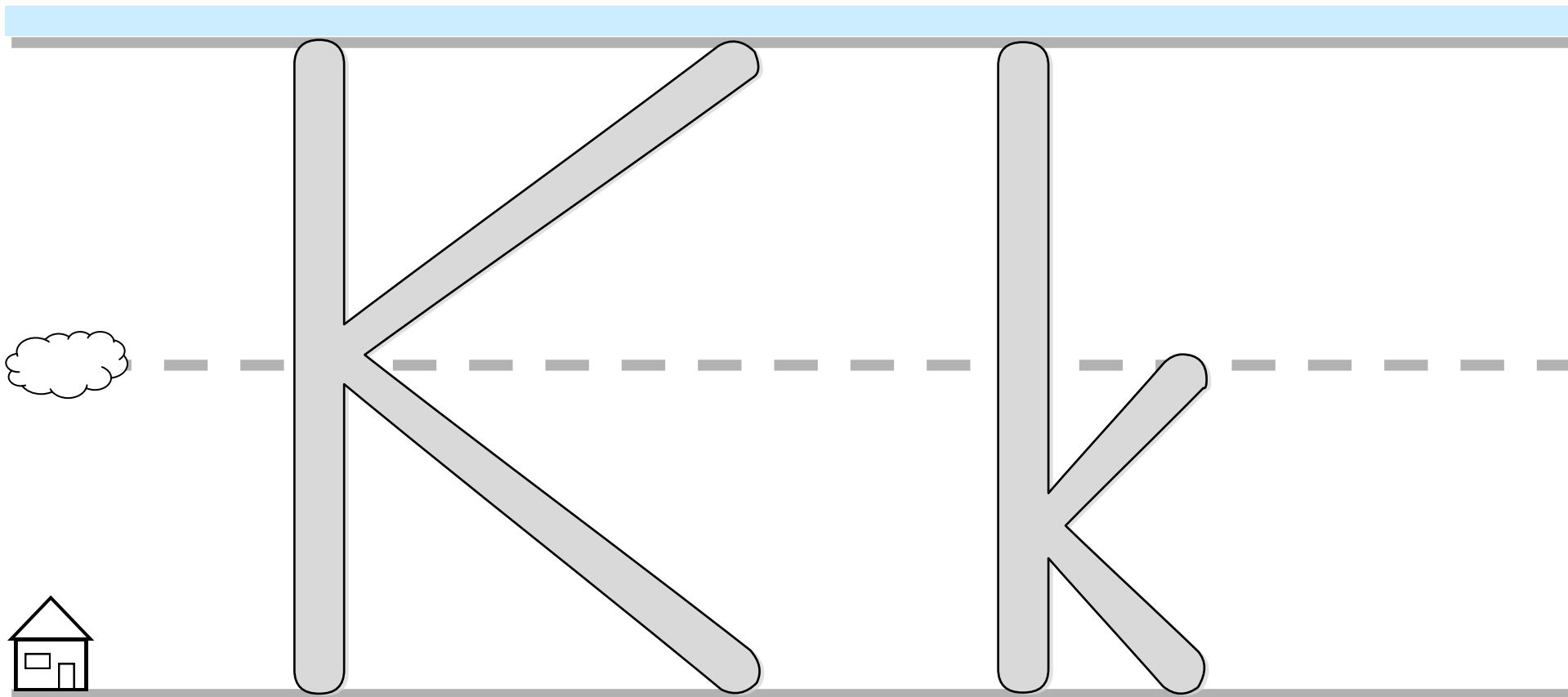
"I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.

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

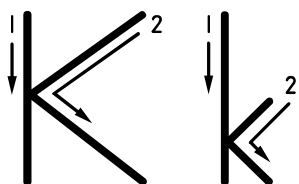
K k



K k



Handwriting



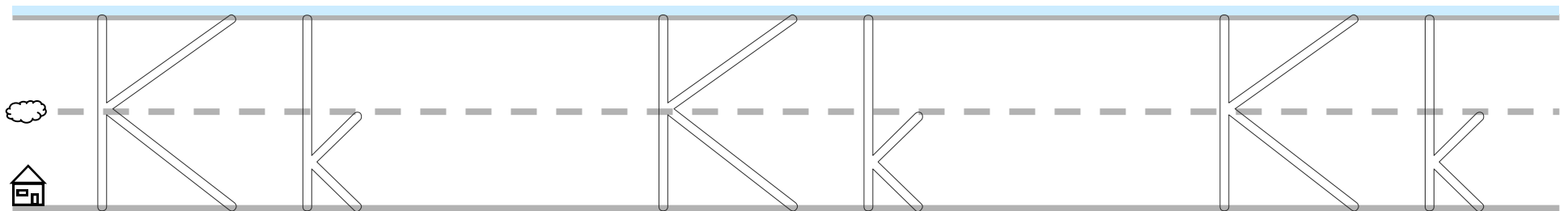
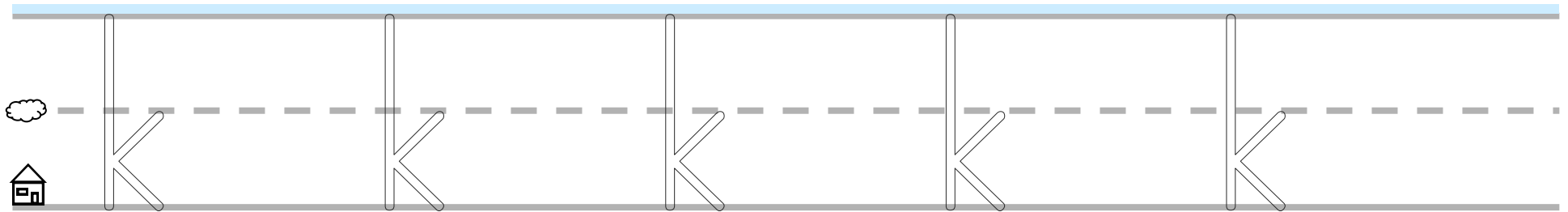
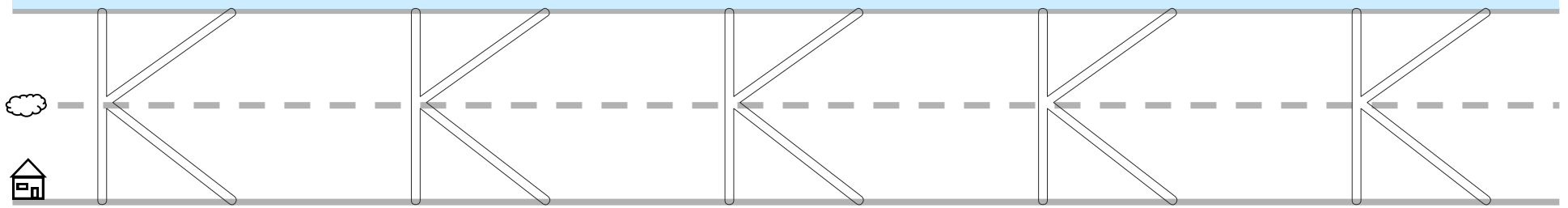
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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


Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	K	W K X K K V K
	k	f k h x k g k
	k	kick kiss pick wink sky
	k	skunk cracker mask
	k	Jan picks up a rock. 

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

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

Beginning Sounds

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

k _

kick



kite



kiss



keg



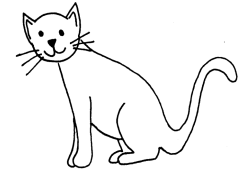
king



kid



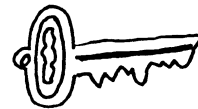
kitten



kit



key



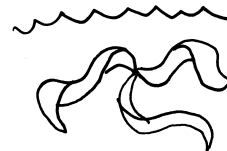
kettle



kilt



kelp

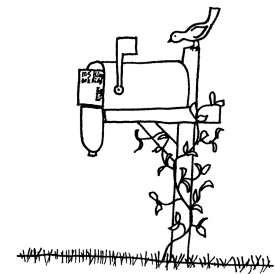
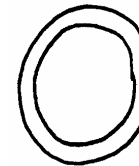
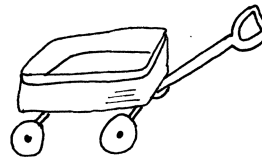
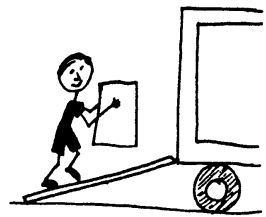
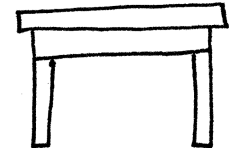
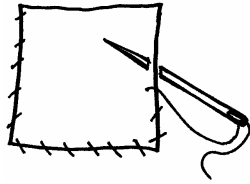


kangaroo



Rhyming

Kk



dragon-wagon, mend-send, hero-zero, gift-lift, table-label 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.



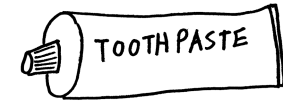
w.....a.....sh



c.....oa.....t



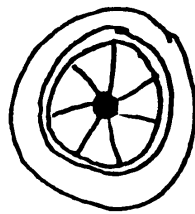
w.....e.....ll



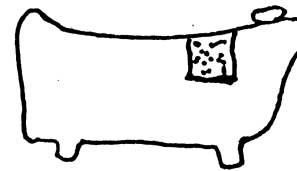
t.....u.....be



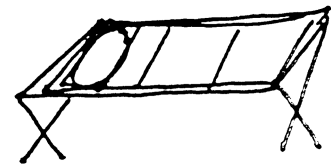
w.....a.....g



wh.....ee.....l



t.....u.....b



c.....o.....t

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

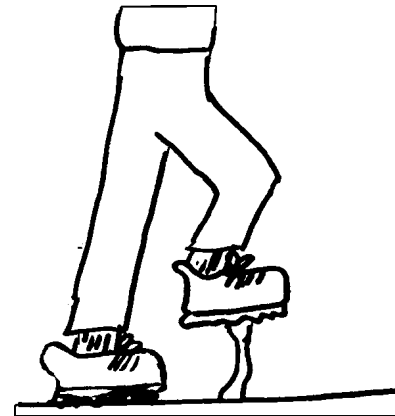
Instructions: The teacher says the name of each picture, separating it into three parts, with a pause in between, as shown above. The student points to the correct picture, names the picture (says it normally, without a pause) and marks it. Explain any unfamiliar words and assist as needed. Make sure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

Business

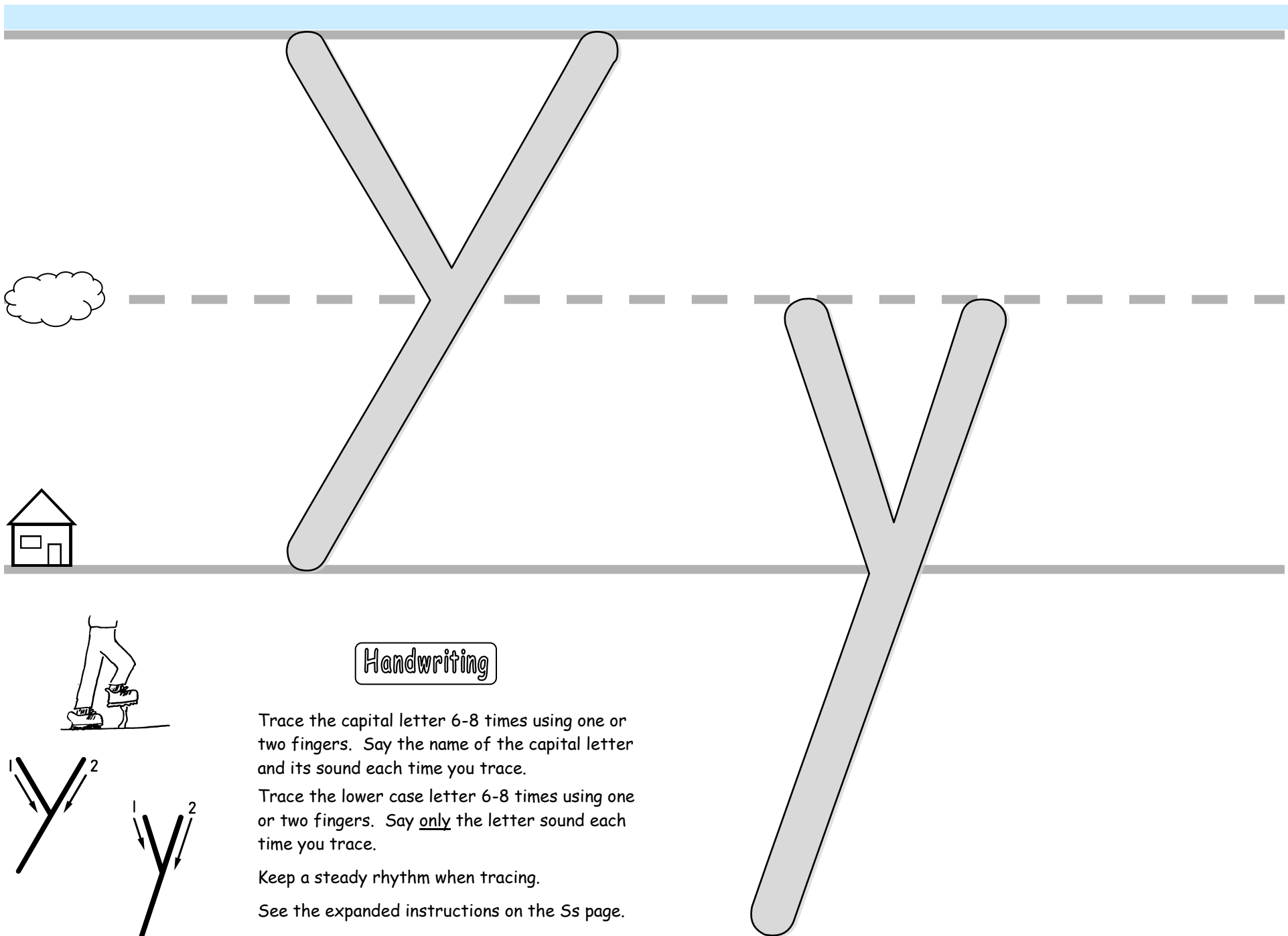
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.

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

Y y



Y y



Handwriting

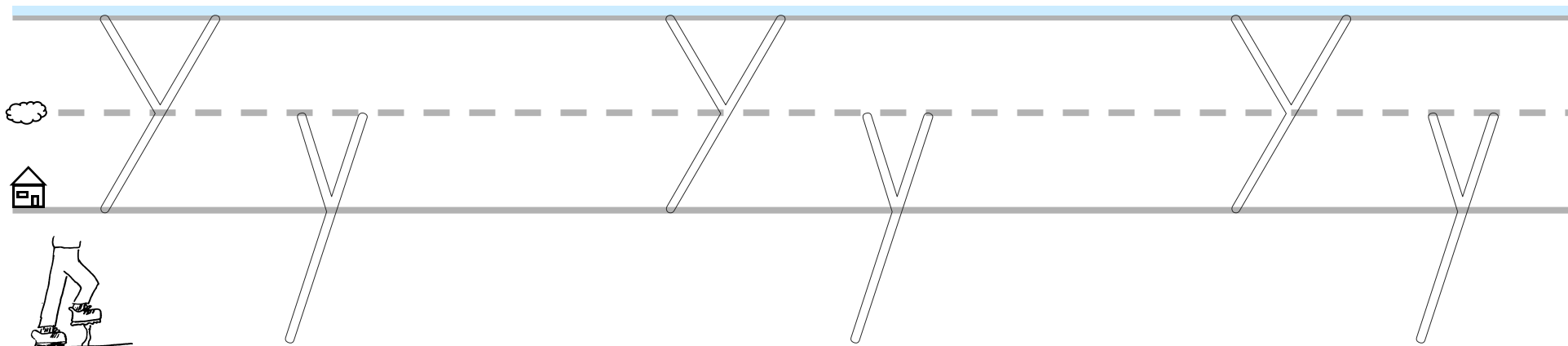
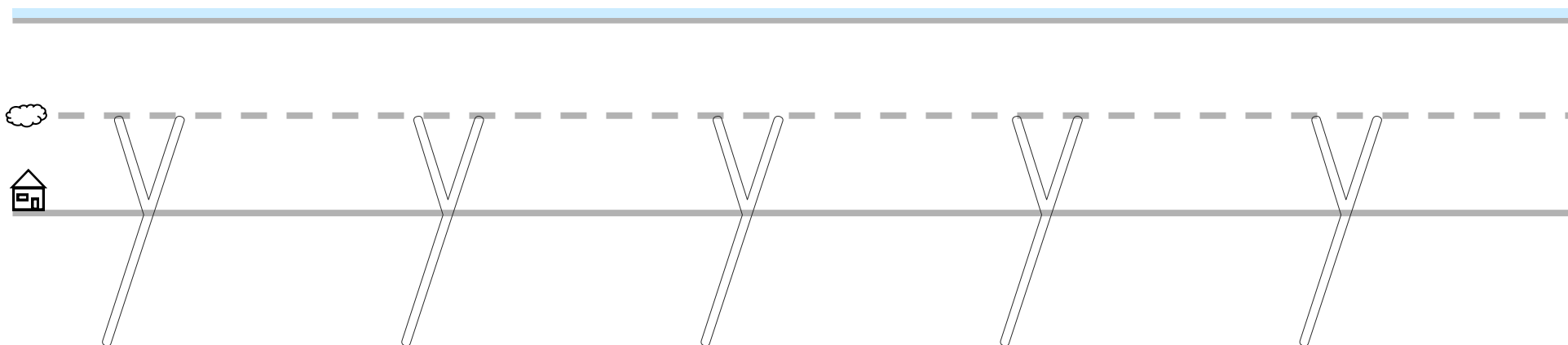
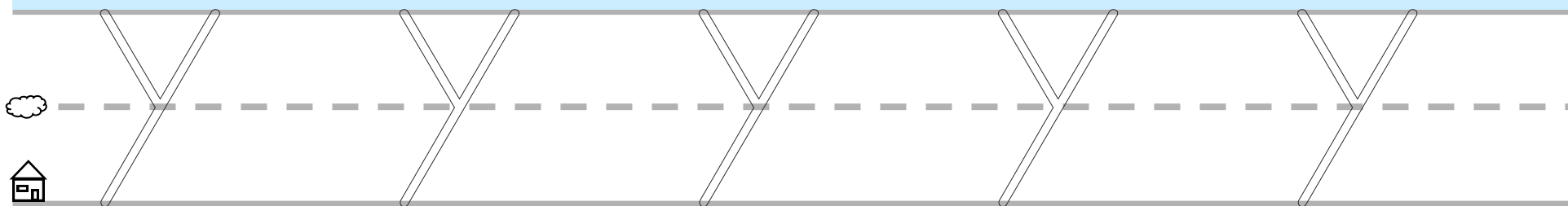
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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






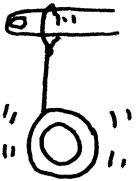
Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	Y	V Y K T Y W Y
	y	y v w y k y r
	y	yes yak yell my
	y	sky yelp yummy
	y	Jimmy has a yo-yo. 

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

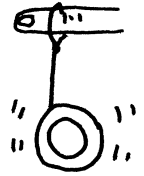
Note: Students are not expected to read the words by themselves.

Beginning Sounds

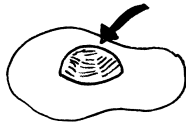
Tell the students they will listen for the first sound in each word. Read the first word for the students. They point to the word and say it. Then students circle the first letter while saying its sound and repeat the word again, emphasizing the first sound. Model as needed. Do the rest of the words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

y _

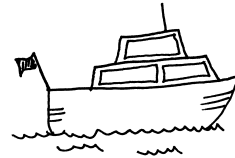
y o - y o



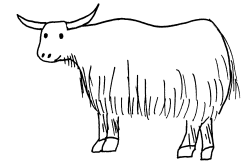
yolk



yacht



yak



yawn



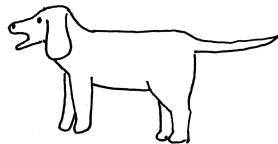
yes



yell



yap



yarn



yam



year



yard

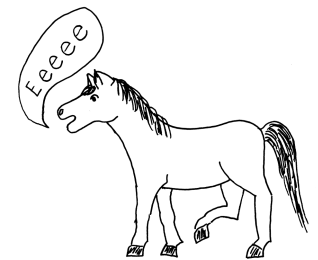
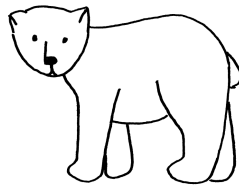
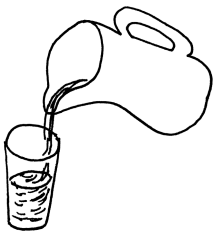
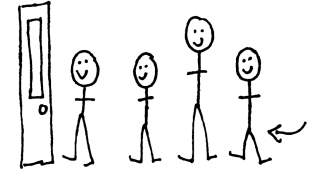
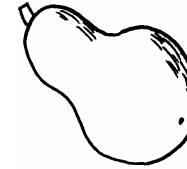
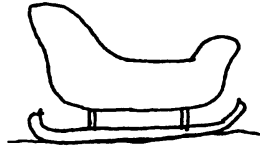
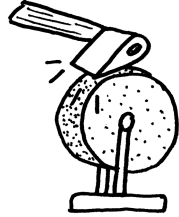
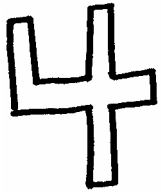


you



Rhyming

Yy



four-pour, grind-find, sleigh-neigh, pear-bear, last-fast 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

A

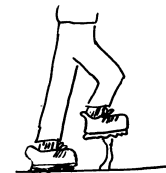
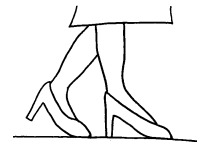
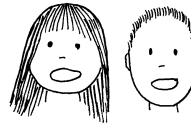
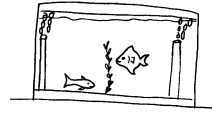
V

G

P

K

Y



v

k

y

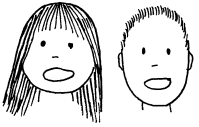
g

p

a

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

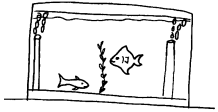
Review



o s a g u



y j m v k



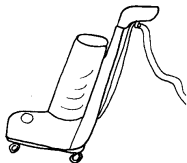
c e d b p



w l v k f

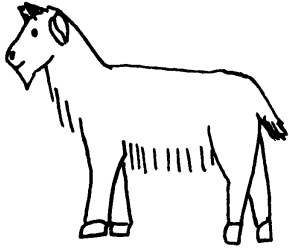


j g y a d



y w r v x

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



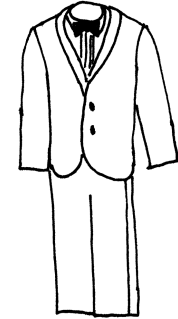
g.....oa.....t



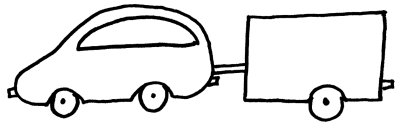
h.....u.....m



g.....o.....t



s.....ui.....t



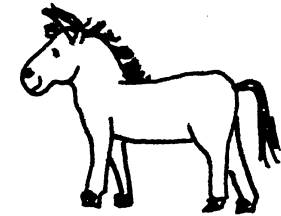
h.....au.....l



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



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



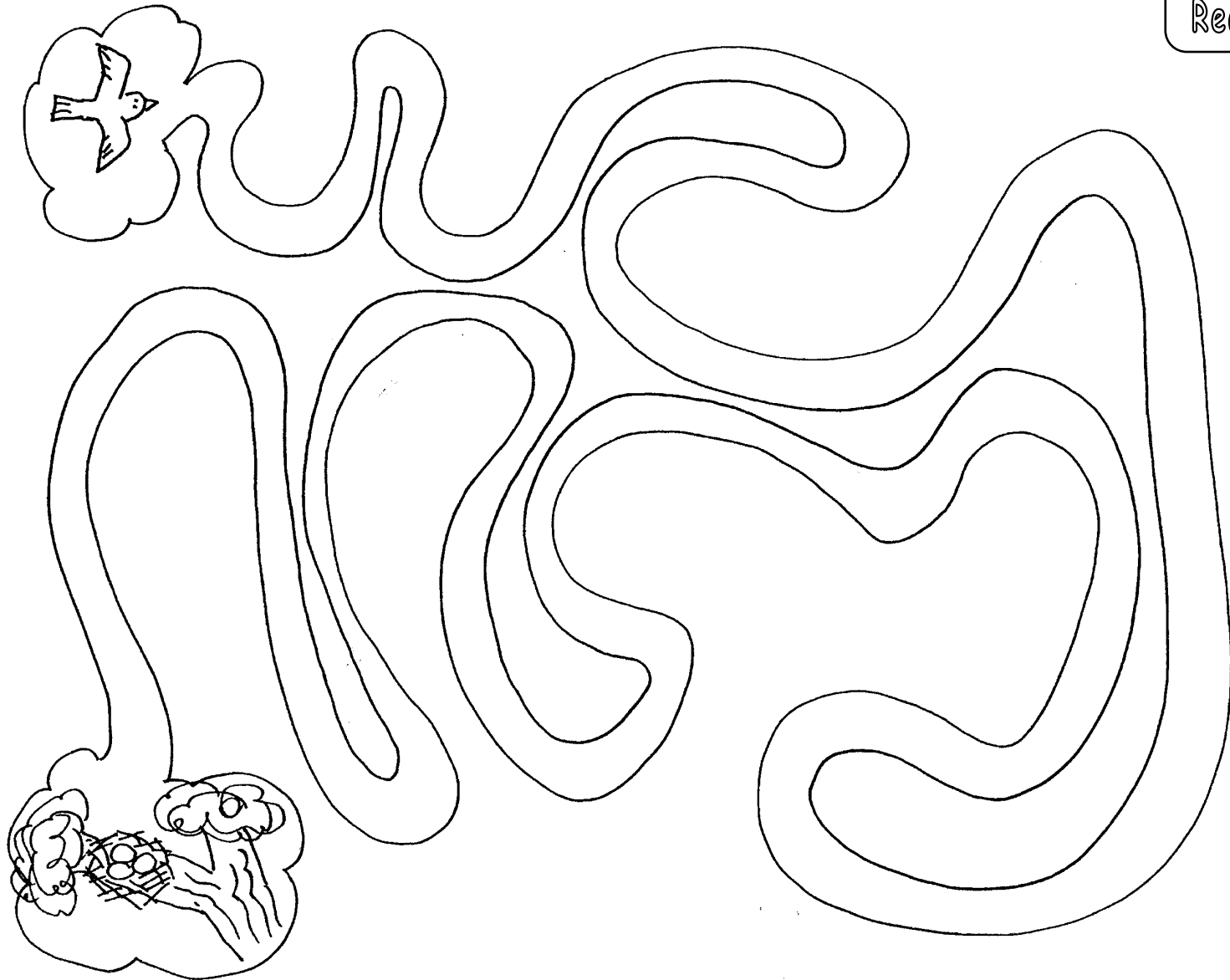
m.....u.....le

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

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

Bird Nest

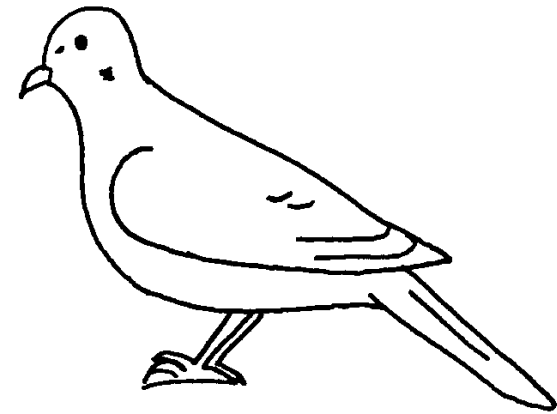
Handwriting
Readiness



Help the mother bird find her nest.

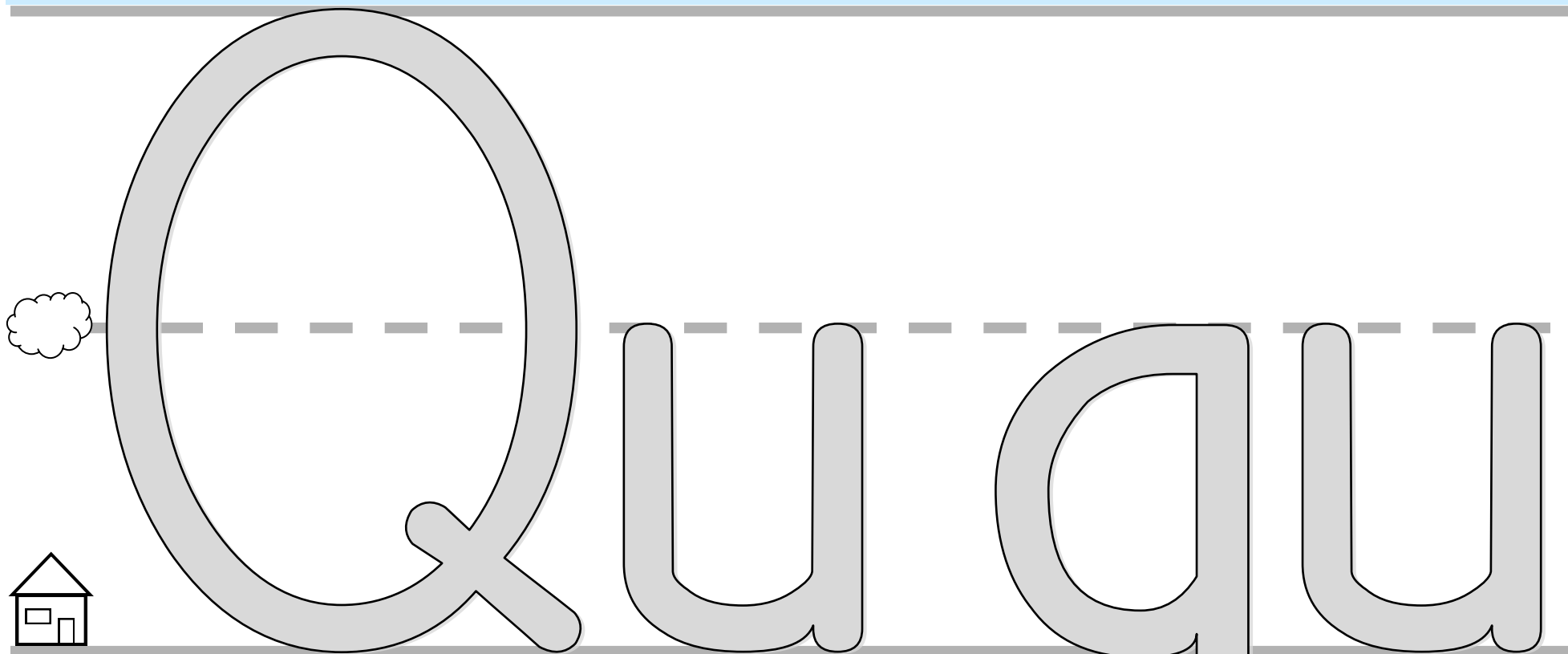
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."

Qu qu



Qu qu

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



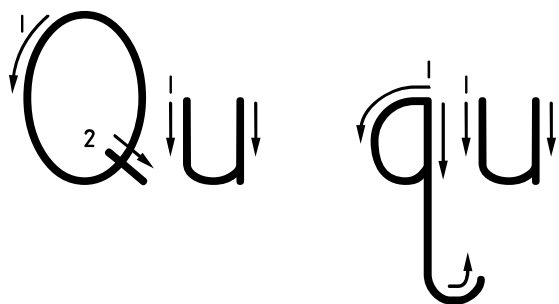
Handwriting

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

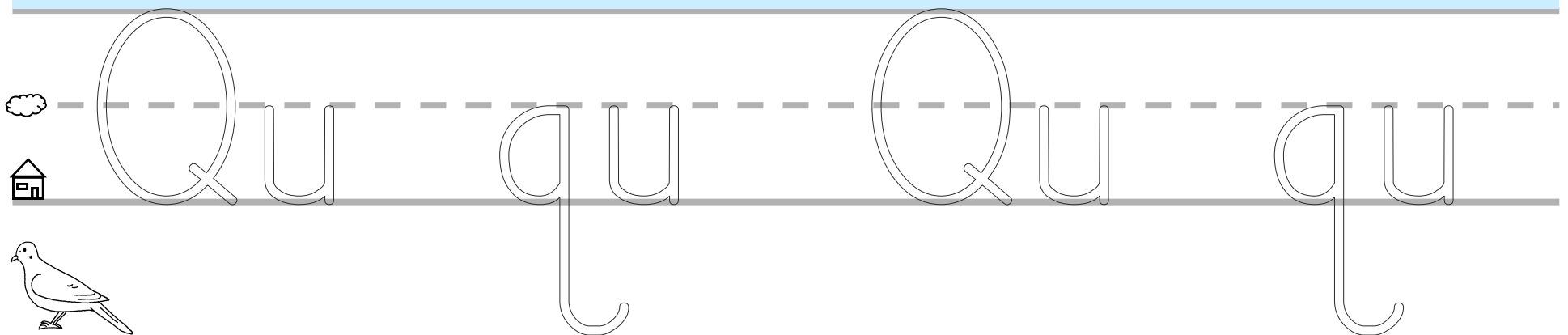
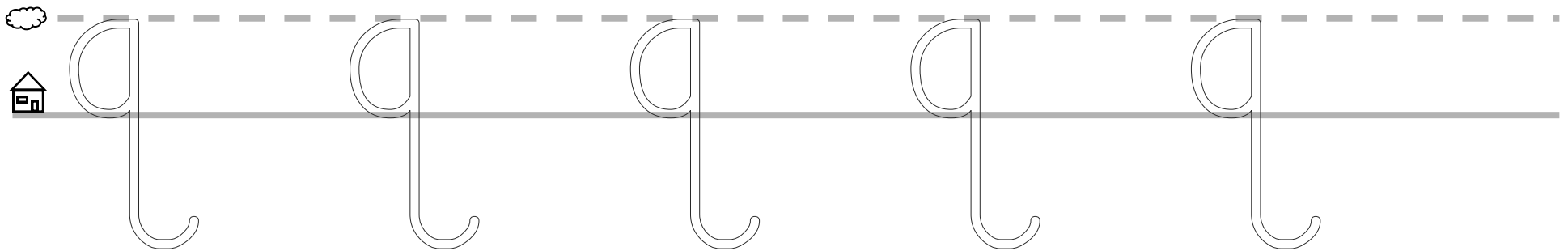
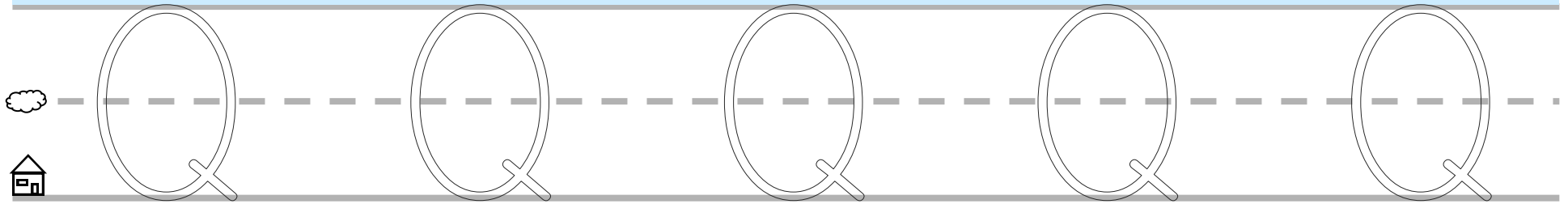
Trace the lower case letter 6-8 times using one or two fingers. Say only the letter sound each time you trace.

Keep a steady rhythm when tracing.

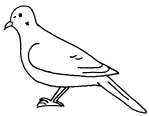




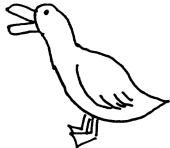
See the expanded instructions on the Ss page.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	Q	Q O P Q A T Q
	q	q p j q g y q
	qu	quit quiz quack quilt
	qu	quarter equal jonquil
	qu	A duck can quack. 

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

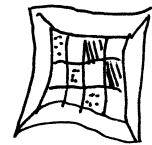
Note: Students are not expected to read the words by themselves.

Beginning Sounds

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

qu _

quilt



quarrel



quiet



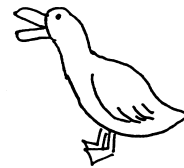
quart



quartet



quack



quill



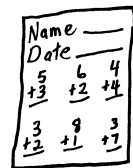
quarter



queen



quiz



question



quail

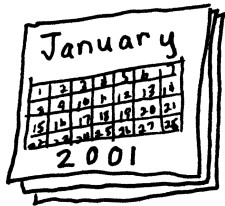
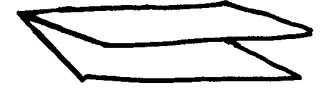
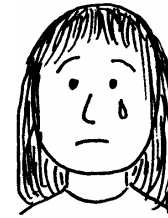


quiver

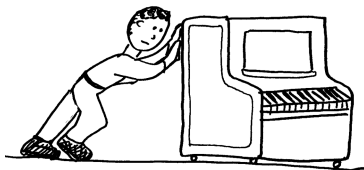


Rhyming

Qq



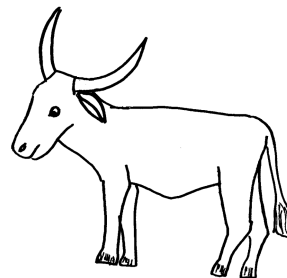
weather-feather, pea-sea, shelf-elf, tear-year, fold-cold Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, 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.



p.....u.....sh



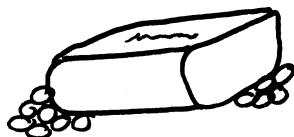
s.....o.....ck



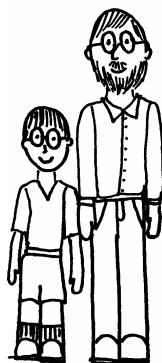
b.....u.....ll



w.....o.....n



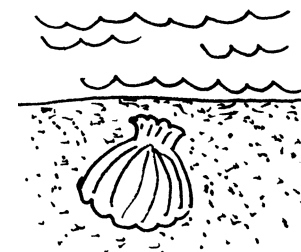
s.....oa.....p



s.....o.....n



b.....e.....ll



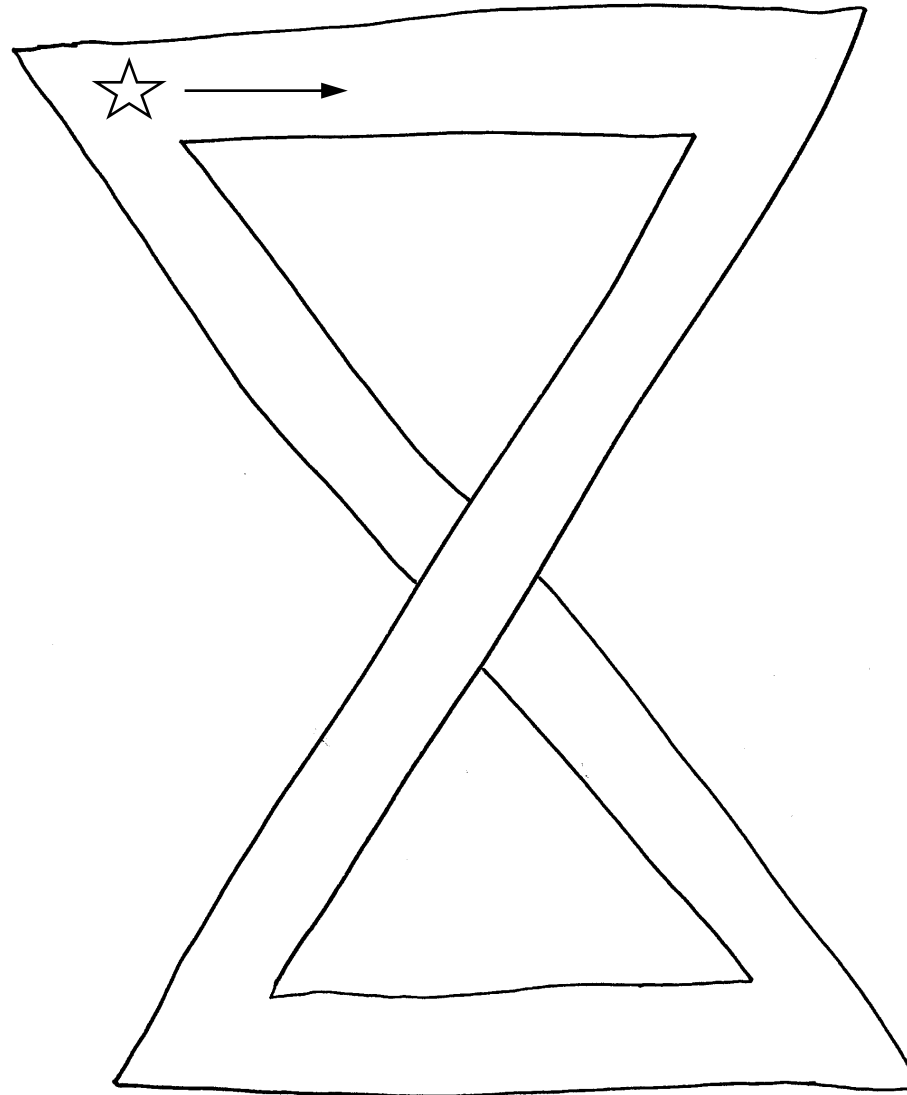
b.....ea.....ch

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

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



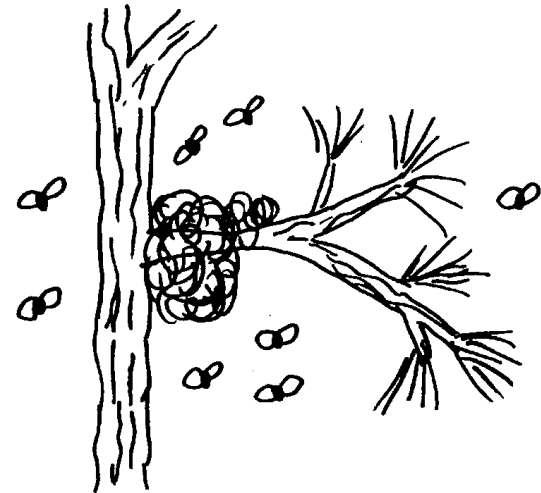
Double Pyramid



Follow the path. Start at the star. Follow the arrow.
Go through the path several times.

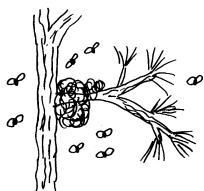
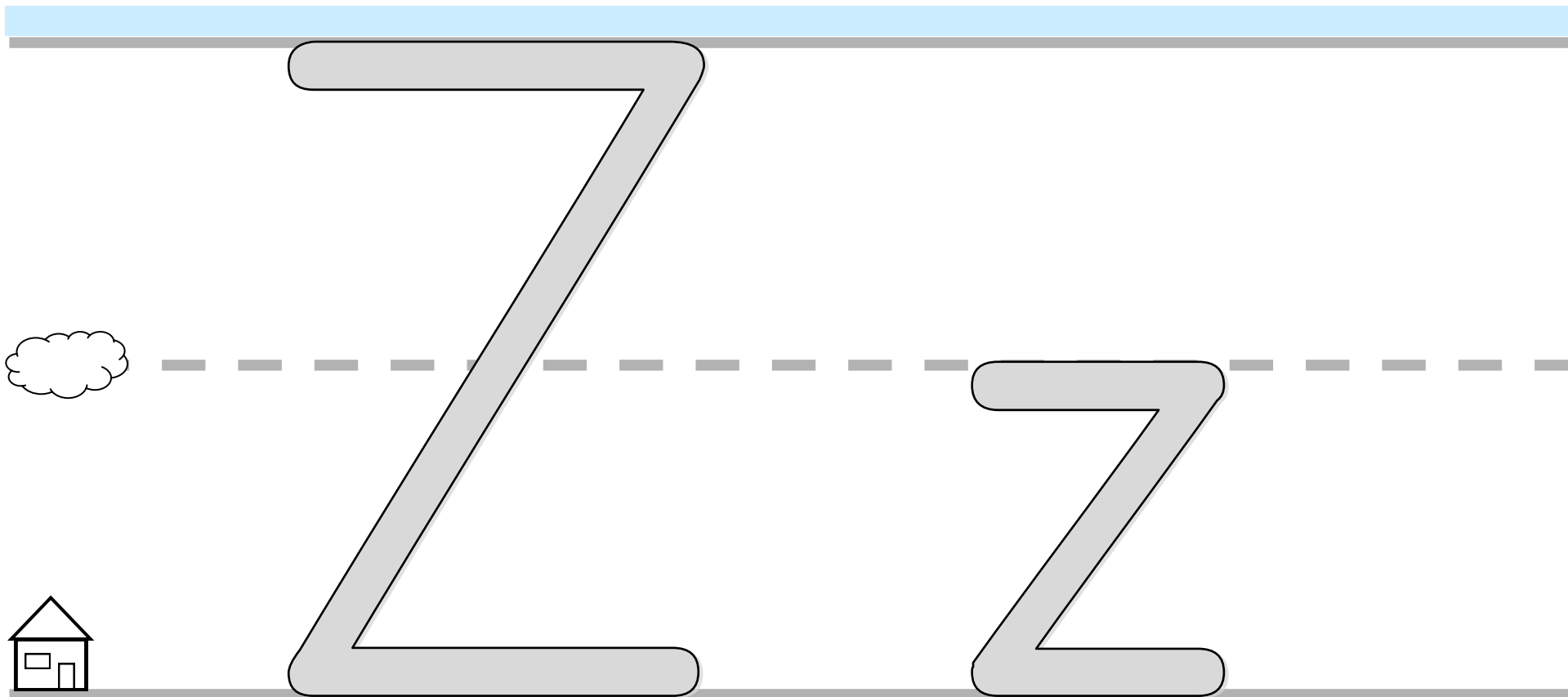
Suddenly they heard a loud buzzing sound, "zzzzzzzzzz. They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.

Z z

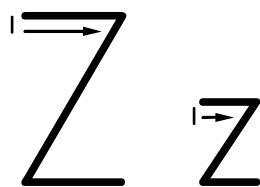


Z z

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



Handwriting



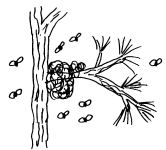
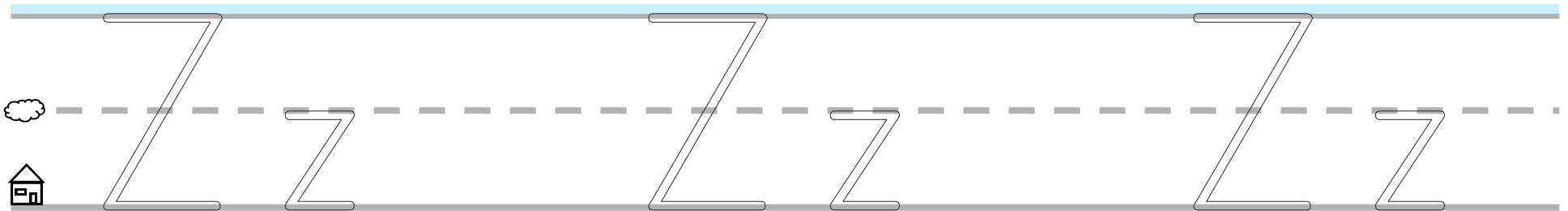
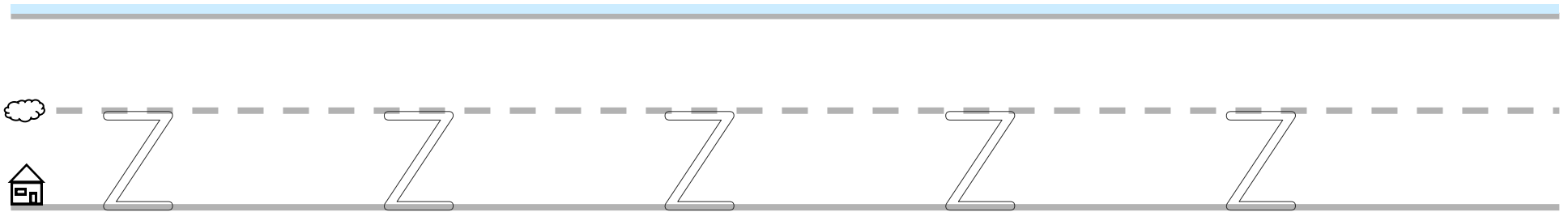
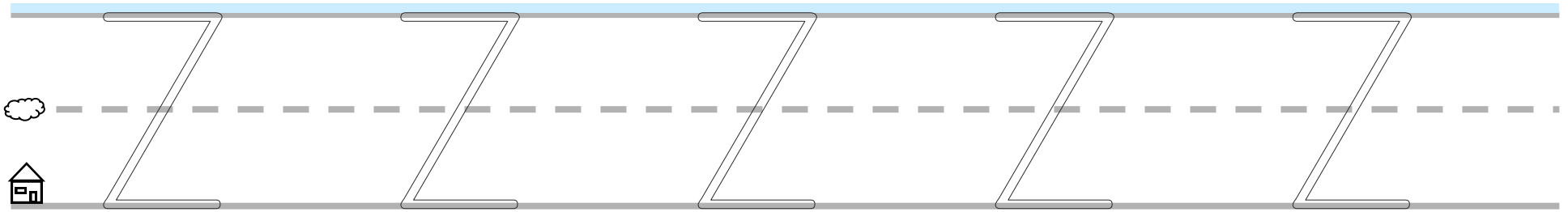
Trace the capital letter 6-8 times using one or two fingers. Say the name of the capital letter and its sound each time you trace.

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

Keep a steady rhythm when tracing.

See the expanded instructions on the Ss page.

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



	Z	N Z W Z Y K Z
	z	v z k y z z u
	z	jazz fizz zip buzz
	z	zigzag freeze fizzle
	z	A zebra is at the zoo. 

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

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

Beginning Sounds

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

Z _

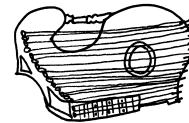
zany



zoo



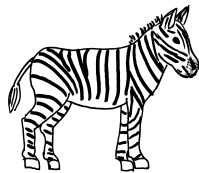
zither



zipper



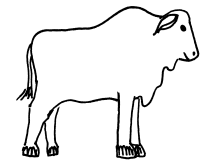
zebra



zucchini



zebu



zero

0

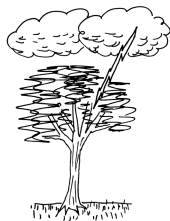
zigzag



zone



zap



zinnia

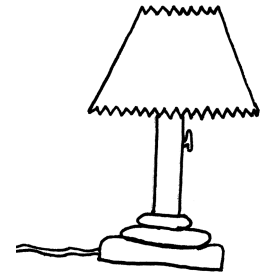
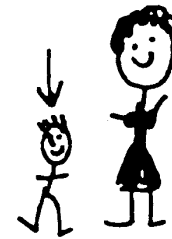
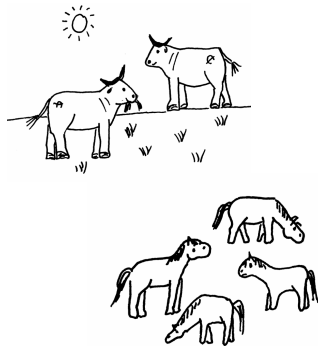
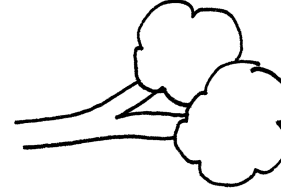


zoom



Rhyming

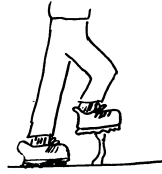
Zz



wild-child, camp-lamp, clover-over, branch-ranch, hold-gold 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

G



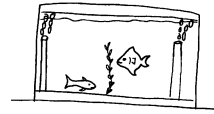
z

P



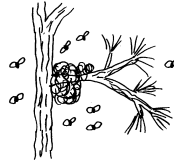
y

K



k

Y



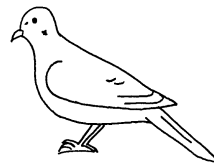
qu

Qu



g

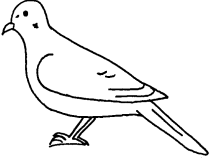
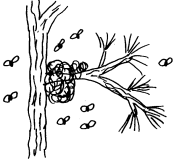


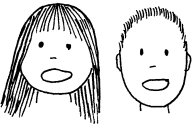
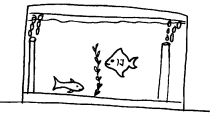
Z



p

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

Review

	p	qu	c	k	a
	n	v	a	w	z
	z	p	g	qu	j
	v	r	z	u	w
	o	u	e	a	i
	qu	p	d	v	b

Circle the letter to match the sound picture.

Beginning Sounds

Long A

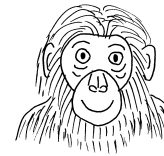
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

ā _

ate



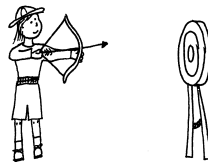
ape



apron



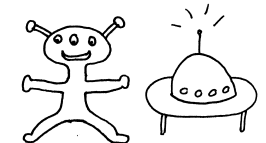
aim



angel



alien



ace



April



agent



ache



acorn



aviator



Beginning Sounds

Long E

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

e _

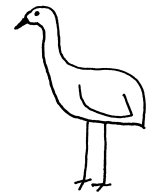
eat



eagle



emu



ear



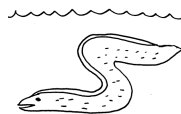
eave



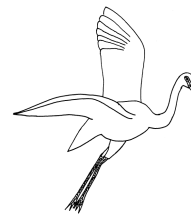
e-mail



eel



egret



equal $2+2=4$

Beginning Sounds

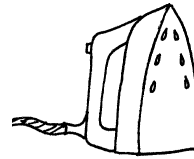
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

Long I
I i

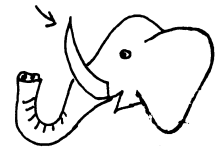
I



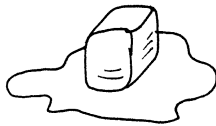
iron



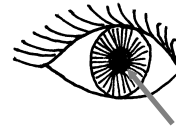
ivory



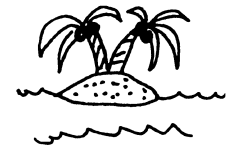
ice



iris



island



ivy



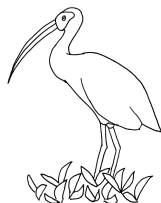
icing



ice
cream



ibis



icicle



Beginning Sounds

Long O

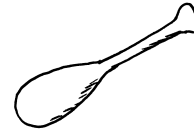
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

ō _

over



oar



ocean



odor



oak



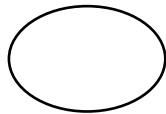
ogre



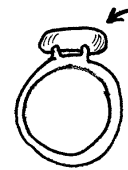
okra



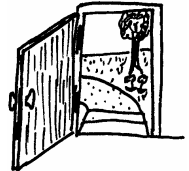
oval



opal



open



old



oboe



overalls



Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

Long U

ū _

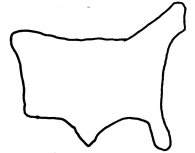
uniform



universe



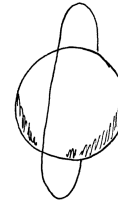
United States



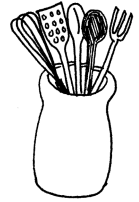
umiak



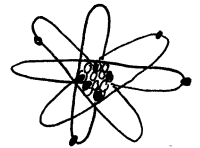
Uranus



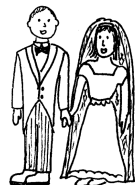
utensils



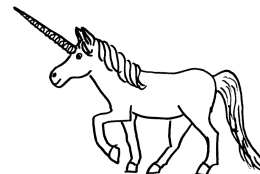
uranium



unite



unicorn



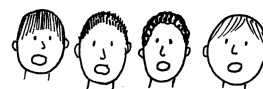
university



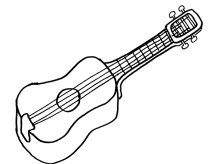
unique

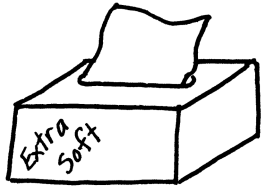


unison



ukulele

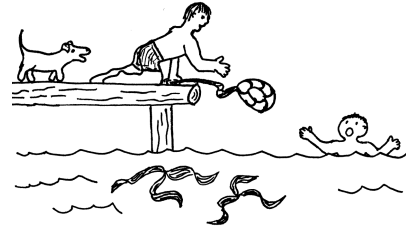




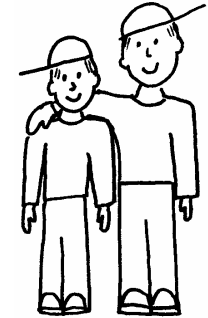
tis.....sue



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broth-er



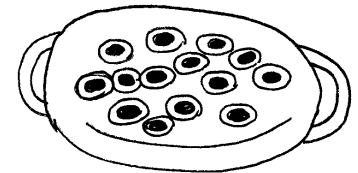
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fing-er



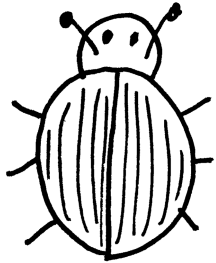
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(Do the pictures in random order.)

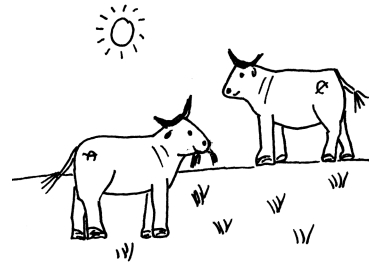
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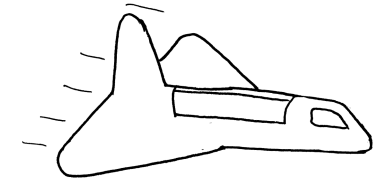
bee.....tle



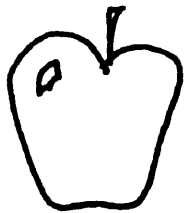
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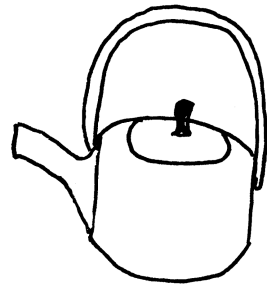
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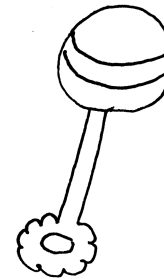
shut.....tle



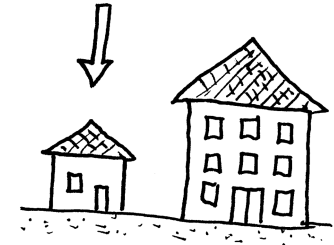
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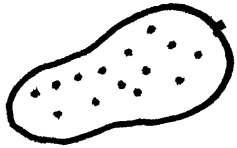
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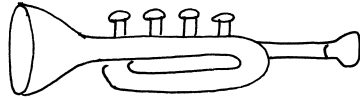
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(Do the pictures in random order.)

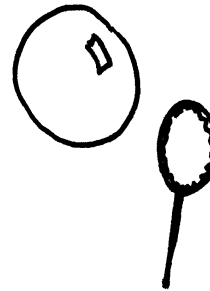
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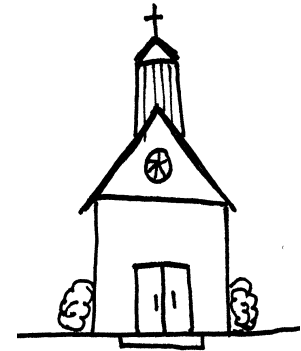
pic.....kle



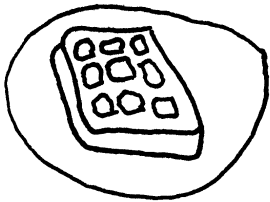
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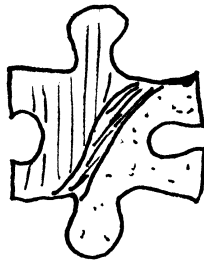
bub.....ble



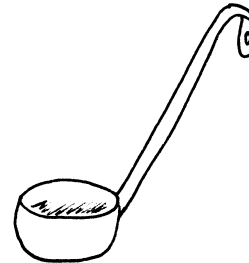
stee.....ple



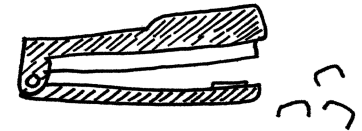
waf.....fle



puz.....zle



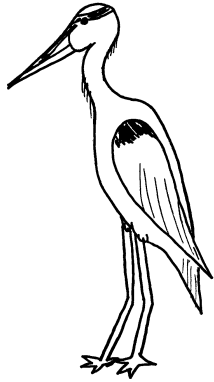
la.....dle



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(Do the pictures in random order.)

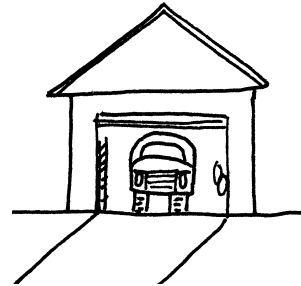
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her.....on



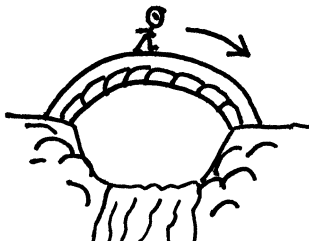
chil.....dren



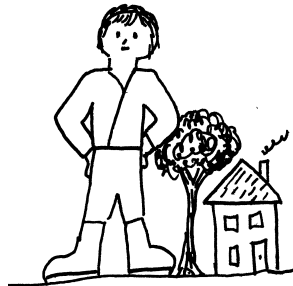
gar.....age



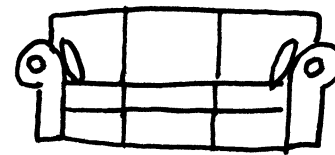
fa.....ther



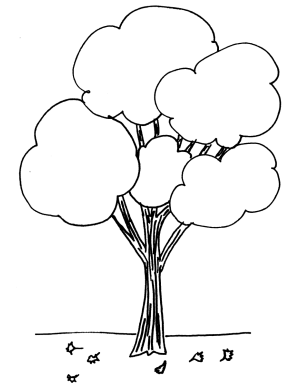
a.....cross



gi.....ant



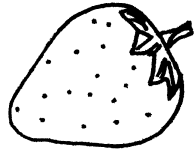
so.....fa



ma.....ple

(Do the pictures in random order.)

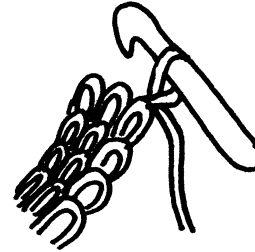
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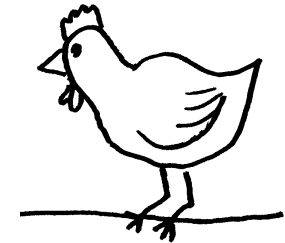
ber.....ry



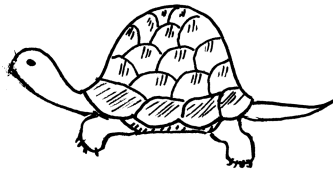
ceil.....ing



cro.....chet



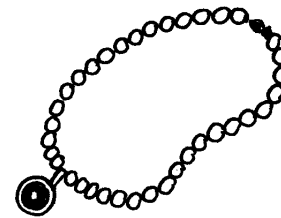
chick.....en



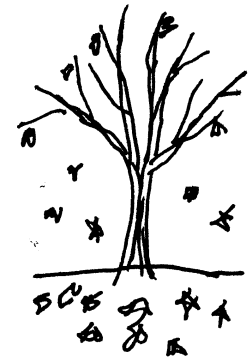
tur.....tle



pi.....rate



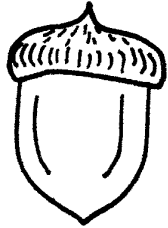
neck.....lace



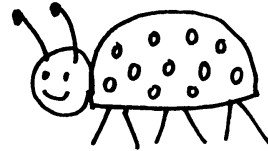
au.....turn

(Do the pictures in random order.)

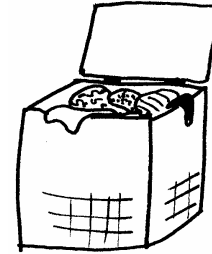
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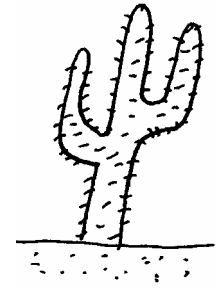
a.....corn



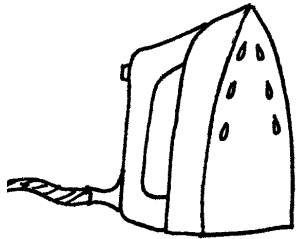
in.....sect



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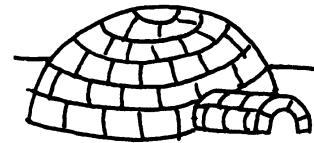
cac.....tus



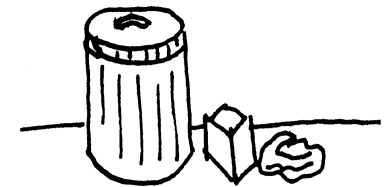
i.....ron



jack.....et



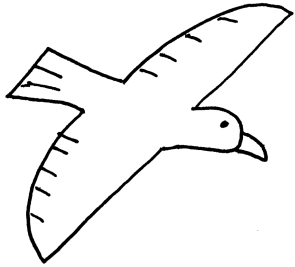
ig.....loo



gar.....bage

(Do the pictures in random order.)

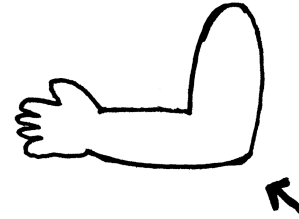
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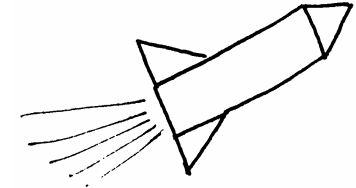
vul.....ture



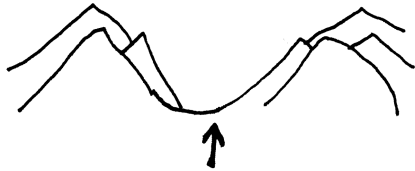
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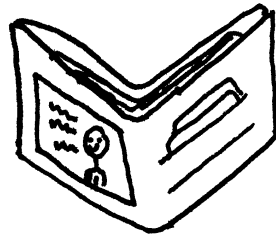
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rock.....et



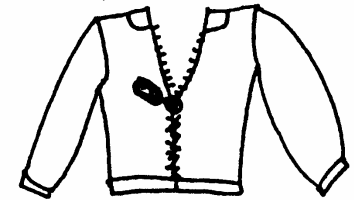
val.....ley



wal.....let



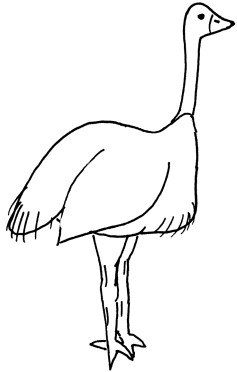
o.....live



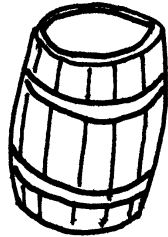
zip.....per

(Do the pictures in random order.)

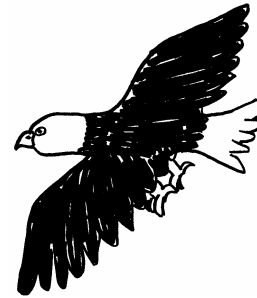
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os.....trich



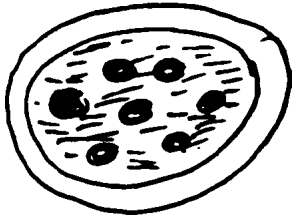
bar.....rel



ea.....gle



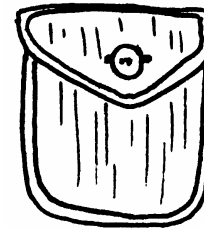
o.....boe



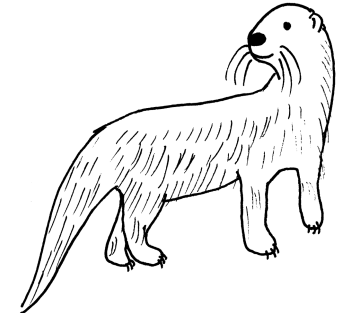
piz.....za



o.....kra



poc.k.....et



ot.....ter

(Do the pictures in random order.)

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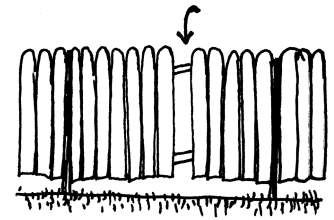
m.....oo.....n



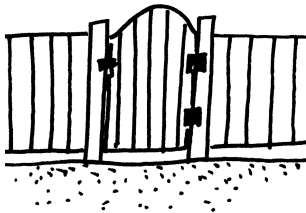
c.....oi.....n



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



g.....a.....p



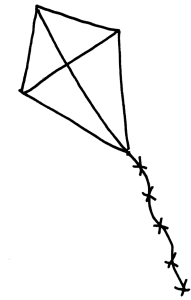
g.....a.....te



b.....oi.....l



r.....oo.....f



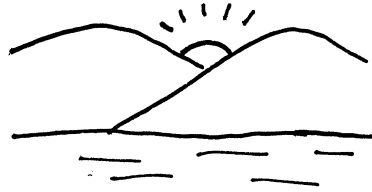
k.....i.....te

(Do the pictures in random order.)

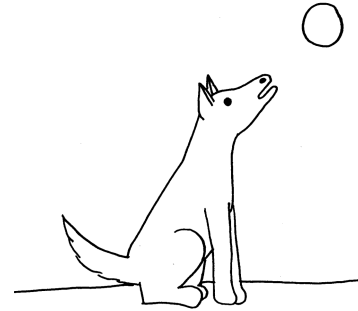
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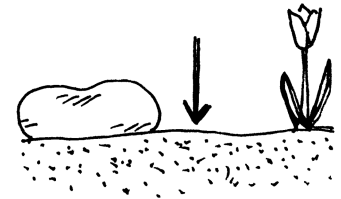
c.....oo.....k



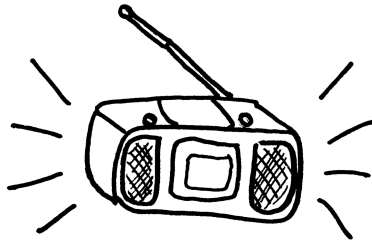
d.....aw.....n



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s.....oi.....l



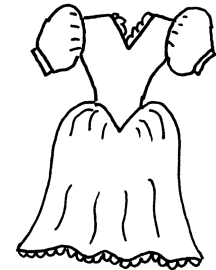
n.....oi.....se



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y.....aw.....n



g.....ow.....n

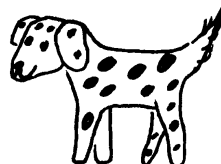
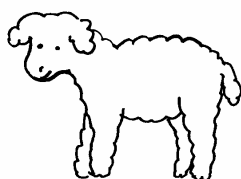
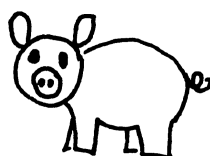
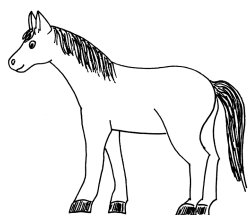
(Do the pictures in random order.)

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Print Awareness Lessons - To Be Read Aloud To The Students

Number 5: Letters Have Names And Sounds

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



Animals And Their Sounds

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

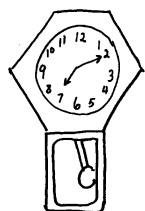
I want you to think for a minute. Can any of these animals make a sound? (Yes) What sound does a horse make? (neigh) Let's all sound like a horse together. (neigh) What sound does a pig make? (oink, oink) Everybody say it. (oink, oink, oink) What about a sheep? (baa). Let's say it. (baa, baa) What sound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

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

Letters And Their Sounds

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

T



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

H



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

W



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

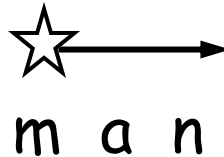


We'll be doing a lot of practicing, saying the separate sounds in words, to help us learn how to do it better. That will really help us learn to read. You'll find out why tomorrow. For now, I just want you to remember that when we say a word, our vocal cords and our mouth are forming all the sounds in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

Number 7 - Words Are Made Of Sounds, Letters Show Us Those Sounds

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

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



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

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

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

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

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

Number 8: More About Letters In Words

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

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

m a n
①

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

m a n
②

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

m a n
③

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

m a n
① ② ③

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

m a n



Here is another word. It has five letters.

s t a m p
① ② ③ ④ ⑤

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

s t a m p



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

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

t p m a s

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

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

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

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

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



Aa Bb Cc Dd Ee

Kk Ll Mm Nn Oo

Uu Vv Ww Xx Yy




















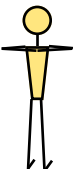






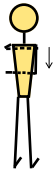
Ff Gg Hh Ii Jj

Pp Qq Rr Ss Tt

Zz

Use this page as a model for letter formation.



 a	 b	 c	 d	 e	 f	 g	 h
 i	 j	 k	 l	 m	 n	 o	 p
 q	 r	 s	 t	 u	 v	 w	 x
 y	  Elbows to the front z Drop right elbow	<h1>Body Alphabet</h1> <p>I only used this activity with one student. He responded to it very well. This view is looking at the figure from the back. Teacher should stand beside the child to model the letters. Do not face the child. If a large mirror is available, as in a dance studio, everyone should face the mirror.</p>					



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