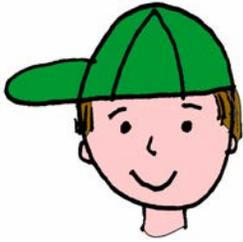


Learning The Alphabet

A B C



With Easy Handwriting

WORKBOOK 2

Teaches letters:

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

Sound Story
Handwriting Pages
Letters And Sounds
Phonemic Awareness
Letter Discrimination

Learning The Alphabet

With Easy Handwriting



Kathryn J. Davis



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found at www.soundcityreading.net.

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

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A Sound Story

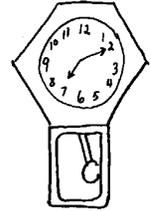
About Audrey and Brad

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

Part 1

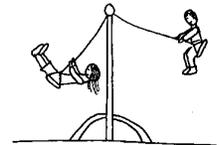
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.

T t



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

I i



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

H h



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

I i



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

L l



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



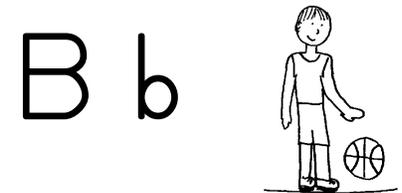
As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing its way into the house around the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



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



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

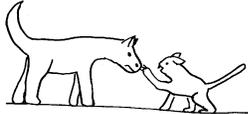
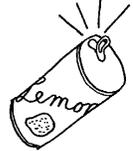
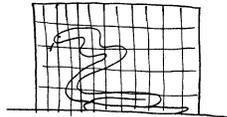


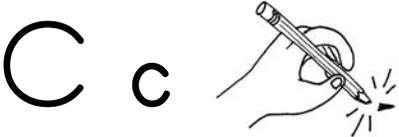
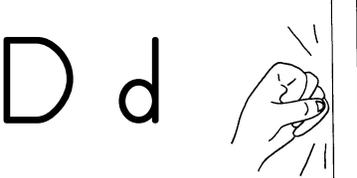
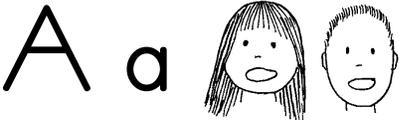
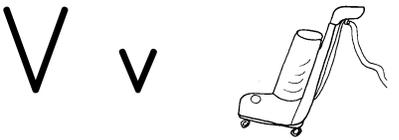
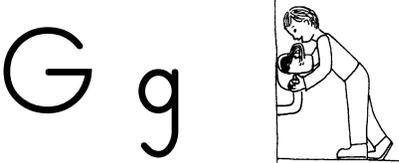
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmmmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.



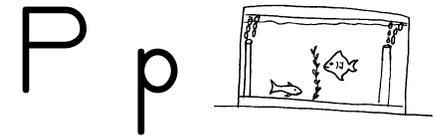
Just as they sat down to eat, they heard a loud "Rrrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.



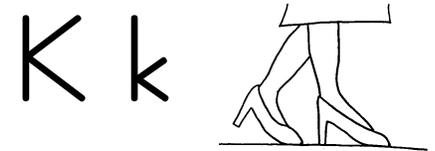
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>	<p>F f </p>
<p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached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

<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>	
<p>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>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ax)</p>	
<p>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>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>	

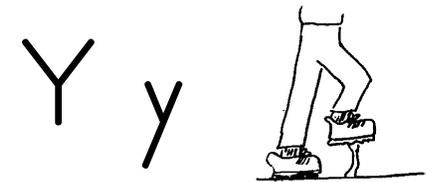
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the "p, p, p, p" sound of the air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



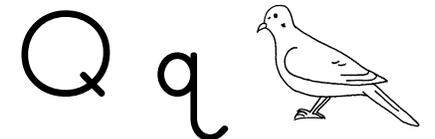
Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.



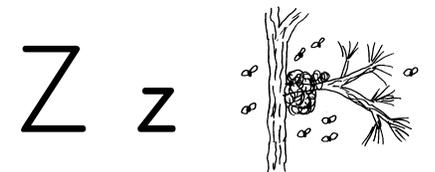
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.



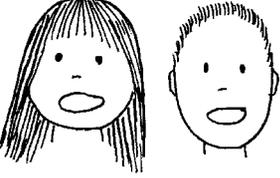
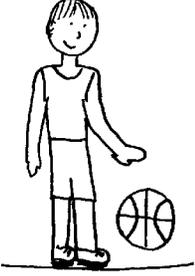
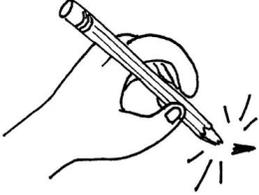
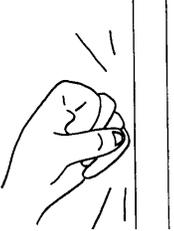
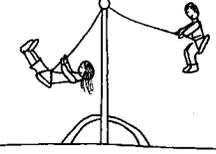
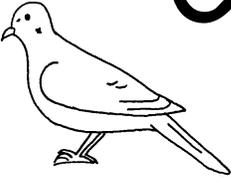
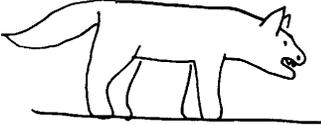
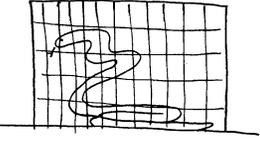
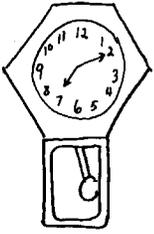
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."
(qu/quilt)



Suddenly they heard a loud buzzing sound, "zzzzzz." 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.



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

Aa 	Bb 	Cc 	Dd 	
Ii 	Jj 	Kk 	Ll 	
Ii 				
Qq 	Rr 	Ss 	Tt 	Uu 

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

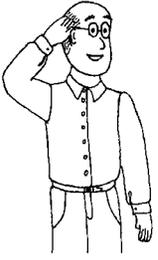
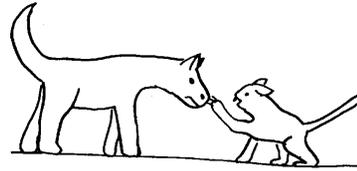
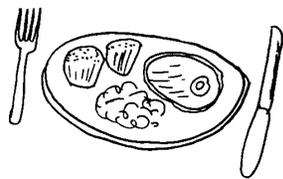
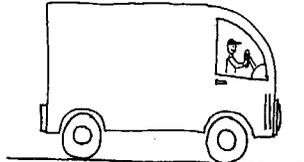
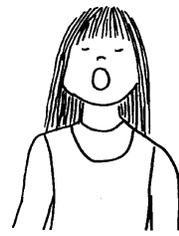
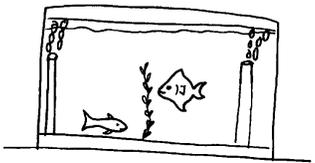
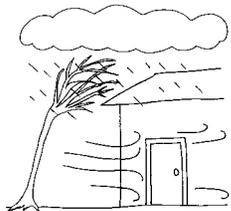
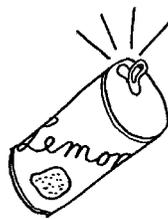
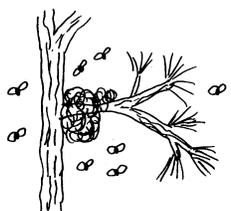
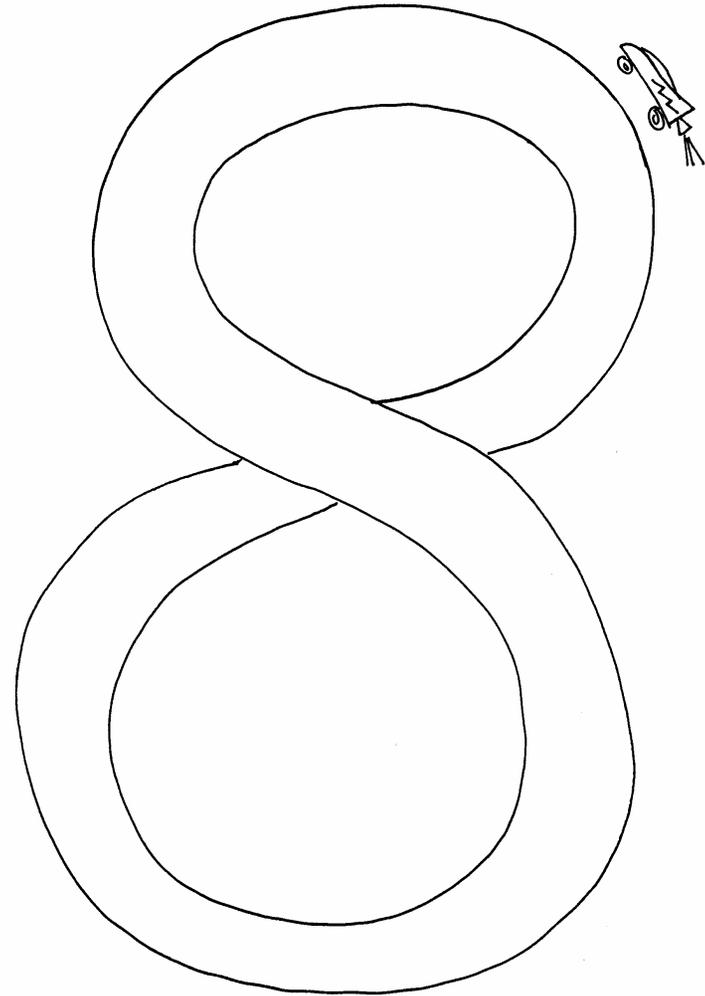
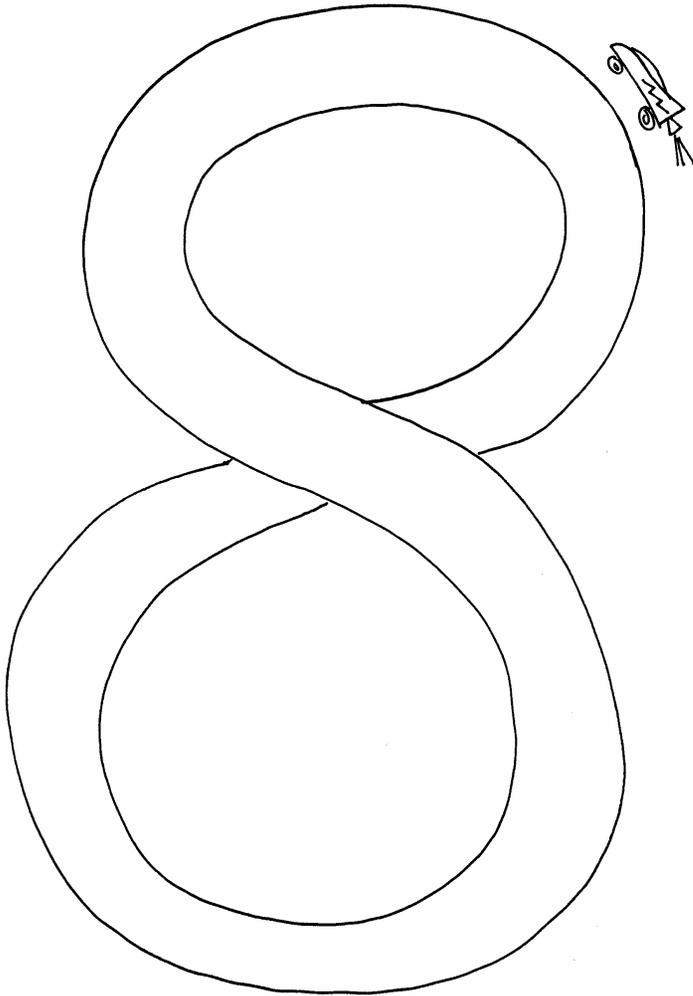
E e 	F f 	G g 	H h 	
M m 	N n 	O o 	P p 	
V v 	W w 	X x 	Y y 	Z z 



Figure Eight Race Tracks 2 - Prepare For S s



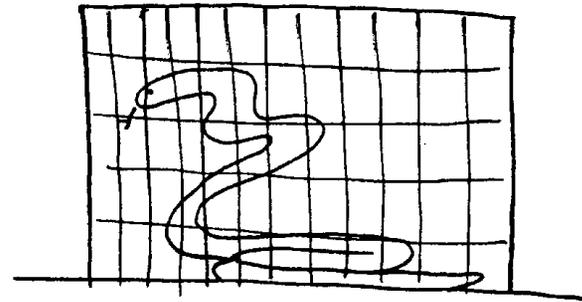
Start by the cars. Go around the race tracks many times.

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.

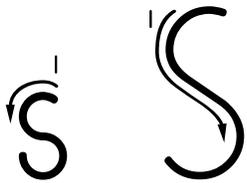
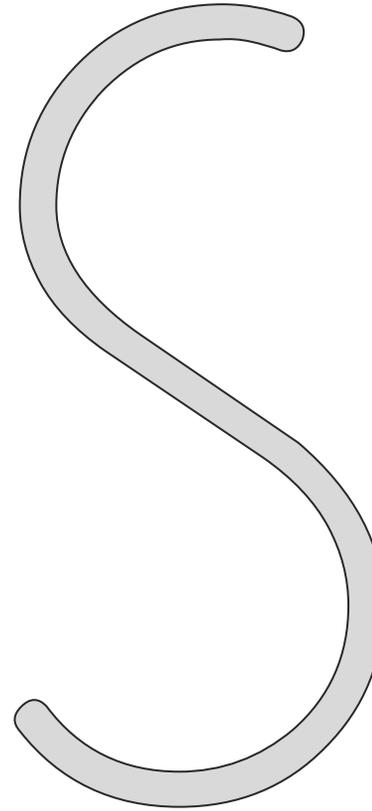
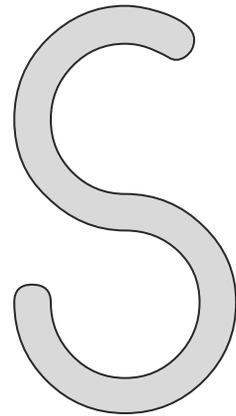
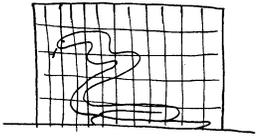
HANDWRITING INTRODUCTION - After reading a new section of the sound story, follow the instructions in this book to introduce the letter formation for the lower case and capital letter on the chalkboard.

S s



S s

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



Handwriting

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

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

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

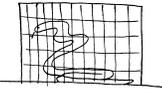
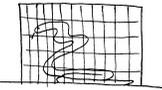
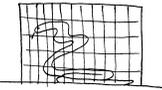
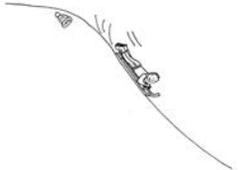
Repeat, using a pencil. Finger trace the large capital letter 6-8 times, saying its name and sound each time, for example, "Capital S, /s/." Repeat, using a pencil. The sound picture shows the sound. The smaller letters with arrows show where to start and which way to go.

Handwriting



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

Letter Discrimination

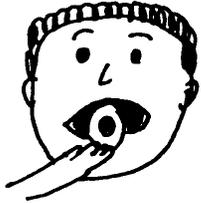
	<p>S</p>	<p>B S F R S S W</p>
	<p>s</p>	<p>s n x e s i s</p>
	<p>s</p>	<p>sun bus miss sell</p>
	<p>s</p>	<p>sister messy sleds</p>
	<p>s</p>	<p>Ed sleds in the snow.</p> 

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

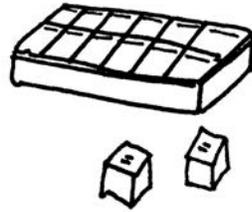
Ss

Oral Blending

Segmenting



ea....t



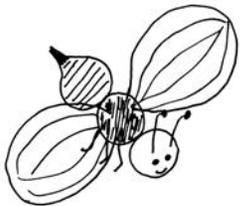
i....ce



u....p



p....aw



b....ee



i....n



t....ea



z....oo

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

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

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

Beginning Sounds

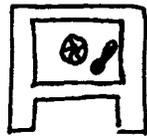
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

S _

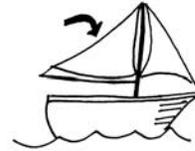
sun



safe



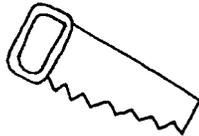
sail



sock



saw



sad



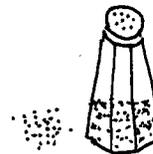
sour



soup



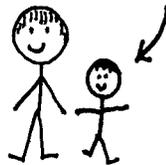
salt



sing



son



sign



seal



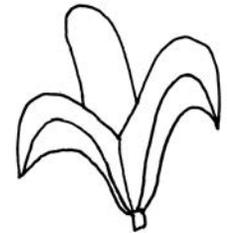
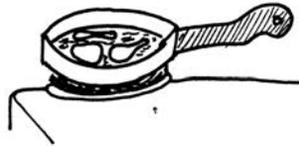
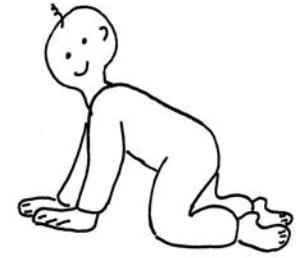
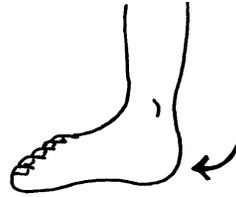
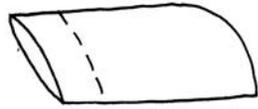
Handwriting Review



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

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.

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

Ending Sounds

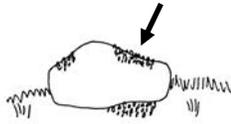
Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar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

— s

gas



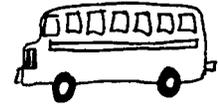
moss



mess



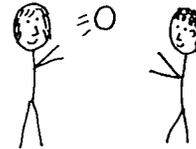
bus



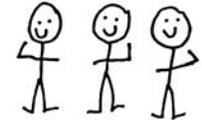
kiss



toss



us



less



pass



fuss



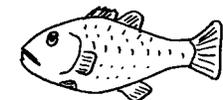
yes



lass

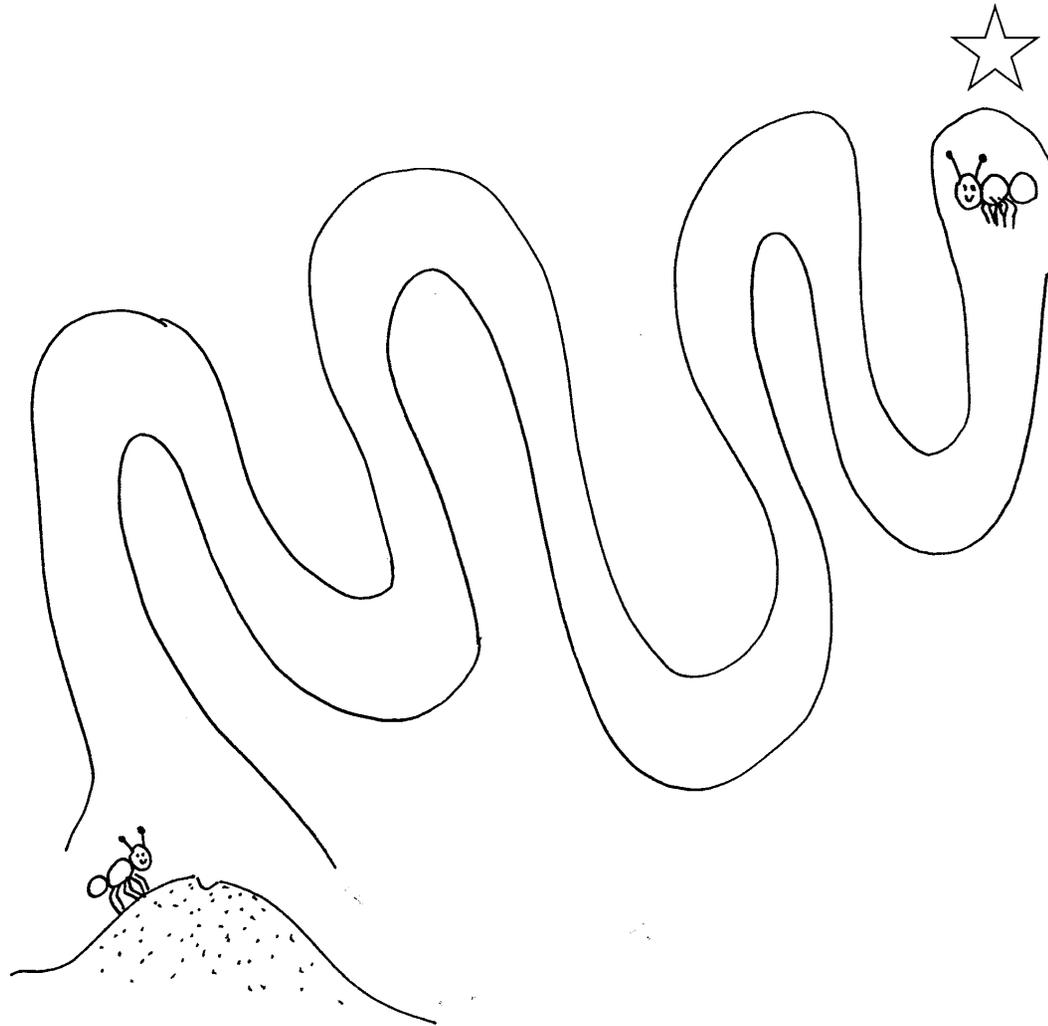


bass





Ant Hill - Prepare For J j



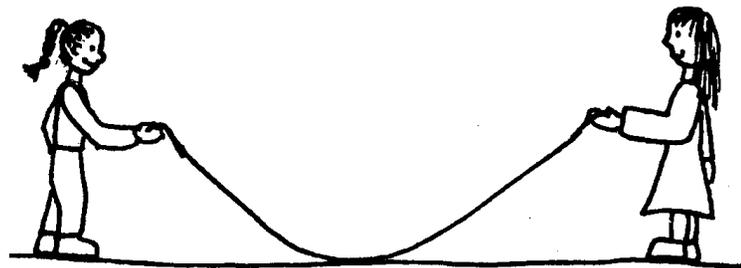
Start at the ant by the star. Follow the path.
Help the ant go to the anthill.

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.

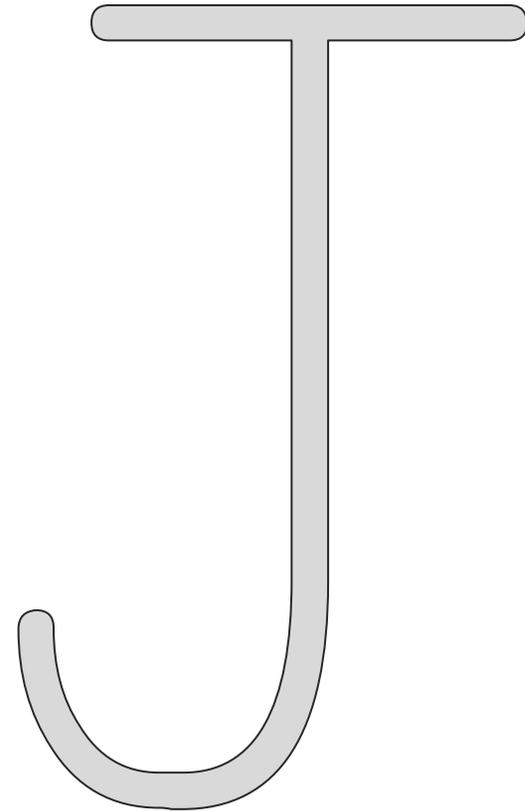
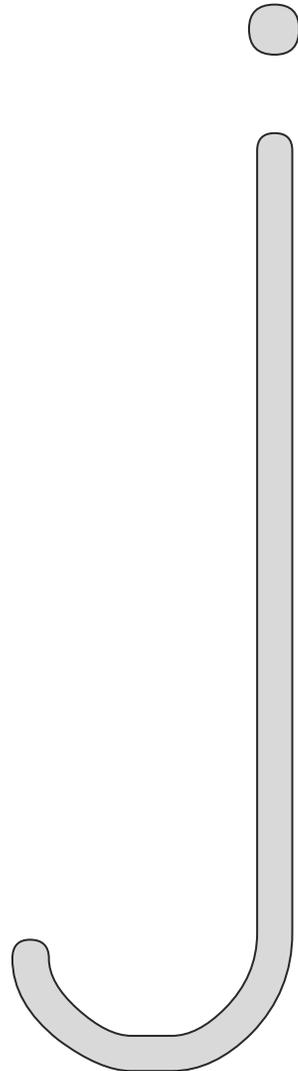
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

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

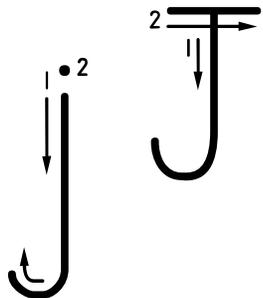
J j



J j



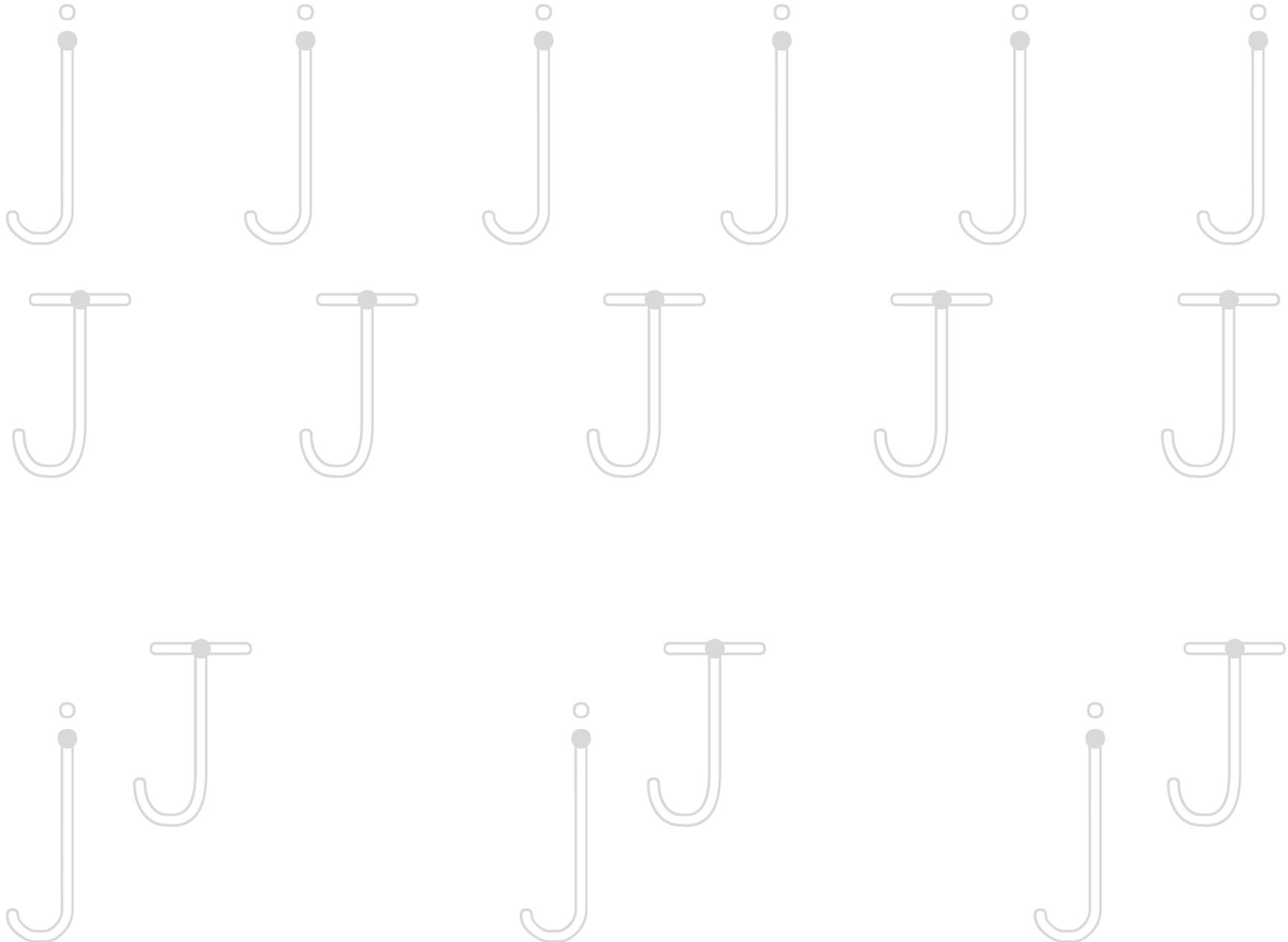
Handwriting



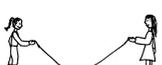
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 time, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and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

Handwriting

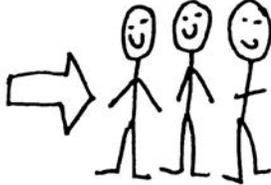
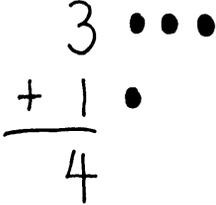
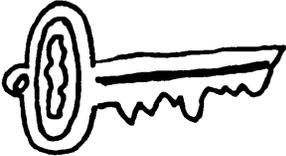
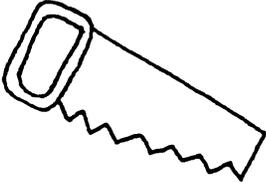
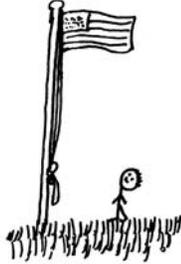
Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.



Letter Discrimination

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

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

Jj	Oral Blending	Segmenting	
 <p>ea.....r</p>	 <p>wh.....o</p>	 <p>th.....ey</p>	 <p>a.....dd</p>
 <p>k.....ey</p>	 <p>s.....aw</p>	 <p>d.....ay</p>	 <p>h.....igh</p>

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

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

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

Beginning Sounds

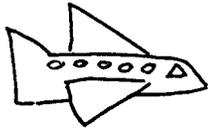
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

j

jaw



jet



jug



jump



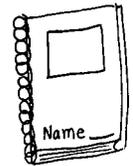
jeans



jog



journal



jeep



jar



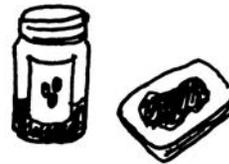
jacket



jail



jam



Jack
in-the-box



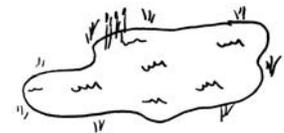
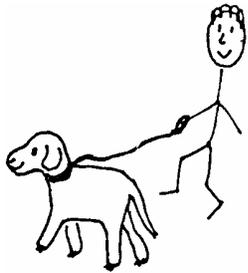
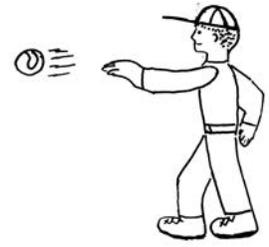
Handwriting Review

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



Rhyming

Jj



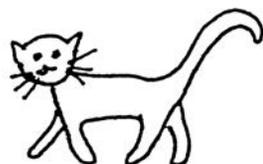
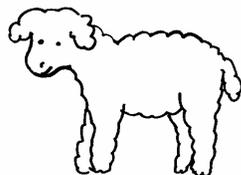
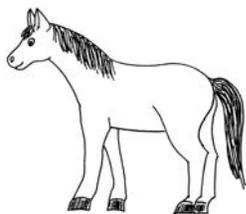
chalk-walk, sky-spy, rake-lake, pull-full, throw-snow Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat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

Read the print awareness lessons aloud to the students.

Print Awareness Lesson 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.

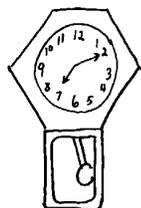
I want you to think for a minute. Can any of these animals make a sound? (Yes) What sound does a horse make? (neigh) Let's all sound like a horse together. (neigh) What sound does a pig make? (oink, oink) Everybody say it. (oink, oink, oink) What about a sheep? (baa). Let's say it. (baa, baa) What sound 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 t



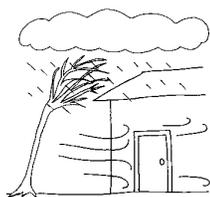
Look at the picture beside the letter T. It's a clock. When it ticks, it sounds like this: t, t, t, t. (Say the t sound.) You say it. Good. The sound for the letter T is t, t, t.

H 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 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.

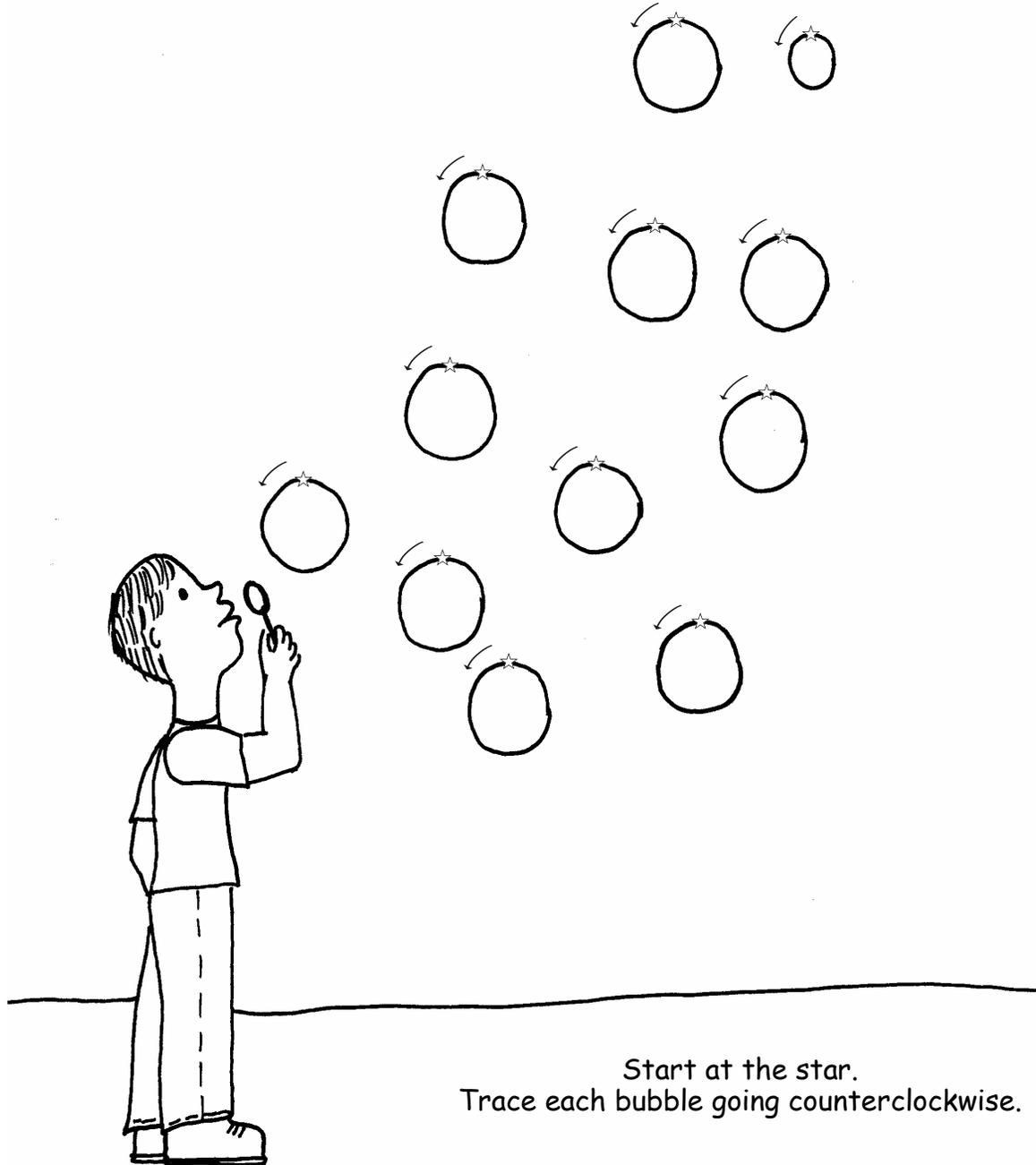
I'm going to point to each letter and it's sound picture. Give me the name of the letter, and then give me the sound. I want you to think about whether the letter name is the same as the letter sound. Be ready to tell me. (Point to the letter T and the picture. Students give the letter name and then 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 will always say their sounds. That will help us get ready to read real words.

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

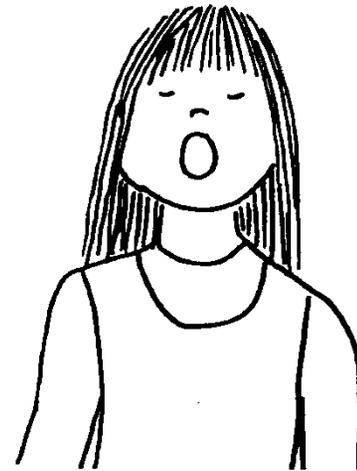
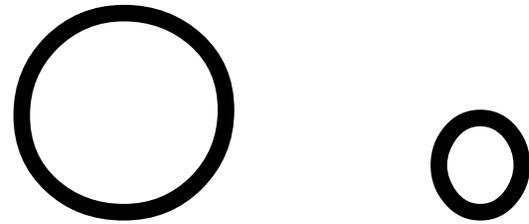


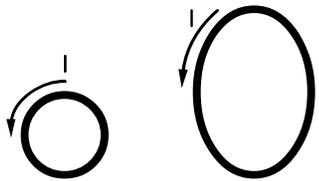
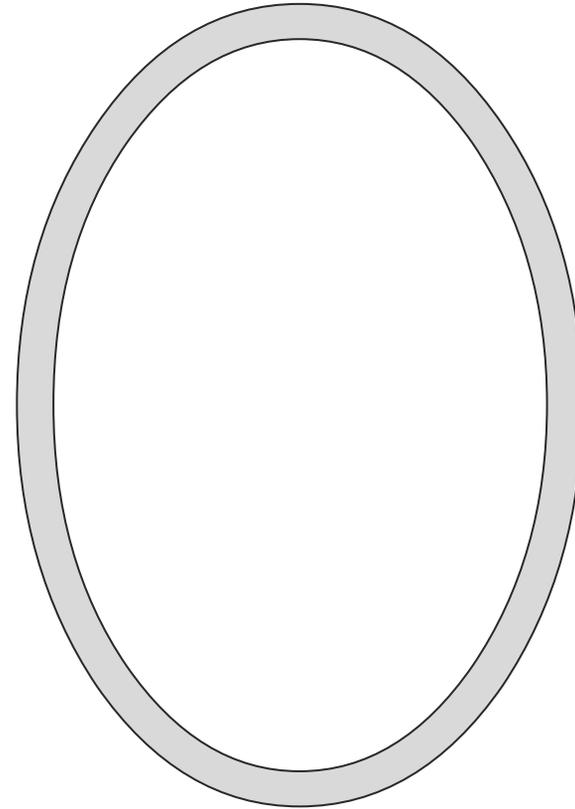
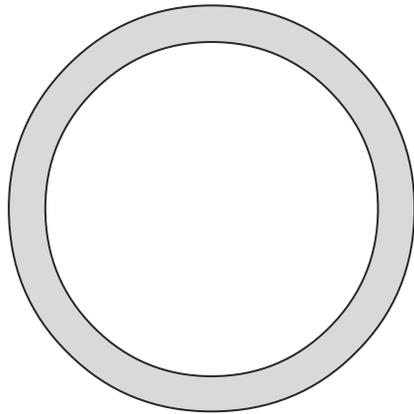
Bubble Blow - Prepare For O o



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)

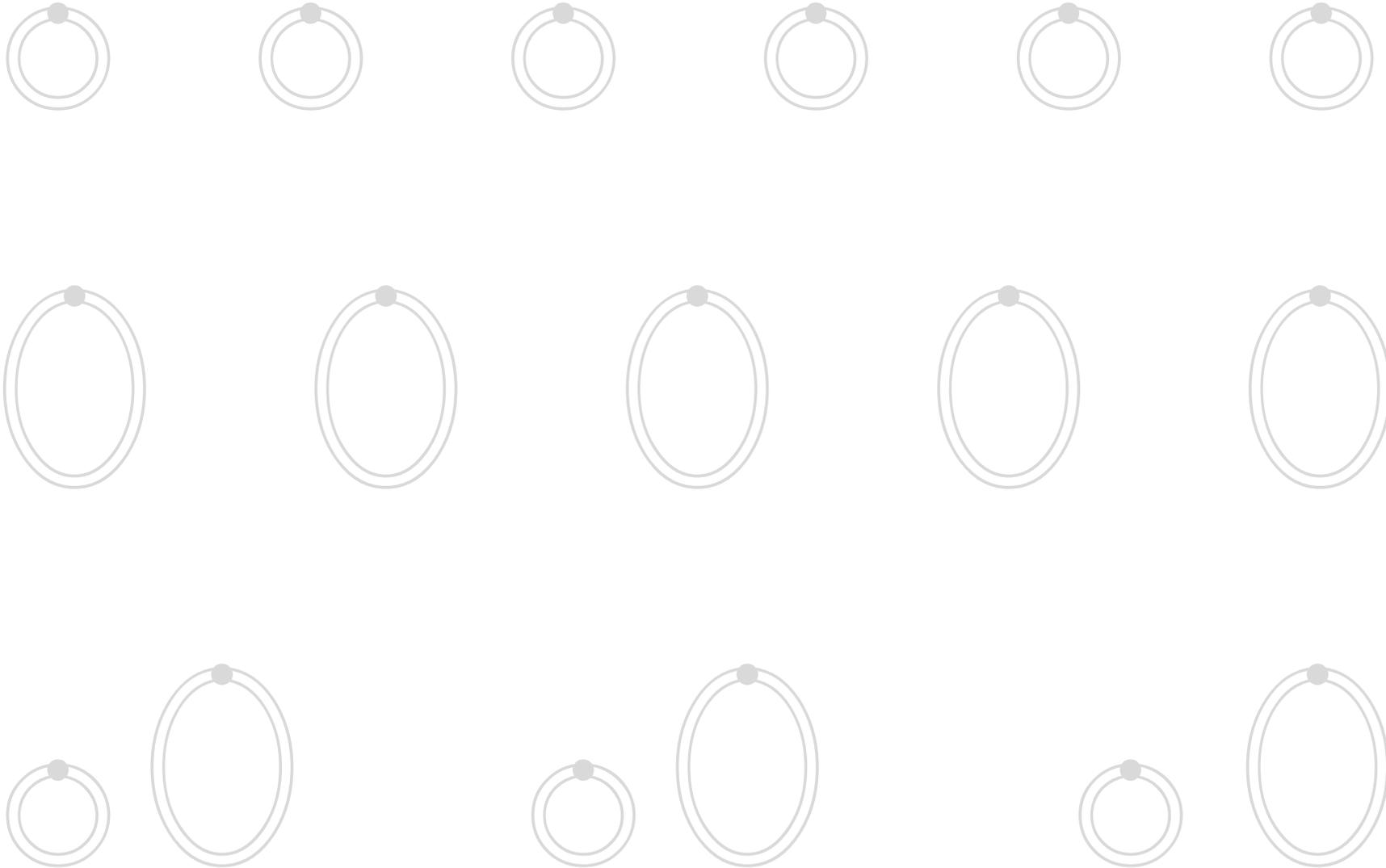




Handwriting

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

Handwriting



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

Letter Discrimination

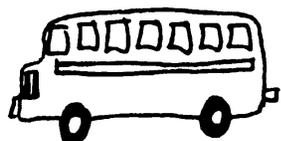
	<p>O</p>	<p>U O S B O H O</p>
	<p>o</p>	<p>o u e o f o s</p>
	<p>o</p>	<p>on ox top log off</p>
	<p>o</p>	<p>hotdog cotton soft</p>
	<p>o</p>	<p>Mom will mop.</p> 

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

Oo

Oral Blending

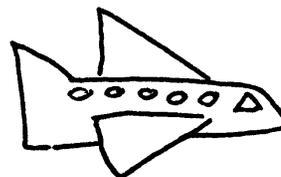
Segmenting



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



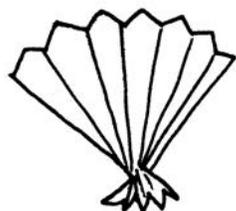
k.....i.....ck



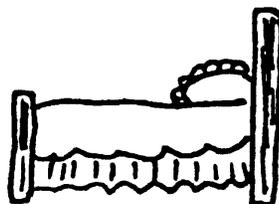
j.....e.....t



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



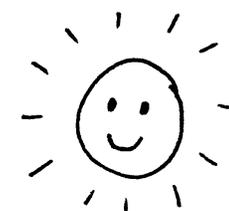
f.....a.....n



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



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



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

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

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

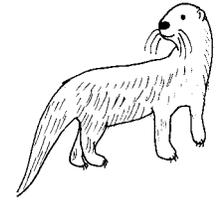
Note: Students are not expected to read the words by themselves.

Beginning Sounds

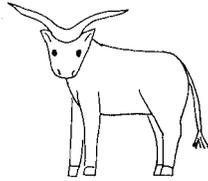
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

O _

otter



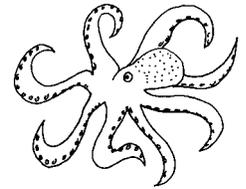
ox



opt



octopus



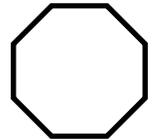
on



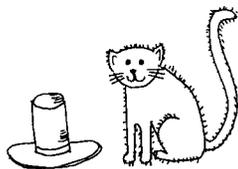
olive



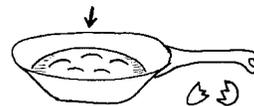
octagon



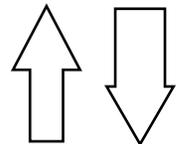
off



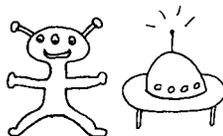
omelet



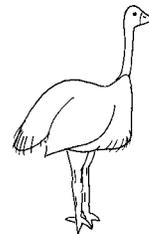
opposite



odd



ostrich



office

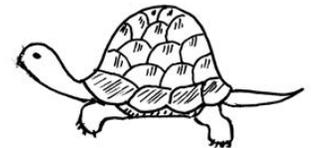
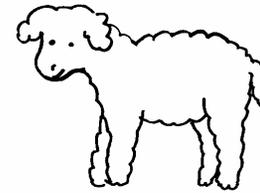
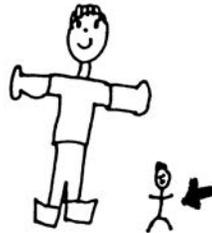
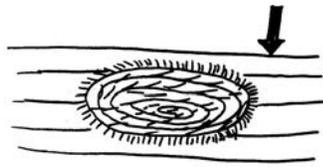
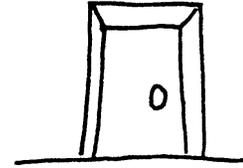
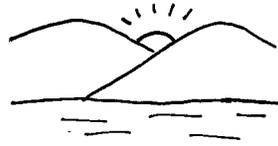
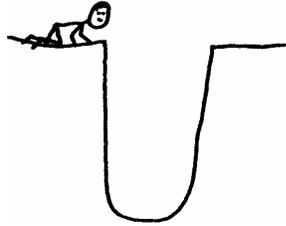
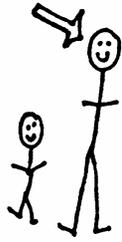


Handwriting Review

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



Rhyming

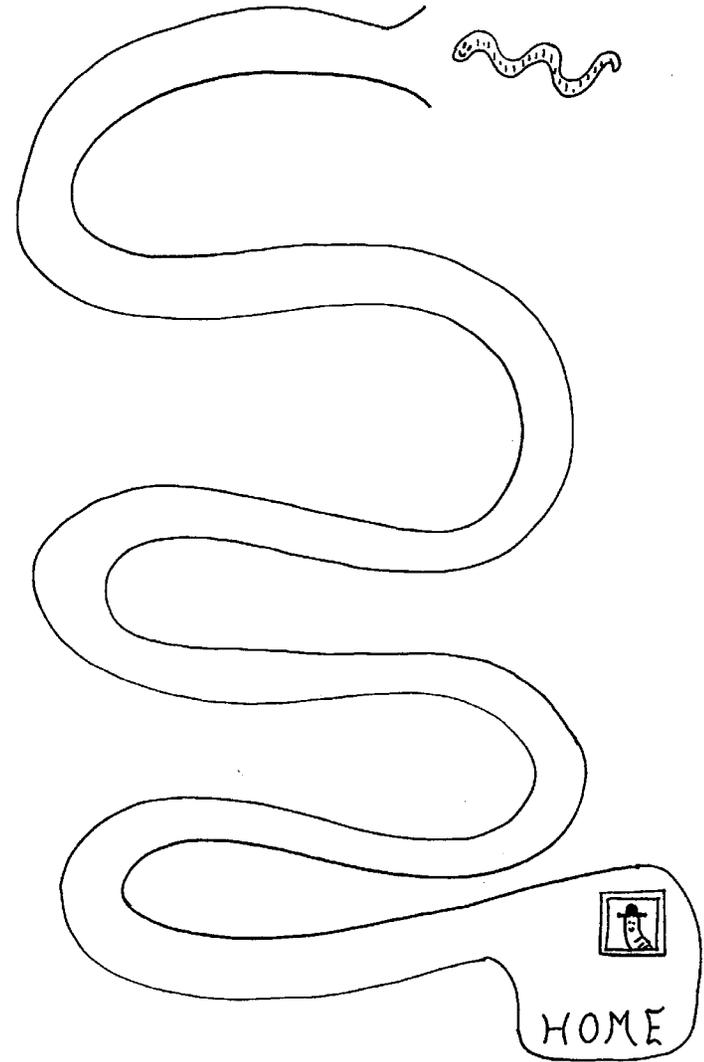
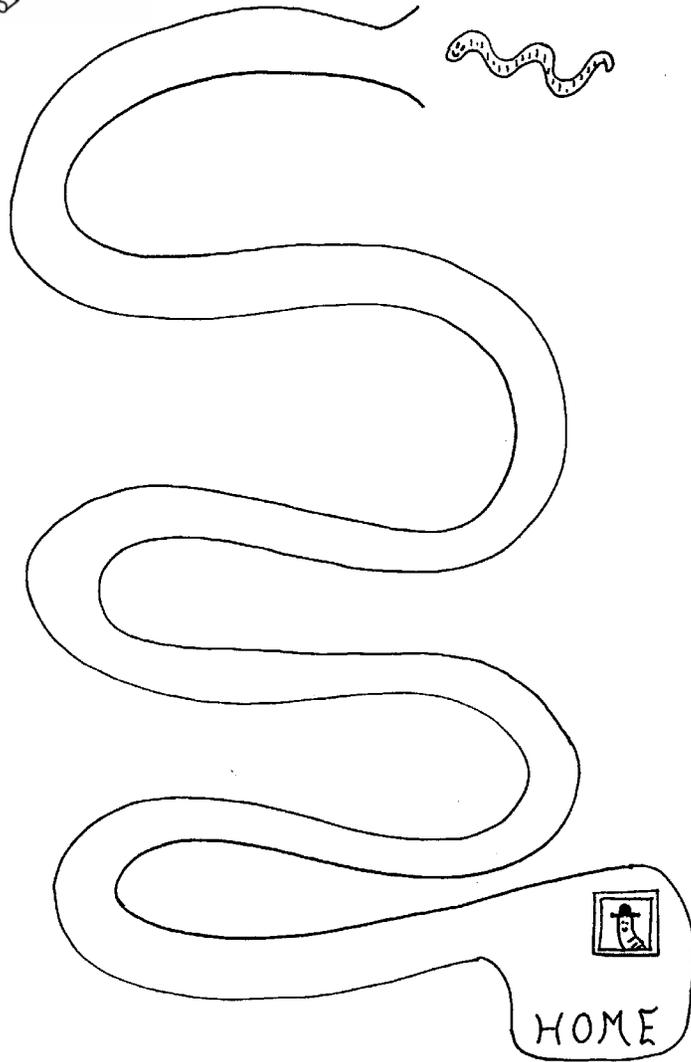


tall-small, deep-sheep, dawn-yawn, show-slow, door-floor Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, 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, 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.

Handwriting
Readiness



Willy Worm - Prepare For C c



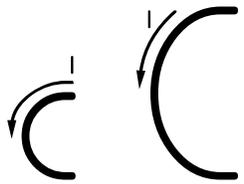
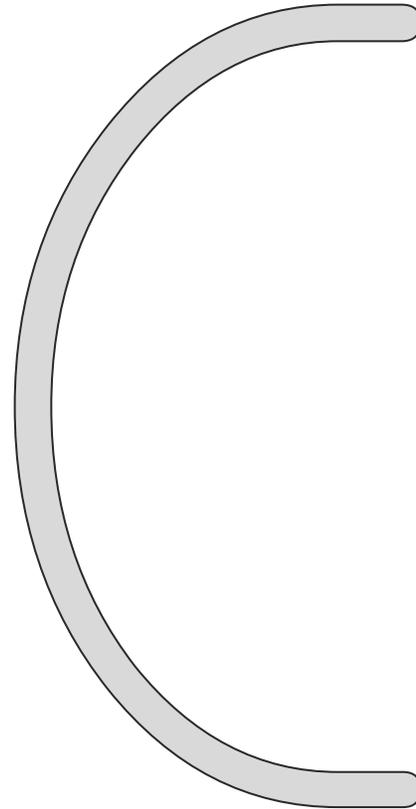
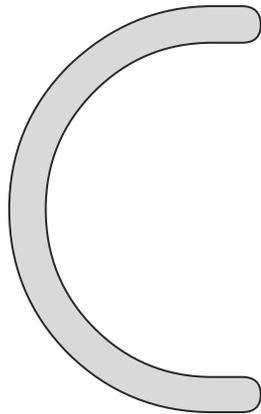
Help the worm find his way home.

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



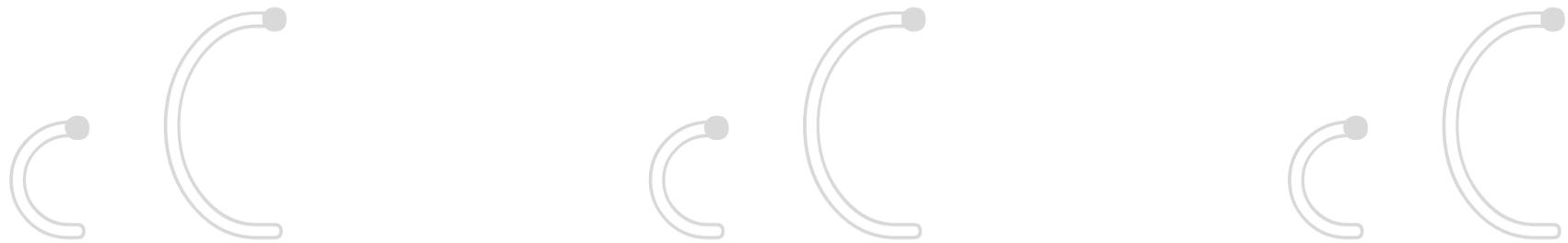
C c



Handwriting

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

Handwriting



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

Letter Discrimination

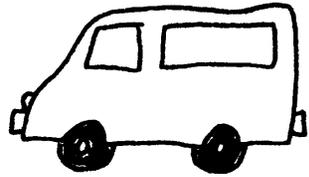
	<p>C</p>	<p>S C X C U B C</p>
	<p>c</p>	<p>o f c b u c c</p>
	<p>c</p>	<p>cat cup act pick</p>
	<p>c</p>	<p>cactus picnic clock</p>
	<p>c</p>	<p>I can cut. </p>

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

Cc

Oral Blending

Segmenting



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



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



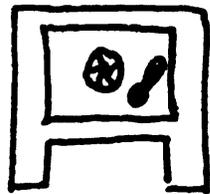
l.....e.....g



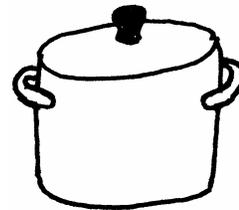
f.....i.....re



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



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



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



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

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

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

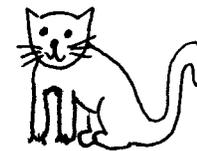
Note: Students are not expected to read the words by themselves.

Beginning Sounds

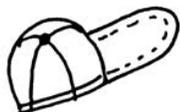
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

C _

cat



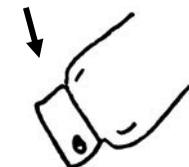
cap



cow



cuff



cup



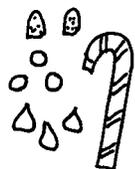
car



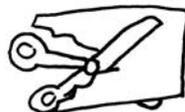
cage



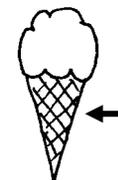
candy



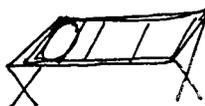
cut



cone



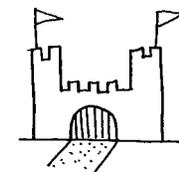
cot



carrot

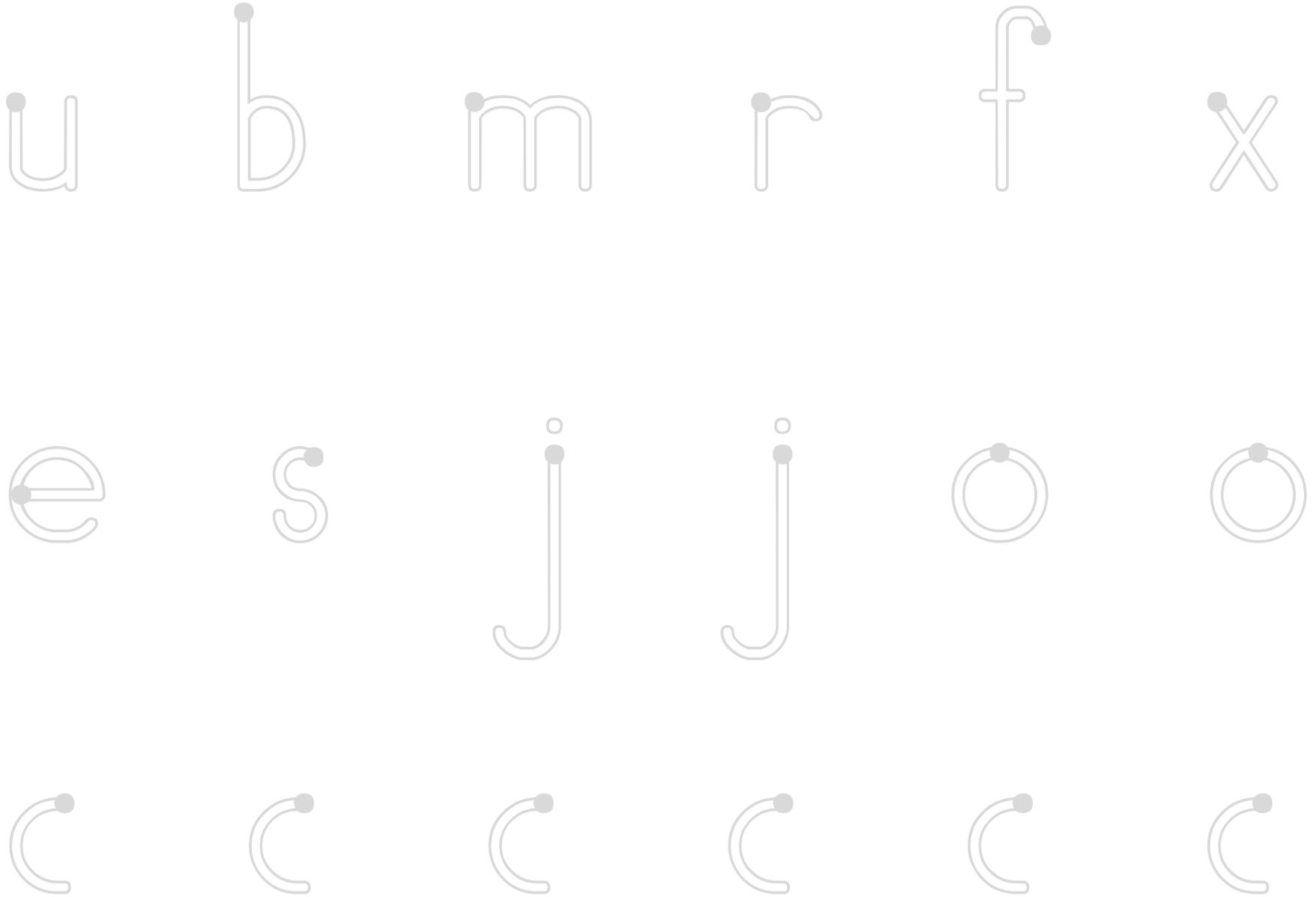


castle



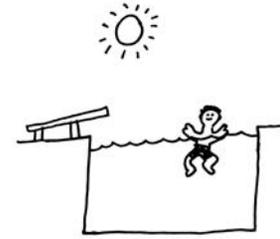
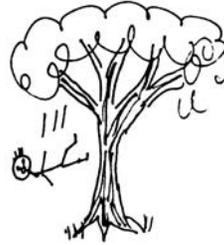
Handwriting Review

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

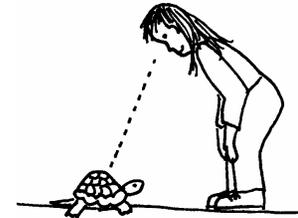
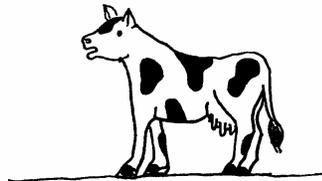
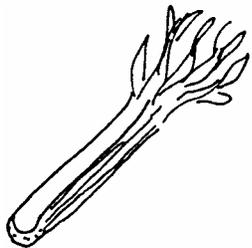


Rhyming

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.

Print Awareness Lesson 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. "Fffffaaaathhherrrr." 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 "Faaaather?" That's right. It's "Aaaahhh." 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.



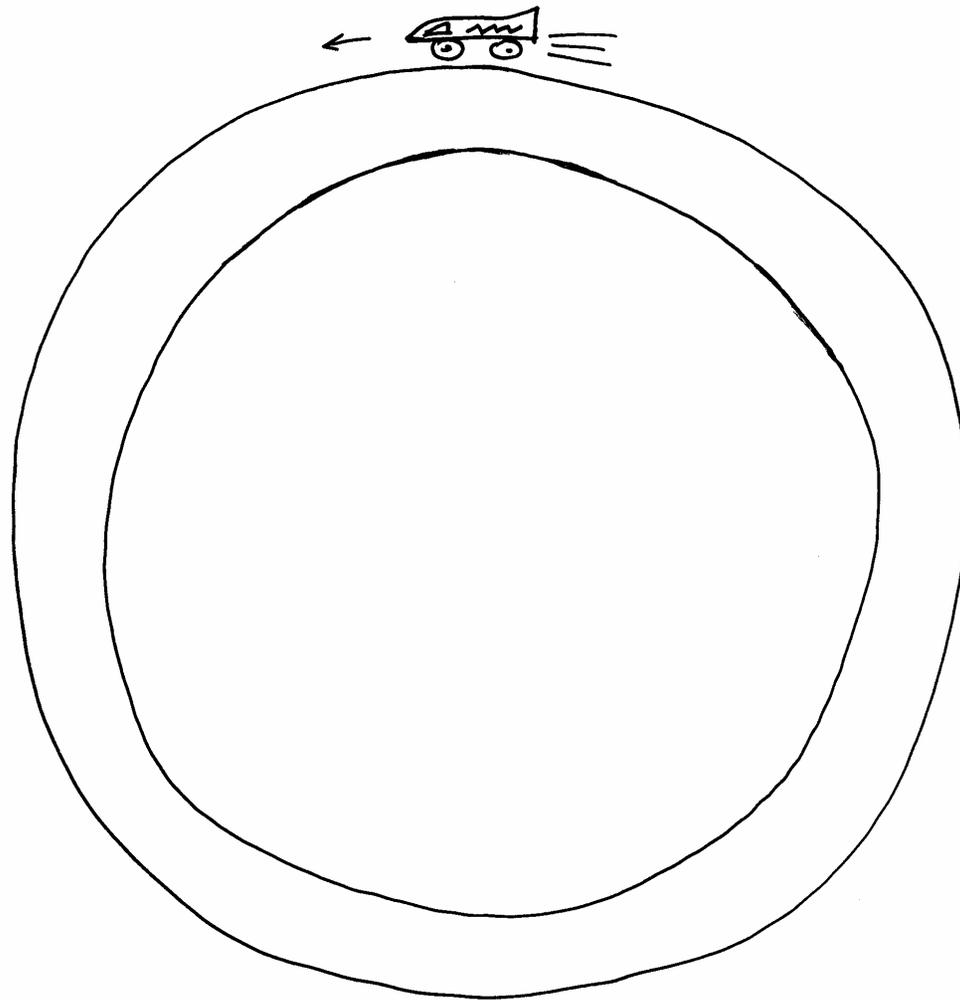
It sounds really strange to separate the sounds in a word, doesn't it? When we do that, it's called *segmenting* the word. Segmenting means breaking something into separate parts. Segmenting is not something we usually do when we are speaking, so we're not used to it.

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. It will also help us learn to spell. 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.



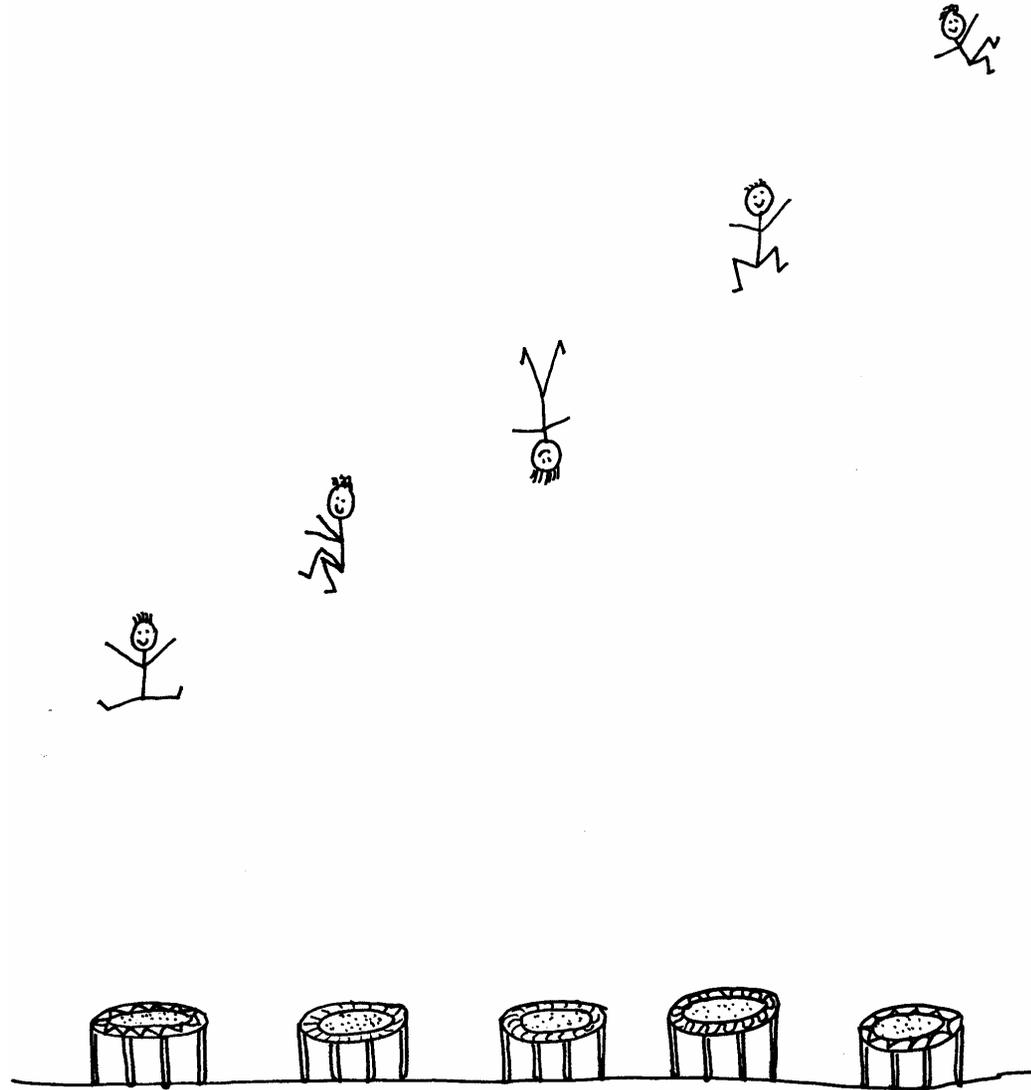
Round Race Track - Prepare For D d



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



Jumping Jacks 2 - Prepare For D d



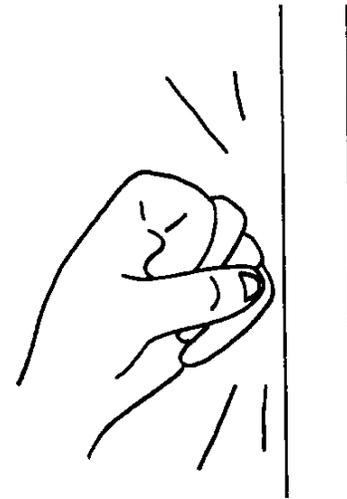
Draw a line from each trampoline up to the person and back down again.

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

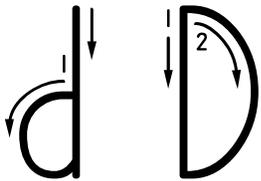
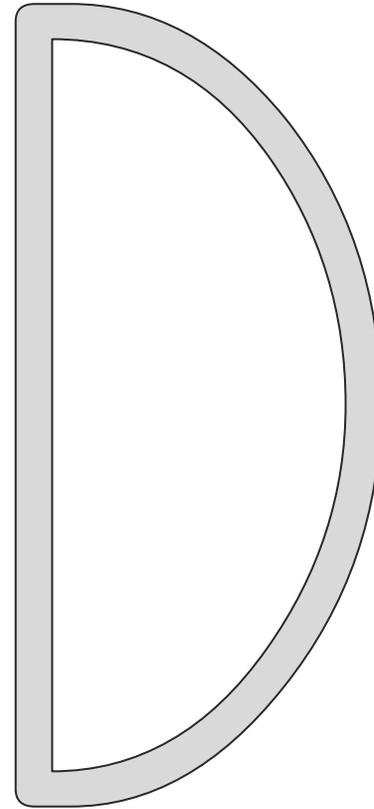
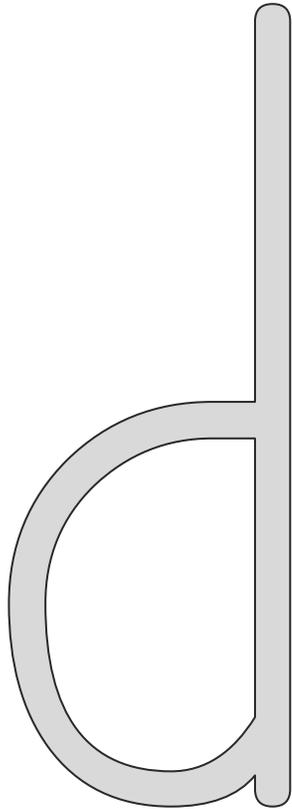
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

D d



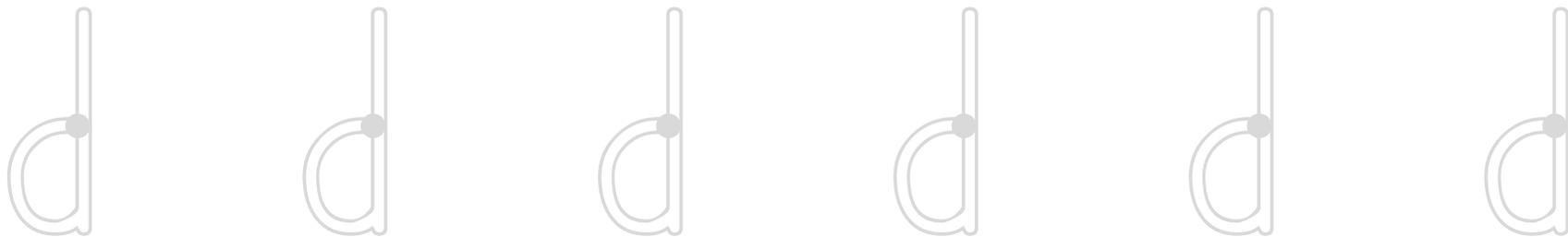
D d



Handwriting

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

Handwriting



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

Letter Discrimination

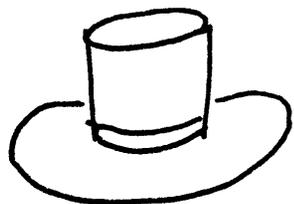
	D	D	B	C	D	D	W	I
	d	a	d	b	d	u	d	h
	d	did	dog	mud	had	do		
	d	drip	sand	ladder	odd			
	d	Dan	dug	up	a	jug.		

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.

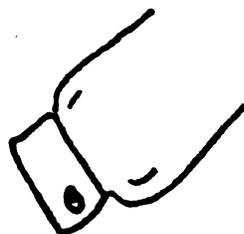
Dd

Oral Blending

Segmenting



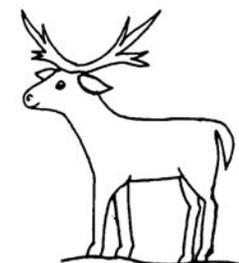
h.....a.....t



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



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



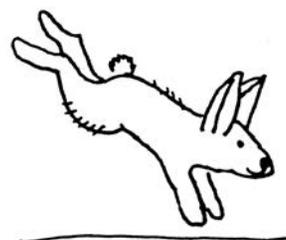
d.....ee.....r



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



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



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



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

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

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

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

Beginning Sounds

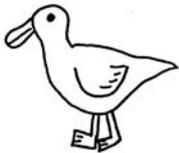
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

d _

dog



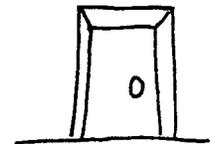
duck



doll



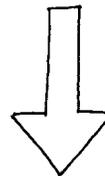
door



dad



down



dish



dime



dollar



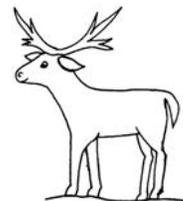
dump



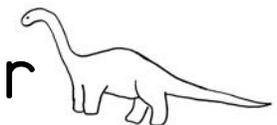
dig



deer



dinosaur



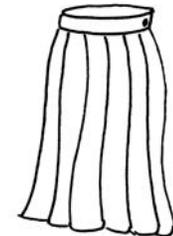
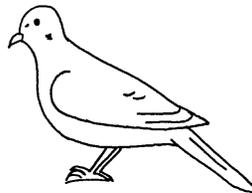
Handwriting Review

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



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, 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.

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

Ending Sounds

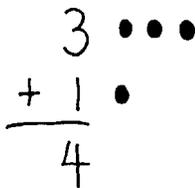
Tell the students they will listen for the last sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar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

_ d

yard



add



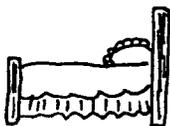
sad



mud



bed



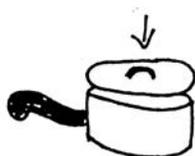
rod



head



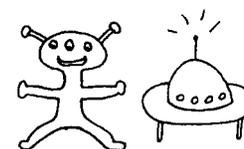
lid



nod



odd



pod



dad

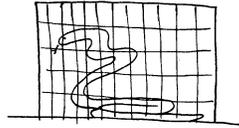


food



Review

E



s

S



d

J



e

O



c

C



o

D



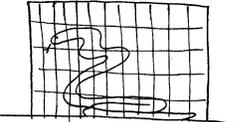
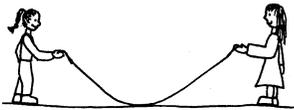
j

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

Circle the letter to match the sound picture.

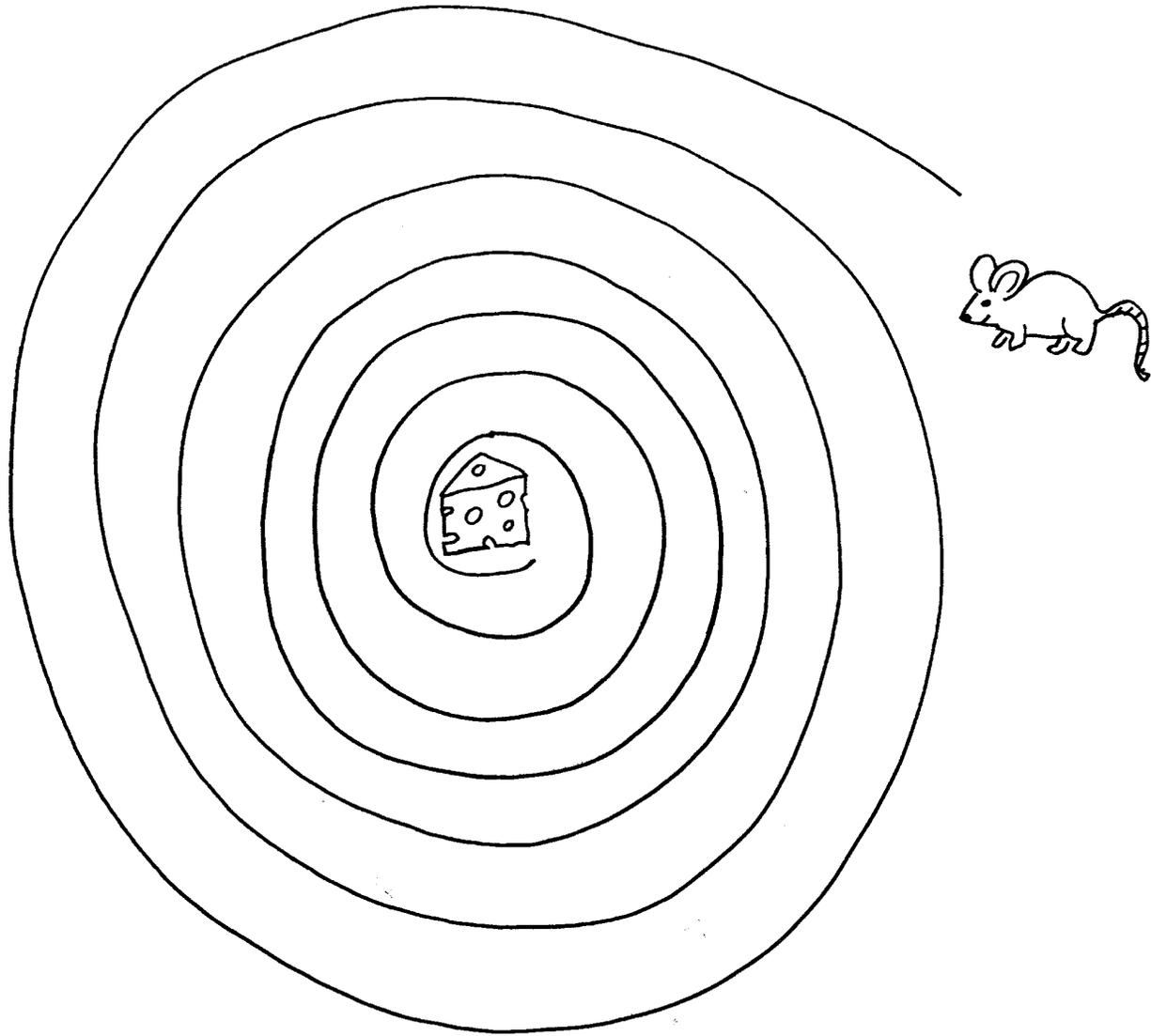
Review

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

	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



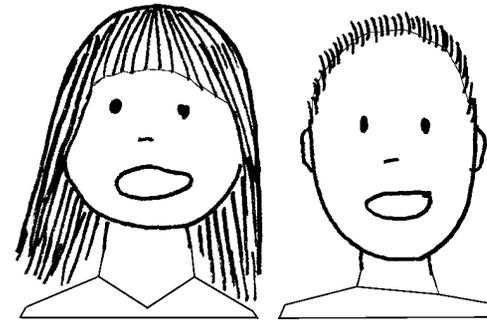
Mouse And Cheese - Prepare For A a



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

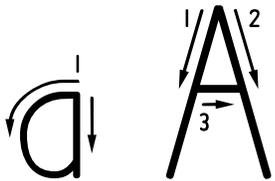
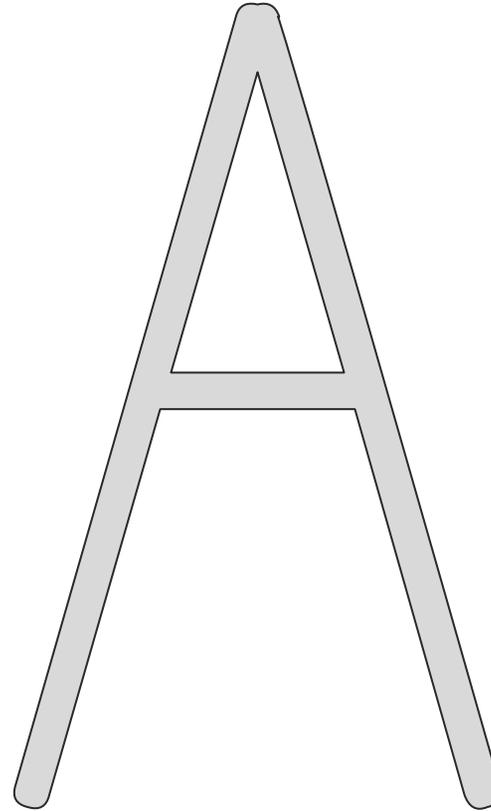
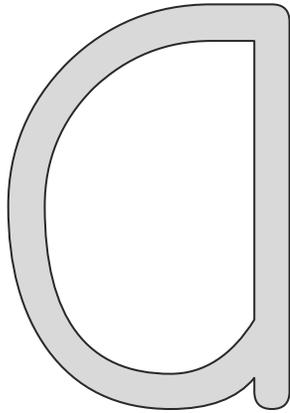
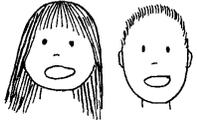
A a



A a

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

HANDWRITING INTRODUCTION (No lines): Continue as before.



Handwriting

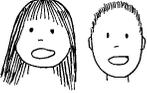
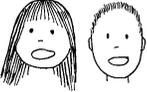
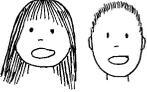
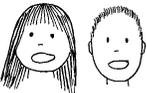
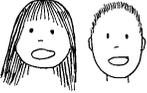
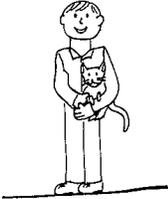
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 time, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and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

Handwriting



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

Letter Discrimination

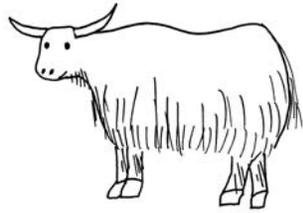
	<p>A</p>	<p>W A X A A R N</p>
	<p>a</p>	<p>c d a b a o a</p>
	<p>a</p>	<p>cat man add am bag</p>
	<p>a</p>	<p>stamp panda fantastic</p>
	<p>a</p>	<p>Dan has a cat.</p> 

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

Aa

Oral Blending

Segmenting



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



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



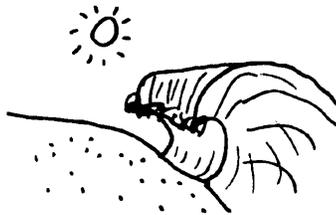
n.....e.....t



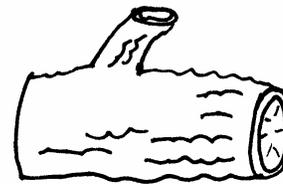
f.....i.....ve



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



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



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



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

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

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

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

Beginning Sounds

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

a _

apple



ax



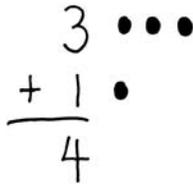
attic



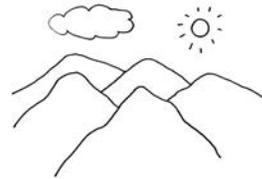
anchor



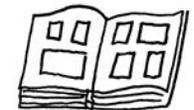
add



Alps



album



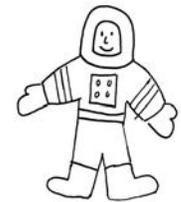
ad



ashes



astronaut



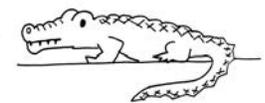
ant



ankle



alligator



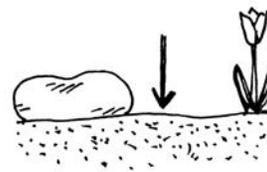
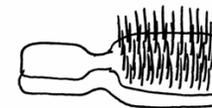
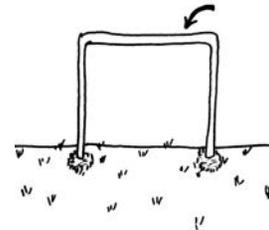
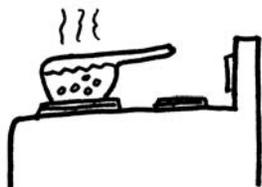
Handwriting Review

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



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, 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.

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

Note: Remember that when you see a letter between two slash marks, you will say the sound for that letter. Use the short sound for any vowels.

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 have learned 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*.

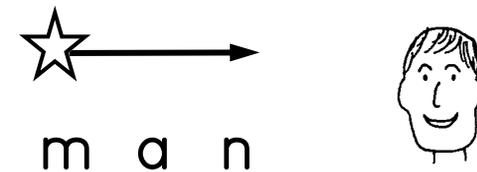
Let's look at this word. (Point to the word beside the picture.) It says *man*. We're going to use the letter sounds to help us read this word. Do you see the star and arrow above the word? We'll start with the letter under the star and follow the direction of the arrow when we look at the letters.

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. The first letter shows the /m/ sound. Say /mmmm/. The next letter shows the /a/ sound. Say /aaaa/. The last letter shows the /n/ sound. Say /nnnn/.

Let's put the sounds together slowly: Mmmmmaaaaaannnnn. When you say the word *man* like this, you can hear that you are really saying three separate sounds. Now let's put the sounds together fast, *man*. The sounds get pushed together. Now it sounds like the regular word, *man*.

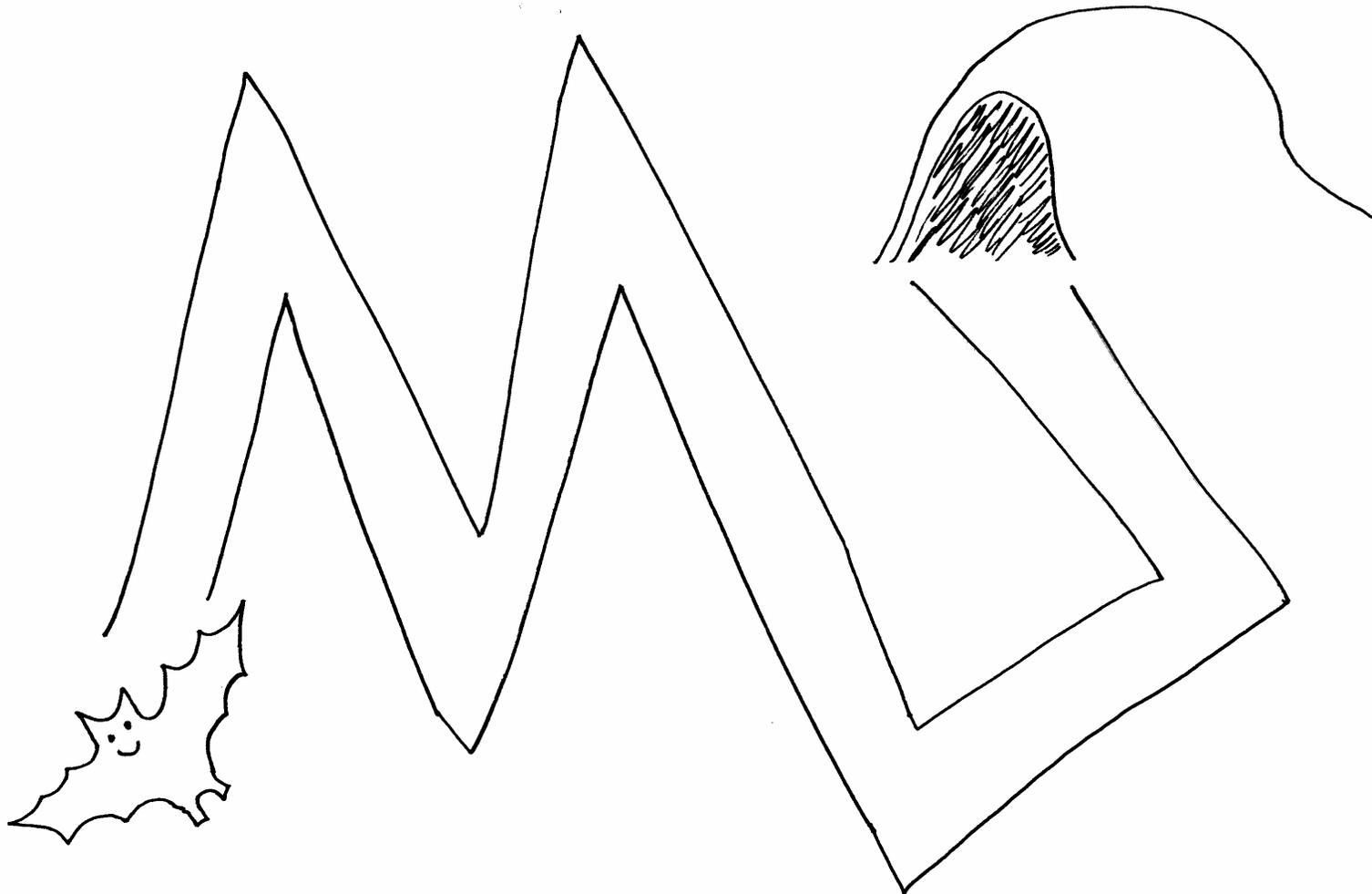
What we just did is called decoding. Decoding means saying the sound of each letter, one at a time, putting the sounds together smoothly. If you see a word and know how to say the letter sounds, you can figure out what the word says.

These ideas may sound strange and are probably a little confusing right now 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, without thinking about it. But once you get used to the idea, with enough practice, it will become easy. Understanding how letter sounds go together to make words will help you learn to read, so that someday you can read stories, poems, newspaper articles, and anything else you want.





Bat Cave - Prepare For V v

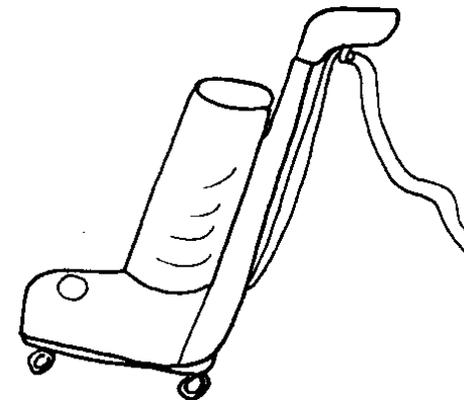


Help the bat find his cave.

Sound Story

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

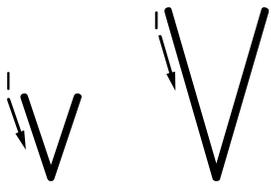
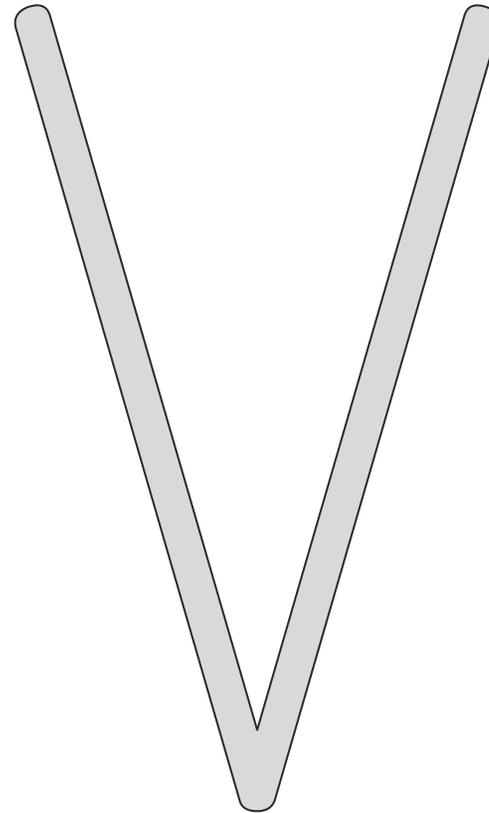
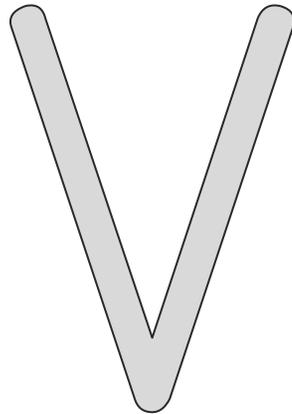
V v



V v

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

HANDWRITING INTRODUCTION (No lines): Continue as before.



Handwriting

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

Handwriting

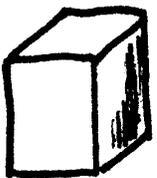


Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.

Letter Discrimination

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

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

Vv	Oral Blending	Segmenting	
 <p data-bbox="441 625 556 657">h.....o.....t</p>	 <p data-bbox="903 625 1039 657">c.....u.....be</p>	 <p data-bbox="1396 625 1512 657">p.....a.....n</p>	 <p data-bbox="1858 625 1984 657">f.....ee.....d</p>
 <p data-bbox="441 1209 556 1242">c.....u.....b</p>	 <p data-bbox="913 1209 1039 1242">p.....ai.....d</p>	 <p data-bbox="1396 1209 1512 1242">f.....e.....ll</p>	 <p data-bbox="1858 1209 1984 1242">h.....o.....le</p>

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

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

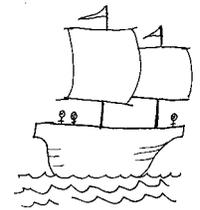
Note: Students are not expected to read the words by themselves.

Beginning Sounds

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

V _

voyage



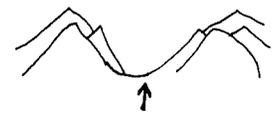
vine



van



valley



vase



veil



vulture



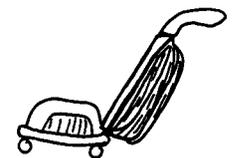
vest



volcano



vacuum



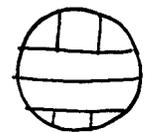
violin



Valentine



volleyball



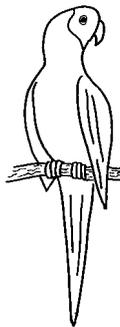
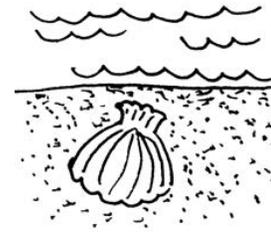
Handwriting Review

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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.

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

Ending Sounds

Tell the students they will listen for the last sound in each of these words. Explain that the letter v does not appear at the end of a word by itself. It is always followed by the letter e. Both letters work together to show the /v/ sound at the end of words. Point to the first word and read it to the students. Students repeat the word, circle the _ve pattern while saying its /v/ sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_ve

love



glove



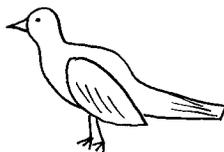
five



wave



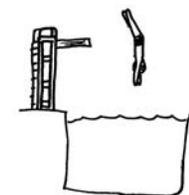
dove



olive



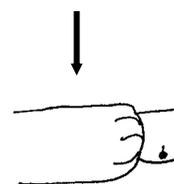
dive



give



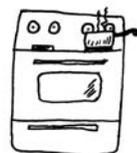
sleeve



curve



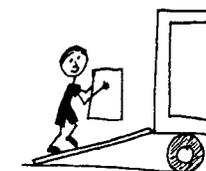
stove



cave



move



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,

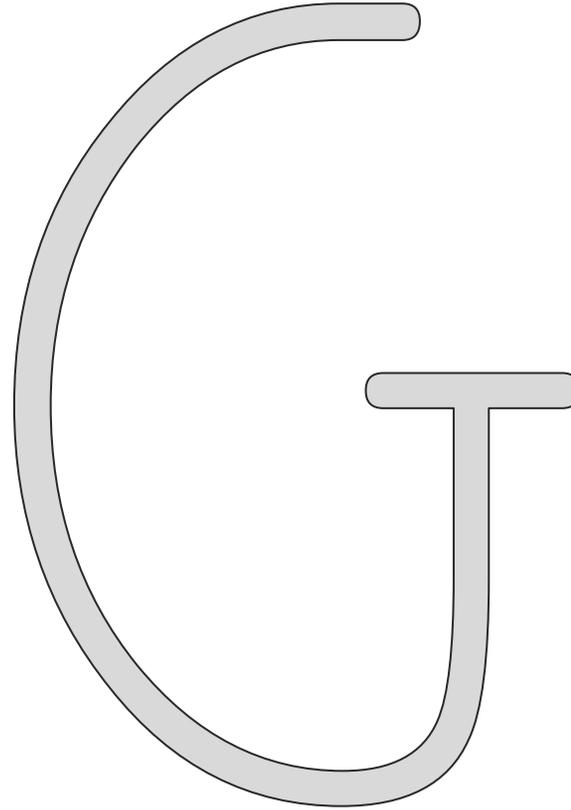
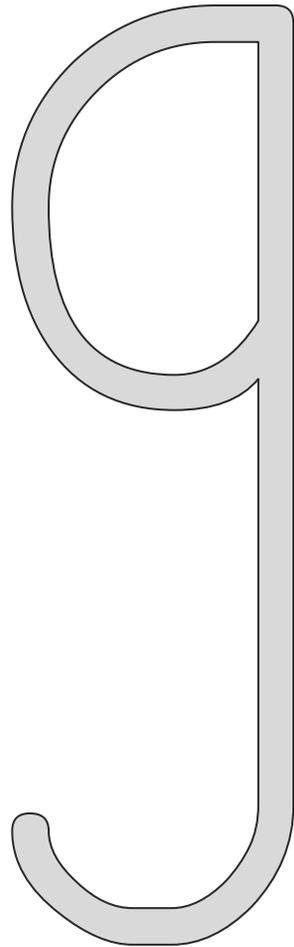
G g



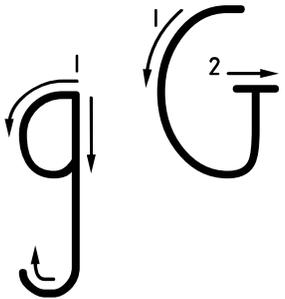
G g

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HANDWRITING INTRODUCTION (No lines): Continue as before.



Handwriting



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

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Letter Discrimination

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

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

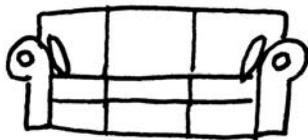
Gg

Oral Blending

Segmenting



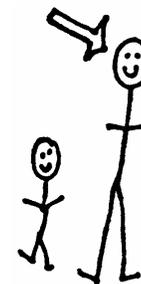
b.....ow.....l



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



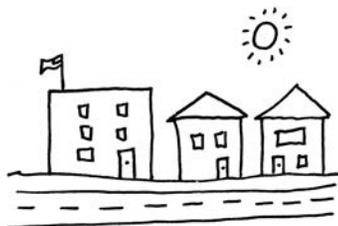
f.....i.....n



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



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



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



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



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

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

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g _

gum



gas



go



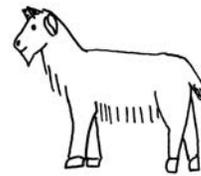
gate



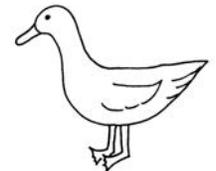
girl



goat



goose



goal



ghost



garbage



guess



gold

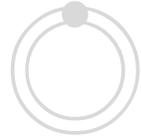


garage



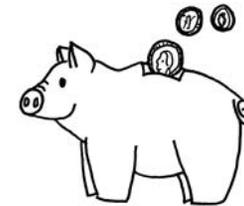
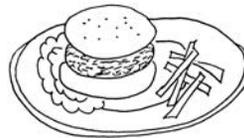
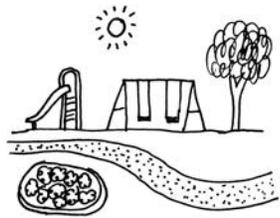
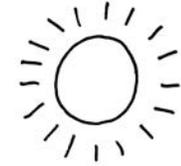
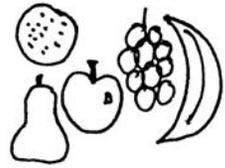
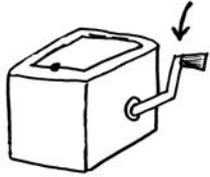
Handwriting Review

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



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.

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

Ending Sounds

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

—g

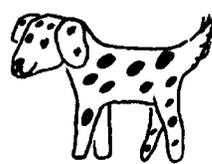
bag



leg



dog



jug



tag



egg



keg



wig



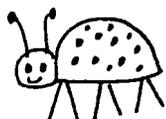
jog



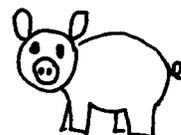
dig



bug



pig

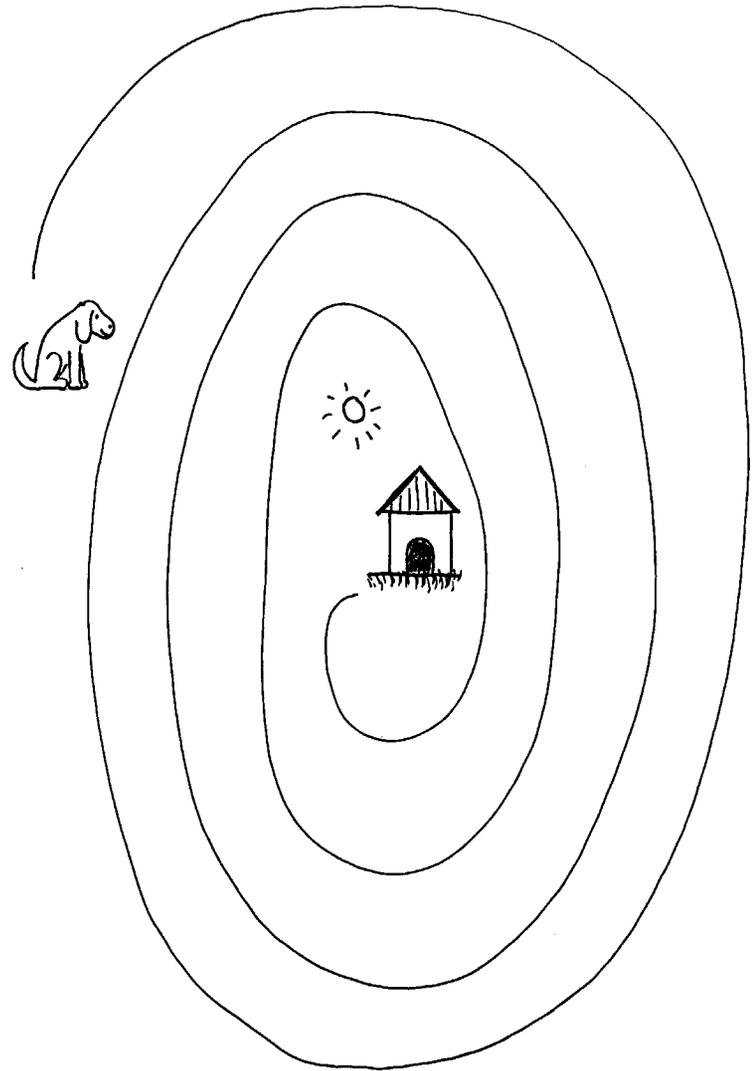
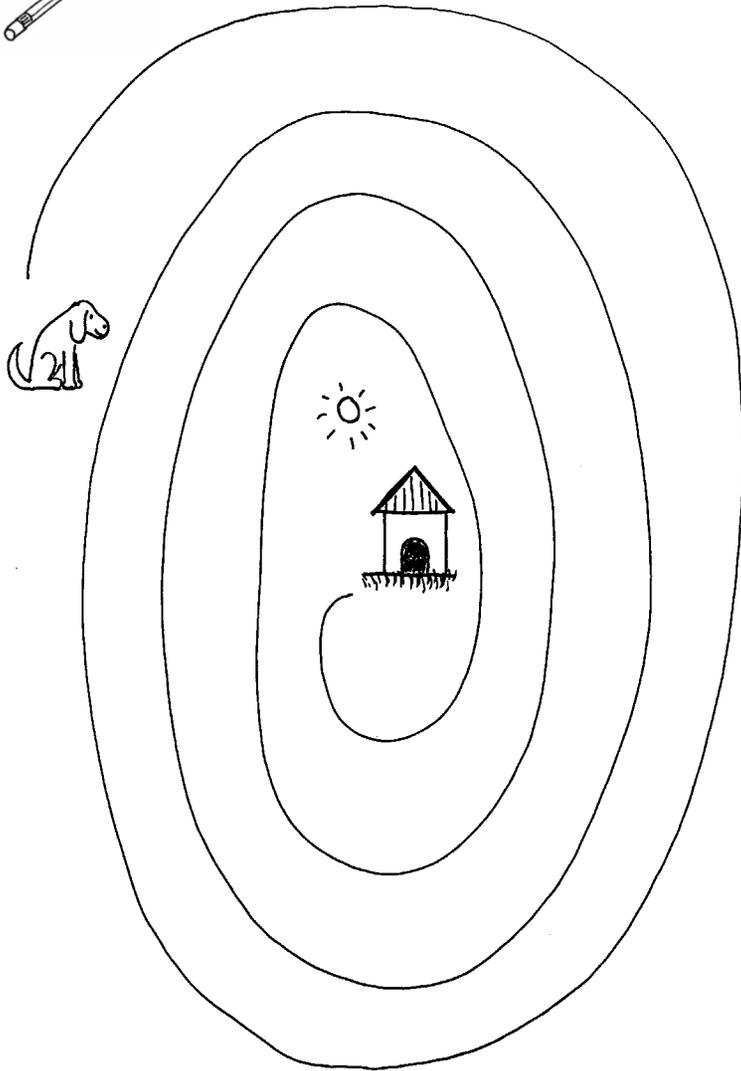


log





Dog Run - Prepare For P p



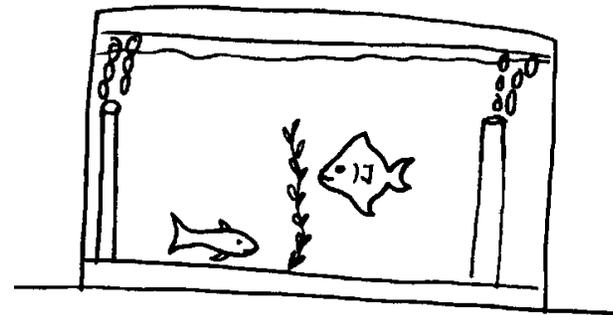
Help the dog find his way back to his doghouse.

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.

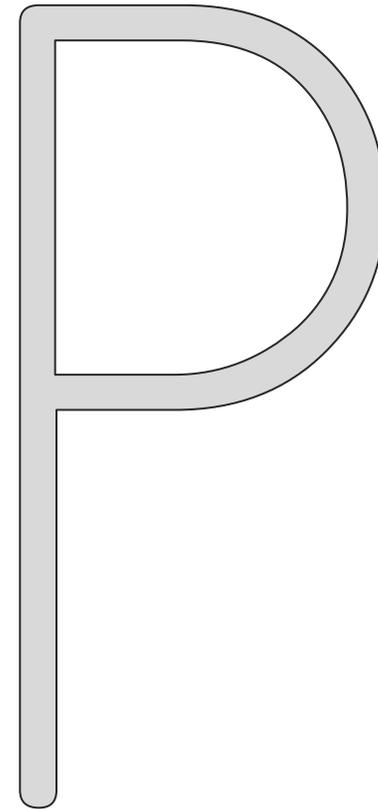
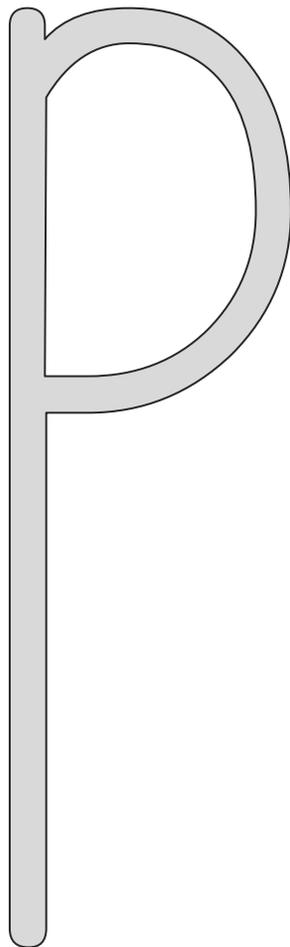
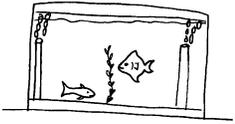
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

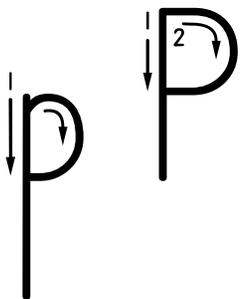
P p



P p



Handwriting



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

Handwriting

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

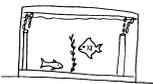


Handwriting

The teacher reads the

Letter Discrimination

Students just have to find the matching letters.



P

P

D

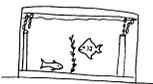
B

P

E

F

P



p

d

p

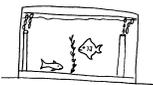
j

b

p

e

p



p

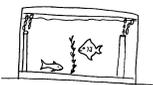
pop

pan

pill

cup

map



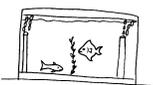
p

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.

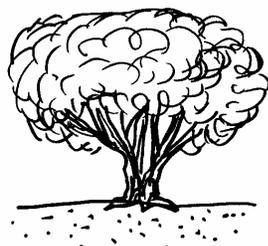
Pp

Oral Blending

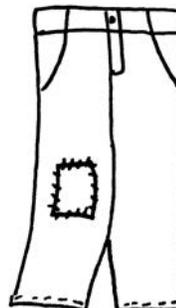
Segmenting



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



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



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



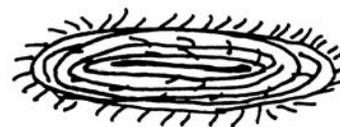
w.....i.....th



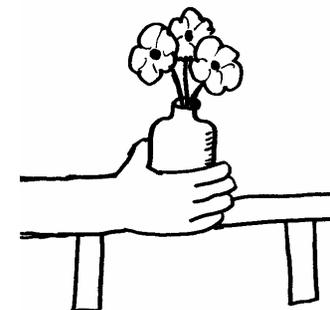
s.....ou.....p



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



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



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

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

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

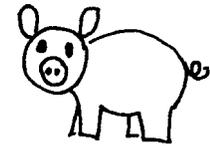
Note: Students are not expected to read the words by themselves.

Beginning Sounds

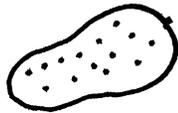
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

p _

pig



pickle



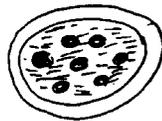
paper



paint



pizza



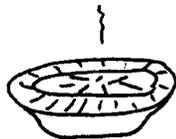
pocket



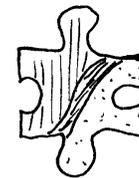
purse



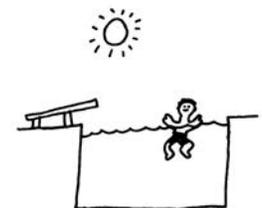
pie



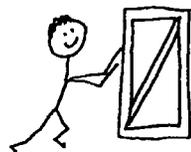
puzzle



pool



push



pine



pillow



Handwriting Review

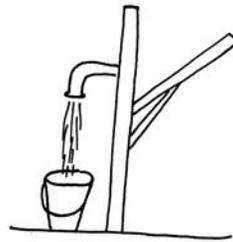
Trace each letter using a pencil. Start at the dot. Say the sound each time you trace.



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.

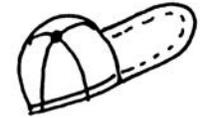
Note: Students are not expected to read the words by themselves.

Ending Sounds

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

— p

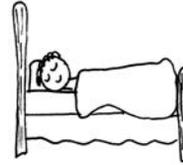
cap



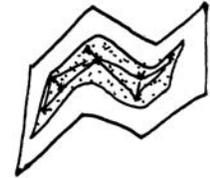
jeep



nap



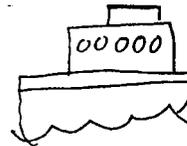
map



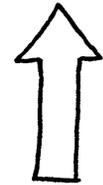
soap



ship



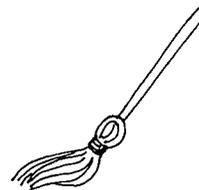
up



sip



mop



zip



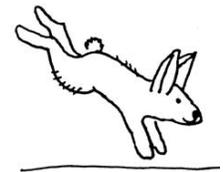
soup



cup



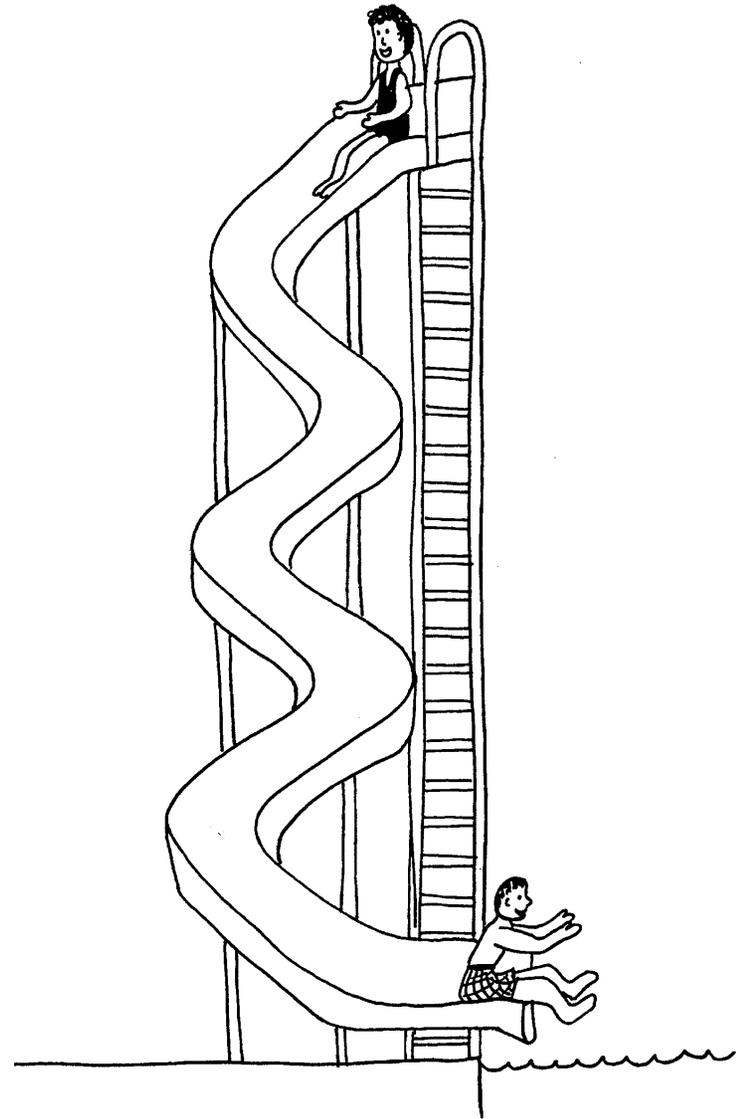
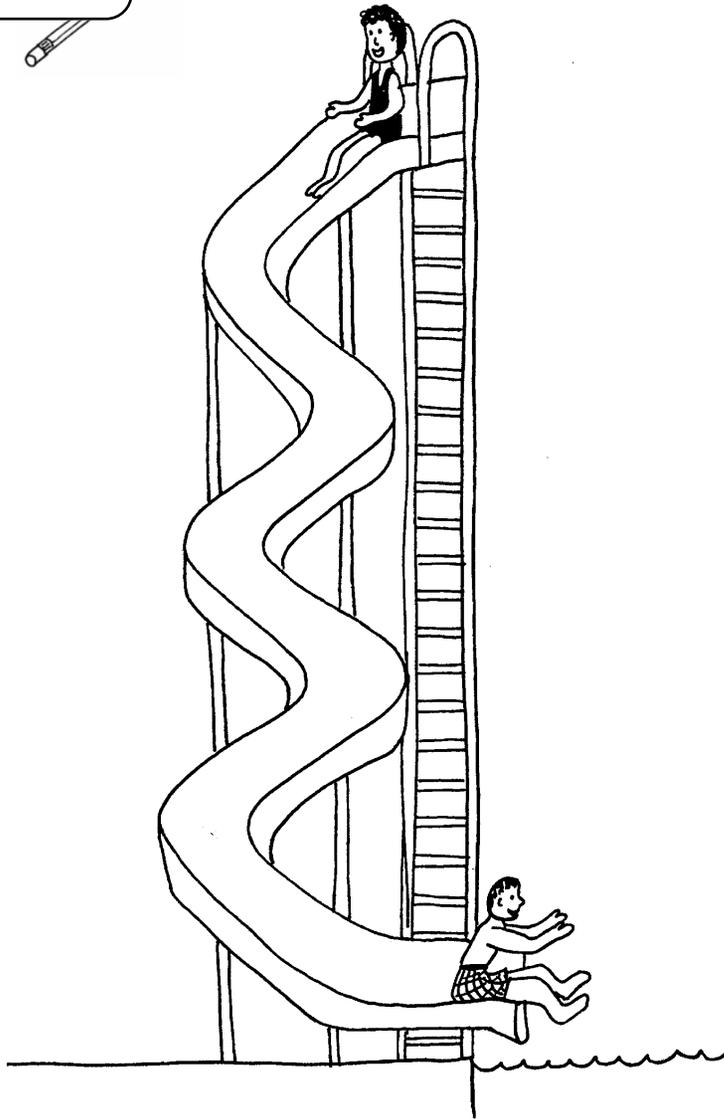
hop



Handwriting
Readiness



Waterslide - Prepare For K k



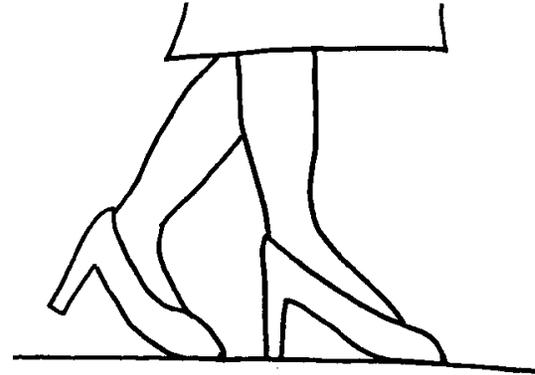
Help the children go down the waterslide.

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

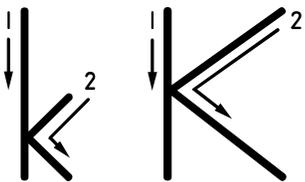
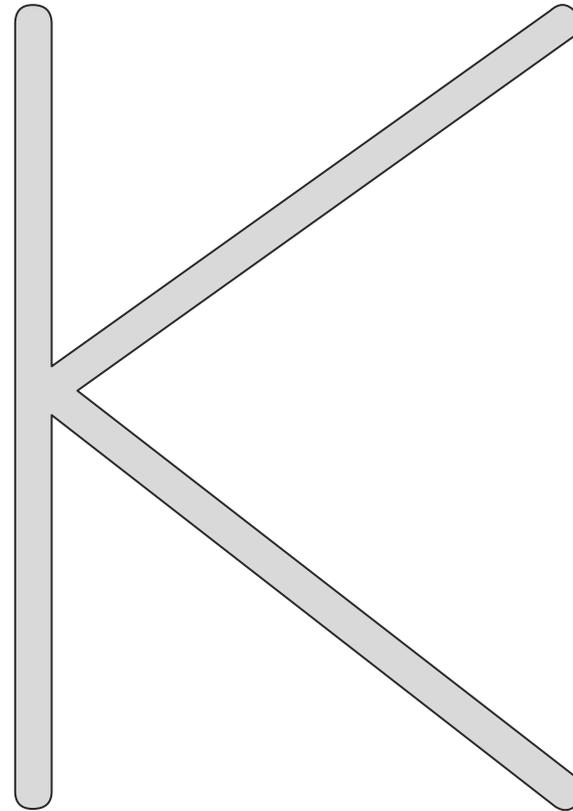
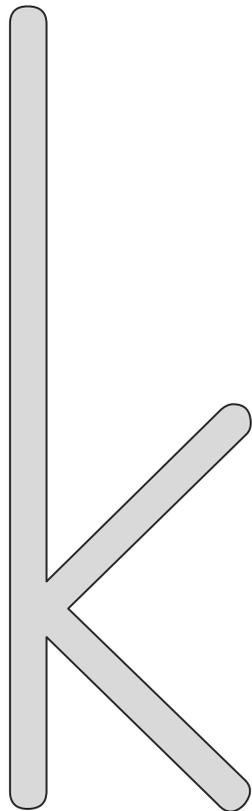
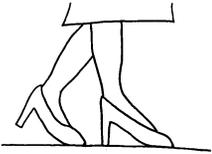
K k



K k

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

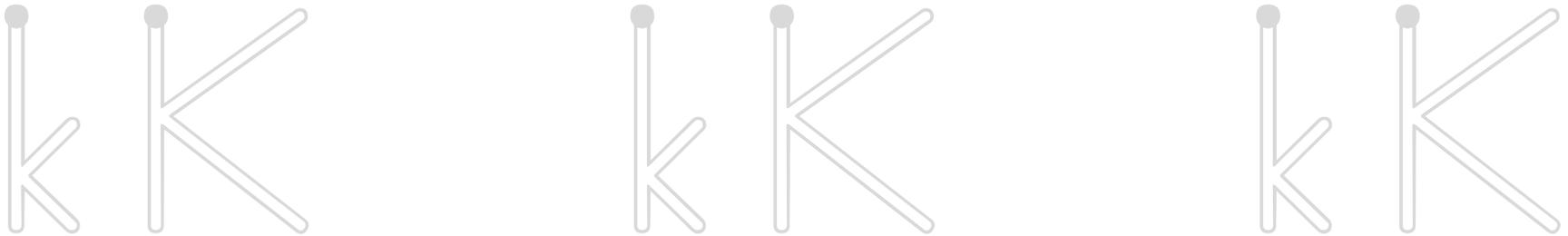
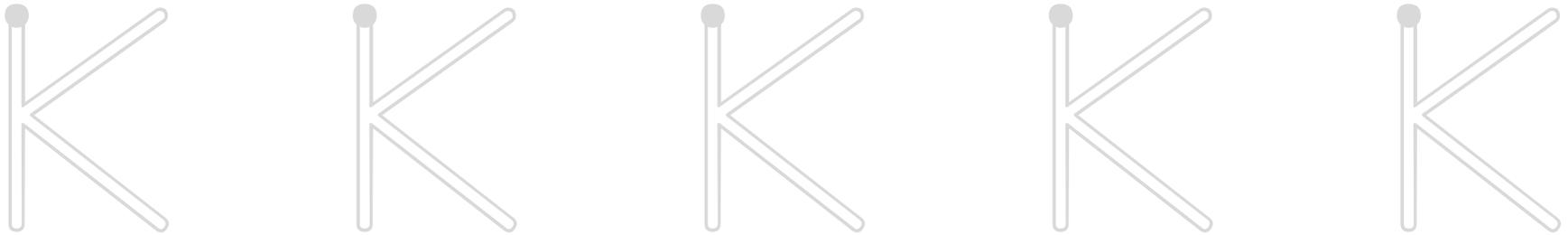
HANDWRITING INTRODUCTION (No lines): Continue as before.



Handwriting

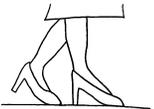
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 time, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and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

Handwriting



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

Letter Discrimination

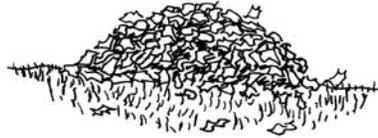
	K	W K X K K V K
	k	f k h x k g k
	k	kick kiss pick wink sky
	k	skunk cracker mask
	k	Jan picks up a rock. 

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.

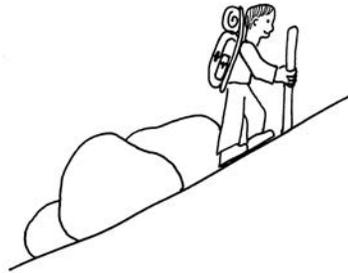
Kk

Oral Blending

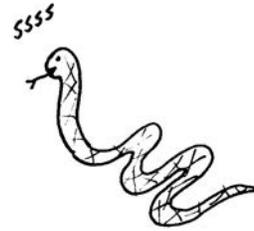
Segmenting



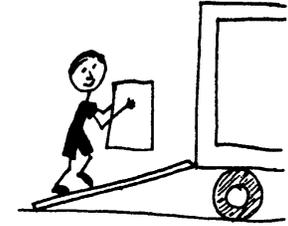
p.....i.....le



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



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



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



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



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



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



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

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

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

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

Beginning Sounds

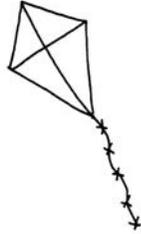
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

k _

kick



kite



kiss



keg



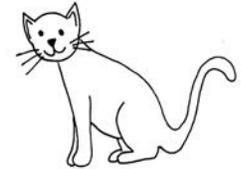
king



kid



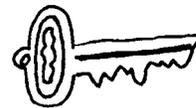
kitten



kit



key



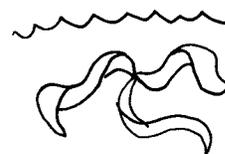
kettle



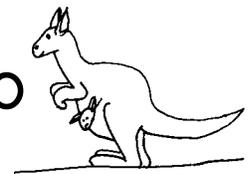
kilt



kelp



kangaroo



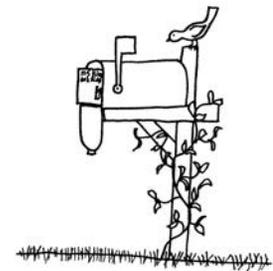
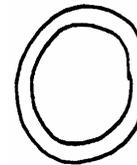
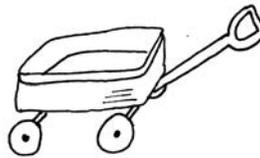
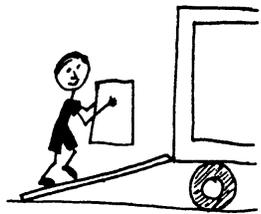
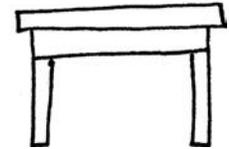
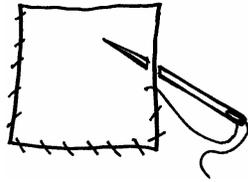
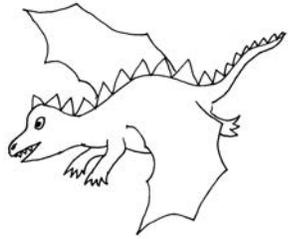
Handwriting Review

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



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, 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.

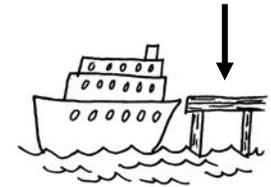
Note: Students are not expected to read the words by themselves.

Ending Sounds

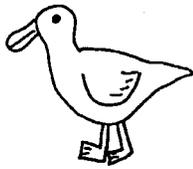
Tell the students they will listen for the /k/ sound at the end of these words. Explain that either the letter k or the letter pattern ck can show the /k/ sound at the end of words. Point to the first word and read it to the students. Students repeat the word, circle the letter k or the ck pattern while saying the /k/ sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

 k
 ck

dock



duck



cook



kick



sock



talk



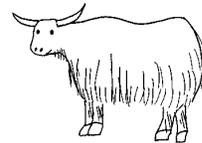
lock



neck



yak



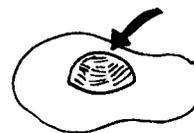
sack



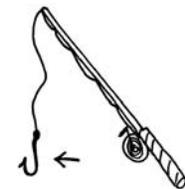
hawk



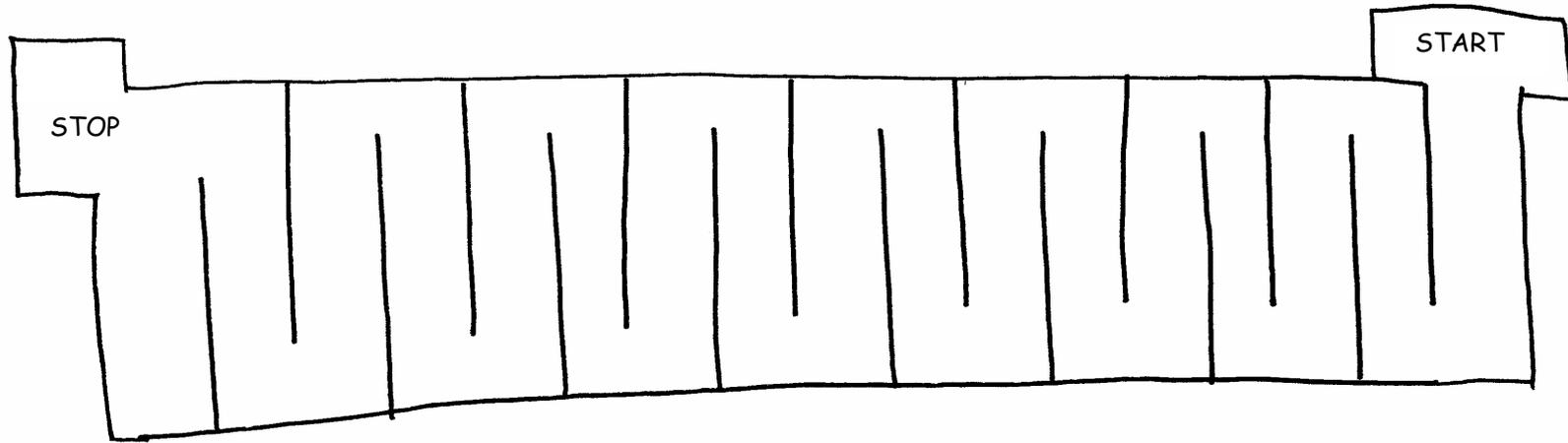
yolk



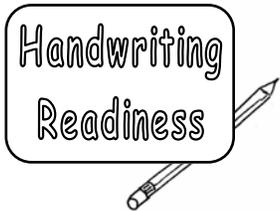
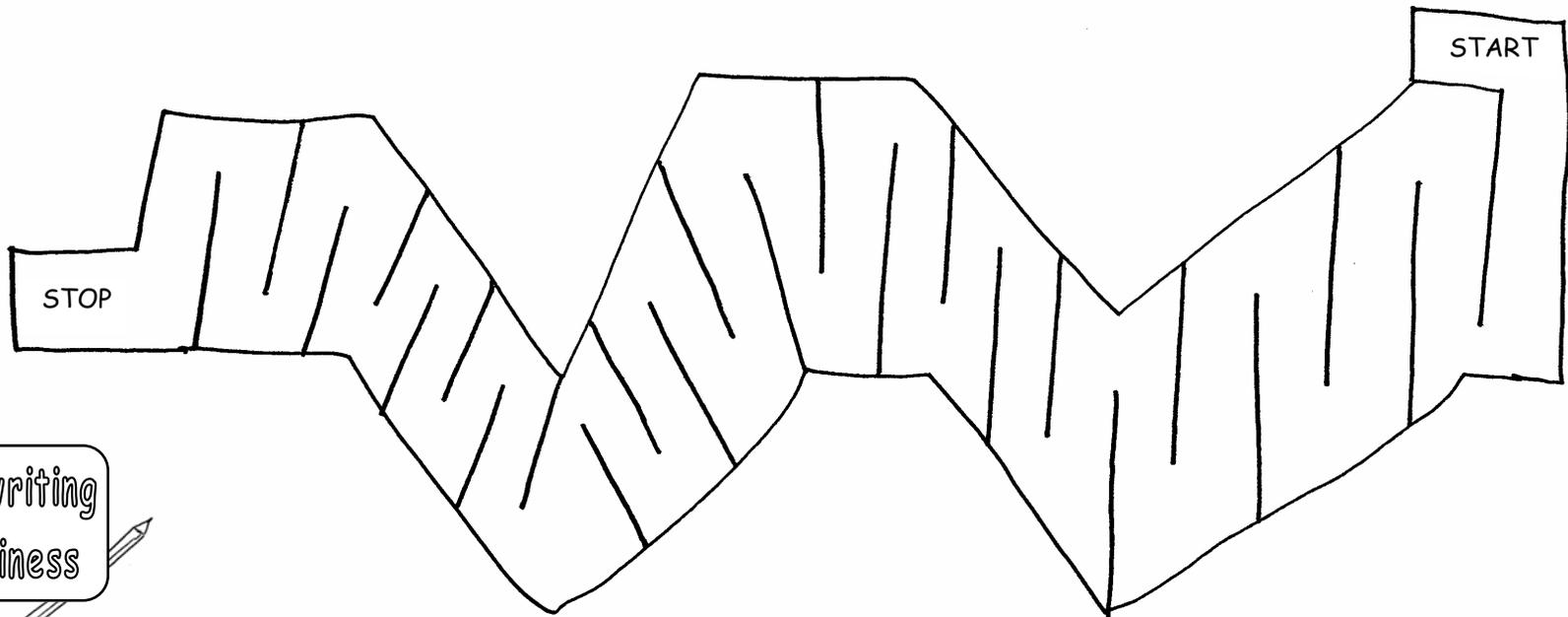
hook



Two Mazes Reversed - Prepare For Y y



Go through each maze.

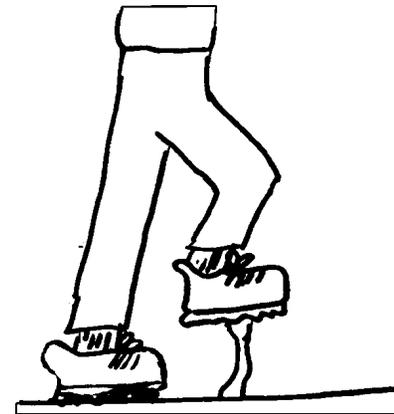


When Audrey's exam was finished, the doctor said that she didn't have strep throat after all.

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

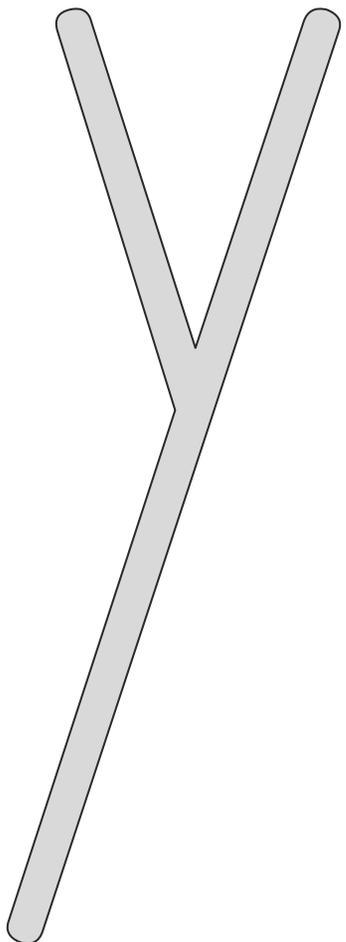
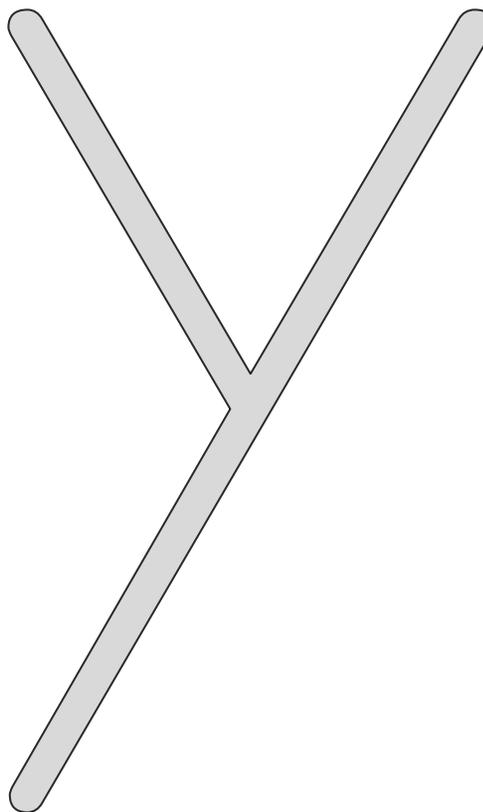
Y y



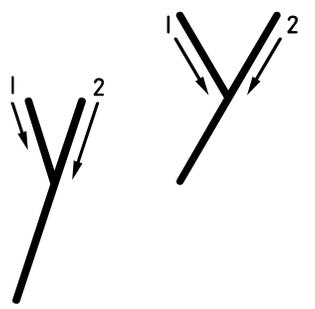
Y y

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

HANDWRITING INTRODUCTION (No lines): Continue as before.



Handwriting



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

Handwriting

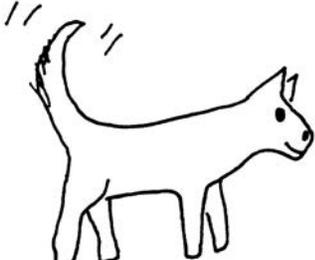
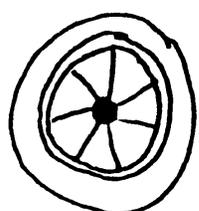
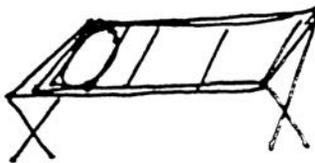
Trace each letter using a pencil. Start at the dot. Say the sound each time you trace a lower case letter. Say the name and sound each time you trace a capital letter.



Letter Discrimination

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

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

Yy	Oral Blending	Segmenting	
 <p>w.....a.....sh</p>	 <p>c.....oa.....t</p>	 <p>w.....e.....ll</p>	 <p>t.....u.....be</p>
 <p>w.....a.....g</p>	 <p>wh.....ee.....l</p>	 <p>t.....u.....b</p>	 <p>c.....o.....t</p>

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

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

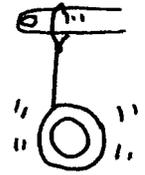
Note: Students are not expected to read the words by themselves.

Beginning Sounds

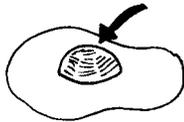
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

y _

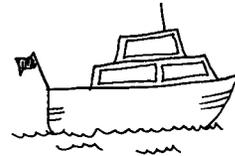
yo-yo



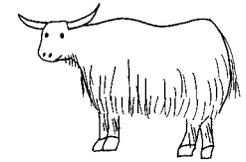
yolk



yacht



yak



yawn



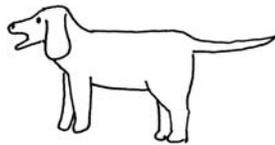
yes



yell



yap



yarn



yam



year



yard



you



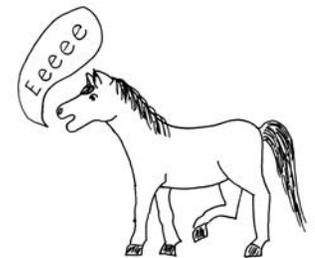
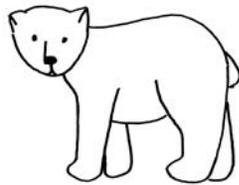
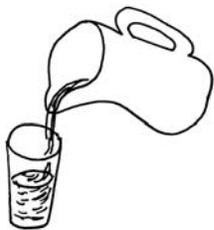
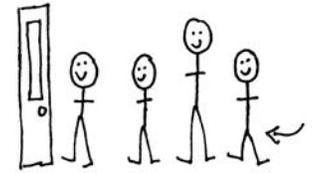
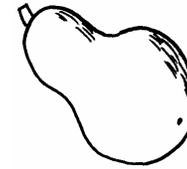
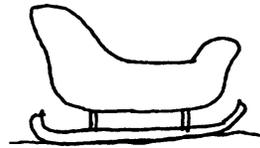
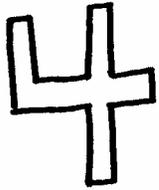
Handwriting Review

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



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.

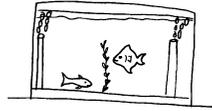
Review

A



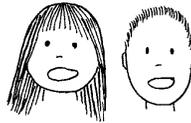
v

V



k

G



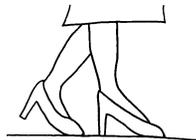
y

P



g

K



p

Y



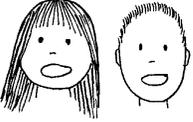
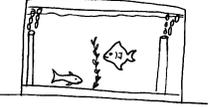
a

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

Circle the letter to match the sound picture.

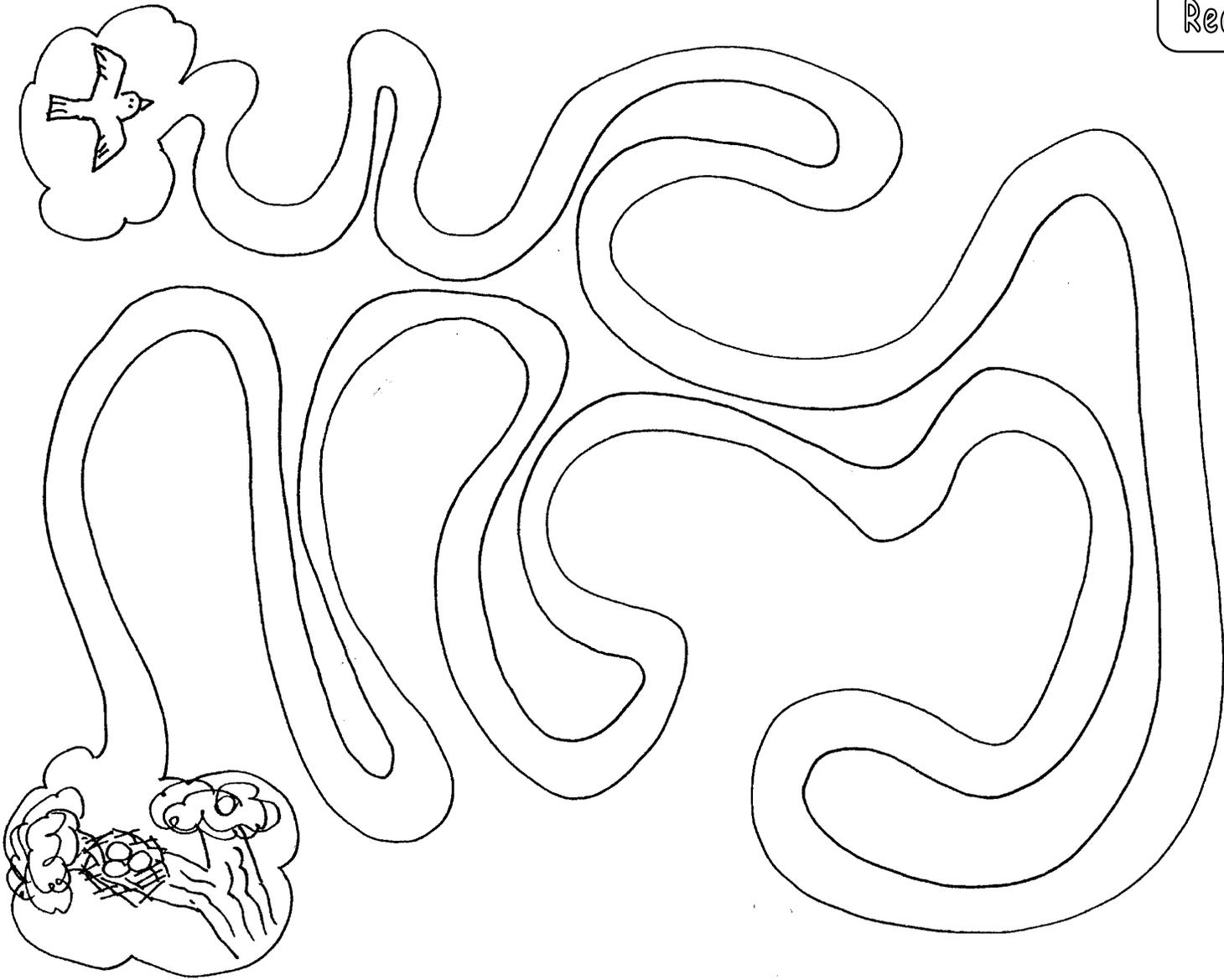
Review

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

	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

Bird Nest - Prepare For Q q

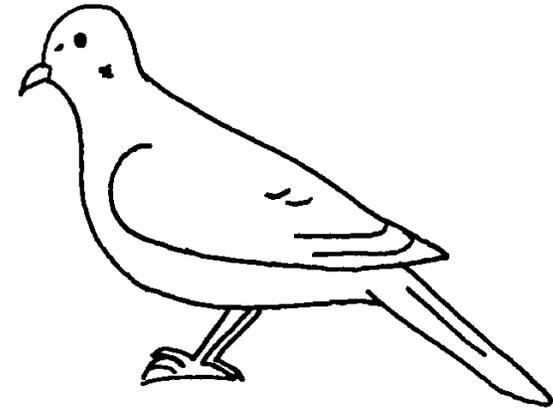
Handwriting
Readiness



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

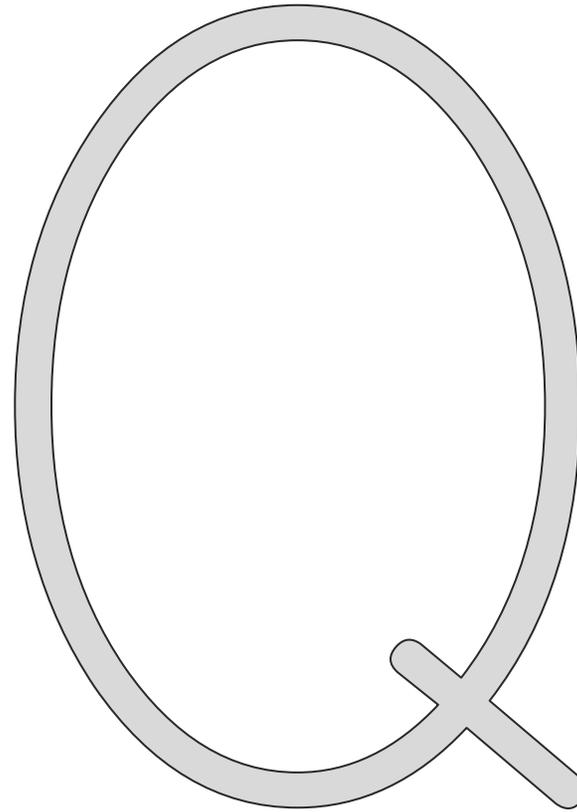
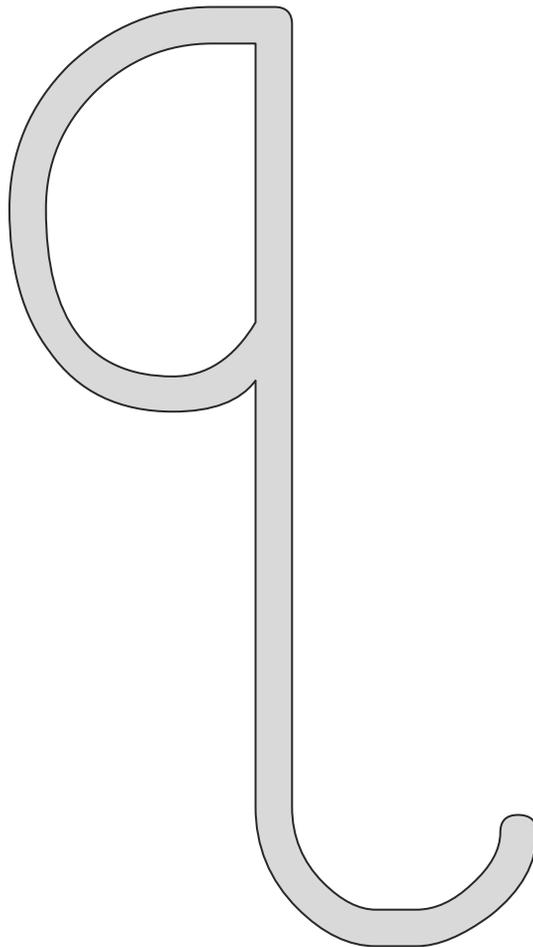
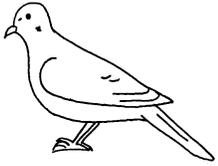
Q u qu



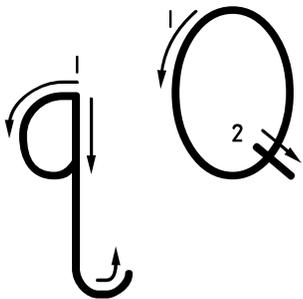
Q u qu

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

HANDWRITING INTRODUCTION (No lines): Continue as before.



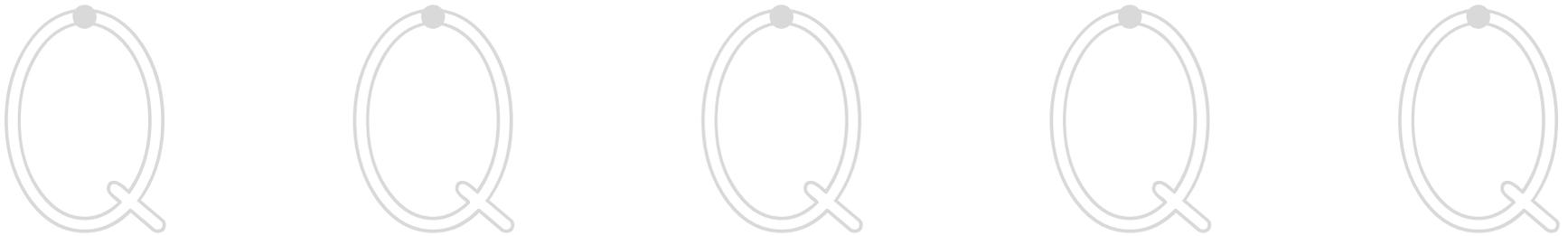
Handwriting



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

Handwriting

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



Letter Discrimination

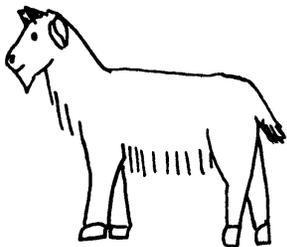
	Q	Q O P Q A T Q
	q	q p j q g y q
	qu	quit quiz quack quilt
	qu	quarter equal jonquil
	qu	A duck can quack. 

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.

Qq

Oral Blending

Segmenting



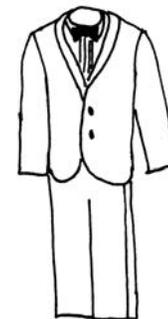
g.....oa.....t



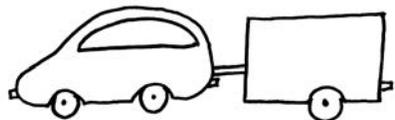
h.....u.....m



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



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



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



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



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



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

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

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

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

Beginning Sounds

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

qu _

quilt



quarrel



quiet



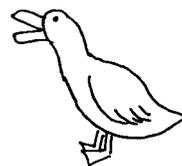
quart



quartet



quack



quill



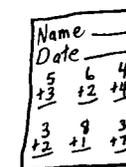
quarter



queen



quiz



question



quail



quiver



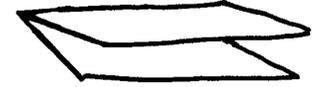
Handwriting Review

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



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.

Print Awareness Lesson 8: More About Letters In Words

Here is the word *man* that we talked about in our last print awareness lesson. 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. Now let's start with the first letter and say each sound going across. 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 thing 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 exciting? Because it helps us read words even if we have never seen them or can't remember them. If we know the sound of each letter in a word, we can put the sounds together to figure out the word. If you remember, this process is called decoding. It's like using a secret code.

As an added bonus, we can also write a word whenever we want. All we have to do is say the word one sound at a time and write the letters that show those sounds.

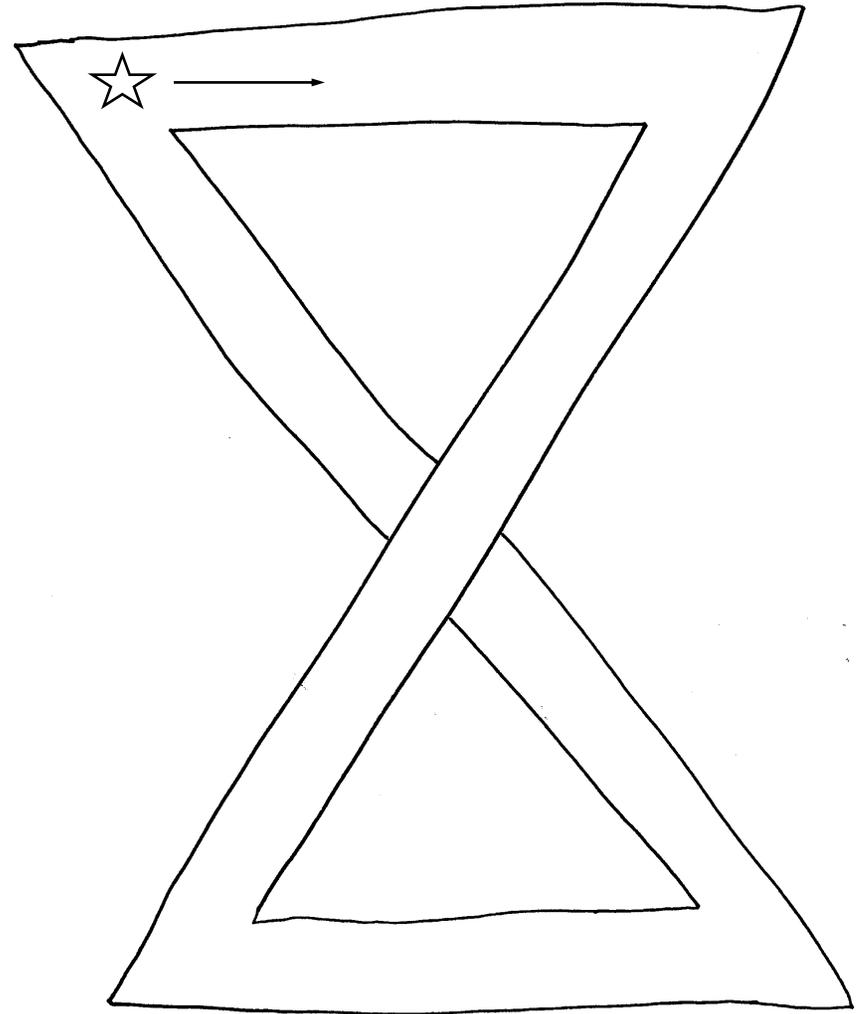
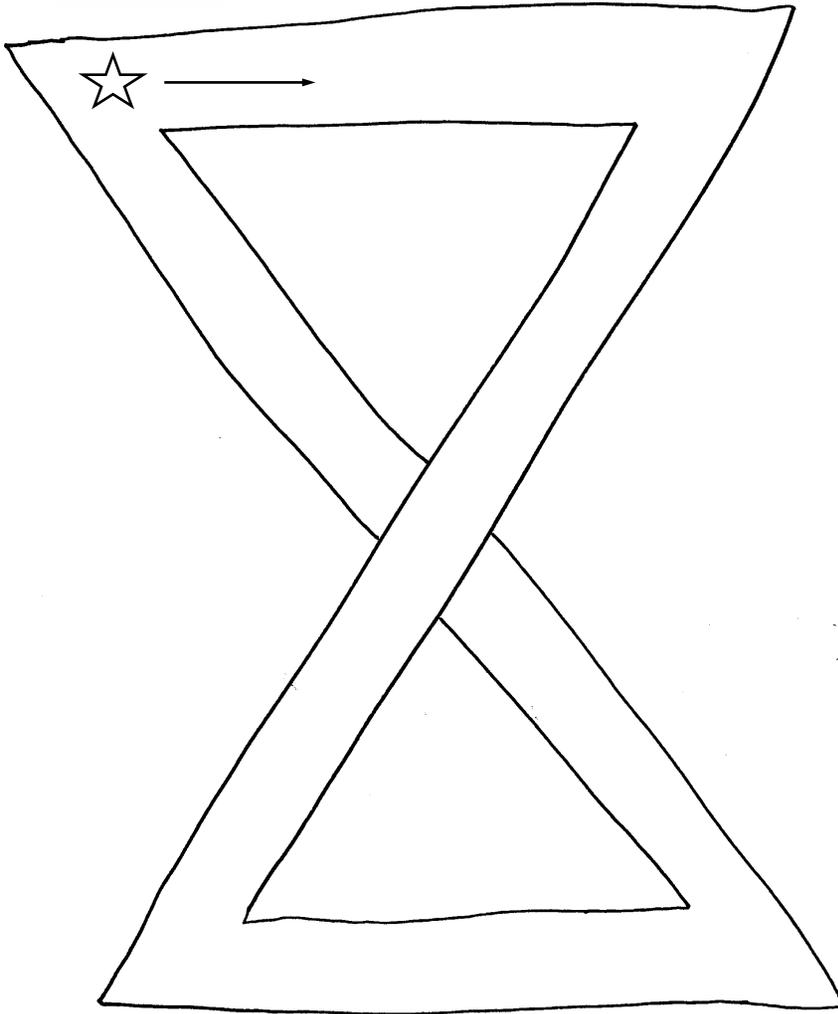
If you understand what we've talked about, that's great! But don't feel bad if you don't really understand everything yet. As you continue this program, you're going to learn everything we just talked about, one step at a time. You'll learn to hear the separate sounds in words and write those sounds by writing letters. You'll learn how to look at two or more letters and put the sounds together smoothly. As you learn all of these things, something wonderful will happen. It won't happen all at once. It will happen a little bit at a time. You will learn to write, and you will learn to read.



Handwriting
Readiness



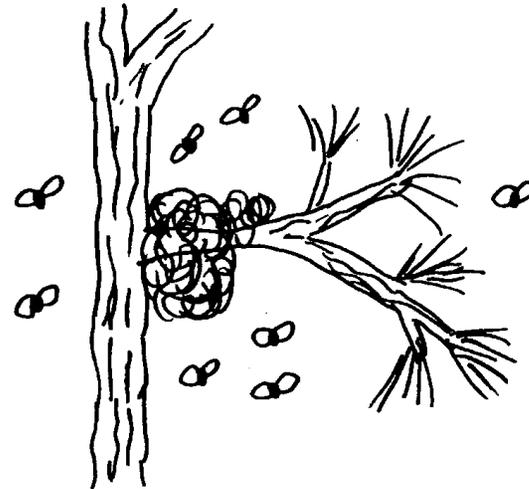
Double Pyramid - Prepare For Z z



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

Suddenly they heard a loud buzzing sound, "zzzzzzzzz. 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

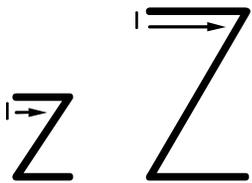
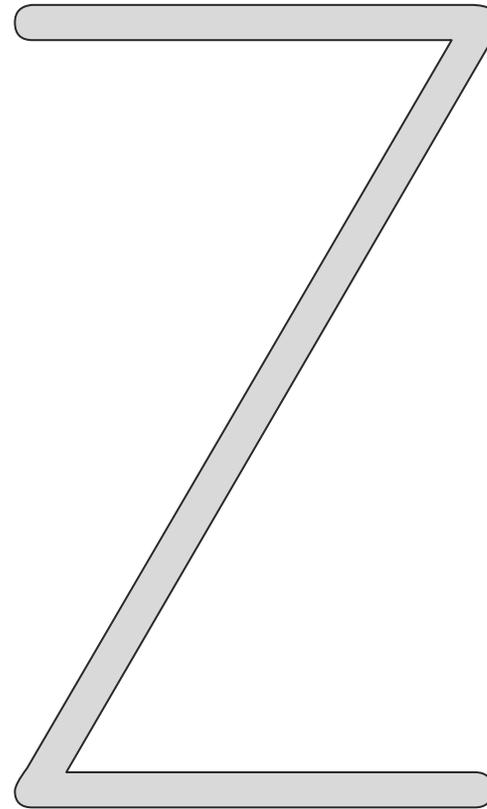
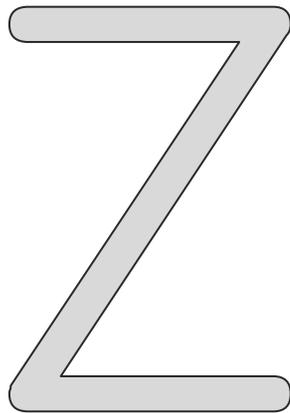
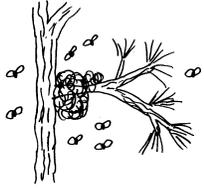
Z z



Z z

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

HANDWRITING INTRODUCTION (No lines): Continue as before.



Handwriting

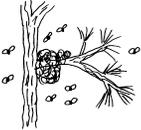
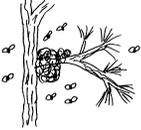
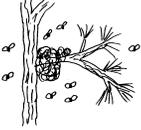
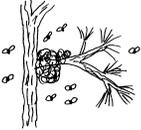
Finger trace the large lower case letter 6-8 times, saying its sound each time. Repeat, using a pencil.
Finger trace the large capital letter 6-8 time, saying its name and sound each time. Repeat, using a pencil.
The sound picture shows the sound. The smaller letters with arrows show where to start and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

Handwriting



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

Letter Discrimination

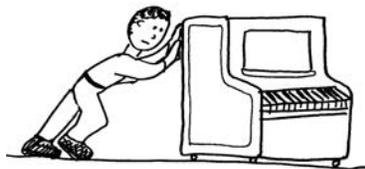
	<p>Z</p>	<p>N Z W Z Y K Z</p>
	<p>z</p>	<p>v z k y z z u</p>
	<p>z</p>	<p>jazz fizz zip buzz</p>
	<p>z</p>	<p>zigzag freeze fizzle</p>
	<p>z</p>	<p>A zebra is at the zoo. </p>

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

Zz

Oral Blending

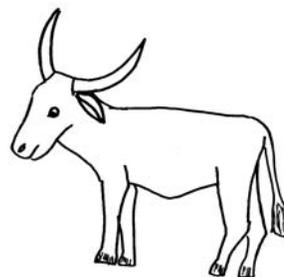
Segmenting



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



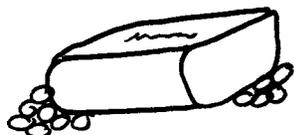
s.....o.....ck



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



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



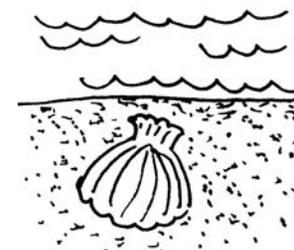
s.....oa.....p



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



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



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

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

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

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

Beginning Sounds

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

Z _

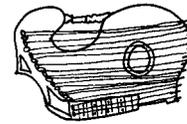
zany



zoo



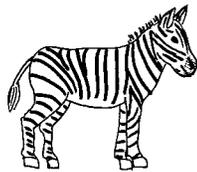
zither



zipper



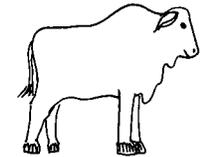
zebra



zucchini



zebu



zero



zigzag



zone



zap



zinnia



zoom



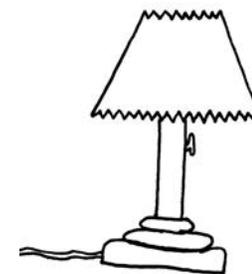
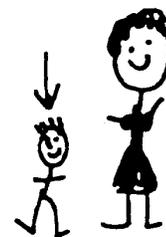
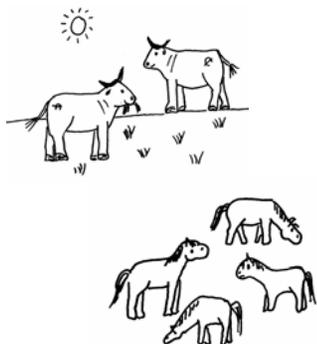
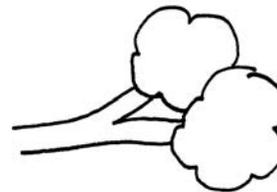
Handwriting Review

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



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.

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

Ending Sounds

Tell the students they will listen for the /z/ sound at the end of these words.

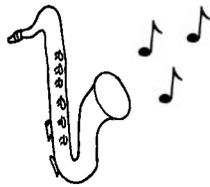
Explain that either the letter z or the letter pattern ze show the /z/ sound at the end of words. Point to the first word and read it to the students. Students repeat the word, circle the letter z or the ze pattern while saying the /z/ sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

—z
—ze

topaz



jazz



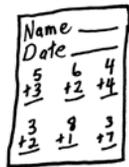
fizz



snooze



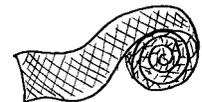
quiz



frizz



gauze



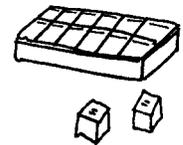
whiz



fuzz



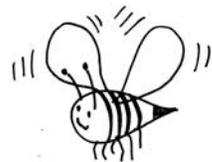
freeze



fez



buzz



maize



Review

G



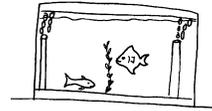
z

P



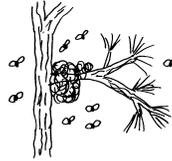
y

K



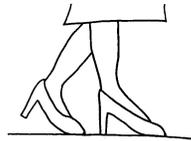
k

Y



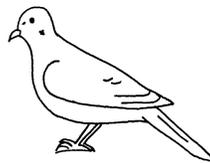
qu

Qu



g

Z



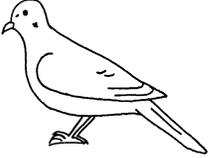
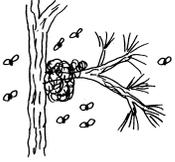
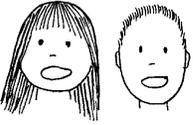
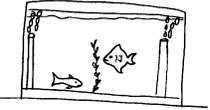
P

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

Circle the letter to match the sound picture.

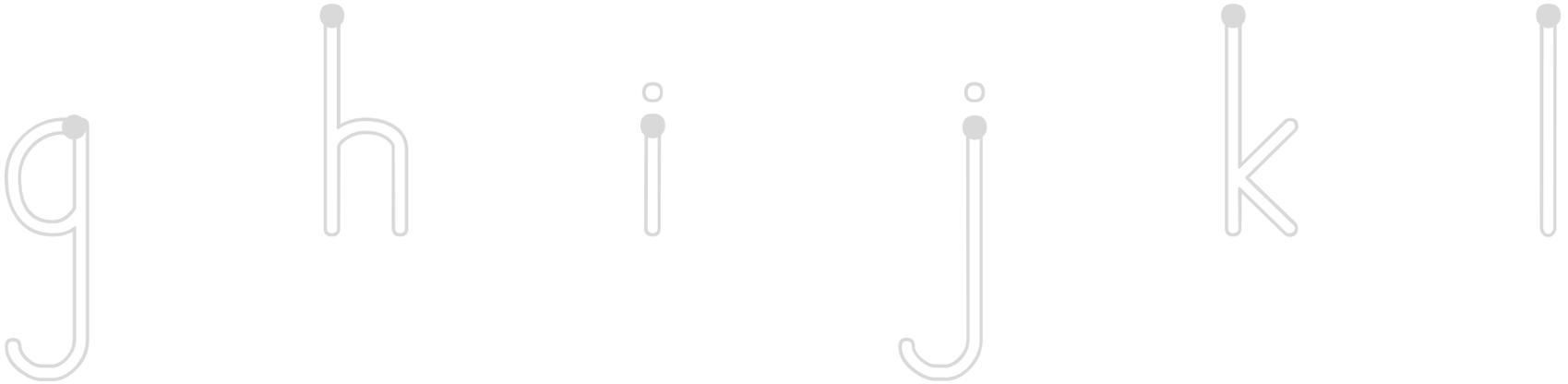
Review

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

	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

Handwriting Review

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



Handwriting Review

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

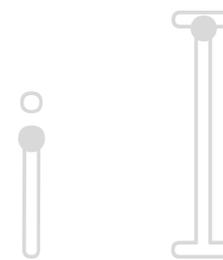
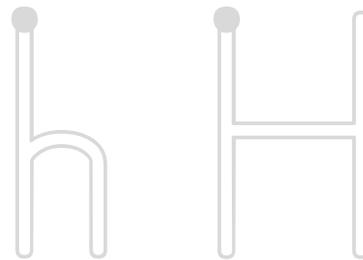
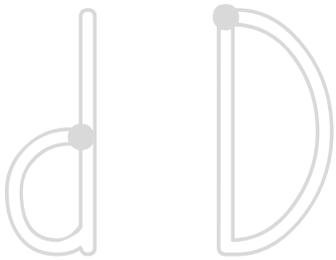
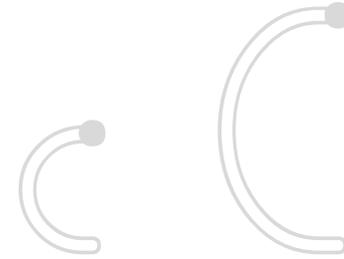
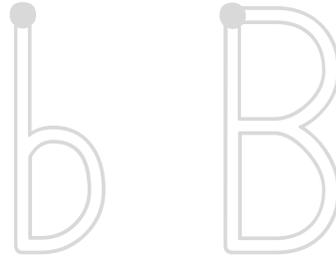
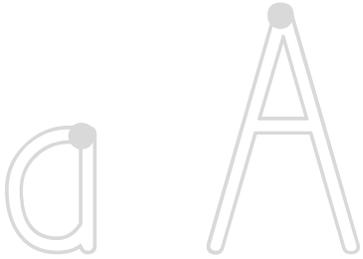


Capital and lower case Q q are always followed by the letter u. The letter u does not say its usual sound when it follows Q. The two letters work together to show the /q/ sound. Trace the letters. Say the /q/ sound each time you trace.



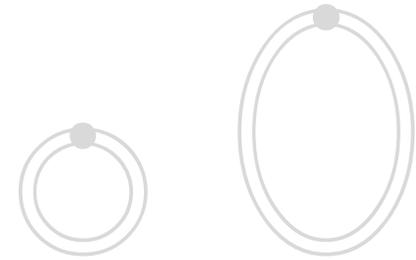
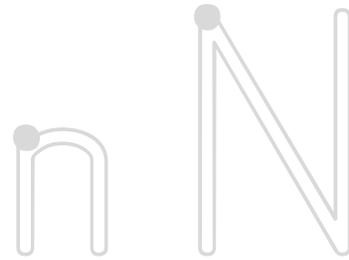
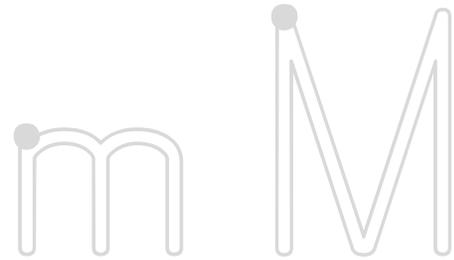
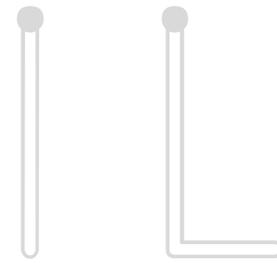
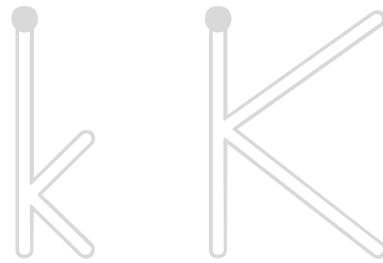
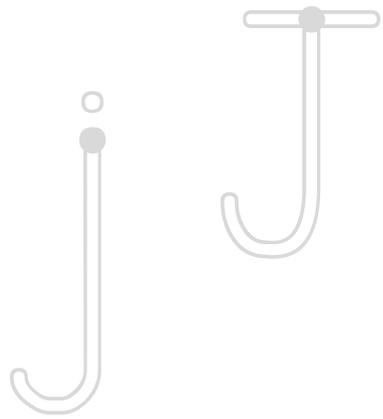
Handwriting Review

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



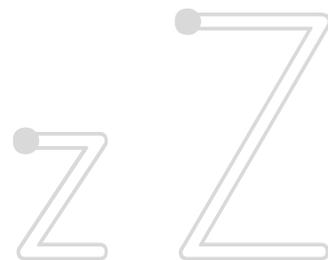
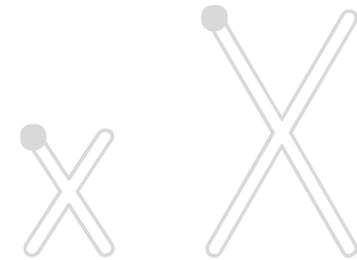
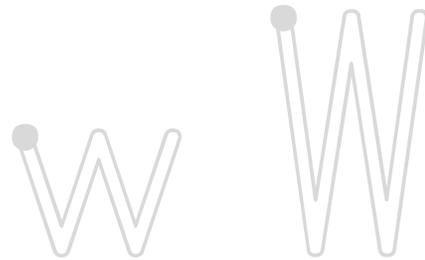
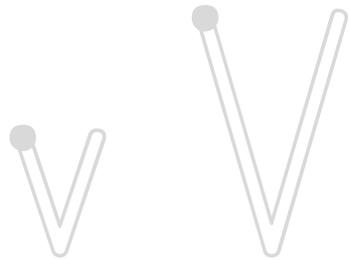
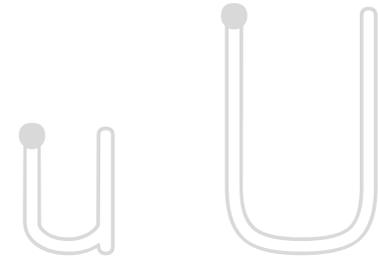
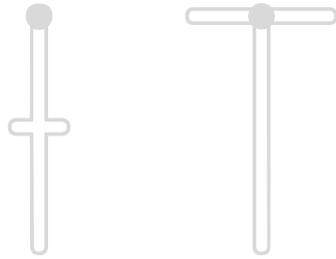
Handwriting Review

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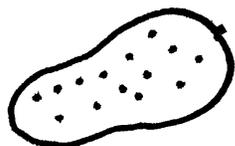
Handwriting Review

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

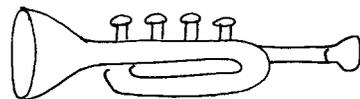


Oral Blending

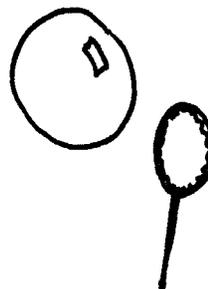
Segmenting



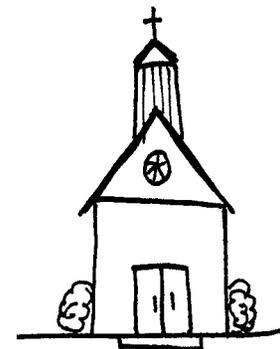
pic.....kle



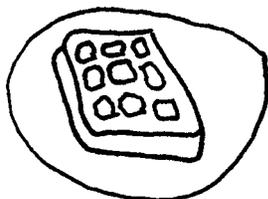
bu.....gle



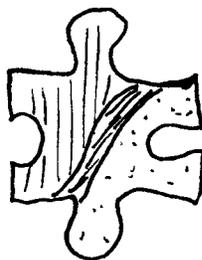
bub.....ble



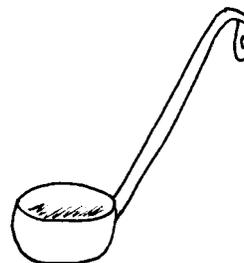
stee.....ple



waf.....fle



puz.....zle



la.....dle



sta.....ple

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

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

Oral Blending

Segmenting



her.....on



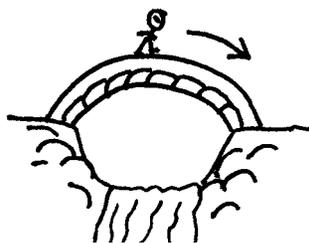
chil.....dren



gar.....age



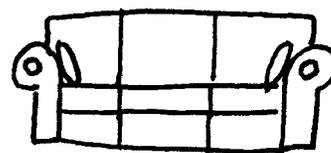
fa.....ther



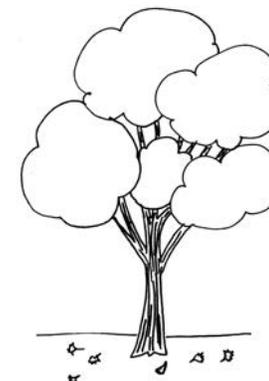
a.....cross



gi.....ant



so.....fa



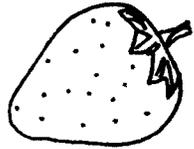
ma.....ple

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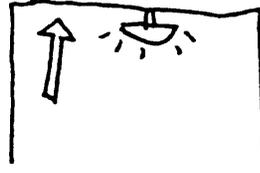
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Oral Blending

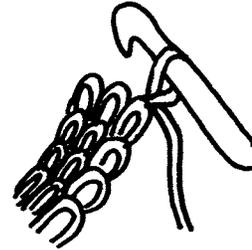
Segmenting



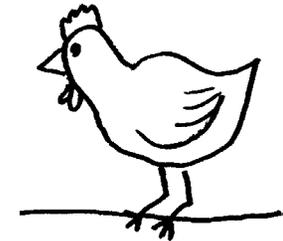
ber.....ry



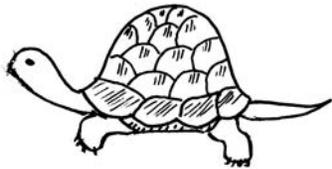
ceil.....ing



cro.....chet



chick.....en



tur.....tle



pi.....rate



neck.....lace



au.....tumn

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

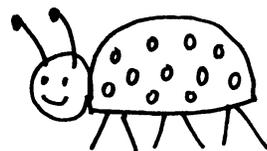
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Oral Blending

Segmenting



a.....corn



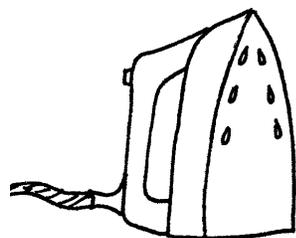
in.....sect



ham.....per



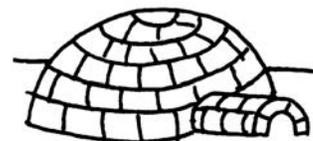
cac.....tus



i.....ron



jack.....et



ig.....loo



gar.....bage

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

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

Oral Blending

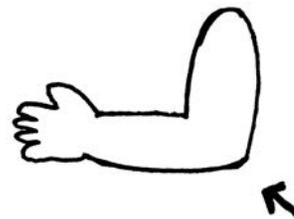
Segmenting



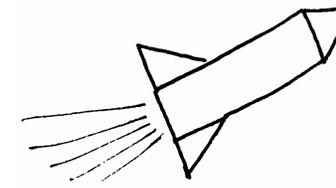
vul.....ture



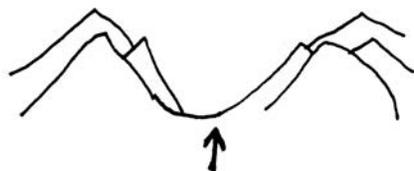
quar.....ter



el.....bow



rock.....et



val.....ley



wal.....let



o.....live



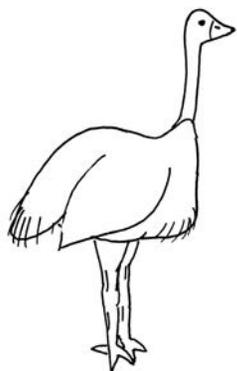
zip.....per

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

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

Oral Blending

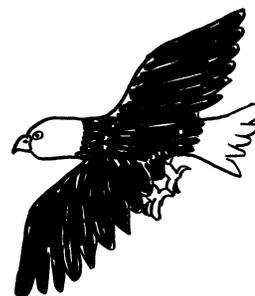
Segmenting



os.....trich



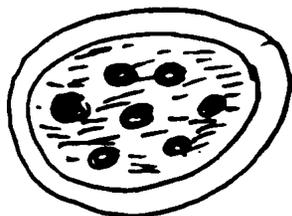
bar.....rel



ea.....gle



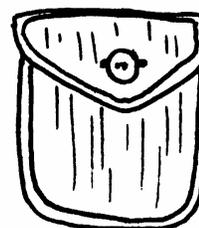
o.....boe



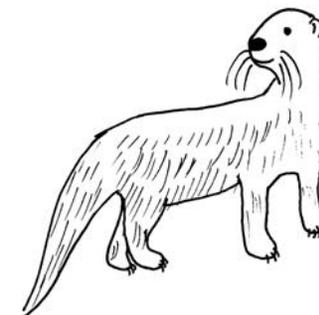
piz.....za



o.....kra



poc.k.....et



ot.....ter

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

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

Aa Bb Cc Dd Ee

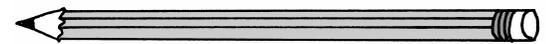
Kk Ll Mm Nn Oo

Uu Vv Ww Xx Yy

Use this page as a model for letter formation.

Ff Gg Hh Ii Jj
Pp Qq Rr Ss Tt
Zz

Handwriting Model



Use this page as a model for letter formation.

Learning The Alphabet Sequence Charts

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

Book 1

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

Book 2

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

The Letter Intro column includes these activities.

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



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

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

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

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

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

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

Day One

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

Day Two

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

Day Three

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

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

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

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

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

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

Letter	Day	Pages To Do	Letter	Day	Pages To Do	Letter	Day	Pages To Do
S s	1	12-14	V v	1	76-78	Z z	1	139-141
	2	14-18		2	78-82		2	141-145
	3	19-21		3	83-85		3	146-150
J j	1	22-24	G g	1	86-88	<p>Each lesson begins with a review of letter sounds that have been taught from the alphabet chart and the alphabet flashcards.</p> <p>On the first day for each new letter, after reading the sound story section aloud, demonstrate how to write the letter on the chalkboard. Then have students trace large patterns for the letter multiple times on the chalkboard.</p> <p>Handwriting is taught from the start because the multisensory feedback students experience while tracing the letters, seeing them, saying their sounds, and hearing their sounds helps them to recognize the letter visually, remember its sound, and remember the correct letter formation. It is understood that young students will need support and guidance throughout the process. Tracing large letters first makes the process much easier. Young students are expected to do the best they can, knowing that their ability will mature over a period of time.</p> <p>Learning games and activities done during a daily small group rotation provide a significant boost to learning.</p>		
	2	24-28		2	88-92			
	3	29-32		3	93-95			
O o	1	33-35	P p	1	96-98			
	2	35-39		2	98-102			
	3	40-41		3	103-105			
C c	1	42-44	K k	1	106-108			
	2	44-48		2	108-112			
	3	49-52		3	113-115			
D d	1	53-56	Y y	1	116-118			
	2	56-60		2	118-122			
	3	61-65		3	123-126			
A a	1	66-68	Qu qu	1	127-129			
	2	68-72		2	129-133			
	3	73-75		3	134-138			

Sample Three Day Sequence For The Letter N n

<p>Day One</p>	<p>Handwriting Readiness</p>	<p>Read The Sound Story</p>	<p>Introduce The New Letter Formation On The Chalkboard</p>	<p>Trace Large Letters</p>	
<p>Day Two</p>	<p>Trace Large Letters Again</p>	<p>Trace Small Letters</p>	<p>Identify And Circle The Letter</p>	<p>Oral Blending Exercise</p>	<p>Beginning Sound Awareness</p>
<p>Day Three</p>	<p>Trace Review Letters</p>	<p>Rhyming</p>	<p>Ending Sound Awareness</p>	<p>Every day, point to all of the letters that have been taught on the alphabet chart. Students say the sounds in unison. Point to the sound picture if students can't remember a letter sound.</p> <p>Then show all of the lower case alphabet cards that have been taught. Students say the sounds in unison. On some days, show the capital letter cards. Students say the sounds.</p> <p>(For Some Letters)</p>	
<p>Extra Day Three Pages After Some Letters</p>	<p>Two-Page Alphabet Review After Teaching Every Sixth Letter</p>		<p>Teacher Reads A Print Awareness Lesson (Four In Each Book)</p>		

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 1

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

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 1 -CONTINUED

5. Handwriting Introduction On The Chalkboard (Continued)

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

6. Trace The Large Letters In The Book

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

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

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

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 2

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

LEARNING THE ALPHABET - LESSON OUTLINE - DAY 3

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

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

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

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

Finding The Student's "Cutting Edge"

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

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

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

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

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

TOO EASY

Bored
Disinterested
Unwilling to work
No reason to think



TOO HARD

Nervous
Discouraged
Gives up quickly
Too anxious to think



JUST RIGHT

Happy
Confident
Willing to work hard
Excited by success

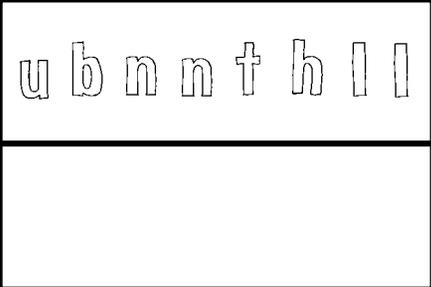
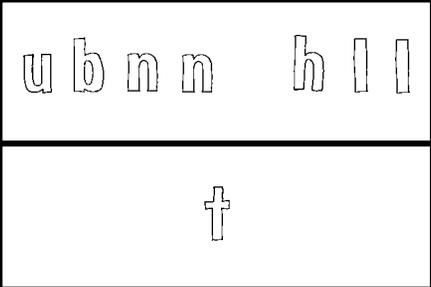
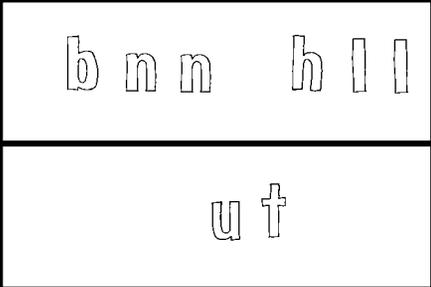


Steps 2 and 3 are optional at this level. They will be taught again at Level 2. Begin with step 1. If successful, try step 2. If successful, try step 3.

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

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

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

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

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

n n t h l l
b u

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

u b n n t h l l

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

n t h l l
b u n

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

b n n l l
h u t

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

b n n l l
h u t

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

b n n l l
h u t

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

b n h l l
n u t

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

b n n l l
h u t

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

n n t l l
h u b

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

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

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

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

Working With Plastic Letters

Lesson	Letters Taught	Students Select These Letters To Place On Their Work Mats	Steps 2 And 3 Are Optional At Level One	
			Step 1 - Show The Sound	Step 2 - Build Two-Sound Combinations
4	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
	C c			
5	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
6	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass
7	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
8	G g	t, g, l, n, w, b, r, s, s, v, c, m, d, d, h, x, j, a	at, ag, al, an, ab, as, av, ac, am, ad, ax, aj, ta, ga, la, na, wa, ba, ra, sa, va, ca, ma, da, ha, ja	tag, lag, nag, wag, bag, rag, sag, gal, gab, gas Review Words: van, vat, cat, cab, lab, lass, mass, mat, bat, bad, had, ax, wax, tax, jam, dad, lad
9	P p	g, p, t, l, n, m, s, s, c, d, d, w, b, r, v, x, j, h, f, a	ag, ap, at, al, an, am, as, ac, ad, ab, av, ax, aj, af, ga, pa, ta, la, na, ma, sa, ca, da, wa, ba, ra, va, ja, ha, fa	gap, tap, lap, nap, map, sap, cap, pat, pal, pan, pass, pad, ad, add Review Words: tag, lag, nag, wag, bag, rag, sag, gal, gab, gas, van, vat, mad, sad, ax, tax, wax, jam, ham, fan, man, mat
10	K k	h, t, t, l, l, w, b, b, m, f, s, p, k, n, r, d, v, g, i	it, il, ib, im, if, is, ip, ik, in, id, iv, ig, hi, ti, li, wi, bi, mi, fi, xi, pi, ki, ni, ri, di, vi, gi	hit, lit, wit, bit, mitt, fit, sit, pit, kit, it, tin, win, bin, fin, pin, kin, in, him, rim, dim, vim, nib, bib, rib, fib, till, ill, hill, will, bill, mill, fill, sill, dill, gill, pill

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

Working With Plastic Letters

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

After completing these lessons you can try working with two different short vowels in the same lesson. Students would spell words like cat, cut, cab, cub, mad, mud, ran, run, cab, cuff, fun, fan, fat, fuss, etc. Students have to listen carefully to the words to choose the correct vowel.

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

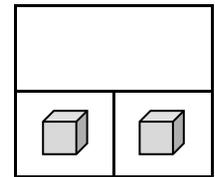
Segmenting

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

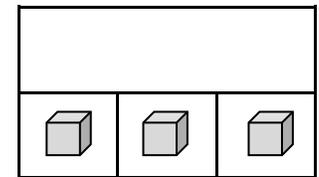
Materials: The oral blending pages in this book are reused for segmenting exercises. Show the current page so that students can see the pictures.

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

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



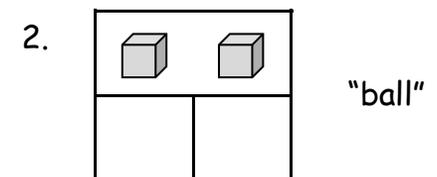
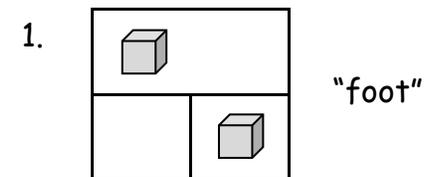
Starting Positions



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

Model the activity while the students watch. Use a frame with two boxes for two-syllable words and a frame with three boxes for three-syllable words. Point to the first picture on the oral blending/segmenting page. Say the word normally. Then say each syllable separately, with a one to two second pause in between. As you say each part, push a cube forward into the box above it, starting with the cube on the left. Each cube represents one syllable. The words on the oral blending page show where to break each word apart when you say it. Students repeat the process individually, taking turns.

Continue modeling and having students repeat after you. After several more words (or even lessons), let the students try segmenting a word without help. Point to the picture, say the whole word, and let the students break it into syllables, pushing an object forward when pronouncing each syllable. The goal is for each student to point to a picture and separate it into syllables without help from you. However, continue to model as needed. Be sure to explain the meanings of any unfamiliar words.



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

1) Use the two-sound oral blending pages. Model segmenting while the student watches. Point to the first picture on the oral blending page. Say the word normally. Then show the student how to break the word apart into its individual sounds. The oral blending page shows you where to break the word apart when you say it. Say each sound separately, with a one to two second pause in between. As you say each sound, push a cube forward into the box above it, starting with the cube on the left. Each cube represents one sound in the word.

2) Have each student repeat the process in the same way with the same word.

3) Continue modeling and having students repeat after you. After several more words (or lessons), let students try by themselves. Point to the picture, say the whole word, and let the students take turns breaking it into two sounds, pushing an object forward when each sound is pronounced.

4) The goal is for students to point to a picture and say its individual sounds without help from you.

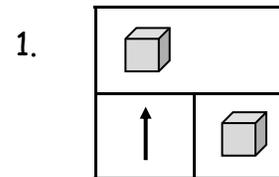
5) Be sure to explain the meanings of any unfamiliar words.

Step 3: Segmenting Three-Sound Words

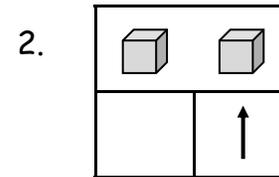
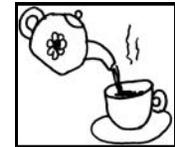
Follow the same steps, using the three sound frame and three tokens to represent the sounds. Be sure all three sounds are completely separated.

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

Example

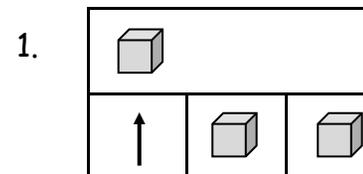


"t"

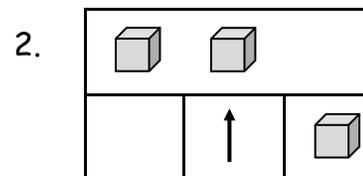


"ea"

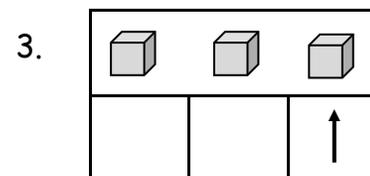
Example



"b"



"a"



"th"

Three Sounds Or Syllables

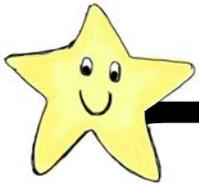
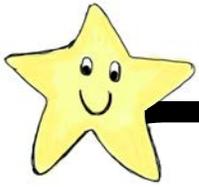
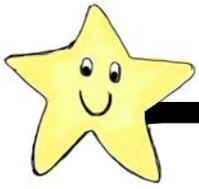
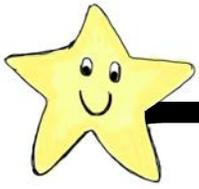
Two Sounds Or Syllables

Three Sounds Or Syllables

Two Sounds Or Syllables

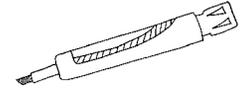
Segmenting Frames - Copy the frames onto card stock and cut them apart. Students place one cube, teddy bear counter, or other small token on each of the separate squares. They listen as the teacher pronounces various words from an oral blending/segmenting page. Students say one sound (or syllable) at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

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



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

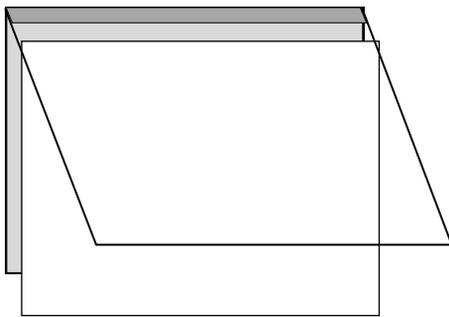
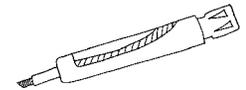
Using A Dry-Erase Frame With The Handwriting Readiness And Letter Tracing Pages



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

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

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



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

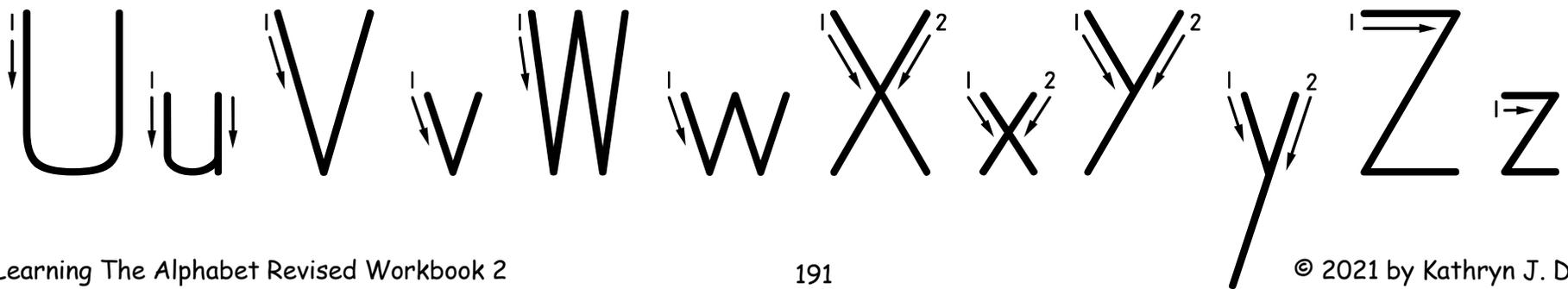
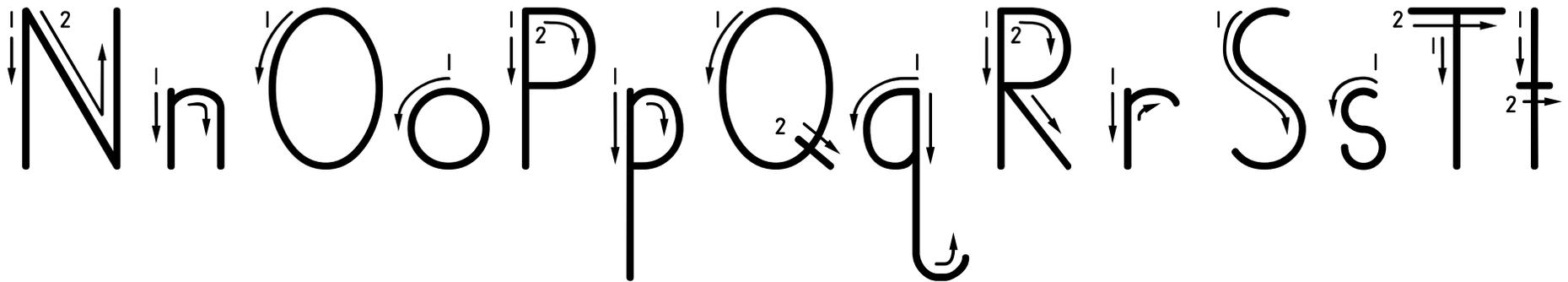
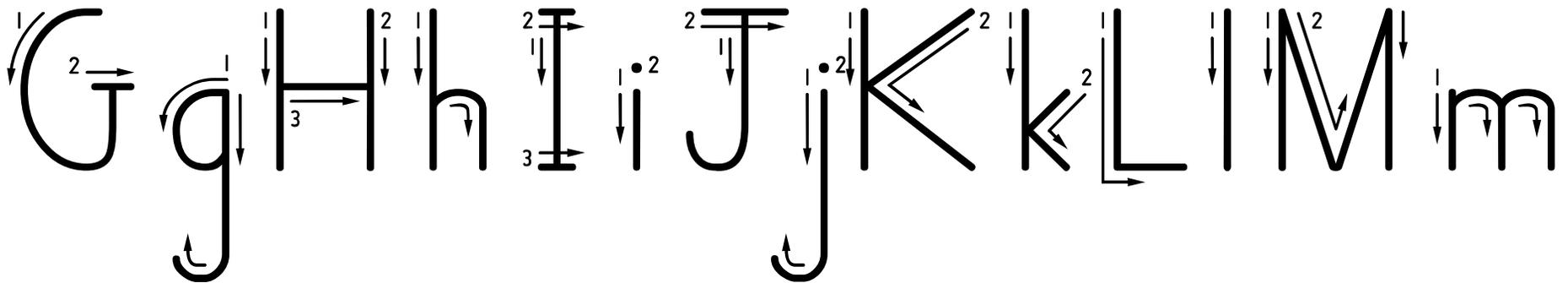
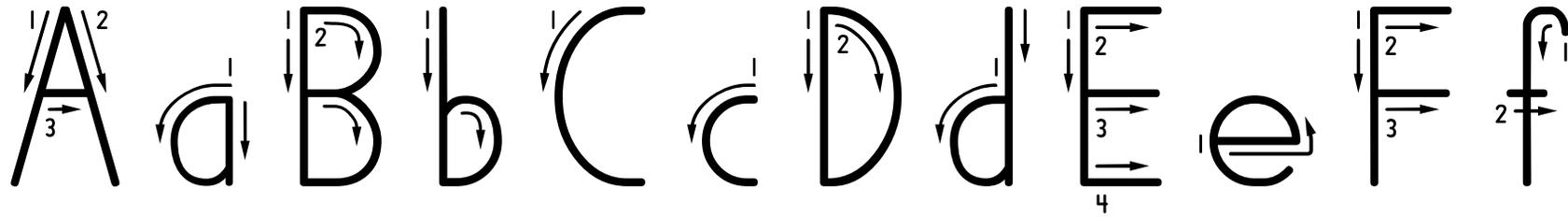
Dictate the sound for each letter that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker. Students can hold up their frames so that you can check their work. Mistakes can be easily erased and corrected.

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

How To Hold A Pencil

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





Overview Of The Sound City Reading Books

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

Learning The Alphabet (Books 1 and 2)

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

Exploring Sounds In Words

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

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

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

Basic Short Vowels

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

Phonetic Words And Stories (Books 1-8)

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

Basic Phonics Patterns (Books 1-8)

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

Know The Phonetic Code (Volumes 1-3)

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

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

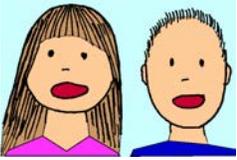
In these books students read rhyming lists followed by word lists with the same beginning sounds (body-coda lists) to build fluency. Each vowel or vowel pattern is printed in a specific color to indicate the correct sound. The words are not illustrated.

Advanced Phonics Patterns From Children's Books

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



A a



B b



C c



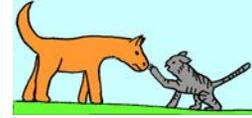
D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



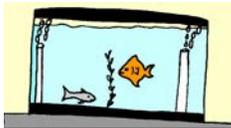
N n



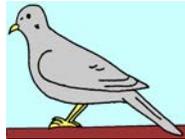
O o



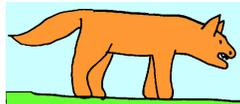
P p



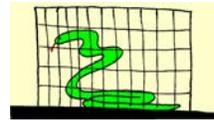
Q q



R r



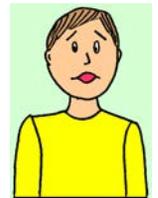
S s



T t



U u



V v



W w



X x



Y y



Z z



Letters
Of The
Alphabet

I i

