

Teacher's Guide

Sounds Sensible®

Multisensory Instruction in Phonological Awareness and Beginning Phonics

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A Phonological Awareness and
Beginning Phonics Program
2nd Edition

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PHONOLOGICAL AWARENESS TRAINING

At least one out of every five children will experience difficulty learning to read. At the core of a child's reading difficulty is a process known as phonological awareness. Phonological awareness is the observation of the sound segments in words and the ability to manipulate them.

Recent research studies have shown that whether or not a child can perceive word parts and then be able to manipulate the parts is directly related to the child's ability to succeed in reading. Conversely, if a child is unable to do such tasks as matching beginning sounds, rhyming, deleting sounds, categorizing words on the basis of common sounds, or sound segmenting, it is likely that the child will be a poor reader unless specific teaching interventions occur.

Children who cannot perceive and manipulate sounds by the middle of their kindergarten year cannot understand how alphabetic transcription works and will not be able to break the code of our alphabetic language.

For most children, learning to read is more difficult than acquiring speech. Spoken language appears seamless, and its segmented nature is obscure for many young listeners. Fortunately, we are now able to identify children who lack segmentation ability by the age of six.

Auditory perceptual training (phonological awareness training) should be a precursor to reading for these children. This process cannot be taken for granted, or the understanding of our English language system of reading and spelling will be lost to millions of children.

Auditory perceptual training has been shown to have a very positive effect on the acquisition of reading and spelling. In only forty-five minutes a day, in coordination with explicit instruction in a multisensory approach to reading and spelling, positive growth in phonological awareness can be effected. Without the implementation of a phonologically based intervention program, however, children who are at risk for reading failure will not develop accurate and fluent reading and written language skills. Indeed, they are at risk for reading failure.

Sounds Sensible coordinates with S.P.I.R.E., a reading and language program for students who need explicit, multisensory, phonologically based reading instruction.

Sounds Sensible can also be used as a preventive program for all children, regardless of their current or subsequent reading program. *Sounds Sensible* helps develop students' readiness for reading and efficiency in beginning spelling, and it promotes reading success. Whereas all children may benefit early on, it is imperative that children with phonological difficulties continue to receive training throughout the elementary school years.

Daily Lesson Plan

The lessons are best accomplished in small groups of three to five children. Small-group instruction provides more opportunities for each child to speak and participate.

The following lesson format requires a minimum of forty-five minutes, every day, through the completion of the program. Each lesson has five steps requiring approximately nine minutes each. Each step has a set of activities that progress in difficulty.

The steps of the lesson plan are as follows:

Daily Lesson Plan

Step 1: Listening

Time: 9 minutes

Choose either of the two activities daily, making sure to alternate between them every few days.

Activity 1: Word Comparison: Same/Different

Activity 2: Read-Aloud

Step 2: Rhyming

Time: 9 minutes

These activities are presented in order of difficulty. Students should show 85–90 percent mastery of each activity before moving on to the next.

Activity 1: Introduction to Rhyme

Activity 2: Matching Rhymes

Activity 3: Rhyme Providing

Activity 4: Rhyme Categorization

Activity 5: Onset and Rime

Step 3: Segmentation

Time: 9 minutes

These activities are presented in order of difficulty. Students should show 85–90 percent mastery of each activity before moving on to the next.

Activity 1: Sentence Segmentation

Activity 2: Syllable Segmentation/Compound Words

Activity 3: Compound Words Deletion

Activity 4: Syllable Segmentation

Activity 5: Syllable Deletion

Activity 6: Phoneme Segmentation

Activity 7: Phoneme Segmentation with Words

Activity 8: Word Segmentation with Deletions

Step 4: Phoneme/Grapheme Relationships

Time: 9 minutes

Introducing and Reviewing Letter Lessons

Step 5: Dictation

Time: 9 minutes

Dictation Lessons

Note: Handwriting and Paper Size for Dictation

Handwriting paper is found in the Blackline Masters, pages 89–94.

Initial handwriting instruction is done on the board. After students have mastered letter formation on the board, they use the large Traffic Light Dictation Paper (Blackline Masters, page 89). Prior to using the handwriting paper, student color in the traffic light circles with red, yellow, or green crayons and trace the corresponding line with the same color. Once students can correctly form letters on the large paper, have them use the Dictation Paper with writing lines that are one size smaller. Gradually have them use paper with progressively smaller lines, until they are using the numbered Dictation Paper (Blackline Masters, page 94). The speed with which students progress to the numbered paper will depend on the amount of practice provided and on students' fine motor control.



Step 1: Listening

Warm-up

Time: 9 minutes

Objective: To focus students' attention on sounds in words and develop students' ability to listen.

Behavior: Students will identify whether two spoken words are the same or different. Students will be able to attend to a story read by the teacher and identify rhymes, develop vocabulary, identify the story's main characters, and tell what is happening.

Activity 1: Word Comparison: Same/Different

Copy Same/Different Response Sheet Blackline Master, page 48. Give each student a picture of two dogs and a picture of a cat and a dog.

Discuss the picture of the two dogs, and lead students to understand that both animals are dogs and that they are the same.

Next, discuss the picture of the cat and the dog, and lead students to understand that one animal in the picture is a dog and the other is a cat and that they are not the same. They are different.

Ask students to place their pictures on the table and listen. Tell students you will say two words and then call on someone to repeat the two words. After the student repeats the words, have the whole group repeat them.

Then ask: Are the words the same or different? If they are the same, hold up your picture of two dogs. If the words are different, hold up your picture of the dog and the cat.

Activity 1 is always done using this format. Choose different word pairs each day from the lists below. Note that some of the pairs are of nonsense words. You may want to tell students that some of the words you will say may not be real words, or you may decide to omit those pairs from your instruction.

Word Pairs

/p/ /b/ discrimination

pat pat	bat pat	bat bat	bit pit
pam bam	bam bam	pam pam	but but
pit pit	bag pag	bap bap	pab bap
pab bab	pap bap	pap pap	pat bat

/t/ /d/ discrimination

tap dap	tap tap	dad dat	dad dap
dad dad	tim dim	dog tog	dot tot
dad tad	tum tub	deb teb	dog dog
hit hid	bit bid	bid bid	bed bet

/c/ /g/ discrimination

cat cat	gas cas	kit kit	cat gat
gag gack	cag cack	kit cat	gob gob
cob gob	gag cack	sag sack	cap gap
gas gas	cag gag	cap cap	gag gag

/f/ /v/ discrimination

fan fan	fan van	fig vig	fast fast
vast vast	fast vast	vap fap	vet fed
vat fat	vat vat	val val	far vat
vat van	fack vack	lov lof	fin fen
ven fin	fen ven	bif biv	ruf ruv

/s/ /z/ discrimination

sap zap	sip sip	zip zap	buzz bus
zip sip	sag zag	zag zag	buzz buzz
zest nest	zest zest	nest zest	sad zag
sip zip	zup sup	veg zeg	sop zop

/ch/ /j/ discrimination

chop job	jug jug	chug chug	chug jug
jip chip	drop chop	chet jet	dret jet
jim jum	chum chum	chum jum	chin jin
jag jag	chig jig	dutch drudge	jim chim

/m/ /n/ discrimination

man mam	man man	nat mat	nag nag
map nap	mat mat	ran ram	tan tan
mag nag	fam fan	pan pam	bam bam
tam tan	nan mam	nap nap	

/w/ /h/ discrimination

wed head	weather heather	wed wed	head head
weed heed	west west	welp help	help help
won hon	word heard	word word	wet wet
walk hawk	hawk hawk	want want	hunt want

// /r/ discrimination

lamp lamp	ramp lamp	rap rap	lap lap
lap rap	slap strap	ram ram	lamb lamb
black brack	blam blam	brag blag	look rook

/ng/ /nk/ discrimination

sang sang	sank sang	rink ring	bink bink
slang swang	bring brink	bring bring	king king
sink sing	sing zing	long wrong	chong chong
gong cong	fink fink	thing think	tank tank

If students need more practice, you may want to make different selections from among the word pair groups or create additional word pairs that target sound discriminations with which students have difficulty.

Activity 2: Read-Aloud

Time: 9 minutes

Objective: Students will be able to actively listen during a read-aloud and answer brief comprehension questions with 85–90 percent accuracy.

There are many beneficial outcomes from reading aloud to students. Students will:

- develop background knowledge about a variety of topics
- build vocabulary
- become familiar with rich language patterns
- develop familiarity with story structure
- acquire familiarity with the reading process
- identify reading as a pleasurable activity
- learn about such print concepts as:
 - ❖ how the book is turned when it is “right side up”
 - ❖ print and pictures—print is read but pictures aren’t
 - ❖ where the beginning of a book is
 - ❖ the order of reading the print on the page
 - ❖ top to bottom
 - ❖ left to right
 - ❖ what to do at the end of a line

Here are some practical tips and techniques to make reading aloud more enjoyable:

- First discuss story or rhyme with students. Ask them to listen for certain things. Build an interest in the story by discussing a familiar experience they may have that relates to the story. For example, you might ask, “Does anyone have a pet? This story is about a boy who wants to enter a pet in a pet show.”
- Choose short storybooks that have new vocabulary or interesting words.
- Choose a story you and the students think is fun.
- Choose a story you and the students are interested in.
- Hold the book so the children can see the text and pictures.
- Use your finger to follow the text.
- Read with expression.
- Reread books the students like.

- Leave off a word and see if the students can supply it.
- Stop occasionally to discuss something especially interesting or funny.
- Express excitement when reading.
- Read rhymes from a book or recite favorite rhymes of your own.
- Discuss unfamiliar vocabulary before reading, and ask the students to listen for the word(s).
- Take several days to read a short story.
- Reread a favorite story two or three times so the students can eventually retell it.
- Talk about the title page, author, and illustrator. Have students define the purpose of the title page and tell what the author and illustrator do.
- Before reading, ask:
 - ❖ “What do you think this story will be about?”
 - ❖ “What do you think will happen in this story?”
 - ❖ “Do you think there will be a problem in the story?”
- After reading, ask:
 - ❖ “Have you heard any stories like this before?”
 - ❖ “Does this story make you think about anything that ever happened to you?”
- Talk about the characters and the setting. Use descriptive words whenever possible.
- Have students retell parts of the story.
- Reread a sentence and ask students to tell you who the sentence is about and what is happening.
- Reread a sentence and ask students to listen for words that begin with a target sound or for words that rhyme.



Step 2: Rhyming

The Importance of Rhymes

Young children have an affinity for rhythm and rhyme, the musical quality in poems. The connection between music and poetry is obvious from Mother Goose rhymes that are often set to melodies and from schoolyard rhymes and chants such as “Teddy Bear, Teddy Bear, Turn Around.”

A wonderful way to motivate children to want to listen to and write poetry is to help them see that poetry is a form of musical language. A love of poetry can lead to a love of language. You can develop the rhythm of poetry in a number of ways. You may have students tap out the rhythm of the poem as it is read aloud or play recordings of nursery rhymes that have been put to music. Many students enjoy the rhythm and rhyme of limericks.

The following rhyming activities help students develop their understanding and awareness of rhyming sounds.

Activity 1: Introduction to Rhyme

Time: 9 minutes

Objective: To be able to identify the rhyming words in a short rhyme

Materials: Introduction to Rhyme Cards and Introduction to Rhyme Sheet Blackline Masters, pages 1–3, with pictures of *bear, chair, pear, sky, pie, fly, fox, box, and ox*, Rhymes Mat.

Preparation: Cut out these pictures: *bear, pear, pie, fly, fox, ox*.

Clip together each of the following sets of pictures: *chair, bear, pear; fox, ox, box; pie, fly, sky*.

Introductory Lesson

Show students the Rhymes Mat, which is the plain white side of the Sound Work Mat. Tell students that they are going to learn some rhymes and then learn to make up their own rhymes.

Say: “When I put the Rhymes Mat on the table during our lesson, you are going to be saying rhymes. Let’s begin.”

Put the Rhymes Mat on the table.

Hold up the picture of the chair and say: “This is a chair. What is this? Yes, it is a picture of a chair.”

Put the picture of the chair on the Rhymes Mat.

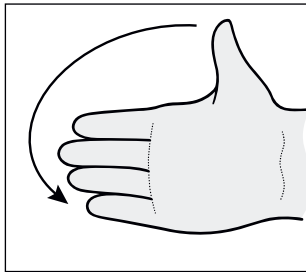
Hold up the bear cutout and say: “This is a picture of a bear. What is this? Yes, it is a picture of a bear.”

Put the *bear* cutout on the chair and say: “A bear on a chair! I made a poem. *Bear* and *chair* rhyme.”

Use the following demonstration to show onset and rime for *bear* and *chair*:

Thumbs up for Blending

Hold up your right hand with the palm facing you, as shown below, about a foot away from your face, at chin level. Extend your thumb upward and hold your fingers so they are extending to your left. From your students’ perspective, your thumb and fingers will form an L.



Say the word, lightly grasping your thumb from the palm side with your left hand as you say the onset. Release your thumb and slide your left hand over to grasp extended fingers as you say the rime.

Say the word again as you slide your left hand over your right hand, folding thumb onto extended fingers of right hand while blending the onset and rime of the word.

Say: “Who would like to make a poem using *bear* and *chair*?”

Give the bear to a student, who will put the bear on the chair.

Say: “Look, you made a poem. What can you say? Yes, a bear is on the chair. What word rhymes with *chair*? Yes, *bear*. *Bear* and *chair* rhyme.”

Say: “Anyone else want to make a *bear* and *chair* poem?”

Follow the same procedure as other students do the activity. The more the poem is repeated, the more opportunity to hear the two words that rhyme.

Show students the *pear* cutout and say: “This is a picture of a pear. What is this a picture of?”

Point to the chair that is still on the Rhymes Mat and ask: “What is this a picture of? Yes, it is a picture of a chair. What can I do with this pear to make a poem? Yes, I can put the pear on the chair. Look, a pear is on the chair. What word now rhymes with *chair*? Yes, *pear*. *Pear* and *chair* rhyme.”

Use Thumbs up for Blending to show onset and rime for *pear*, *bear*, and *chair*.

Put *chair*, *bear*, and *pear* pictures on the Rhymes Mat and ask: “Who would like to choose two of these pictures to make a rhyme?”

Note: Students may make a silly rhyme such as “chair on a bear” or “chair on a pear.” You may wish to experiment with encouraging other silly combinations of the cards in this introductory lesson. It enables students to play with the words, reorder words in a sentence, discover that words can rhyme regardless of their position in a phrase or sentence, and see that different sequences of words change the meaning.

Put aside *chair*, *bear*, and *pear* cards, and hold up the picture of a box.

Say: “This is a box. What is this? Yes. This is a box.”

Put the *box* card on the Rhymes Mat.

Show students the *fox* cutout and say: “This is a fox. What is this? Yes. This is a fox.”

Say: “Let’s make a poem,” as you put the fox on the box. “Look and listen: A fox on a box. We made a poem. A fox on a box! Who would like to say this poem?”

Use Thumbs up for Blending to show onset and rime for *fox* and *box*.

Show students the *ox* cutout, and say. “This is an ox. What is this? Yes. This is an ox. Look and listen. I will make another rhyme.”

Put the picture of the ox on top of the picture of the box on the Rhymes Mat and say: “An ox on a box. What is the rhyme I made? Who can tell me? Yes. An ox on a box.”

Ask: “What word rhymes with *ox*?”

If students say “*Fox*,” say: “Yes. That’s correct. *Fox* and *ox* do rhyme. Listen again, while I say this new rhyme: An ox on a box. What word rhymes with *ox*? Yes. *Box*.”

Use Thumbs up for Blending to show onset and rime for *box*, *fox*, and *ox*.

Put *box*, *fox*, and *ox* pictures on the Rhymes Mat and ask: “Who would like to choose two of these pictures to make a rhyme?”

When students are ready to continue, remove *box*, *fox*, and *ox* pictures from the Rhymes Mat.

Next, hold up the picture of the sky, and say: “This is a picture of the sky. What is this picture? Yes, it is the sky.”

Put the *sky* picture on the Rhymes Mat.

Hold up the *fly* cutout and say: “This is a fly. What is this? Yes, this is a fly. Who thinks they can make a rhyme with *fly* and *sky*?”

Give the *fly* cutout to a student, who places it on the picture of the sky, and say: “Tell me your rhyme. Yes, a fly is in the sky.”

Use Thumbs up for Blending to show onset and rime for *fly* and *sky*.

Now show students the *pie* cutout, and say: “This is a pie. What is this? Yes. This is a pie. Look and listen. I will make a another rhyme.”

Put the *pie* cutout on top of the *sky* picture and say: “A pie in the sky. What is the rhyme I made? Who can tell me? Yes. A pie in the sky. What word rhymes with *pie*?”

If students say “*Fly*,” say: “Yes. That’s correct. *Fly* and *pie* do rhyme. Listen again, while I say this new rhyme: A pie in the sky. What word rhymes with *pie*? Yes. *Sky*.”

Use Thumbs up for Blending to show onset and rime for *pie*, *fly*, and *sky*.

Put *sky*, *fly*, and *pie* pictures on the Rhymes Mat and ask, “Who would like to choose two of these pictures to make a rhyme?” End the lesson by praising children for the great rhymes they made.

Next Lesson

Use Introduction to Rhyme Cards 1–5.

Put the Rhymes Mat on the table, and say: “We have made some great rhymes, and we are going to make some more.”

Hold up Card 1 and say: “This is a dog on a log. What is this? Yes, this is a dog on a log.”

Use Thumbs up for Blending to show onset and rime for *dog* and *log*, and then put the card on the Rhymes Mat.

Hold up Card 2 and say: “This is a bug on a rug. What is this? Yes, a bug on a rug. What word rhymes with *bug*? Yes, *rug* rhymes with *bug*.”

Use Thumbs up for Blending to show onset and rime for *rug* and *bug*, and then put the card on the Rhymes Mat.

Hold up Card 3 and say: “This is a frog on a log. What is this? Yes. A frog is on a log. What word rhymes with *frog*?” Yes. *Frog* and *log* rhyme.”

Use Thumbs up for Blending to show onset and rime for *frog* and *log*, and then put the card on the Rhymes Mat.

Proceed in the same manner with Card 4 (cat in a hat) and Card 5 (nail in a pail).

After all five cards are placed on the Rhymes Mat, say: “You will take turns. I will say a rhyme. You can repeat the rhyme and find the picture that matches the rhyme.”

Choose a student and say: “A cat is in the hat.”

If student repeats: “A cat is in the hat,” say: “You are correct. Find the card and pick it up.”

Ask student: “What word rhymes with *cat*? Yes. *Cat* and *bat* rhyme.”

Use Thumbs up for Blending to show onset and rime for *cat* and *bat*, and then take the card off the Rhymes Mat.

Follow the same procedure with the other cards, having students take turns.

Continue until all five cards have been picked up off the Rhymes Mat.

Then ask: “Who would like to show us their picture and say the rhyme that goes with the picture?”

After student puts a card on the Rhymes Mat and says the rhyme, ask: “Which two words rhyme? Yes, _____ and _____ rhyme.”

Use Thumbs up for Blending to show onset and rime for _____ and _____, and then take the card off the Rhymes Mat.

Continue the procedure until all students have said their rhymes.

Subsequent Lessons

Follow the procedure above each day, reviewing five cards and introducing five new cards.

Daily lessons continue until all 35 cards have been introduced and students can respond with 85–90 percent accuracy. When this has been accomplished, move on to Activity 2: Matching Rhymes.

INTRODUCTION TO RHYME SHEETS

Blackline Masters, pages 1–3

INTRODUCTION TO RHYME CARDS

Cream Cards

1. a dog on a log
2. a bug on a rug
3. a frog on a log
4. a cat in a hat
5. a nail in a pail
6. a fox in a box
7. a bear in a chair
8. a cub in a tub
9. a wig on a pig
10. a goose on the loose
11. a man with a fan
12. having fun in the sun
13. a bell on a well
14. hot shot
15. toot on a flute
16. Take a look;
read a book.
17. Are they saying
“Hi” or “Bye”?
18. Use the broom
to clean this room.
19. It’s a beautiful day
to sail away.
20. Brush in the morning and at night,
to keep your teeth clean and white.
21. Bake a cake.
22. I really wish
to catch a fish.
23. An owl has big eyes
and looks very wise.
24. Wow! A cow!
25. Here comes the mail
in a pouch with a tail.
26. The pig does a jig.
27. This Halloween pumpkin
is a lucky guy.
He’s a jack-o-lantern
instead of a pie.
28. a goat with a coat
29. An apple a day
keeps the doctor away.
30. You scream, I scream,
we all scream for ice cream.
31. a spoon on the moon
32. The pot is hot.
33. Star light, star bright,
first star I see tonight.
I wish I may,
I wish I might
have the wish
I wish tonight.
34. a star in a jar
35. A buzzing bee
is near the tree.

Activity 2: Matching Rhymes

Time: 9 minutes

Objective: To be able to identify and match rhyming pictures

Behavior: Given the name of a picture, students will be able to find and name a picture that rhymes with it.

Materials: There are ten sets, with five rhyming pairs in each set. The cards are marked "T" for teacher and "S" for student.

Instruction: Do as many sets as can be completed in nine minutes.

Place the Rhymes Mat on the table and put all five Set 1 S (student) cards on it.

Point to one of the cards and say: "This is a picture of _____. What is this a picture of?"

Students identify the picture.

When all five cards have been identified, say: "I will say the name of a picture. You repeat the name and point to the card with that picture as quickly as you can. Ready?"

Call on individual students, who repeat and point.

After sufficient review, hold up a T card and say: This is _____. "What is this? Find a picture of a word that rhymes with (T card).

Student points to the corresponding rhyme card on the Rhymes Mat and picks it up.

Give student the T card to go with the S card, and ask, "What are your rhyming words? Yes, _____ and _____ rhyme." (Use Thumbs up for Blending to show students that the words rhyme.)

Hold up another T card and follow same procedure until all Set 1 cards are matched.

MATCHING RHYME CARDS

Yellow Cards

Set 1

T	S
pat	hat
moose	goose
hook	book
house	mouse
hen	pen

Set 2

T	S
tag	bag
chick	sick
log	dog
fall	ball
ring	king

Set 3

T	S
man	can
hug	bug
rain	plane
dive	five
hop	top

Set 4

T	S
sad	mad
crash	splash
crib	bib
rake	snake
cap	nap

Set 5

T	S
sniff	cliff
phone	bone
pail	mail
jeep	sheep
sun	run

Set 6

T	S
hat	bat
box	fox
dig	pig
bell	shell
row	bow

Set 7

T	S
boat	goat
van	fan
gift	lift
wait	skate
jam	ram

Set 8

T	S
hush	brush
tag	bag
pan	fan
cool	school
bed	sled

Set 9

T	S
hush	brush
tag	bag
pan	fan
cool	school
bed	sled

Set 10

T	S
ant	plant
sick	pick
pear	bear
duck	truck
shop	chop

Daily lessons continue until all ten card sets have been introduced and students can respond with 85–90 percent accuracy. When students have reached this level of accuracy, move on to Matching Rhymes without Pictures.

Matching Rhymes without Pictures

Objectives: To extend the concept of rhyme to longer units of speech. To develop the ability to identify the rhymed words in couplets

Behavior: Students will be able to listen to short rhymes and pick out rhyming pairs.

Instruction: Read each rhyme and ask: "What two words sound alike in this rhyme?"

Use the same procedure for all rhymes.

The fat pig
danced a jig.

The little dog
hid in the log.

The strange cow
said "me-ow."

Hickory dickory dock,
the mouse ran up the clock.

Hey diddle diddle
the cat and the fiddle.

See-saw
Marjorie Daw.

Little mouse
went in the house.

Eight nine ten
the big fat hen.

Little Jack Horner
sat in a corner.

Jack be nimble, Jack be quick.
Jack, jump over the candlestick.

I like to blow my little horn
from late at night to early morn.

Jack and Jill
went up the hill.

Little Bo-Peep
has lost her sheep.

Old Mother Hubbard
went to the cupboard.

Rub-a-dub-dub,
three men in a tub.

Old King Cole
was a merry old soul.

Little Miss Muffet
sat on a tuffet.

A kangaroo
belongs in a zoo.

How do you do,
I really like you.

To the circus we went
and saw tricks in a tent.

An elephant is what we see.
It is big as big can be.

With my ear
I can hear.

The black cat
sat on a hat.

Your head is so high in the air,
it's hard to see your face up there.

A mouse must never make a sound,
because that's what brings the cat around.

Humpty Dumpty sat on a wall.
Humpty Dumpty had a big fall.

Ding dong, ring the bell,
pussy cat is in the well.

It's not good to fight.
It's not really right.

Trick or treat.
Smell my feet.

I like to run.
It's really fun!

Rain, rain, go away.
Come again another day.

It's a race
to fly in space.

The little boat
can really float.

Diddle, diddle, dumpling, my son John
went to bed with his stockings on.

There's a mouse
in my house.

A goose
is loose.

Read additional rhymes from books or choose favorite rhymes of your own.

Outside of lessons, you and other adults should spend ten to fifteen minutes every day reading nursery rhymes, poems, books, or stories with rhyme to students, which will provide experiences with rhyming words. This foundation contributes to the development of language skills.

When all rhymes have been completed, move to Activity 3: Rhyme Providing.

Activity 3: Rhyme Providing

Objective: Given a word, students will be able to say a word that rhymes.

Choose a target word and say it, having students repeat it after you.

Ask students to provide a word that rhymes with the target word.

Say: "Yes, _____ and _____ rhyme. They both end with _____."

Use Thumbs up for Blending to show onset and rime for the word *pair*.

Target Words

hat	stair	jump
book	seat	run
pig	time	swing
ten	hole	swim

pot	sand	tip
house	rest	hot
car	hand	purse
dish	tent	look
can	toast	hill
floor	rain	less
girl	arm	kiss
ad	child	boy

NOTE: If students are still having difficulty, repeat previous words or use words from familiar rhyming stories or poems. When students can complete Activity 3 with 85–90 percent accuracy, move to Activity 4: Rhyme Categorization.

Activity 4: Rhyme Categorization

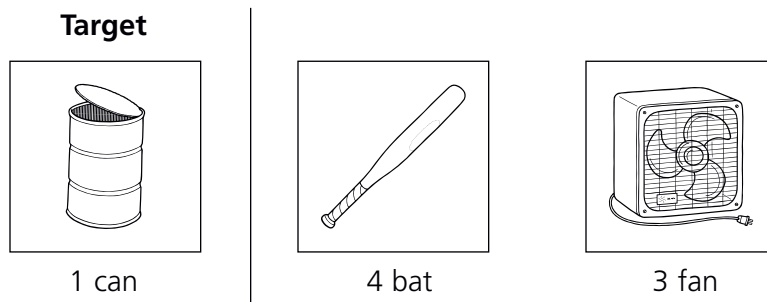
Time: 9 minutes

Objective: Given a target word, students will be able to choose which one of two words rhyme.

Materials: Rhymes Mat, Sound Work Mat, Rhyme Categorization Cards

Instruction: Place the Rhymes Mat on the table with the Sound Work Mat (blue target side up) on top of the Rhymes Mat. Tell students, “We will be listening for rhyming words.” Hold up Card 1, *can*, and say, “This is a picture of a can. What is this a picture of? Yes, this is a picture of a can.”

Put Card 1 in the target (blue) area of the Sound Work Mat. Put Card 4, *bat*, and Card 3, *fan*, in the white area of the mat, directly in line with *can*. Point to Card 4, *bat*, and say, “This is a picture of a bat.” Ask: “What is this a picture of? Yes, this is a picture of a bat.”



Point to Card 3, *fan*, and say, “This is a picture of a fan. What is this a picture of? Yes, this is a picture of a fan.”

Point to *can* again and say, "Say *can*." Ask, "Which of these two words rhymes with *can*: *bat* or *fan*? Yes, *can* and *fan* rhyme." Use Thumbs up for Blending to show onset and rime for *can* and *fan*. Give the two cards that rhyme to a student to hold, and take the other card (*bat*) off the Sound Work Mat.

Proceed in the same manner for the rest of the lessons. Plan for five to ten sets, as time allows. Choose from among the following sets:

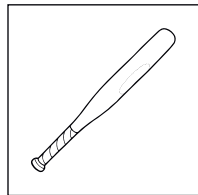
Procedures for the Remaining Rhyme Categorization Lessons

Time: 9 minutes

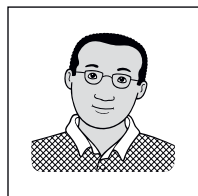
Instruction: Plan for five to ten sets as time allows.

Choose from among the following card sets:

Target



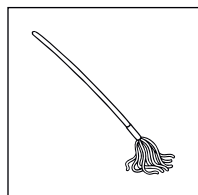
4 bat



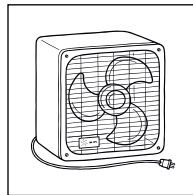
2 man



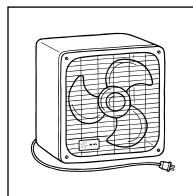
8 hop



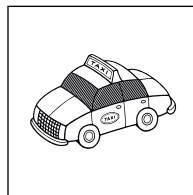
10 mop



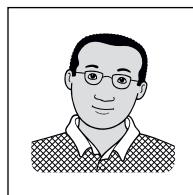
3 fan



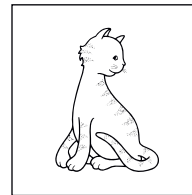
3 fan



5 cab



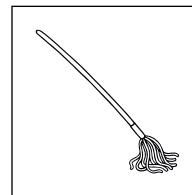
2 man



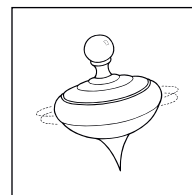
6 cat



7 rat

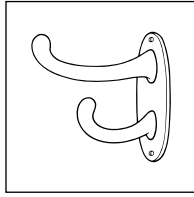


10 mop

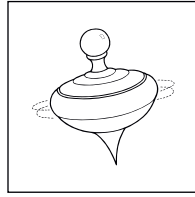


9 top

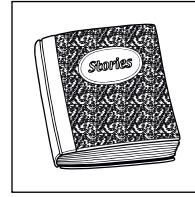
Target



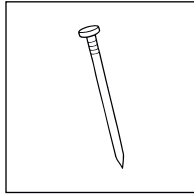
11 hook



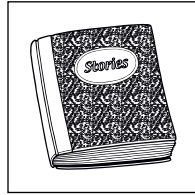
9 top



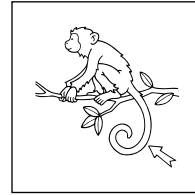
12 book



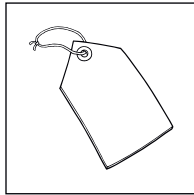
14 nail



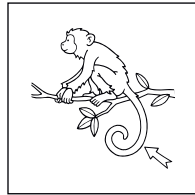
12 book



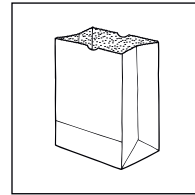
16 tail



17 tag



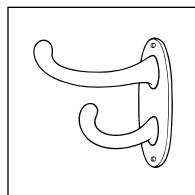
16 tail



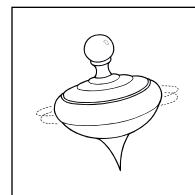
19 bag



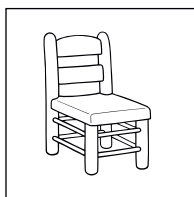
13 cook



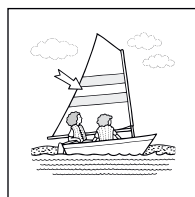
11 hook



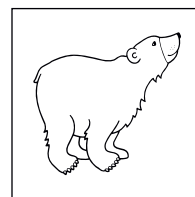
9 top



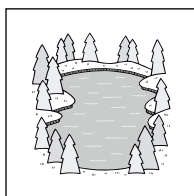
44 chair



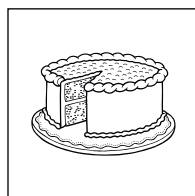
48 sail



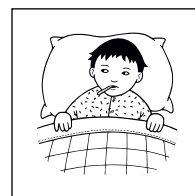
45 bear



50 lake

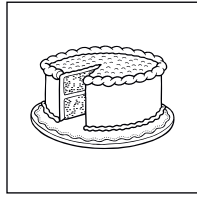


49 cake

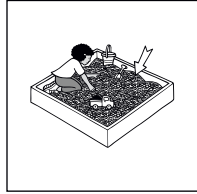


42 sick

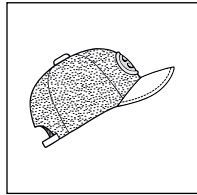
Target



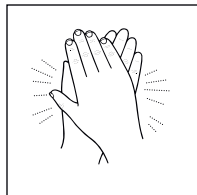
49 cake



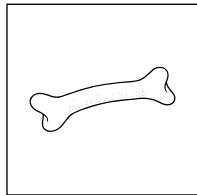
56 sand



64 cap



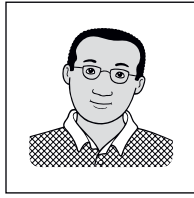
62 clap



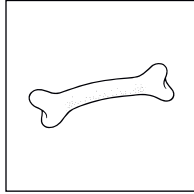
30 bone



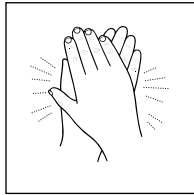
13 cook



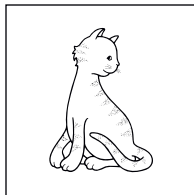
2 man



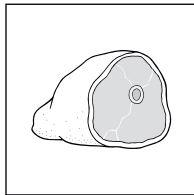
30 bone



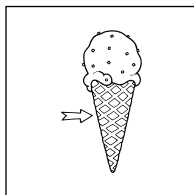
62 clap



6 cat



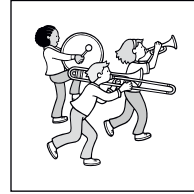
70 ham



29 cone



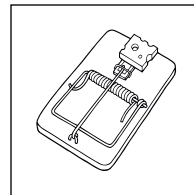
51 bake



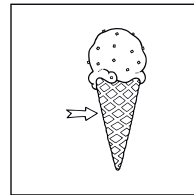
57 band



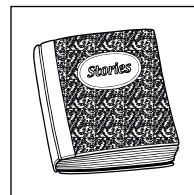
7 rat



63 trap

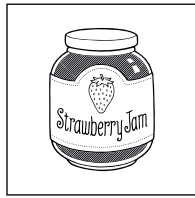


29 cone

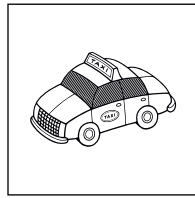


12 book

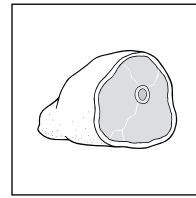
Target



68 jam



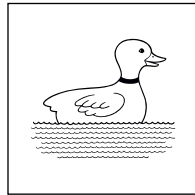
5 cab



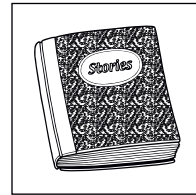
70 ham



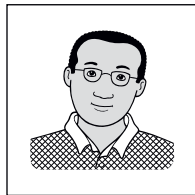
13 cook



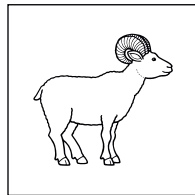
65 duck



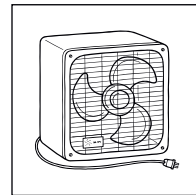
12 book



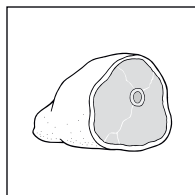
2 man



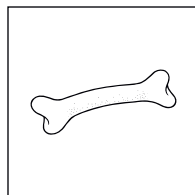
69 ram



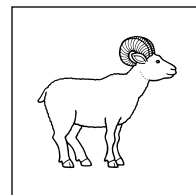
3 fan



70 ham



30 bone



69 ram

After finishing as many card sets as needed for 85–90 percent mastery, move on to the next activity, Which One Does Not Rhyme?

Which One Does Not Rhyme?

Time: 9 minutes

Objective: Given four words, students will be able to determine which one does not rhyme with the other three.

Materials: Rhyme Categorization Cards, Rhymes Mat, Sound Work Mat

Instruction: Plan for five to ten sets as time allows.

Place one four-card set on the Sound Work Mat (solid white side up) that is on top of the Rhymes Mat using the sequences shown.

Name the cards from left to right, and have students repeat the names after you.

Ask: "Which one does not rhyme?"

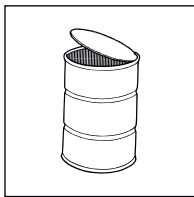
Student points to the card, names it, and picks it up.

Pointing to the remaining cards, say: "Yes. _____ and _____ and _____ rhyme."

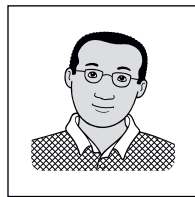
Have students repeat the rhyming words.

Remove cards and do the next set.

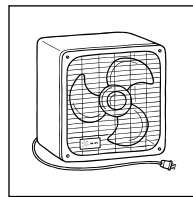
Choose from among the following sets:



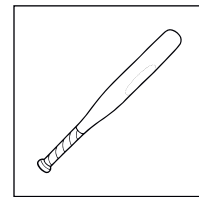
1 can



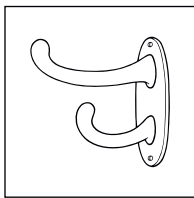
2 man



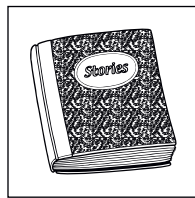
3 fan



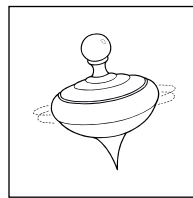
4 bat



11 hook



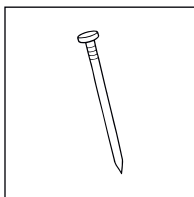
12 book



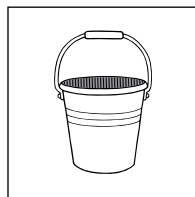
9 top



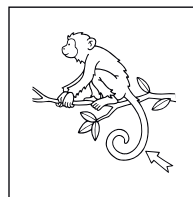
13 cook



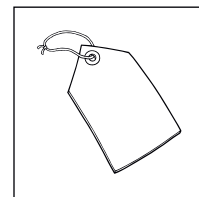
14 nail



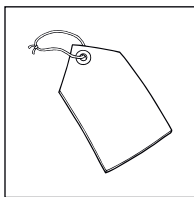
15 pail



16 tail



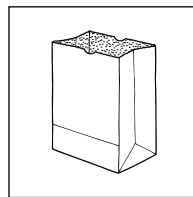
17 tag



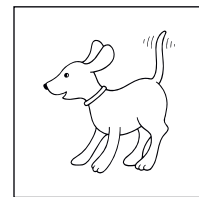
17 tag



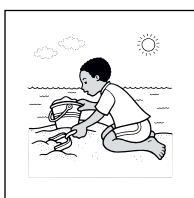
18 tap



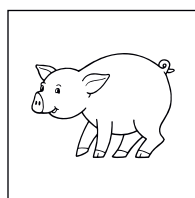
19 bag



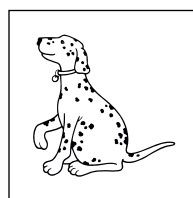
20 wag



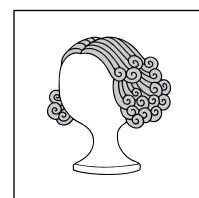
21 dig



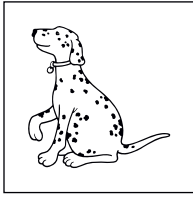
22 pig



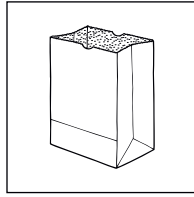
24 dog



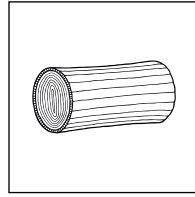
23 wig



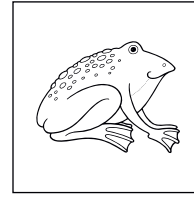
24 dog



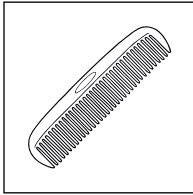
19 bag



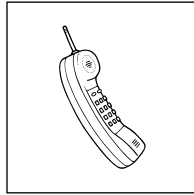
25 log



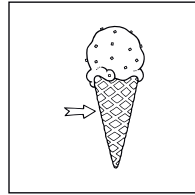
26 frog



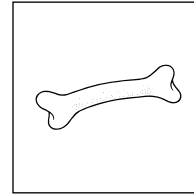
27 comb



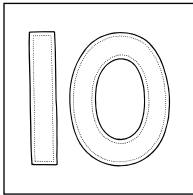
28 phone



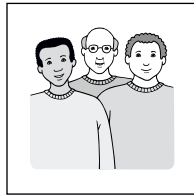
29 cone



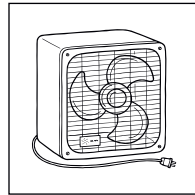
30 bone



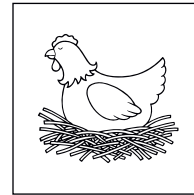
31 ten



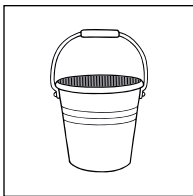
32 men



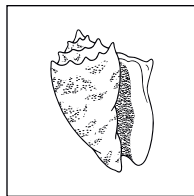
3 fan



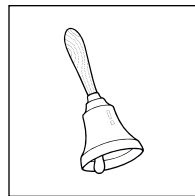
61 hen



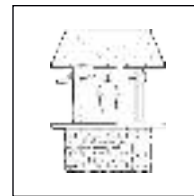
15 pail



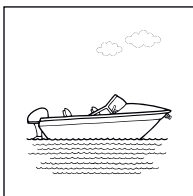
33 shell



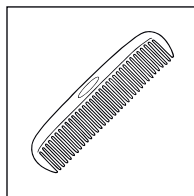
34 bell



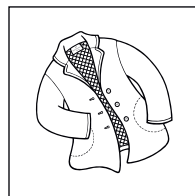
35 well



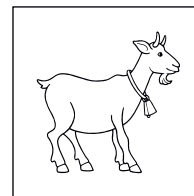
36 boat



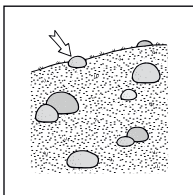
27 comb



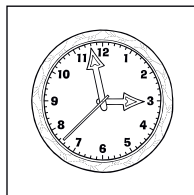
37 coat



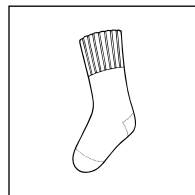
38 goat



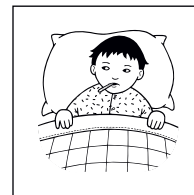
39 rock



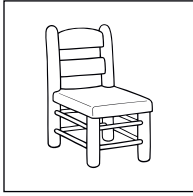
40 clock



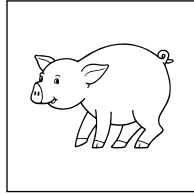
41 sock



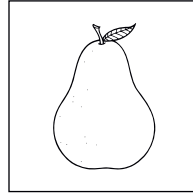
42 sick



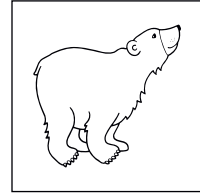
44 chair



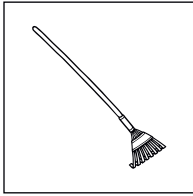
22 pig



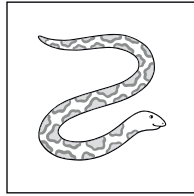
43 pear



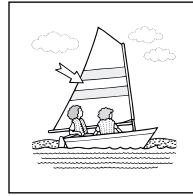
45 bear



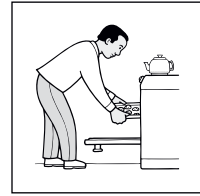
46 rake



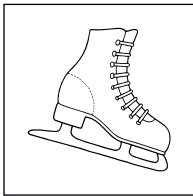
47 snake



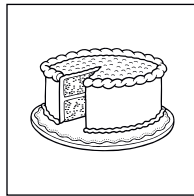
48 sail



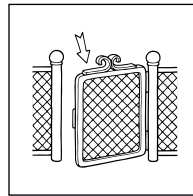
51 bake



52 skate



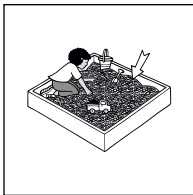
49 cake



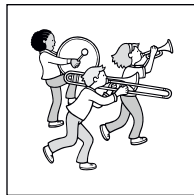
53 gate



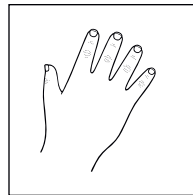
54 wait



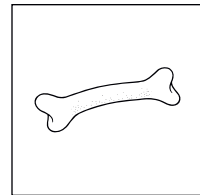
56 sand



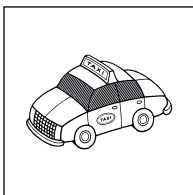
57 band



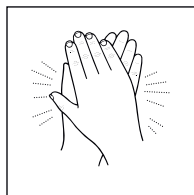
59 hand



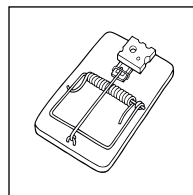
30 bone



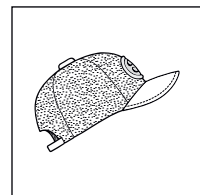
5 cab



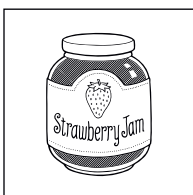
62 clap



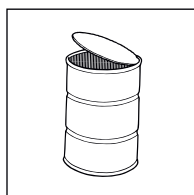
63 trap



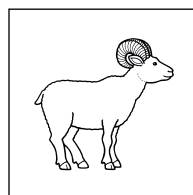
64 cap



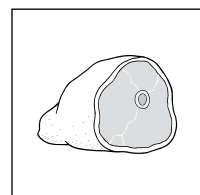
68 jam



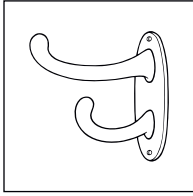
1 can



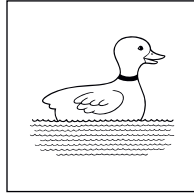
69 ram



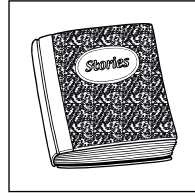
70 ham



11 hook



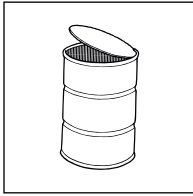
65 duck



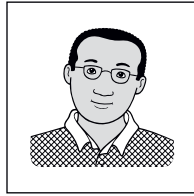
12 book



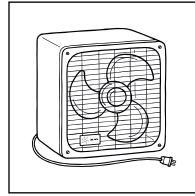
13 cook



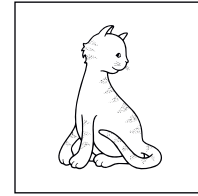
1 can



2 man



3 fan



6 cat

If students are still having difficulty after all lessons are completed, you can repeat the card sequence with the four cards in different order. When students have achieved 85–90 percent mastery, move on to Activity 5: Onset and Rime.

Activity 5: Onset and Rime

Objectives: Students will be able to blend the beginning sound of a word with its ending sounds and comprehend the word. Students will be able to hear a word and separate its onset from its rime.

Behavior: Given an onset and a rime, students will be able to repeat them in order, blend them into a word, and find the picture for the word.

Materials: Onset and Rime Cards, Rhymes Mat

Level 1

Time: 9 minutes

Instruction: Place the Rhymes Mat on the table and say: “Today we will do robot-talk. Robot-talk is like this: ‘/H/ /i/, /h/ /ow/ /ar/ /y/ /ou/.’ Did you understand what I said? I said, ‘Hi, how are you?’ Listen again.”

(Repeat the same sentence in robot-talk, and explain that robot-talk is saying the first sound in a word, briefly pausing, and then saying the rest of the word.)

Say: “Let me show you how I would robot-talk this word.”

Lay down Onset and Rime Card 1, *cab*.

Say: “The way we people-talk when we say this word is *cab*. What is this word in people-talk? Yes, this word is *cab*. Now, listen as I say it in robot-talk, /k/ /ab/.

Now, who would like to try to say *cab* in robot-talk?”

Call on several students; if anyone has difficulty, model the procedure again.

Follow the same procedure with Onset and Rime Cards 2–5: *cap*, *cat*, *rope*, *hip*.

After all five cards have been introduced, say: “Now, I will robot-talk one of these words. You will repeat the robot-talk; then, people-talk the word and find its picture on the mat.

Robot-talk: /k//at/. Everyone repeat /k//at/. People-talk: /kat/. Everyone repeat /kat/. Now point to the picture. Yes, *cat* is the word.”

Repeat the procedure with the remaining four words.

Display the five cards again and say: “Who can say one of these words in robot-talk? We will try to guess your word and say it in people-talk.”

Choose a student to robot-talk one of the pictures. You may need to assist as necessary.

Have students robot-talk the remaining pictures as their classmates respond with people-talk for each one.

Subsequent Lessons

Place enough cards on the Rhymes Mat to robot-talk for nine minutes and name all the cards.

Call on students to name all the cards, making sure that each student names them correctly.

Say: “I will robot-talk a word. You repeat the robot-talk.”

(You may want to choose one student and have the class repeat what was said.)

Choose a word on the mat and say: “Now I will call on someone to robot-talk a word. Ready?”

Say the word and have a student repeat it using robot-talk.

Then ask the student to say it fast to blend the onset and rime into a whole word, then find the picture for that word and pick it up.

Repeat this procedure until all cards are picked up.

After all 45 picture cards have been utilized and students are progressing with 85–90 percent accuracy, you may want to move to Level 2, in which the rime is divided into two parts (vowel and final consonant) and blending the onset and rime involves three parts instead of two.

ONSET AND RIME CARDS

Peach Cards

Word Set 1 /b/ /p/

Level 1	Level 2	Word
1. /k/ /ăb/	/k/ /ă/ /b/	cab
2. /k/ /ăp/	/k/ /ă/ /p/	cap
3. /k/ /ăt/	/k/ /ă/ /t/	cat
4. /r/ /ōp/	/r/ /ō/ /p/	rope
5. /h/ /ĭp/	/h/ /ĭ/ /p/	hip
6. /r/ /ōb/	/r/ /ō/ /b/	rob
7. /b/ /ăk/	/b/ /ă/ /k/	back
8. /p/ /ăk/	/p/ /ă/ /k/	pack
9. /p/ /ĭk/	/p/ /ĭ/ /k/	pick
10. /b/ /āk/	/b/ /ā/ /k/	bake
11. /b/ /īk/	/b/ /ī/ /k/	bike
12. /p/ /ĭp/	/p/ /ĭ/ /p/	pipe
13. /b/ /ăg/	/b/ /ă/ /g/	bag
14. /p/ /ăt/	/p/ /ă/ /t/	pat
15. /p/ /ĭg/	/p/ /ĭ/ /g/	pig
16. /p/ /ĭt/	/p/ /ĭ/ /t/	pit
17. /b/ /ŭg/	/b/ /ŭ/ /g/	bug

Word Set 2 /t/ /d/

Level 1	Level 2	Word
18. /t/ /ōp/	/t/ /ō/ /p/	top
19. /p/ /ōp/	/p/ /ō/ /p/	pop
20. /p/ /ōt/	/p/ /ō/ /t/	pot
21. /r/ /ōd/	/r/ /ō/ /d/	road
22. /r/ /ōz/	/r/ /ō/ /z/	rose

23. /b/ /ār/	/b/ /ā/ /r/	bear
24. /d/ /ēr/	/d/ /ē/ /r/	deer
25. /f/ /ēd/	/f/ /ē/ /d/	feed
26. /f/ /ēt/	/f/ /ē/ /t/	feet
27. /t/ /ūg/	/t/ /ū/ /g/	tug
28. /t/ /āk/	/t/ /ā/ /k/	tack
29. /t/ /āg/	/t/ /ā/ /g/	tag
30. /d/ /ād/	/d/ /ā/ /d/	dad
31. /l/ /īp/	/l/ /ī/ /p/	lip
32. /l/ /īd/	/l/ /ī/ /d/	lid

Word Set 3 /k/ /g/ /j/

Level 1	Level 2	Word
33. /l/ /ōg/	/l/ /ō/ /g/	log
34. /l/ /ōk/	/l/ /ō/ /k/	lock
35. /d/ /ōg/	/d/ /ō/ /g/	dog
36. /d/ /īg/	/d/ /ī/ /g/	dig
37. /d/ /ūk/	/d/ /ū/ /k/	duck
38. /h/ /ūg/	/h/ /ū/ /g/	hug
39. /k/ /ēr/	/k/ /ēr/ /l/	curl
40. /g/ /ēr/	/g/ /ēr/ /l/	girl
41. /g/ /āt/	/g/ /ā/ /t/	gate
42. /k/ /āk/	/k/ /ā/ /k/	cake
43. /k/ /ūt/	/k/ /ū/ /t/	cut
44. /k/ /üb/	/k/ /ü/ /b/	cub
45. /t/ /üb/	/t/ /ü/ /b/	tub



Step 3: Segmentation

Segmenting skills are important for developing reading and written language skills. Research has shown that a student's ability to read and spell fluently is dependent upon the ability to automatically hear individual sounds in words.

At the most basic level, language segmentation is the ability to hear pauses between the words in phrases or sentences. Many individuals who are at risk for reading failure have a weakness in the area of phonological awareness. This weakness may be the root of the student's difficulty learning to read. Phonological awareness is language based and does not develop automatically for 20–30 percent of children. The oral language of these children is fraught with distortions, syntax errors, and rapid production of incomplete sentences. It is no wonder they do not perceive a direct relationship between spoken and written language. The core of segmentation awareness is to develop these children's awareness of the one-to-one correspondence between oral and written words.

Sentence Segmentation

Children must first understand that a word is a whole unit within a set of words before they can understand the concept of individual sounds creating the whole of a word. In Step 3 lessons, students are taught to repeat a short sentence or a phrase, clapping out each word as they say it and then representing the number of words they repeated with dashes.

Syllable Segmentation

The second concept a child needs to understand is that a word may be composed of more than one part or syllable. In Step 3 lessons, students first identify the roots within compound words. Then students develop the ability to segment noncompound multisyllable words.

Word Segmentation

Finally, a child develops the ability to recognize and identify individual sounds within words. In Step 3 lessons, students listen for and tap out individual sounds in spoken words and indicate where a change occurs when one sound is altered. Later, students segment words and then omit a target sound in the words.

Activity 1: Sentence Segmentation

Time: 9 minutes

Objective: To recognize that phrases and sentences are made up of individual words

Behavior: Students will be able to identify how many words are in a spoken phrase or sentence.

Materials: Chalk/chalkboard or markers/whiteboard

Instruction: Say a sentence below. Demonstrate the number of words in the sentence by making a dash for each word as you say it.

Have students take turns at the board, first listening to a sentence, then repeating it, and last making dashes for each word in the sentence as they repeat it again.

Afterwards, the rest of the group repeats the sentence word by word, as you point to each dash.

Have another student come to the board and circle one of the dashes that represents a word that you say.

For example: _ _ _ represents "The cat ran."

Say: "Circle the dash for the word *ran*."

Student circles the third dash.

Use the following phrases and sentences:

The cat ran.

The floor is wet.

The house is big.

The hat is red.

The man ran.

Can the boat float?

The dog is big.

The pond is deep!

The dog needs a bath.

"Help!" said Jack.

Sit here.

It's time to go home.

The wind blew hard.

The bell rang.

I love school.

The car was red.

Math is fun.

Do you want some help?

Is the sun up?

Yes.

Run fast.

Jane has a new dog.

Oh, no!

Do your work.

Come here, please.

Keep out.

Jan ran fast.

An alternative Activity 1 is to give each student five yellow squares of paper. Demonstrate that the squares should be placed in a row at the top of the students' desks. Say a sentence that students repeat. Have them say the sentence again, this time pulling down a square as they say each word. The squares should be placed left to right in a line, just as a sentence would be represented. Students repeat the sentence again, pointing to each square as they say each word.

When students achieve 85–90 percent mastery, move to Activity 2.

Activity 2: Syllable Segmentation: Compound Words

Time: 9 minutes

Say one of the compound words below, such as *toothbrush*.

Clap out the word: *tooth* (clap) *brush* (clap) and have students repeat it.

Ask students what two words they hear. (*tooth, brush*)

Follow the same procedure for other compound words. Do five to ten per day.

You may want to repeat sequences or add words of your own.

Batman	toothbrush	basketball
football	teakettle	toothpaste
firefighter	cupcake	baseball
airplane	rosebud	fireplace
bathroom	teacup	upstairs
horseshoe	downstairs	raincoat
jellyfish	undershirt	barefoot
playground	keyboard	doghouse
outside	railroad	milkshake
inside	buttercup	underhand

Move to Activity 3 after students achieve 85–90 percent mastery.

Activity 3: Compound Words Deletion

Time: 9 minutes

Use the same compound words as in Activity 2.

Say one of the words, such as *football*, and have students repeat it.

Then say: "Say *football* again but don't say *ball*."

Students say *foot*.

Then say: "Say *football* again, but don't say *foot*."

Students say *ball*.

Follow the same procedure with other words from the list.

You may want to delete only the first or second root of a word, depending on student needs.

After students have achieved 85–90 percent mastery, move to Activity 4.

Activity 4: Syllable Segmentation

Time: 9 minutes

Say one of the words below or choose other multisyllabic words.

Have the students repeat the word.

Then say the word slowly, pausing slightly between the syllables and clapping as each syllable is said.

Have students repeat the procedure.

Word Choices

insect	little	fishing	spider
hundred	summer	spring	table
windy	monkey	dentist	possum
suddenly	peacock	hornet	walrus
lobster	river	basket	perfect
day	winter	fall	stubborn
animal	happy	temper	grass
remember	lion	ignore	reptile

After students have achieved 85–90 percent mastery, move to Activity 5.

Activity 5: Syllable Deletion

Time: 9 minutes

Use the same multisyllabic words as in Activity 4.

Say one of the words, such as *windy*, and have students repeat it.

Then say: "Say *windy* again, but don't say *de*."

Students say *wind*.

Then say: "Say *windy* again, but don't say *wind*."

Students say *de*.

Follow the same procedure with other words from the list.

You may want to delete only the first or second syllable of a word, depending on student needs.

After students have achieved 85–90 percent mastery, move to Activity 6.

Activity 6: Phoneme Segmentation

Time: 9 minutes

Objective: To develop students' ability to track up to three sequences of sounds

Behavior: Students will be able to remember three sequences of sounds and identify those that are the same and those that are different.

Materials: Phoneme Segmentation Sheet Blackline Master, page 46, Bingo chips.

Instruction: Tell students that they will be listening for sounds, and that there will be two or three sounds in a row, but the sounds will not make words. Explain that they will show how many sounds they hear by placing the right number of chips on their Phoneme Segmentation Sheet. Also explain that they will use different-colored chips to show whether the sounds they hear are the same or different.

Demonstrate the procedure by saying and doing the following: "If I hear /t/ /t/, I can show this by placing two chips on my sheet that are the same color. It does not matter what color the chips are, but only that they are the same color. This shows that the two sounds heard are the same."

Take the two chips off the sheet and then say as you demonstrate: "Now, if I hear /m/ /t/, I will place two chips, but they are different colors to show that I hear two different sounds."

Remove the chips and then say as you demonstrate: "If I hear /s/ /s/, what do you think I will do? Yes, I would place two chips of the same color on my sheet to show that I hear two sounds that are the same."

Remove the chips and then say as you demonstrate: "What if I hear /s/ /m/ /s/? Yes, I would place three chips and the first and the last would be the same color because they are the same sound. Now, you will do the same on your sheets with your chips. Ready? I will say some sounds."

Have students repeat the sounds and place chips on their sheet, saying and touching each sound as they place each chip.

Example

Teacher: /t/ /m/

Students: /t/ /m/

Teacher: /t/

Students: /t/ (touch and say as they place)

Teacher: /m/

Students: /m/ (touch and say as they place)

Dictate several of the following sound sequences and have students repeat the sounds and place the chips.

/t/ /t/	/s/ /m/	/t/ /t/ /b/
/m/ /t/	/m/ /m/	/m/ /b/ /p/
/b/ /p/	/k/ /b/ /t/	/b/ /p/ /b/
/b/ /b/ /b/	/s/ /f/ /m/	/l/ /l/ /k/
/p/ /p/	/p/ /p/ /b/	/b/ /b/ /p/
/f/ /f/ /v/	/f/ /v/ /f/	/t/ /b/ /b/
/b/ /b/ /p/	/p/ /f/ /t/	/t/ /f/ /v/
/l/ /l/ /r/	/r/ /v/ /s/	/s/ /z/ /z/
/s/ /s/ /z/	/s/ /t/ /p/	/b/ /s/ /t/
/k/ /l/ /m/	/m/ /n/ /n/	/m/ /m/ /n/
/g/ /g/ /k/	/g/ /j/ /g/	/w/ /v/ /n/
/g/ /j/ /p/	/t/ /p/ /b/	/n/ /m/ /m/
/s/ /v/ /s/	/s/ /s/	/t/ /m/
/b/ /l/	/k/ /l/	/d/ /r/

Note: You should be able to move around the room to see all responses. If an individual student has difficulty, repeat the sounds and have the student repeat them and place the chips again.

After students have achieved 85–90 percent mastery, move to Activity 7.

Activity 7: Phoneme Segmentation with Words

Time: 9 minutes

Objective: To develop students' ability to segment a three-phoneme word

Behavior: Given a three-phoneme word, student will be able to segment the sounds and demonstrate the segmentation with Bingo chips.

Materials: Phoneme Segmentation Sheet Blackline Master, Bingo chips

Instruction: Tell students that they will be listening to some words and trying to figure out the number of sounds in the words. Tell them they will put a chip on their sheet for every sound they hear in a word.

Say: "Watch as I show you. If I said the word *cat*, I would do this. I would say each sound and put a chip on the line for the sound.

/k/ [put a chip on the line as you say /k/]

/ă/ [put a second chip next to the first as you say /ă/]

/t/ [put a third chip next to the second as you say /t/]

Then I will go back to the beginning and touch each chip and say its sound, /k/, /ă/), /t/, and then I will say the word—*cat*. Let's do *cat* together."

Give other examples, if needed.

Build the words below one at a time.

After a word is built, students place the chips back into the holding area.

Choose any from the following list:

cat	tap	bag	land	nag
man	sap	gas	sat	gap
hat	fan	lap	rat	grab
am	fat	pal	ram	raft
at	pan	last	dad	flag
sad	man	fast	rag	ant
bad	nap	clap	wag	map
ran	van	lad	jam	Pam

Note: Remember that students are building with chips and saying sounds. No letters are named or seen.

After students have achieved 85–90 percent mastery with segmentation of words of three sounds, move to Activity 8.

Activity 8: Word Segmentation with Deletions

Time: 9 minutes

Objective: Students will be able to segment and blend the three sounds in a three-phoneme word and then work with the sounds to create a new word or a syllable.

Behavior: Given a word, students will be able to repeat the word, segment it, and drop a sound to create a new word or a syllable.

Teacher says:	Student says:	Student sounds:	Teacher says:	Student says:
Say <i>cat</i> .	<i>cat</i>	/k/ /a/ /t/	Say <i>cat</i> again, but don't say /k/.	/at/
<i>map</i>	<i>map</i>	/m/ /a/ /p/	<i>map</i> . . . /m/	/ap/
<i>ham</i>	<i>ham</i>	/h/ /a/ /m/	<i>ham</i> . . . /h/	/am/
<i>ran</i>	<i>ran</i>	/r/ /a/ /n/	<i>ran</i> . . . /r/	/an/
<i>cab</i>	<i>cab</i>	/k/ /a/ /b/	<i>cab</i> . . . /k/	/ab/
<i>fan</i>	<i>fan</i>	/f/ /a/ /n/	<i>fan</i> . . . /f/	/an/
<i>goat</i>	<i>goat</i>	/g/ /ō/ /t/	<i>goat</i> . . . /g/	/ōt/
<i>book</i>	<i>book</i>	/b/ /o/ /k/	<i>book</i> . . . /b/	/ook/
<i>shell</i>	<i>shell</i>	/sh/ /e/ /l/	<i>shell</i> . . . /sh/	/el/
<i>sand</i>	<i>sand</i>	/s/ /a/ /n/ /d/	<i>sand</i> . . . /s/	/and/
<i>gate</i>	<i>gate</i>	/g/ /ā/ /t/	<i>gate</i> . . . /g/	/āt/
<i>bear</i>	<i>bear</i>	/b/ /ā/ /r/	<i>bear</i> . . . /b/	/ār/
<i>sock</i>	<i>sock</i>	/s/ /o/ /k/	<i>sock</i> . . . /s/	/ok/
<i>lock</i>	<i>lock</i>	/l/ /o/ /k/	<i>lock</i> . . . /l/	/ok/



Step 4: Phoneme-Grapheme Relationships

Introducing and Reviewing Letter Lessons

Objectives: Students will learn a letter name, its sound, and correct form for manuscript (printed) writing.

Behavior: Students will be able to identify a letter name, its key word, and its sound, and produce its written form in manuscript.

Materials: Phonogram Cards

Sound Work Mat

Key Word Concept Sheets Blackline Master, pages 4–24, to display each letter, Key Word Cards Blackline Master, pages 25–45, for each student

Beginning Sounds Picture Cards

Ending Sounds Picture Cards

Blackline Masters

Bingo Chips

Go Fish Game

Reading Rally Game

Lesson 1

Introducing Letter *p*

Hold up Phonogram Card *p* and say, “The name of this letter is *p*. What is the name of this letter? Yes, it is *p*.”

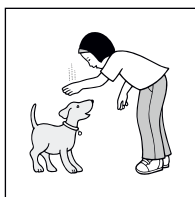
Hold up Key Word Concept Sheet *p*, and tell students the name of the letter. Have them repeat the letter name.

Tell students that the key word for *p* is *pat*. Explain that a key word will help them remember a sound. Have students repeat the letter name and discuss the key word.

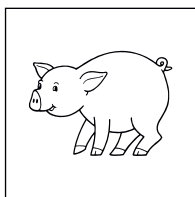
Say: “*p* (letter name), *pat* (key word), /p/* (sound),” and have students repeat: *p*, *pat*, /p/.

*Note: Be careful not to put a vowel sound after the letter sound. (Do not say /puh/.) Pay attention to the position of your lips as you make the sound of *p*. *P* is a “lip popper.” You and the students can take turns using a mirror to see how the lips should look when producing the sound correctly. Talk about how the lips are together at first, and then they pop open as the air rushes out. Students may put their hands in front of their mouths to feel the air when they say /p/.

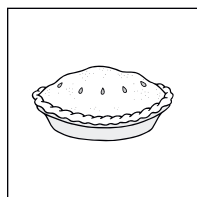
Display Beginning Sounds Picture Cards 1–5, and tell students the name of each one, having them listen for /p/ at the beginning. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.



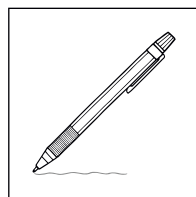
1 pat



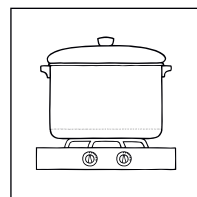
2 pig



3 pie



4 pen



5 pot

Give each student a Key Word Card *p*. As you say the following words, students listen for /p/ at the beginning of the word. If the word begins with /p/, have them hold up their card. If it does not begin with /p/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /p/ as in *pat*?”

pan fan pig pipe cat
 rat pie pot sun pen

Tell students, “Now you can learn how to print the letter *p*.”

Put the Phonogram Card for *p* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *p*. What sound does it make? Yes, *p* makes the /p/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green, about 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *p*. The little letter *p* begins at the yellow line.”

Move the marker to the yellow line, ready to pull down.

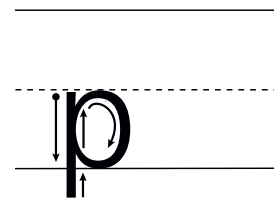
Say: “The little letter *p* begins in the middle of the writing space. Watch as I make it.”

Print *p* as you say, “Little letter *p* begins at the yellow line, pulls straight down past the green line, pushes straight back up almost to the yellow line, goes around, and closes.”

Make the letter again, saying, “*P* begins at the yellow line, pulls straight down past the green line, pushes straight back up almost to the yellow line, goes around, and closes.”

Have one student at a time trace the model letter on the board as you say, “*P* begins at the yellow line, pulls straight down past the green line, pushes straight back almost to the yellow line, goes around, and closes,” while the other students watch and listen.

Say, “Watch while I make the letter *p* again. I will name the letter before I begin, and then I will tell my hand what to do: Little letter *p* begins at the yellow line: pull straight down past the green line, push straight back up almost to the yellow line, go around, and close.”



Have students trace *p* again and then print a *p* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *p* at the board on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *p*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 1.

Lesson 2

Reviewing Letter *p*

Display letter *p*, and ask, “What is the name of this letter? Yes, it is *p*.”

Display the Key Word Concept Sheet for *p* and ask: “Who can remember the key word for this picture? Yes, *pat* is the key word for *p*. What sound does the letter *p* make? Yes, the letter *p* makes the /p/ sound.”

Display *p* again, this time telling students that when you hold up the letter *p*, students should say its name and its sound.

Display Beginning Sounds Picture Cards 1–5, and have students name each picture and give its beginning sound.

Distribute Key Word Cards for *p*. Say the following words and ask students to hold up their *p* Key Word Card if the word begins with /p/.

pan	bat	pig	pot	bag
cat	pen	pie	pop	pink

Review *p* letter formation on the board, and have students practice writing letter *p* on the board.

Move to Step 5: Dictation Lesson 2.

Lesson 3

Introducing Letter *b*

Hold up Phonogram Card *b*, and say, “The name of this letter is *b*. What is the name of this letter? Yes, it is *b*.”

Hold up Key Word Concept Sheet *b*, and tell students the name of the letter. Have them repeat the letter name.

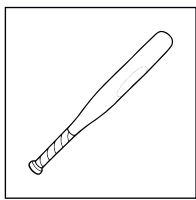
Tell students that the key word for *b* is *bat*. Show students Key Word Concept Sheet *b* and discuss the picture with students. If appropriate, discuss another meaning for *bat*.

Say: “*b* (letter name), *bat* (key word), /b/* (sound),” and have students repeat: *b*, *bat*, /b/.

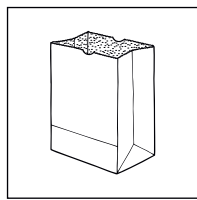
*Note: Again, be careful not to put a vowel sound after the letter sound. It is important to make the sound of *b* without a schwa sound at the end. (Do not say /buh/.) Pay attention to the position of the lips for the sound for *b*. *B*, like *p*, is a “lip popper.” *B*, however, is a voiced sound or “a noisy lip popper.” Have students feel their vocal cords when making the sound /b/. In making the lip popper, the lips are pressed together to hold back the air and then opened suddenly as the air “pops” them open.

You may want to help students discriminate /p/ and /b/. Discuss that /b/ sounds louder because they are using their voice. Tell them that first you will practice the new sound of /b/ and then you will practice /b/ and /p/ together.

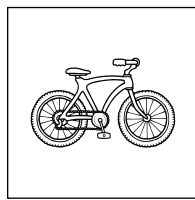
Display Beginning Sounds Picture Cards 6–10, and tell students the name of each one. Have them listen for /b/ at the beginning of each name. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.



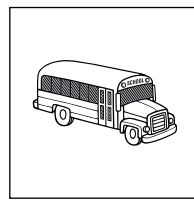
6 bat



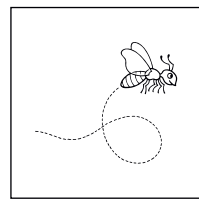
7 bag



8 bike



9 bus



10 bug

Give each student a Key Word Card for *b*, and say the following words as students listen for /b/ at the beginning of each one. If a word begins with /b/, students hold up the Key Word Card. If it does not begin with /b/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /b/ as in *bat*?”

bat pie bag bike pat
bus bug pot fan bat

Tell students, “Now you can learn how to print the letter *b*.”

Put the Phonogram Card for *b* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *b*. What sound does it make? Yes, *b* makes the /b/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green about 9 inches below the yellow line.

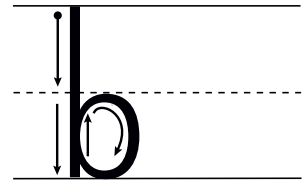
Say: “These are the lines we will use to learn how to print the letter *b*. The little letter *b* begins at the top red line, at the top of the writing space.”

Move the marker to the red line ready to pull it down and say: “Watch as I make the letter *b*”.

Print letter *b* as you describe it: “Little letter *b* begins at the red line, pulls straight down to the green line, pushes straight back up almost to the yellow line, goes around, and closes.”

Make and describe the letter again, and then have each student trace and then make the letter *b*, as you give directions.

Have each student trace the model letter as you say, “*B* begins at the red line, pulls straight down to the green line, pushes straight back almost to the yellow line, goes around, and closes,” while the other students watch and listen.



Say, “Watch while I make the letter *b* again. I will name the letter before I begin, and then I will tell my hand what to do: Little letter *b* begins at the red line: pull straight down to the green line, push straight back up almost to the yellow line, go around, and close.”

Have students trace *b* again and then print a *b* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *b* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *p*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 3.

Lesson 4

Reviewing Letters *p*, *b*

Tell students that they will review sounds for *p* and *b*.

Display letter *p* and ask, “What is the name of this letter? Yes, it is *p*.”

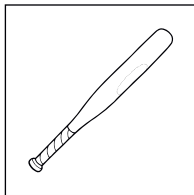
Display the Key Word Concept Sheet for *p* and ask, “Who can remember the key word for this picture? Yes, *pat* is the key word for *p*. What sound does the letter *p* make? Yes, the letter *p* says /p/.”

Follow the same procedure with the letter *b*.

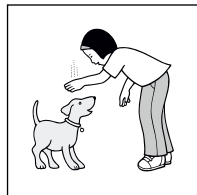
Discuss that when you change the sound in a word, you change the word's meaning. Have the students say *pat*. Then have the students say *bat*. Say /pat/, /bat/. Ask students if they can hear the difference. Tell them that when they change the sound, they change the meaning.

Distribute Key Word Cards for both *p* and *b*, and tell students that you will hold up a Beginning Sounds Picture Card, and they will take turns holding up the letter that the picture name begins with. (Each student should have the chance to respond at least twice.)

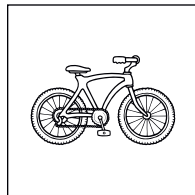
Next, hold up the following Beginning Sounds Picture Cards one at a time and have students respond by repeating the picture name, giving its initial sound, and naming the letter—*bat*, /b/, *b*.



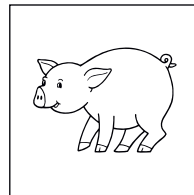
6 bat



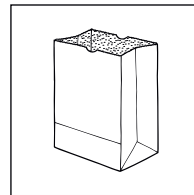
1 pat



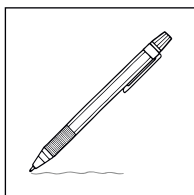
8 bike



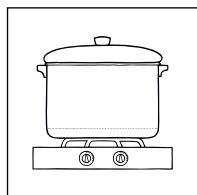
2 pig



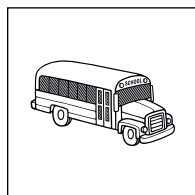
7 bag



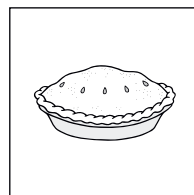
4 pen



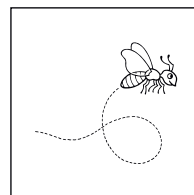
5 pot



9 bus



3 pie



10 bug

For an additional challenge, students can turn their backs, so that they cannot see the pictures, as you say the picture names. As you say each name, have students hold up the letter that word begins with.

Note those students who are having difficulty, and provide further reinforcement at another time.

Move to Step 5: Dictation Lesson 4.

For additional practice, photocopy the Sound Contrast Sheet for /p/ and /b/ (Blackline Master page 49) and give one to each student. These sheets may be used in many different ways: for example, students can circle all the pictures of words that start with /p/ and cross out those that start with /b/. Or they could color all the /p/ pictures blue and the /b/ pictures red, and so on. Sheets may be photocopied again and used for more practice as needed.

Lesson 5

Introducing Letter t

Hold up Phonogram Card *t*, and tell students the name of the letter. Have them repeat the letter name.

Tell students that the key word for *t* is *tap*. Show students Key Word Concept Sheet *t* and discuss the picture with students.

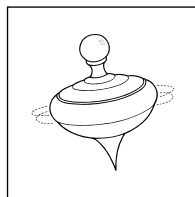
Say: “*t* (letter name), *tap* (key word), /t/* (sound),” and have students repeat: *t*, *tap*, /t/.

*Note: Take care not to say /tuh/. Have the students say the sound for *t*, and ask them if they feel air coming out. Ask students to pay attention to the placement of their tongues when they say /t/: “Is it in the front of your mouth? Yes, it’s behind your teeth.” Have them try to close their lips to make the sound. Say: “You don’t make the sound for *t* with your lips as you do with /b/ and /p/. You make a tapping sound when you say /t/. *T* is a ‘tongue tip tapper.’”

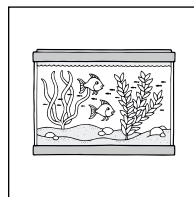
Display Beginning Sounds Picture Cards 11–15, and tell students the name of each one. Have them listen for /t/ at the beginning of each name. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.



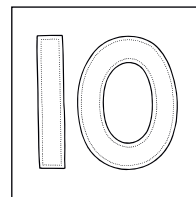
11 tap



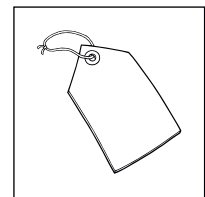
12 top



13 tank



14 ten



15 tag

Give each student a Key Word Card for *t*, and say the following words as students listen for /t/ at the beginning of the each one. If a word begins with /t/, students hold up the Key Word Card. If it does not begin with /t/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /t/ as in *tap*?”

pan top tank tip bat

tag pie tap pig ten

Tell students, “Now you can learn how to print the letter *t*.”

Put the Phonogram Card for *t* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *t*. What sound does it make? Yes, *t* makes the /t/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *t*. The little letter *t* begins at the top red line.”

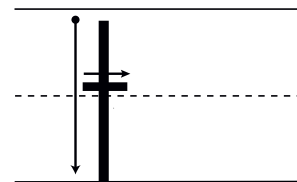
Move the marker to the red line, ready to pull down, and say, “The little letter *t* begins at the top of the writing space. Watch as I make the letter *t*.”

Print the letter *t* as you say: “Letter *t* begins at the red line, pulls straight down to the green line, and stops. I pick up my marker and cross on the yellow line.”

Make the letter again, saying as you print: “*t* begins at the red line, pulls straight down to the green line, and stops. Then I pick up my marker and cross on the yellow line.”

Make and describe the letter again, and then have each student trace and then make the letter *t*, as you give directions.

Have each student trace the model letter as you say, “*T* begins at the red line, pulls straight down to the green line, and stops. Then your finger crosses on the yellow line,” as the other students watch and listen.



Have students trace *t* again and then print a *t* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *t* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *t*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 5.

Lesson 6

Reviewing Letters *p, b, t*

Tell students that they will review sounds for *p, b, and t*.

Display letter *p*, and ask, “What is the name of this letter? Yes, it is *p*.”

Display the Key Word Concept Sheet for *p* and ask: “Who can remember the key word for this picture? Yes, *pat* is the key word for *p*. What sound does the letter *p* make? Yes, the letter *p* says /p/.”

Follow the same procedure with the letters *b* and *t*.

Have the students say *pat*. Then have the students say *bat* and *tap*. Say *pat, bat, tap*.

Display letters *p, b, and t*, one at a time, and ask: “What’s the letter name?” “What is its key word?” “What’s the letter sound?” As you and the students repeat the sequence of letter name, key word, and sound, you are encouraging a more automatic, fluent response whenever letter sounds are practiced. Give each student an opportunity to respond at least twice.

Hand out Key Word Cards for *p, b, and t*. Shuffle and hold up Beginning Sounds Picture Cards 1–15. After each picture is held up, an individual student names it, gives its beginning sound, and then names and holds up the corresponding letter. The rest of the group then echoes the same response and holds up their letter. The students then place the letter back down on the desk until the next response.

Move to Step 5: Dictation Lesson 6

Lesson 7

Introducing Letter *d*

Hold up Phonogram Card *d*, and tell students the name of the letter. Have them repeat the letter name.

Tell students that the key word for *d* is *dad*. Show students the Key Word Concept Sheet *d* and discuss the picture.

Say: “*d* (letter name), *dad* (key word), /d/* (sound),” and have students repeat: *d, dad, /d/*.

*Note: Be careful not to say /duh/ when you model the sound for students. Tell them that /d/ is made the same way as /t/, except that *d* is a “noisy letter.” Have students place their tongue behind their top teeth and feel their vocal cords as say /d/. Then have students say: *t tap /t/*. Compare /t/ and /d/. /d/ is produced with a tapping of the tongue, a deep throaty sound, and a slightly opened mouth. *D*, like *t*, is a “tongue tip tapper.”

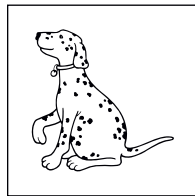
Display Beginning Sounds Picture Cards 16–20, and tell students the name of each one. Have them listen for /d/ at the beginning of each name. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.



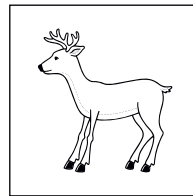
16 dad



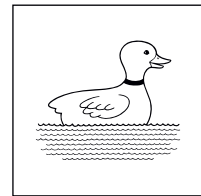
17 dig



18 dog



19 deer



20 duck

Give each student a Key Word Card for *d*, and say the following words as students listen for /d/ at the beginning of the each one. If a word begins with /d/, students hold up the Key Word Card. If it does not begin with /d/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /d/ as in *dad*?”

dad tad bad dot pot

dog bag dig pig dip

Tell students, “Now you can learn how to print the letter *d*. ”

Put the Phonogram Card on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *d*. What sound does it make? Yes, *d* makes the /d/ sound.”

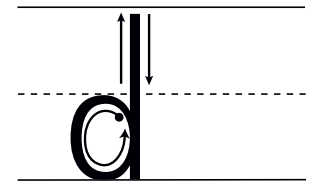
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *d*. Watch as I make the letter *d*. Letter *d* begins a little below the yellow line. My marker goes around to the green line, pushes straight up to the red line, pulls straight down to the green line, and stops.”

Make and describe the letter again, and then have each student trace and then make the letter *d*, as you give directions.

Have each student trace the model letter as you say, “Little letter *d* begins a little below the yellow line. Your finger goes around to the green line, pushes straight up to the red line, pulls straight down to the green line, and stops,” as the other students watch and listen.



Have students trace *d* again and then print a *d* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *d* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *d*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 7.

Lesson 8

Reviewing Letters *p, b, t, d*

Tell students that they will review sounds for *p, b, t,* and *d*.

Display each letter and ask, “Who can tell us the letter name, the key word, and the sound?” and have the group echo the responses.

Shuffle the letters, and give each student at least two opportunities to respond. At this point, students should automatically respond with letter name, key word, and sound. It is important to hold students to this sequence, as it will develop secure letter-sound knowledge.

Distribute Key Word Cards for *p*, *b*, *t*, and *d*. Tell students that you will hold up a picture and select a student to name the picture, give its beginning sound, and hold up and name the letter that the word begins with. (Each student should have the chance to respond at least twice.)

Shuffle and hold up Beginning Sounds Picture Cards 1–20. For each picture, a student identifies the picture, gives its beginning sound, and then names and holds up the letter. The other students echo the same responses and hold up the letter. Students then place the letter back down on the desk until the next response.

For an additional challenge, students can turn their backs, so that they cannot see the pictures, as you say the picture names. As you say each name, have students hold up the letter that word begins with.

Note those students who are having difficulty, and provide further reinforcement at another time.

For additional practice, students can use Sound Contrast Sheet /t/ /d/.

Move to Step 5: Dictation Lesson 8.

Lesson 9

Introducing Letters *c*, *k*

Tell students that they will learn two new letters that can have the same sound.

Hold up Phonogram Card *c* and say, “The name of this letter is *c*. What is the name of this letter? Yes, it is *c*.”

Hold up Key Word Concept Sheet *c* and say: “The key word for *c* is *cat*.”

Have students echo the letter name and key word while looking at the Concept Sheet.

Hold up the Phonogram Card *c* and say: *c* (letter name), *cat* (key word).

Students echo the letter name and key word while looking at Phonogram Card *c*.

Ask students to listen to the sound at the beginning of the word *cat*. Say: *cat*, /k/* and have students repeat. Say: “*c* (letter name), *cat* (key word), /k/ (sound)” and have students repeat: *c*, *cat*, /k/.

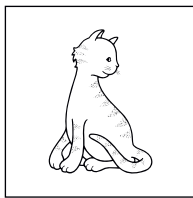
*Note: Be careful not to say /kuh/. Ask students to watch as you make the sound. Ask if they see your lips move. (No.) Have students make the sound. Ask if their tongue is touching their front teeth. (No.) Tell them that the front of the tongue is low but the back is high, and the tongue stops the air. Then the tongue makes a scraping sound as it lets the air go.

Follow the same procedure with the Phonogram Card *k* and Key Word Concept Sheet *k*. You may want to discuss the meaning of the key word *kit*.

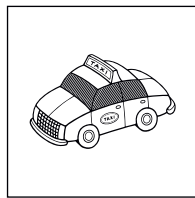
Tell students that when we hear /k/, we do not know if it is the letter *k* or the letter *c*. Say: "When you see a picture that begins with the /k/ sound, I will tell you if it is *c* or *k*. Most often it will be *c*, because most words with /k/ at the beginning start with the letter *c*."

Hold up Beginning Sounds Picture Cards 21–31, and tell students the name of each one, asking them to listen for the sound of /k/ at the beginning.

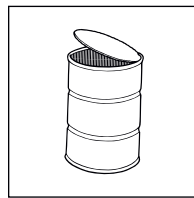
Say: "These cards all begin with *c*."



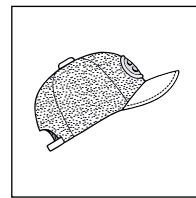
21 cat



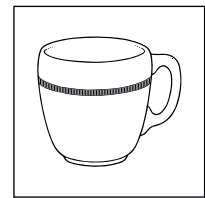
22 cab



23 can

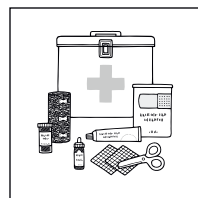


24 cap



25 cup

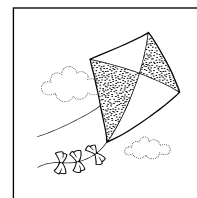
Say: "These cards all begin with *k*."



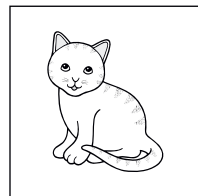
26 kit



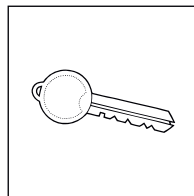
27 kiss



28 kite



29 kitten



30 key



31 king

Spread all eleven cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Pick up and shuffle the cards and then have students give the picture name and sound as you display each one. Help them to decide if the letter name for each is *c* or *k*.

Give each student a Key Word Card *c*, and ask them to listen for the /k/ sound as you say some words. Tell students that the words you say that begin with /k/ are letter *c* words. So if a word begins with /k/, they should hold up the Key Word Card *c*. (Do not give Key Word Card *k* to the students.) If the word does not begin with /k/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, "Did [word] begin with /k/ as in *cat*?"

cat bat pat cab tab
can cap Dan tan cap

Tell students, "Now you can learn how to print the letters *c* and *k*."

Put Phonogram Cards *c* and *k* on the board.

Point to the *c* and ask, "What is the name of this letter? Yes, the name of the letter is *c*. What sound does it make? Yes, *c* makes the /k/ sound."

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

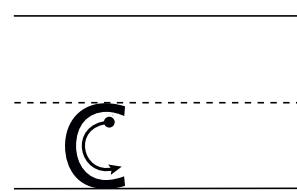
Say: "These are the lines we will use to learn how to print the letter *c*. The little letter *c* begins a little below the yellow line, so I'll move my marker to the yellow line. Watch as I make the letter *c*."

Print *c* as you describe it: "Little letter *c* begins a little below the yellow line, goes up and around with a little curve at the end."

Make and describe the letter again, and then have each student trace and then make the letter *c*, as you give directions.

Have each student trace the model letter as you say, "Little letter *c* begins a little below the yellow line, goes up and around with a little curve at the end," as the other students watch and listen.

Have students trace *c* again and then print a *c* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

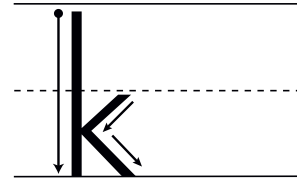


Then, if students are ready, have them make the letter *c* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *c*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Use a similar procedure for *k*, following these directions when modeling the letter. Say: “Now we will learn to print the other /k/ sound. The little letter *k* begins at the top of the writing space at the red line, pulls straight down to the green line, and stops. Then I pick up the marker and put it on the yellow line about a little finger away from the first line to make a line that slants in and touches, and then slants out to the bottom green line.”



Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 9

Lesson 10

Reviewing Letters *p, b, t, d, c, k*

Tell students that they will review sounds for *p, b, t, d, c,* and *k*.

Shuffle and display each letter and ask, “Who can tell us the letter name, the key word, and the sound?” and have the group echo the responses.

Shuffle letters and give each student at least two opportunities to respond. At this point, students should automatically respond with letter name, key word, and sound. It is important to hold students to this sequence, as it will develop secure letter-sound knowledge.

Distribute Key Word Cards for *p, b, t, d,* and *c.* (*k* is not used; explain to students that they will be hearing /k/ words that begin with *c.*)

Tell students that you will hold up a picture and select a student to name the picture, give its beginning sound, and hold up and name the letter that the word begins with. (Each student should have the chance to respond at least twice.)

Shuffle and hold up Beginning Sounds Picture Cards 1–25. For each picture, a student names the picture, gives its beginning sound, and then names and holds up the letter. The other students echo the same responses and hold up the letter. Students then place the letter back down on the desk until the next response.

For an additional challenge, play Sound Round with students. Omit Key Word Cards *c* and *k*. Choose a student to hold up one of the Key Word Cards, name the letter, give the key word, and say the sound. Then the student to the right of the first student must think of and say a word that begins with that letter. The next student picks up the next Key Word Card and the game continues. Play until everyone has had at least two turns to respond.

Note those students who are having difficulty, and provide further reinforcement at another time.

Move to Step 5: Dictation Lesson 10

Lesson 11

Introducing Letter *g*

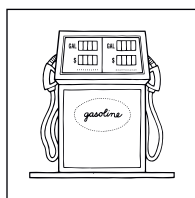
Hold up Phonogram Card *g*, and tell students the name of the letter. Have them repeat the letter name.

Hold up Key Word Concept Sheet *gas*. Tell students that the key word for *g* is *gas*. Discuss the picture on the Key Word Concept Sheet.

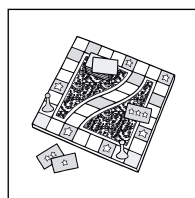
Say: “*g* (letter name), *gas* (key word), /*g*/” and have students repeat: *g*, *gas*, /*g*/.

*Note: Be careful not to produce a schwa sound at the end of /*g*/. Do not say /guh/. Tell students that /*g*/ is made in somewhat the same way as /*k*/; it is a “tongue scraper,” but with /*g*/, you use your voice. Have students say /*g*/ and notice that the air is stopped by the tongue at the back of the mouth. Students can place their hand on their throat to feel that they use their voice to make the /*g*/ sound.

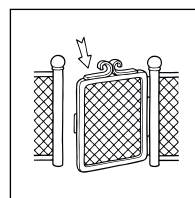
Hold up Beginning Sounds Picture Cards 32–37 and tell students the names of the picture cards, asking them to listen to the sound of /*g*/ at the beginning of each one.



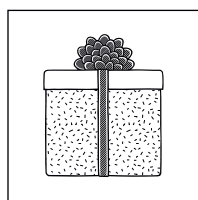
32 gas



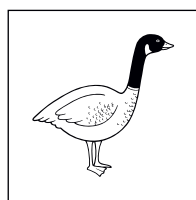
33 game



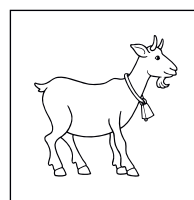
34 gate



35 gift



36 goose



37 goat

Spread all six cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Shuffle the cards and hold them up one at a time. Have students give the word, the beginning sound, and the letter name.

Give each student a Key Word Card for *c* and *g*, and ask them to listen for the beginning sound of some words that begin with either /k/ or /g/. Shuffle Beginning Sounds Picture Cards 21–25 and 32–37 and show them one at a time. For each card, a student says the word, says its beginning sound, names the letter, and holds up the card with the letter. Only one student should respond for each card, but make sure all students are looking and listening. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /g/ as in *gas*?”

Tell students, “Now you can learn how to print the letter *g*. ”

Put the Phonogram Card on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *g*. What sound does it make? Yes, *g* makes the /g/ sound.”

Have students watch as you make the writing lines, as follows:

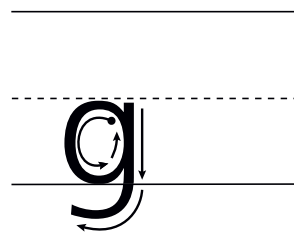
- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *g*. The little letter *g* begins a little below the yellow line, so I will move the marker to a little below the yellow line. Watch as I make the letter *g*.”

Print the letter *g* as you say: “Little letter *g* begins a little below the yellow line, like the letter *c* does. Then it curves up and around, pushes straight up to the yellow line, pulls straight down below the green line, and hooks on the side.”

Make and describe the letter again, and then have each student trace and then make the letter *g*, as you give directions.

Have students trace *g* again and then print a *g* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *g* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *g*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 11.

Lesson 12

Reviewing Letters *p, b, t, d, c, k, g*

Shuffle and hold up the following Phonogram Cards, one at a time. Ask students to respond with each letter name, key word, and sound.

p b t d c k g

Distribute Bingo chips and one Bingo Card from Set 1 to each student (maximum five players). (since there are five different cards in Set 1, no students have duplicate cards, which ensures that there is only one winner.) Determine how the game is to be won (horizontally, vertically, or diagonally). You may want to have students identify the pictures on the Beginning Sounds Picture Cards prior to playing the game.

Shuffle Beginning Sounds Picture Cards 1–37. Hold up one card at a time, and have a student identify the picture, give the beginning sound, and say the letter name. Students take turns identifying the pictures. All students mark their Bingo cards by placing a chip on one of the squares that has that letter name. (For picture cards beginning with /k/, you will need to tell students if the word starts with a *c* or a *k*.) When a student calls BINGO, she reads the letter names she marked and gives the sound for each one.

For additional practice, students can use Sound Contrast Sheet /k/ /g/.

Move to Step 5: Dictation Lesson 12.

Lesson 13

Introducing Letter *f*

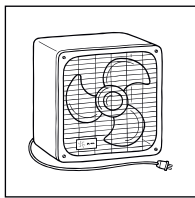
Hold up Phonogram Card *f*, and tell students the name of the letter. Have them repeat the letter name.

Hold up Key Word Concept Sheet *fan*. Tell students that the key word for *f* is *fan*. Discuss the picture on the Key Word Concept Sheet.

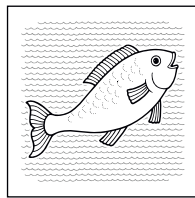
Say: “*f* (letter name), *fan* (key word), /f/* (sound),” and have students repeat: *f*, *fan*, /f/.

*Note: Tell students that the letter *f* is a “lip cooler,” and demonstrate how to make the sound, with the upper front teeth lightly placed on the lower lip. Release air lightly and smoothly through the teeth. Tell students that /f/ is an unvoiced, or a quiet, sound.

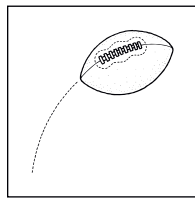
Display Beginning Sounds Picture Cards 38–42, and name them, having students listen for the sound of /f/ at the beginning of each one.



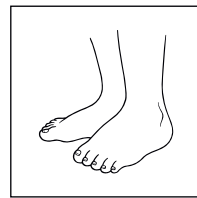
38 fan



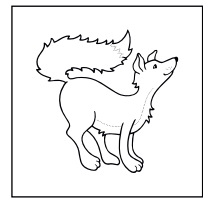
39 fish



40 football



41 feet



42 fox

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards and have students take turns identifying the picture, giving the beginning sound, and naming the letter.

Give each student a Key Word Card for *f*, and say the following words as students listen for /f/ at the beginning of each one. If a word begins with /f/, students hold up the Key Word Card. If it does not begin with /f/, they will not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /f/ as in *fan*?”

football	cat	fan	goat	bed	pat
fish	dish	feet	fit	fig	gift
dad	tap	fox	feel	gap	fad

Tell students, “Now you can learn how to print the letter *f*.”

Put the Phonogram Card on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *f*. What sound does it make? Yes, *f* makes the /f/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

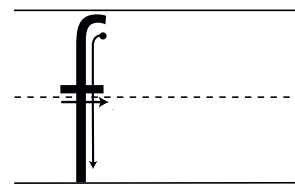
Say: “These are the lines we will use to learn how to print the letter *f*. The little letter *f* begins a little below the red line, so I will move my marker to a little below the red line. Watch as I make the letter *f*.”

Print *f* as you say: “Little letter *f* begins a little below the red line. It pushes straight up, curves, pulls straight down, and stops at the green line. Then I pick up my marker and cross on the yellow line.”

Make the letter again, saying, “The little letter *f* begins a little below the red line. The letter *f* pushes straight up, curves, pulls straight down, and stops at the green line. I pick up my marker and cross on the yellow line.”

Make and describe the letter again, and then have each student trace and then make the letter *f*, as you give directions.

Have students trace *f* again and then print an *f* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *f* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *f*.

Ask: “Where do I begin? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 13.

Lesson 14

Reviewing Letters *p, b, t, d, c, k, g, f*

Tell students that they will review sounds for *p, b, t, d, c, k, g,* and *f*.

Shuffle and display each letter and ask, “Who can tell us the letter name, the key word, and the sound?” and have the group echo the responses.

Shuffle Beginning Sounds Picture Cards 1–42. Tell students that you will hold up a picture and select a student to name the picture, give its beginning sound, and hold up and name the letter that the word begins with (for example, “Gas, /g/, g”). Another student will then say a different word that begins with that sound. If the student is correct, give him the picture card. If he is incorrect, play passes to the next student, who should repeat the correct information for the card: (“Gas, /g/, g”) and then provide a different word that starts with that sound. Each student should have at least three turns.

Lay out a set of Key Word Cards for *p, b, t, d, c, k, g,* and *f* in a horizontal row on the table or the floor. Give a student one of the Beginning Sounds Picture Cards and have the student place it under the correct beginning letter, name the card, and give its sound and letter name. After all cards are played, pick students to name all cards in a given row, each time naming the card, giving the sound, and saying the letter name as they point to the picture.

Move to Step 5: Dictation Lesson 14.

Lesson 15

Introducing Letter *v*

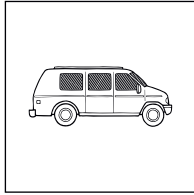
Hold up Phonogram Card *v*, and tell students the name of the letter. Have them repeat the letter name.

Hold up Key Word Concept Sheet *van*. Tell students that the key word for *v* is *van*. Discuss the picture on the Key Word Concept Sheet.

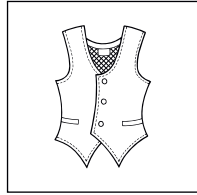
Say: “*v* (letter name), *van* (key word), /v/* (sound),” and have students repeat: *v, van, /v/*.

*Note: Tell students that the letter *v* is a “lip cooler,” like /f/, but that it is a “noisy lip cooler.” Tell them that they will feel their bottom lip vibrate when they make the sound. Demonstrate the sound for students, placing your upper front teeth lightly on your lower lip. Have students make the sound as you ask: “Do you feel air cooling your lips? Put your hand on your throat. Do you feel the sound? Put your finger on your lower lip. Do you feel the vibration?” You may want to have students look in a mirror while making the sound.

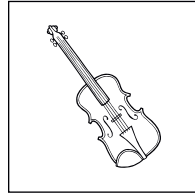
Hold up Beginning Sounds Picture Cards 43–47, and name them, having students listen to /v/ at the beginning.



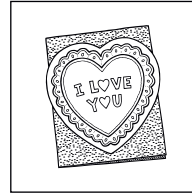
43 van



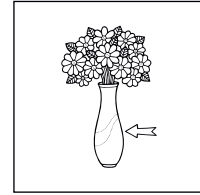
44 vest



45 violin



46 valentine



47 vase

Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Shuffle the cards and have students take turns identifying the pictures, giving the beginning sound, and naming the letter.

Give each student a Key Word Card for *v*, and tell students they are to listen for the beginning sound in some words you will say. If the word begins with /v/, they are to hold up the *v* card. If it does not begin with /v/, they will not hold up any card.

Say the following words one at a time and have students respond. If a student makes an error, have the student repeat the word, give its beginning sound, and say the letter name. Ask, "Did that begin with /v/ as in *van*?"

van	fan	bed	vest	pat
fat	vase	fish	vet	fit
valentine	feet	volcano	vat	vine

Tell students, "Now you can learn how to print the letter *v*."

Put the Phonogram Card *v* on the board.

Point to the letter and ask, "What is the name of this letter? Yes, the name of the letter is *v*. What sound does it make? Yes, *v* makes the /v/ sound."

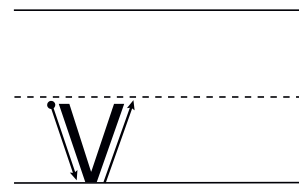
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: "These are the lines we will use to learn how to print the letter *v*. The little letter *v* begins at the middle yellow line, so I will move my marker to a little below the yellow line. The little letter *v* begins at the yellow line, slants down, stops at the green line, slants up, and stops at the yellow line. Watch as I make the letter *v*."

Make and describe the letter again, and then have each student trace and then make the letter *v*, as you give directions.

Have students trace *v* again and then print a *v* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *v* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *v*.

Ask: “Where do I begin? Now what should I tell my hand to do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 15.

Lesson 16

Reviewing Letters *p, b, t, d, c, k, g, f, v*

Shuffle and hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v

Distribute /f/ /v/ Sound Contrast Sheet Blackline Master, page 52, to students. Also give them two blank pieces of paper and have them write *f* on one sheet and *v* on the other.

Review the picture names on the /f/ /v/ Sound Contrast Sheet with students, and direct them to cut out the pictures and paste them on the correct letter sheet. (You may want students to first cut out pictures and place them without pasting them. Check the students’ work, and if they have placed a picture incorrectly, have them name the object in the picture, give the beginning sound, and name the letter. Have students look at the letter at the top of the page to compare with their response. Students may paste the letters after you have checked their work.)

Move to Step 5: Dictation Lesson 16.

Lesson 17

Introducing Letter *s*

Hold up Phonogram Card *s*, and tell students the name of the letter. Have them repeat the letter name.

Hold up Key Word Concept Sheet *sad*. Tell students that the key word for *s* is *sad*. Discuss the picture on the Key Word Concept Sheet.

Say: “*s* (letter name), *sad* (key word), /s/* (sound),” and have students repeat: *s*, *sad*, /s/.

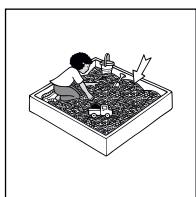
*Note: Tell students that /s/ is a small air sound made behind gently closed teeth and that the tongue does not touch the teeth. Demonstrate the sound and have them make it, as you check individual students.

Make a large letter *s* on the board. Have individual students use their pointer finger to follow the shape of the letter while naming it. You may want to use a pointer stick to help students follow correctly. It is important that the students name the letter while “air tracing” the letter with large arm movements in order to get maximum kinesthetic feedback.

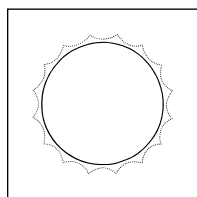
Display Beginning Sounds Picture Cards 48–52, and name each card, having students listen for /s/ at the beginning of each word.



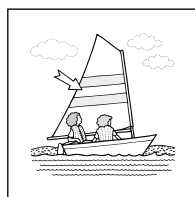
48 sad



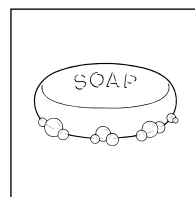
49 sand



50 sun



51 sail



52 soap

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying the pictures, giving the beginning sound, and naming the letter.

Give students their Key Word Card for *s*, and direct them to listen for the beginning sound in each word you say. If a word begins with /s/, they are to hold up the *s* card. If it does not begin with /s/, they will not hold up any card.

Say each of the following words, and have students respond. If a student makes an error, have the student repeat the word, give its beginning sound, and say the letter name. Ask, “Did that begin with /s/ as in *sad*?”

sad	sat	cat	fan	soap
sock	fit	fish	sun	sailboat
fill	dad	pass	saw	sandwich
sip	suit	fox	gift	silk

Tell students, “Now you can learn how to print the letter *s*.”

Put the *s* Phonogram Card on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *s*. What sound does it make? Yes, *s* makes the /s/ sound.”

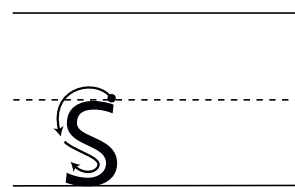
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *s*. The little letter *s* begins a little below the yellow line, so I will move my marker to a little below the yellow line. The letter *s* begins the same way as the letters *c*, *d*, and *g*. It curves up and around, but then *s* curves again the other way to the bottom green line and curves up a little at the end. Watch as I make the letter *s*.”

Make and describe the letter again, and have each student trace and then make the letter *s*, as you give directions.

Have students trace *s* again and then print an *s* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *s* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *s*.

Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter.

You may want to review *c* and *s* so students may see the differences and the similarities between the two letter forms.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 17.

Lesson 18

Reviewing Letters *p, b, t, d, c, k, g, f, v, s*

Shuffle and hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s

Distribute Bingo chips and one Bingo Card from Set 2 to each student (maximum five players). Determine how the game is to be won (horizontally, vertically, or diagonally). You may want to have students identify the pictures on the Beginning Sounds Picture Cards prior to playing the game.

Shuffle Beginning Sounds Picture Cards 1–52. Hold up one card at a time, and have a student identify the picture, give the beginning sound, and say the letter name. Students take turns identifying the pictures. All students mark their Bingo cards by placing a chip on one of the squares that has that letter name. When a student calls BINGO, he reads off the letter names he has marked and gives the sound for each one.

Play multiple games of Bingo, as opportunity presents. Or try one of the following games as an extra challenge.

Sound Round

Choose a student to hold up one of the Key Word Cards, name the letter, give the key word, and say the sound. (Omit Key Word Cards *c* and *k*.) Then the student to the right of the first student must say a word that begins with that letter. The next student picks up the next Key Word Card and the game continues. Play until everyone has had at least two turns to respond.

Team Sound Cards

Shuffle the Beginning Sounds Picture Cards and divide the cards into two piles. Form two student teams. (Teams need to be even. If you have an extra student, he or she could be the timekeeper.) Pass out two sets of Key Word Cards *p, b, t, d, c, k, g, f, v,* and *s* and have students place them in a horizontal row on the table or the floor. Give a pile of Beginning Sounds Picture Cards to each group, and have them divide the cards evenly among themselves. Time three minutes as students place cards under the correct letters. The team that first places all their cards correctly wins the round. (Variation: The team that places the most cards correctly wins.)

Move to Step 5: Dictation Lesson 18.

Lesson 19

Introducing Letter z

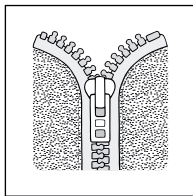
Display Phonogram Card *z*, and tell students the name of the letter. Have them repeat it. Make a large *z* on the board. Have students use their pointer finger to follow the shape of letter while naming it. You may want to use a pointer stick to help students follow correctly. It is important that the students name the letter while “air tracing” it.

Hold up Key Word Concept Sheet *z*, and tell students that the key word for *z* is *zip*. Have students repeat the letter name and discuss the key word.

Say: “*z* (letter name), *zip* (key word), /z/* (sound),” and have students repeat.

*Note: Tell students that the sound for *z* is the “noisy small air sound.” It is made like /s/, but with /z/, the voice is used. Say and demonstrate: “My teeth are lightly closed and a small stream of air comes out. When I place my hand on my vocal cords, I can feel a vibration.” Have students touch their vocal cords as they practice /z/.

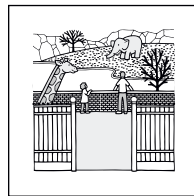
Display Beginning Sounds Picture Cards 53–57, and name each card, having students listen for /z/ at the beginning of each word.



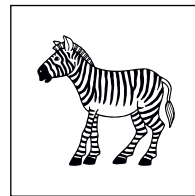
53 zipper



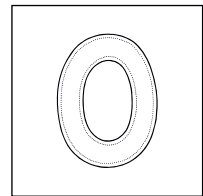
54 zip



55 zoo



56 zebra



57 zero

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying the pictures, giving the beginning sound, and naming the letter.

Give students their Key Word Cards for *z* and *s*, and direct them to listen for the beginning sound in each word you say. If a word begins with /z/, they are to hold up the *z* card. If it begins with /s/, they are to hold up the *s* card.

Say each of the following words, and have students respond. If a student makes an error, have the student repeat the word, give its beginning sound, and say its letter name.

zipper	zip	sip	sun	zoo
sad	zebra	sail	Zeke	zucchini
Sally	Zachary	sandwich	zig	zag
sand	zest	zap	set	

Tell students, “Now you can learn how to print the letter z.”

Put the Phonogram Card z on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is z. What sound does it make? Yes, z makes the /z/ sound.”

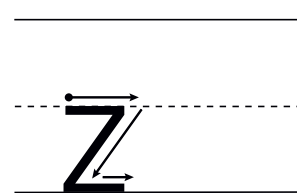
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter z. The little letter z begins on top of the yellow line, so I will move my marker to the yellow line. The little letter z begins at the top of the yellow line; trace on the line, slant down to the green line, and trace back on top of the green line. Watch as I make the letter z.”

Make and describe the letter again, and have each student trace and then make the letter z, as you give directions.

Have students trace z again and then print a z next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter z on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter z.

Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter.

You may want to review s, v, and z so students may see the differences and the similarities among the three letter forms.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 19.

Lesson 20

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z*

Shuffle and hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z

Shuffle Beginning Sounds Picture Cards 1–57. Hold up one card at a time, and have a student identify the picture, give the beginning sound, and say the letter name. After you have gone through the pack once, reshuffle and go through the pack again. Every student should have at least three turns.

Distribute /s/ /z/ Sound Contrast Sheet Blackline Master, page 53, to students. Also give them two blank pieces of paper and have them write *s* on one sheet and *z* on the other.

Review the picture names on /s/ /z/ Sound Contrast Sheet Blackline Master with students, and direct them to cut out the pictures and paste them on the correct letter sheet. (You may want students to first cut out pictures and place them without pasting them. Check the students' work, and if they have placed a picture incorrectly, have them name the object in the picture, give the beginning sound, and name the letter. Have students look at the letter at the top of the page to compare with their response. Students may paste the letters after you have checked their work.)

Move to Step 5: Dictation Lesson 20.

Lesson 21

Beginning Sounds *p, b, t, d, c, k, g, f, v, s, z*

Hold up Phonogram Cards *p, b, t, d, c, k, g, f, v, s, z*, and have students give the letter name, key word, and sound for each one.

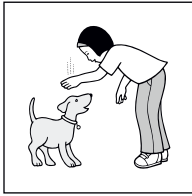
Place the Sound Work Mat in front of students, and hold up Beginning Sounds Picture Card *pat*.

Say: "This is *pat*. What is this a picture of? What is the first sound you hear in *pat*? Yes, the first sound in *pat* is /p/."

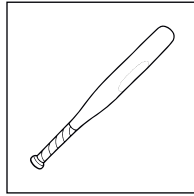
Place *pat* on the target area (blue) of the Sound Work Mat and the Beginning Sounds Picture Cards *bat*, *pig*, and *top* next to it, on the large mat area (white). Point to each picture card, name it, and have students repeat.

Say: "Which of these words begins the same as *pat*? Yes, *pat* and *pig* begin with the same sound, /p/."

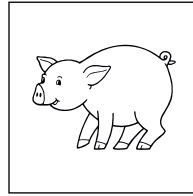
Target



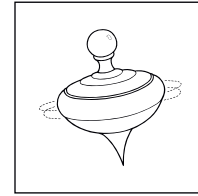
1 pat



6 bat



2 pig



12 top

Choose additional sets of four cards from the Beginning Sounds Picture Cards 1–57. You will need a target card and three other cards, only one beginning with the target sound. Follow the previous sequence, continuing with the activity until students respond with 85–90 percent accuracy.

Move to Step 5: Dictation Lesson 21.

Lesson 22

Ending Sounds *p, b, t, d, c, k, g, f, v, s*

Hold up Phonogram Cards *p, b, t, d, c, k, g, f, v, s* and have students give the letter name, key word, and sound for each one.

Place the Sound Work Mat in front of students, and hold up Ending Sounds Picture Card *tap*.

Say, “This is *tap*. What is this? What is the last sound you hear in *tap*? Yes, the last sound in *tap* is /p/.”

Place *tap* on the target area (blue) of the Sound Work Mat and the Ending Sounds Picture Cards *cab, bug, and jeep* next to it, on the large mat area (white).

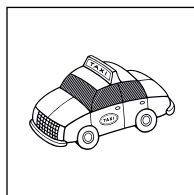
Point to each picture card, name it, and have students repeat.

Say: “Which of these words ends the same as *tap*? Yes, *tap* and *jeep* end with the same sound, /p/.”

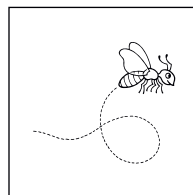
Target



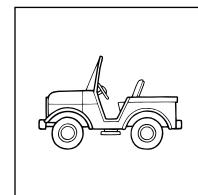
1 tap



6 cab



22 bug



5 jeep

Choose additional sets of four cards from Ending Sounds Picture Cards 1–41. For each set, you will need a target card and three other cards, only one ending with the target sound. Follow the previous sequence, until students have become proficient in identifying the letters and sounds for *p, b, t, d, c, k, g, f, v, and s* in the final position (*z* is not practiced in final position).

Continue with the activity until students respond with 85–90 percent accuracy.

Move to Step 5: Dictation Lesson 22.

Lesson 23

Introducing Letter j

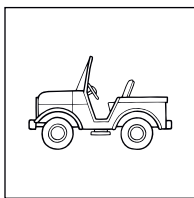
Display the Phonogram Card *j*, and tell students the name of the letter. Have them repeat it. Make a large lowercase *j* on the board. Have students use their pointer finger and follow the shape of the letter while naming it. It is important not to let students begin with the dot, but rather with the lower part of the letter. It is important that the students name the letter while “air tracing” it, dotting the *j* only after they have formed it. Students should use large arm movements to get maximum kinesthetic feedback.

Hold up Key Word Concept Sheet *j*, and tell students that the key word for *j* is *jam*. Have students repeat the letter name and discuss the key word, focusing on how jam is different from jelly.

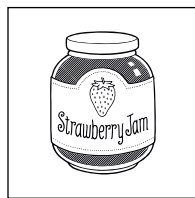
Say: “*j* (letter name), *jam* (key word), /j/* (sound),” and have students repeat.

*Note: Tell students that *j* makes a “big air sound” and that the air is pushed from the mouth with the lips pushed forward. Remind students that /s/ is a “skinny air sound.” Say: “Watch my lips as I make /s/. Now watch as I make /j/. Remember that /j/ is also a ‘noisy sound’: you can feel your voice make it.” Have students say /j/. Have them put their hands on their vocal cords while they make the sound. You may want to have some students say /j/ while looking in the mirror.

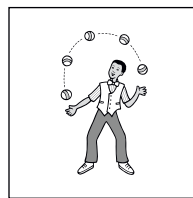
Display Beginning Sounds Picture Cards 58–61, and name each card, having students listen for /j/ at the beginning of each word.



58 jeep



59 jam



60 juggle



61 jet

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying the pictures, giving the beginning sound, and naming the letter.

Give students their Key Word Card for *j*, and tell them to listen for the beginning sound in some words you will say. If a word begins with /j/, they are to hold up the *j* card. If it does not begin with /j/, they will not hold up any card.

Say the following words, one at a time, and have students respond. If a student makes an error, have the student repeat the word, give its beginning sound, and say the letter name. Ask, “Did that begin with /j/ as in *jam*?”

jam	jar	can	sun	jug
jest	zip	jungle	zag	jag
jet	get	set	pet	jump
Jim	jig	guess	game	James

Tell students, “Now you can learn how to print the letter *j*.”

Put the Phonogram Card *j* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *j*. What sound does it make? Yes, *j* makes the /j/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

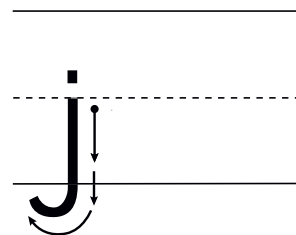
Say: “These are the lines we will use to learn how to print the letter *j*. The little letter *j* begins at the middle yellow line, so I will move my marker to the yellow line, ready to pull down. Little letter *j* pulls straight down past the green line and hooks around. Then it gets a dot on top. Watch as I make the letter *j*.”

Make and describe the letter again, and have each student trace and then make the letter *j*, as you give directions.

Have students trace *j* again and then print a *j* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *j* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *j*.



Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter.

You may want to review *d*, *g*, *c*, *s*, *v*, and *z* so students may see the differences and the similarities between these letter forms and *j*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 23.

Lesson 24

Reviewing Beginning Sounds *p*, *b*, *t*, *d*, *c*, *k*, *g*, *f*, *v*, *s*, *z*, *j*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

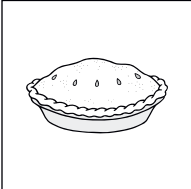
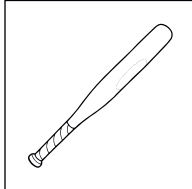
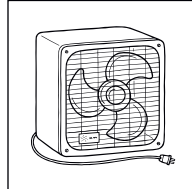
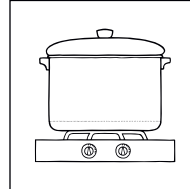
p b t d c k g f v s z j

Choose three cards with different beginning sounds from Beginning Sounds Picture Cards 1–61. Place them on the large area of the Sound Work Mat and identify them with students. (For some students, you may need to have only two choices rather than three. Gradually increase to three choices.)

Hold up a target Beginning Sounds Picture Card that has the same beginning sound as one of the three (or two) cards you have placed on the Sound Work Mat, and have students identify it, give its beginning sound, and name the letter.

Place the target card in the target area of the Sound Work Mat.

Ask students to identify the one of the three (or two) cards that begins with the same sound as the target card.

Target				
				
3 pie		6 bat	38 fan	5 pot

Continue with the activity, completing as many as time allows.

Move to Step 5: Dictation Lesson 24

For additional practice, students can use Sound Contrast Sheet /g/ /j/.

Lesson 25

Reviewing Ending Sounds *p, b, t, d, c, k, g, f, v, s*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

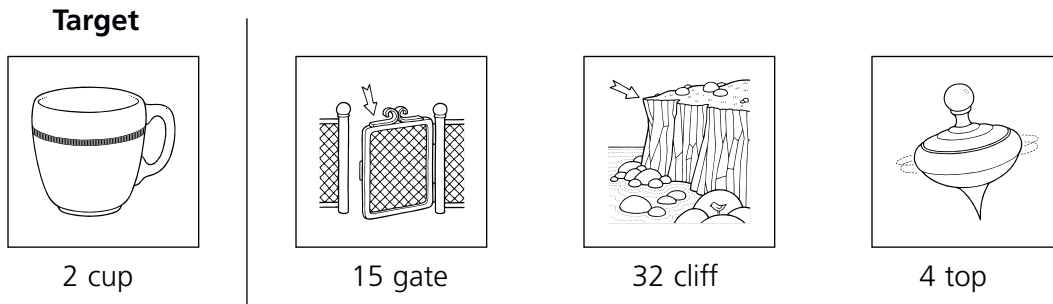
p b t d c k g f v s

Choose three cards with different ending sounds from Ending Sounds Picture Cards 1–41. Place them on the large area of the Sound Work Mat and identify them with students. (For some students, you may need to have only two choices rather than three. Gradually increase to three choices.)

Hold up a target Ending Sounds Picture Card that has same ending sound as one of the three (or two) cards you have placed on the Sound Work Mat, and have students identify it and give its final sound and letter.

Place the target card in the target area of the Sound Work Mat.

Ask students to identify the one of the three (or two) cards that ends with the same sound as the target card.



Continue with activity, completing as many as time allows.

Move to Step 5: Dictation Lesson 25.

Lesson 26

Introducing Letter *m*

Note: This lesson may span two days, one day for beginning *m* and another day for ending *m*.

Display Phonogram Card *m*, and tell students the name of the letter. Have them repeat it. Make a large lowercase *m* on the board, verbalizing as you perform each movement. Show students

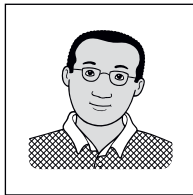
how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

Hold up Key Word Concept Sheet *m*, and tell students that the key word for *m* is *man*. Have students repeat the letter name and discuss the key word.

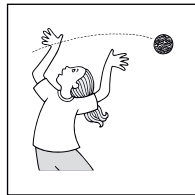
Say: “*m* (letter name), *man* (key word), /m/ (sound),” and have students repeat.

*Note: *M* is a continuant consonant and may be continued slightly but should not be followed by a vowel sound. It is important that you not say /muh/. Tell students that *m* makes a “nose air sound.” Demonstrate the sound for *m* and have students repeat it. Have students hold their hand under their nose as they make the sound and ask: “Can you feel air?” (Yes.) Now have students hold their nose and try to say /m/. “Can you say /m/? (No.) That is because /m/ is a nose air sound, and when you block your nose, the air cannot come out and you cannot make the sound.”

Display Beginning Sounds Picture Cards 62–66, and identify them with students, drawing their attention to the /m/ at the beginning of each word.



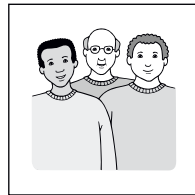
62 man



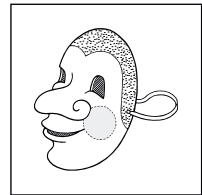
63 miss



64 mess



65 men



66 mask

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

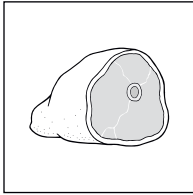
Give students their Key Word Card for *m*, and tell them to listen for the beginning sound of some words you will say. If the word begins with *m*, they will hold up the *m* card. If it does not, they will not hold up any card.

Say the following words, one at a time. If a student makes an error, have the student repeat the word, give the beginning sound, and say the letter name. Ask, “Did that begin with /m/ as in *man*?”

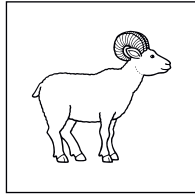
- | | | | | |
|------|-----|------|------|------|
| man | jam | mint | can | mask |
| game | zap | must | nest | make |
| made | dad | tam | Sam | bat |
| miss | men | ten | past | most |

Review Key Word Concept Sheet *m*, reciting *m* (letter name), *man* (key word), /m/ (sound), and have students repeat. Say: “You have listened to /m/ at the beginning of words. Now you can listen to /m/ at the end of words.”

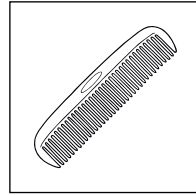
Display Ending Sounds Picture Cards 42–48, and identify them with students, drawing their attention to the /m/ at the end of each word.



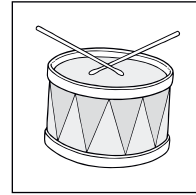
42 ham



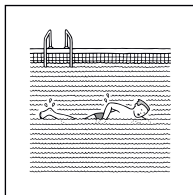
43 ram



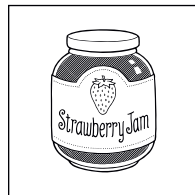
44 comb



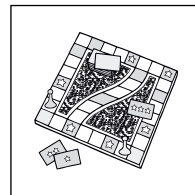
45 drum



46 swim



47 jam



48 game

Spread all seven cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its ending sound, and naming the letter.

Give students their Key Word Card for *m*, and tell them to listen for the last sound of some words you will say. If the word ends with *m*, they will hold up the *m* card. If it does not, they will not hold up any card.

Say the following words, one at a time. If a student makes an error, have the student repeat the word, give the ending sound, and name the letter. Ask, “Did that end with /m/ as in *man*?”

ram	Sam	sat	mat	man
tam	road	same	game	sun
mad	time	Tim	dam	miss
him	mid	dime	dim	ham

Tell students, “Now you can learn how to print the letter *m*. ”

Put the Phonogram Card *m* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *m*. What sound does it make? Yes, *m* makes the /m/ sound.”

Have students watch as you make the writing lines, as follows:

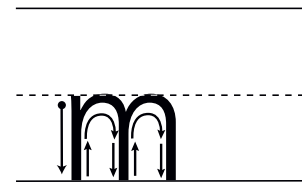
- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *m*. The little letter *m* begins at the middle yellow line, so I will move my marker to the yellow line ready to pull down. Watch as I make the letter *m*.”

Print the letter *m* as you say: “The little letter *m* begins at the top of the yellow line, pulls straight down to the green line, pushes straight up almost to the yellow line, goes around just a little and pulls straight down to the green line, pushes straight up almost to the yellow line, goes around just a little and pulls straight down to the green line, and stops.”

Make and describe the letter again, and have each student trace and then make the letter *m*, as you give directions.

Have students trace *m* again and then print an *m* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *m* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *m*.

Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 26.

Lesson 27

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m

Distribute Bingo chips and one Bingo Card from Set 3a (Beginning Sounds) to each student (maximum five players). Determine how the game is to be won (horizontally, vertically, or diagonally). You may want to have students identify the pictures on the Beginning Sounds Picture Cards prior to playing the game.

Shuffle Beginning Sounds Picture Cards 1–66. Hold up one card at a time, and have a student identify it, give the beginning sound, and say the letter name. All students mark their Bingo Cards by placing a chip on one of the squares that has that letter name. Students take turns identifying the pictures. When a student calls BINGO, she reads the letter names she marked and gives the sound for each one.

Follow the same procedure with Bingo Card 3b (Ending Sounds) and Ending Sounds Picture Cards 1–48.

Move to Step 5: Dictation Lesson 27.

Lesson 28

Introducing Letter *n*

Note: This lesson may span two days, one day for beginning *n* and another day for ending *n*.

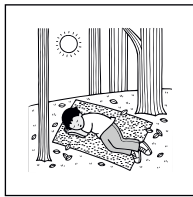
Hold up Phonogram Card *n* and tell students the name of the letter. Have them repeat it. Make a large lowercase *n* on the board, verbalizing as you perform each movement. Show students how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

Display Key Word Concept Sheet *n*, and tell students that the key word for *n* is *nap*. Have students repeat the letter name and discuss the key word.

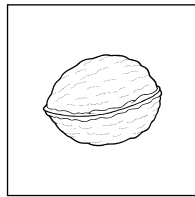
Say: “*n* (letter name), *nap* (key word), /n/* (sound),” and have students repeat.

*Note: *N* is a continuant consonant and may be continued slightly but should not be followed by a vowel sound. It is important that you not say /nuh/. Tell students that *n*, like *m*, makes a “nose air sound.” Demonstrate the sound for *m* and have students repeat it. Have students hold their hand under their nose as they make the sound and ask: “Can you feel air?” (Yes.) Now have students hold their nose and try to say /n/. “Can you say /n/? (No.) That is because /n/ is a nose air sound, and when you block your nose, the air cannot come out and you cannot make the sound.”

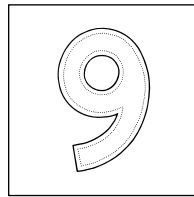
Display Beginning Sounds Picture Cards 67–71, and identify them with students, drawing their attention to the /n/ at the beginning of each word.



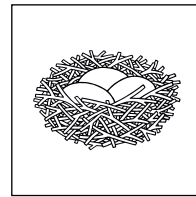
67 nap



68 nut



69 nine



70 nest



71 neck

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

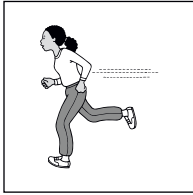
Give students their Key Word Card for *n*, and tell them to listen for the beginning sound of the words you will say. If the word begins with *n*, they will hold up the *n* card. If it does not, they will not hold up any card.

Say the following words, one at a time. If a student makes an error, have the student repeat the word, give the beginning sound, and say the letter name. They should compare their answer to the key word, *nap*.

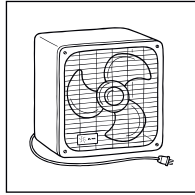
nap	nice	mice	men	nest
neck	nine	man	must	may
no	nose	Nan	Mike	nail
mail	neigh	nut	dime	vine

Review Key Word Concept Sheet *n*, reciting *n* (letter name), *nap* (key word), /n/ (sound), and have students repeat. Say: “You have listened to /n/ at the beginning of words. Now you can listen to /n/ at the end of words.”

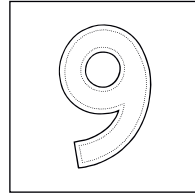
Display Ending Sounds Picture Cards 49–59, and identify them with students, drawing their attention to the /n/ at the end of each word.



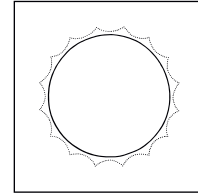
49 run



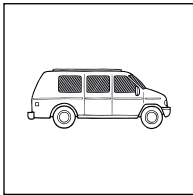
50 fan



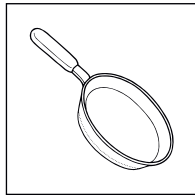
51 nine



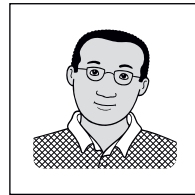
52 sun



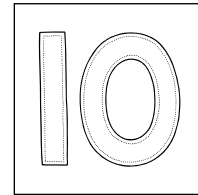
53 van



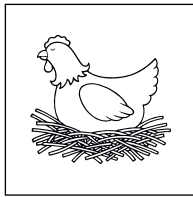
54 pan



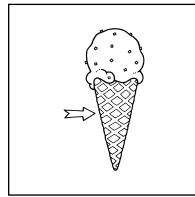
55 man



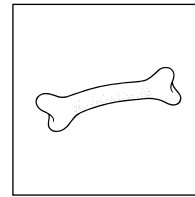
56 ten



57 hen



58 cone



59 bone

Spread all eleven cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Shuffle the cards, and have students take turns naming each picture and giving its ending sound and letter.

Give students their Key Word Card for *n*, and tell them to listen for the last sound of the words you will say. If the word ends with *n*, they will hold up the *n* card. If it does not, they will not hold up anything.

Say the following words, one at a time. If a student makes an error, have the student repeat the word, give the ending sound, and say the letter name and compare their answer to the key word, *nap*.

ran	ram	sun	mat	nine
cone	dam	ham	hen	ten
chin	chum	drum	run	bun
fun	time	dime	hand	fine

Tell students, “Now you can learn how to print the letter *n*.”

Put the Phonogram Card *n* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *n*. What sound does it make? Yes, *n* makes the /n/ sound.”

Have students watch as you make the writing lines, as follows:

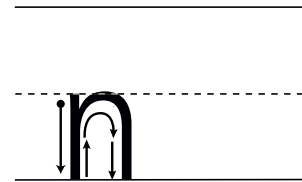
- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *n*. The little letter *n* begins at the middle yellow line, so I will move my marker to the yellow line ready to pull down. Watch as I make the letter *n*.”

Print the letter *n* as you say: “The little letter *n* begins at the top of the yellow line, pulls straight down to the green line, pushes straight up almost to the yellow line, goes around just a little, pulls straight down to the green line, and stops.”

Make and describe the letter again, and have each student trace and then make the letter *n*, as you give directions.

Have students trace *n* again and then print an *n* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *n* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *n*.

Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter.

You may want to review *m*, so students may see the differences and the similarities between *m* and *n*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 28.

Lesson 29

Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n**

Shuffle and hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n

Play “Go Fish” with beginner “Go Fish” cards. Each player gets three cards. The remaining cards in the deck are placed face down on the solid side of the Sound Work Mat.

Choose a student to start the game. He or she begins by asking for one of the sounds. Student says: “Do you have *f* (letter name) /f/ (sound)?” Student should give the letter name and then the sound. When players get a match, they place it in front of them and get another turn. When players do not get a match, they pick the top card on the deck and put it in their hand.

When all matches are made, the player with the most matches wins.

For additional practice, students can use Sound Contrast Sheet /m/ /n/.

Move to Step 5: Dictation Lesson 29.

Lesson 30

Introducing Letter **w**

Note: The letter *w* alone does not appear as a consonant at the end of words, so only beginning *w* will appear in this lesson.

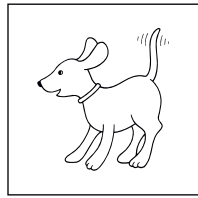
Hold up the Phonogram Card *w*, and tell students the name of the letter. Have them repeat it. Make a large lowercase *w* on the board, verbalizing as you perform each movement. Show students how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

Display the Key Word Concept Sheet *w*, and tell students that the key word for *w* is *wag*. Have students repeat the letter name and discuss the key word.

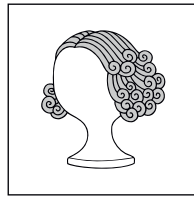
Say: “*w* (letter name), *wag* (key word), /w/* (sound),” and have students repeat.

*Note: Tell students that *w* makes a “windy sound.” Model /w/ for students. Be careful not to say /wuh/. Have students repeat the sound and practice it by saying words such as *wind*, *went*, and *way*. Students should hold their hand in front of their mouth to feel air coming out as they say /w/. If needed, have students look in a mirror while saying /w/ to notice the rounded shape of their lips.

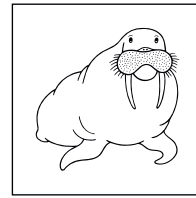
Display Beginning Sounds Picture Cards 72–77, and identify them with students, drawing their attention to the /w/ at the beginning of each word.



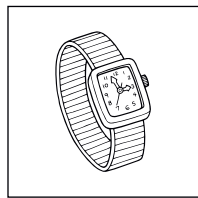
72 wag



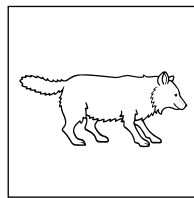
73 wig



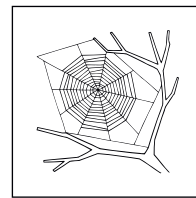
74 walrus



75 watch



76 wolf



77 web

Spread all six cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

Give students their Key Word Card for *w*, and tell them to listen for the beginning sound of some words you will say. If the word begins with *w*, they will hold up the *w* card. If it does not, they will not hold up anything. If students make an error, have them repeat the word and give its beginning sound and letter name. Then have students look at their Key Word Card for *w*, and give the letter name, key word, and sound. Say the following words one at a time:

wag	went	nag	bag	will
window	must	way	may	dime
want	wig	man	bat	walrus
wagon	mad	wind	nut	watch

Tell students, “Now you can learn how to print the letter *w*. ”

Put the Phonogram Card *w* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *w*. What sound does it make? Yes, *w* makes the /w/ sound.”

Have students watch as you make the writing lines, as follows:

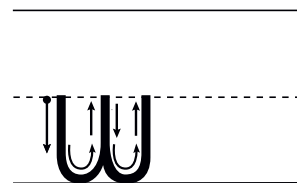
- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *w*. The little letter *w* begins at the middle yellow line, so I will move my marker to the yellow line ready to pull down. Watch as I make the letter *w*.”

Print the letter *w* as you say: “Little letter *w* begins at the yellow line, pulls straight down to the green line, curves around and pushes up to the yellow line, pulls straight down to the green line, curves around and pushes up to the yellow line, and stops.”

Make and describe the letter again, and have each student trace and then make the letter *w*, as you give directions.

Have students trace *w* again and then print a *w* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *w* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *w*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *m* and *n*, so students can see the differences and the similarities between these letter forms and *w*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 30.

Lesson 31

Introducing Letter *a*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w

Display Phonogram Card *a*, tell students the name of the letter, and have them repeat. Ask students to notice that the Phonogram Card *a* is a different color than the other Phonogram Cards. Tell them that letter *a* is a special letter called a vowel and that all the letters they have been learning so far are called consonants. Tell them that because they are now learning a vowel, they will be able to make some words. Explain that all words and parts of words have one vowel sound.

Note: Students may not recall the terms *vowel* and *consonant* for some time, but it is important to use the terms. When students don't recall terms, simply supply the words for them.

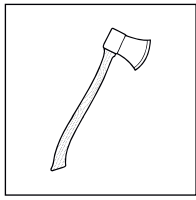
Make a large lowercase *a* on the board, verbalizing as you perform each movement. Show students how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

Display the Key Word Concept Sheet *a*, and tell students that the key word for *a* is *ax*. Have students repeat the letter name and discuss the key word.

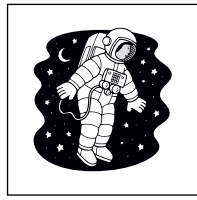
Say: “*a* (letter name), *ax* (key word), /ă/* (sound),” and have students repeat.

*Note: Tell students that *a* makes a continuing sound. Model /ă/ for students. Have them repeat the sound and practice it by saying words such as *ant*, *apple*, and *alligator*. If needed, have students look in a mirror while saying /ă/ to notice the shape of their open mouth.

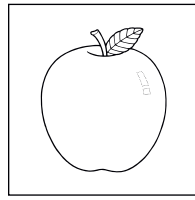
Display Beginning Sounds Picture Cards 78–82, and identify them with students, drawing their attention to the /ă/ at the beginning of each word.



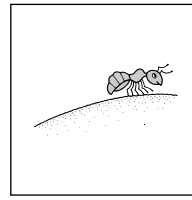
78 ax



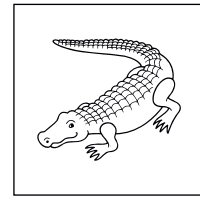
79 astronaut



80 apple



81 ant



82 alligator

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter. Tell students that /ă/ can also be in the middle of a word. Put Phonogram Cards *a* and *t* together on the board or in a pocket chart. Sound the letters for students from left to right pointing to each letter as it is sounded. Have students echo this procedure and blend the word *at*.

Put Phonogram Card *b* in front of *at* and say /b/, /at/, /bat/. Then point to *a* and ask: "What sound does *a* make?" "Yes, /ă/. This word is *bat*. Substitute Phonogram Card *b* for Phonogram Card *m*. Say: "If I change the /b/ to /m/, I will have *mat*. Do you hear /ă/ in *mat*?"

Follow the same procedure to make the words *fat*, *bat*, and *sat*.

Give students their Key Word Card for *a*, and tell them to listen for the vowel sound of some words you will say. Some of the words will have the vowel sound /ă/. If the word has the vowel sound /ă/, they will hold up the *a* card. If it does not, they will not hold up any card. If students make a mistake, say the target word again slowly. Ask: "Did you hear /ă/? *a* says /ă/."

hat hot mat man sit
pan pin fan fat pop

Tell students, "Now you can learn how to print the letter *a*."

Put the Phonogram Card *a* on the board.

Point to the letter and ask, "What is the name of this letter? Yes, the name of the letter is *a*. What sound does it make? Yes, *a* makes the /ă/ sound."

Have students watch as you make the writing lines, as follows:

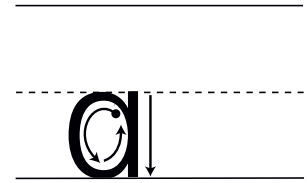
- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: "These are the lines we will use to learn how to print the letter *a*. The little letter *a* begins a little below the middle yellow line, so I will move my marker to the yellow line ready to pull down. The letter *a* begins like the letter *c*. Watch as I make the letter *a*."

Print the letter *a* as you say: “Little letter *a* begins a little below the yellow line, pushes up and around down to the green line, curves around and pushes straight up to the yellow line, pulls straight down to the green line, and stops.”

Make and describe the letter again, and have each student trace and then make the letter *a*, as you give directions.

Have students trace *a* again and then print an *a* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *a* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *a*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *c*, *d*, and *g*, so students can see the differences and the similarities between these letter forms and *a*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 31.

Lesson 32a–d*

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a*

*Note: This lesson may need to be repeated for several days, so additional sets of Picture-Word Match Cards are suggested below. Dictation Lessons 32a–d are also available.

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a

32a. Display Phonogram Cards *f*, *a*, and *n*, sound the letters, and blend the word. Have students repeat the process.

Ask a student to come to the board and change Phonogram Card *f* to Phonogram Card *p*. Help the student make the new word *pan*. Follow a similar procedure to make the words *can*, *man*, and *van*.

Display Picture-Word Match Cards 6–10 on the Sound Work Mat and have students name the cards.

Choose one of the pictures without telling the students your choice (*man*, for example). Using the Phonogram Cards *m*, *a*, *n*, build the word *man*, and ask a student to read it. Then ask that student to find the picture on the Sound Work Mat. If the student is correct, he or she may pick up the card. Follow the same procedure with the remaining cards.

If you are repeating this review to provide further practice, you can use the following sets of Picture-Word Match Cards for the word work described above:

32b. *can*, *cap*, *map*, *nap*, *cat*

32c. *pat*, *tap*, *bat*, *fan*, *van*

32d. *man*, *pan*, *tag*, *bag*, *sag*

Have students play “Go Fish” with the intermediate cards. Remove the following from the card pack and add as sounds are taught to expand the game: (h) *bat*, *had*, *band*; (l) *lap*, *pal*, *flag*, *clam*; (r) *rat*, *ram*.

Move to Step 5: Dictation Lesson 32a–d.

Lesson 33

Introducing Letter *h*

Note: The letter *h* alone does not appear as a consonant at the end of words, so only beginning *h* will appear in this lesson.

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a

Display Phonogram Card *h*, tell students the name of the letter, and have them repeat.

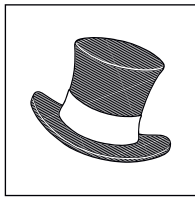
Make a large lowercase *h* on the board, verbalizing as you perform each movement. Show students how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

Display the Key Word Concept Sheet *h*, and tell students that the key word for *h* is *hat*. Have students repeat the letter name and discuss the key word.

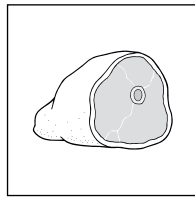
Say: “*h* (letter name), *hat* (key word), /h/* (sound),” and have students repeat.

*Note: Tell students that *b* makes a “windy breath sound.” Model the sound for students, making sure not to say /huh/. Explain that when they make /h/, their mouth should be open to let out the air that comes from the back of the mouth and that their tongue should be low in their mouth to allow the air to pass over it. Have students hold their hand in front of their mouth and make the /h/ sound. They should feel a short burst of air. Model the sound again, and have students repeat it and practice it by saying words such as *bat*, *ham*, *hen*, *hand*, and *hammer*.

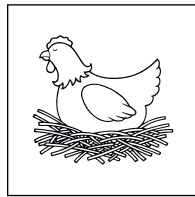
Display Beginning Sounds Picture Cards 83–87, and identify them with students, drawing their attention to the /h/ at the beginning of each word.



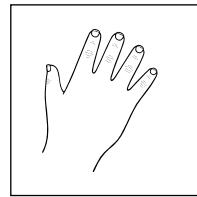
83 hat



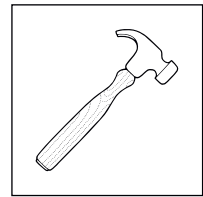
84 ham



85 hen



86 hand



87 hammer

Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter. Give students their Key Word Card *b*, and tell them to listen for the beginning sound of some words you will say. If a word begins with *b*, they will hold up the *b* card. If it does not, they will not hold up anything.

hat	wag	ham	hammer	dime
wig	hip	happy	walrus	man
hair	hand	west	went	house
horse	bat	help	vest	van
heart	wind	wagon	hand	him

Place Beginning Sounds Picture Card *bat* on the target area of the Sound Work Mat. Place Beginning Sounds Picture Cards *web*, *jeep*, and *ham* in the large area of the mat, next to *bat*.

Name the cards with students, and say: “Find the word that begins the same as *bat*. What sound do we hear in the beginning of *bat*? What letter makes that sound?”

Choose four-card sets from the Beginning Sounds Picture Cards, each of which should have two words that begin with *b* from Cards 83–87, and two that do not from Cards 1–82. Place one *b* card from a set on the target area of the Sound Work Mat, and place the other three cards on the large area next to the target card. Identify all the cards with students. (For some students, you may need to have only two choices rather than three. Gradually increase to three choices.) Follow this procedure for all the sets you choose.

Tell students, “Now you can learn how to print the letter *b*.”

Put the Phonogram Card *b* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *b*. What sound does it make? Yes, *b* makes the /h/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

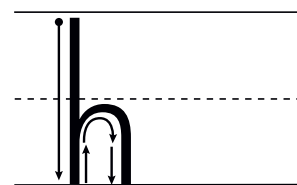
Say: “These are the lines we will use to learn how to print the letter *b*.”

The little letter *b* begins at the red line, so I will move my marker to the red line ready to pull down. Watch as I make the letter *b*.”

Print the letter *b* as you say: “Little letter *b* begins at the red line, pulls straight down to the green line, pushes back up to the yellow line, curves around, and pulls down to the green line.”

Make and describe the letter again, and have each student trace and then make the letter *b*, as you give directions.

Have students trace *b* again and then print an *b* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *b* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *b*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *b*, *f*, *t*, *m*, and *n*, so students can see the differences and the similarities between these letter forms and *b*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 33.

Lesson 34

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a h

Display Phonogram Cards *b, a,* and *t,* sound the letters, and blend the word. Have students repeat the process.

Ask a student to come to the board and change Phonogram Card *b* to Phonogram Card *h.* Help the student make the new word *bat.* Follow a similar procedure to make the words *pat,* *cat,* and *mat.*

Display Picture-Word Match Cards 1–5 on the Sound Work Mat and identify the picture names with students.

Choose one of the pictures without telling students your choice (*mat,* for example). Using the Phonogram Cards *m, a, t,* build the word *mat,* and ask a student to read it. Then ask that student to find the picture on the Sound Work Mat. If the student is correct, he or she may pick up the card. Follow the same procedure with the remaining cards.

Put Picture-Word Match Card *nap* on the Sound Work Mat. Have students use their Sound Tap Sheet (3-dot) to tap out the sounds in *nap.* After they tap out *nap,* have them blend the word again, running an index finger across the dots as they blend the word. Next, have students build the word with Phonogram Cards *n, a, p.* Follow the same procedure with other short-*a* consonant-vowel-consonant (CVC) words.

Move to Step 5: Dictation Lesson 34.

Lesson 35

Introducing Letter *l*

Note: For many students, *l* is one of the last sounds to develop. For some children, this sound will not fully develop until age eight. Only after this age is a distortion of *l* considered to be a concern. In this case, the student should be referred to a speech articulation specialist.

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

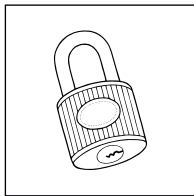
p b t d c k g f v s z j m n w a h

Hold up Phonogram Card *l* and say, “The name of this letter is *l*. What is the name of this letter?” Display the Key Word Concept Sheet *l*, and tell students that the key word for *l* is *lock*. Have students repeat the letter name and discuss the key word.

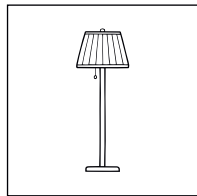
Say: “*l* (letter name), *lock* (key word), /l/ (sound),” and have students repeat.

*Note: Tell students that the sound for *l* is a “tongue lifting sound.” The tongue is lifted and placed behind the top of the teeth. Demonstrate /l/ by exaggerating your own mouth position. You may want to have students use a mirror to check their mouth position. Also explain that /l/ is a voiced sound. Have students say the sound, putting a finger on their vocal cords to feel the vibration.

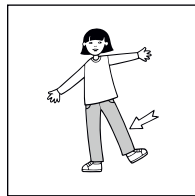
Display Beginning Sounds Picture Cards 88–92, and identify them with students, drawing their attention to the /l/ at the beginning of each word.



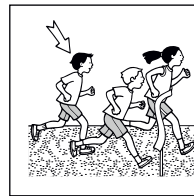
88 lock



89 lamp



90 leg



91 last



92 lab

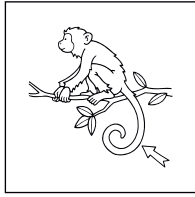
Spread all five cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

Give students their Key Word Card *l*, and tell them to listen for the beginning sound of some words you will say. If a word begins with *l*, they will hold up the *l* card. If it does not, they will not hold up anything. If students make an error, have them repeat the word, give its beginning sound and letter name, and contrast it to the *l* card.

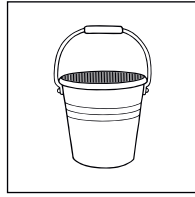
lion	leg	hat	man	like
nap	light	lamp	tag	jam
hammer	head	vest	help	letter
table	hand	hip	lift	lip
list	let	last	went	

Review Key Word Concept Sheet *l*, reciting *l* (letter name), *lock* (key word), /l/ (sound), and have students repeat. Say: “You have listened to /l/ at the beginning of words. Now you can listen to /l/ at the end of words.”

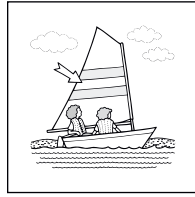
Display Ending Sounds Picture Cards 60–69 and identify them with students, drawing their attention to the /l/ at the end of each word.



60 tail



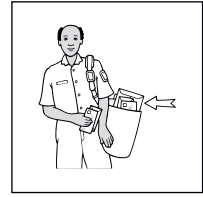
61 pail



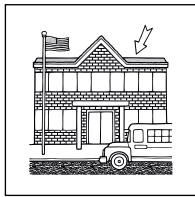
62 sail



63 girl



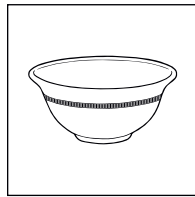
64 mail



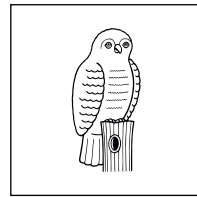
65 school



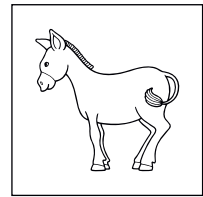
66 well



67 bowl



68 owl



69 mule

Spread all ten cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

Give students their Key Word Card *l*, and tell them to listen to some words you will say. If the word ends with *l*, they will hold up the *l* card. If it does not, they will not hold up anything.

Say the following words, one at a time. If a student makes an error, have the student repeat the word, give the ending sound and letter name, and contrast their answer to the *l* card.

glove	owl	school	soap	rake
drum	head	dog	sail	girl
pail	well	miss	light	van
stove	king	mule	mail	game
leg	tag	nine	tail	bowl

Tell students, “Now you can learn how to print the letter *l*.”

Put the Phonogram Card *l* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *l*. What sound does it make? Yes, *l* makes the /l/ sound.”

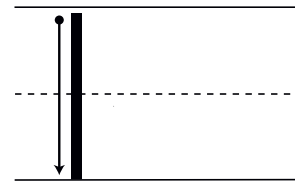
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *l*. The little letter *l* begins at the red line, so I will move my marker to the red line ready to pull down. Watch as I make the letter *l*. Little letter *l* begins at the red line, pulls straight down to the green line, and stops.”

Make and describe the letter again, and have each student trace and then make the letter *l*, as you give directions.

Have students trace *l* again and then print an *l* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *l* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *l*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *b*, *h*, *f*, *t*, *m*, and *n*, so students can see the differences and the similarities between these letter forms and *l*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 35.

Lesson 36

Reviewing Letters *p, b, t, d, k, c, g, f, v, s, z, j, m, n, a, h, l*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a h l

Display Phonogram Cards *l*, *a*, and *b*, sound the letters, and blend the word. Have students repeat the process. Discuss the meaning of *lab* with students.

Ask a student to come to the board and change Phonogram Card *l* to Phonogram Card *c*. Help the student make the new word *cab*. Follow a similar procedure to make the words *tab*, *nab*, *jab*, *gab*, *gap*, and *gas*.

Say: “I’m going to say some sounds that will make a word when you put them together. After I say the sounds, you repeat them fast and then say the word. /s/ /a/ /t/. Now you try it. Good! /s/ /a/ /t/, *sat*.”

Follow the same procedure for these words: *lap*, *bat*, *man*, *mat*, *lag*, *lad*, *bad*.

Have students use the Sound Tap Sheet (3-dot) for the following activity:

Display Beginning Sounds Picture Card *lab* and say: “Tell me the name of this picture.”

When students say *lab*, say: “How many sounds do you hear in *lab*? Use your finger to tap out the sounds for *lab*.”

Give this procedure for the following Beginning Sounds Picture Cards: *bam*, *bat*, *man*, *van*, *fan*, *tap*, *cat*, *dad*, *wag*.

Help individual students when necessary by demonstrating the sound tapping procedure.

Invite students who are ready for an additional challenge to use the Sound Tap Sheet (4-dot) to tap out these Beginning Sounds Picture Cards: *last*, *lamp*, *hand*.

Move to Step 5: Dictation Lesson 36.

Lesson 37

Introducing Letter *r*

Note: For many students, *r* is one of the last sounds to develop. For some children this sound will not fully develop until age eight. Only after this age is a distortion of *r* considered to be a concern. In this case, the student should be referred to a speech articulation specialist.

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a h l

Display Phonogram Card *r*, tell students the name of the letter, and have them repeat.

Display the Key Word Concept Sheet *r*, and tell students that the key word for *r* is *rat*. Have students repeat the letter name and discuss the key word.

Say: “*r* (letter name), *rat* (key word), /r/ (sound),” and have students repeat.

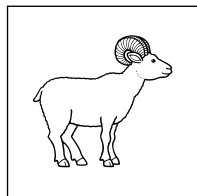
*Note: Tell students that the sound for *r* is like a “tongue lifting sound.” The tongue is lifted from the bottom of the mouth. Demonstrate /r/ by exaggerating your own mouth position. (Be careful not to say /er/ for /r/.)

You may want to have students use a mirror to check their mouth position while saying the words *rest*, *red*, *rip*, *right*. Explain that /r/ is a voiced sound, a soft growl made at the back of the throat. Have students say the sound, putting a finger on their vocal cords to feel the vibration. For further practice, have students say *at – rat*, *ed – red*, *est – rest*, *ip – rip*, and *ight – right* as they look in a mirror.

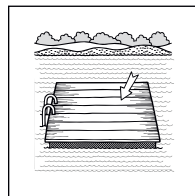
Display Beginning Sounds Picture Cards 93–97, and identify them with students, drawing their attention to the /r/ at the beginning of each word.



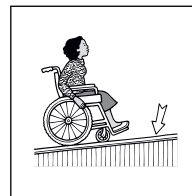
93 rat



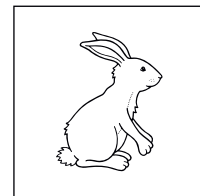
94 ram



95 raft



96 ramp



97 rabbit

Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

Give students their Key Word Card *r*, and tell them to listen for the beginning sound of some words you will say. If a word begins with *r*, they will hold up the *r* card. If it does not, they will not hold up any card. If students make an error, have them repeat the word, give its beginning sound and letter name, and contrast it to the *r* card.

ring	lamp	rib	watch	red
rest	leg	went	rain	rainbow
wag	lag	rag	raft	laugh
rabbit	rooster	hen	wig	rig
rat	rot	log	walrus	rob

Put Picture-Word Match Card *rat* on the Sound Work Mat. Have students use the Sound Tap Sheet (3-dot) to tap out the sounds in *rat*. After students tap out *rat*, have them blend the word again, running an index finger across the dots as they blend the word. Next, have students build the word with Phonogram Cards *r*, *a*, *t*. Follow the same procedure with other short-*a* CVC words.

Invite students who are ready for an additional challenge to use the Sound Tap Sheet (4-dot) to tap out these Beginning Sounds Picture Cards: *raft*, *ramp*.

Tell students, “Now you can learn how to print the letter *r*.”

Put the Phonogram Card *r* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *r*. What sound does it make? Yes, *r* makes the /r/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *r*. The little letter *r* begins at the middle yellow line, so I will move my marker to the yellow line ready to pull down. Watch as I make the letter *r*. Little letter *r* begins at the yellow line, pulls down to the green line, stops, pushes straight up almost to the yellow line, curves out and around for a little roof.”

Make and describe the letter again, and have each student trace and then make the letter *r*, as you give directions.

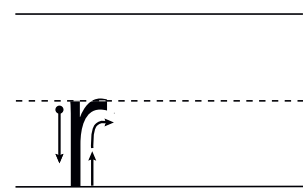
Have students trace *r* again and then print an *r* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *r* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *r*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *m* and *n* so students can see the differences and the similarities between these letter forms and *r*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 37.



Lesson 38

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r*

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a h l r

Have students play “Go Fish” with the advanced word cards.

Then have students play Bingo with Bingo Card 4 as follows:

Shuffle the Picture-Word Match Cards (20–45) and put them upside down in a pile. Have students take turns turning over the top card and naming each picture.

After the top card is identified, students look at their Bingo Card for the word that matches the picture. If the word is on the Bingo Card, students place a chip over it. If students place a chip on the wrong word, have them say the picture word again and then look at the word they marked and sound it out. The top card is put aside and the next card is named.

The winning student must read aloud all of the words he or she marked.

For a more challenging game, use Bingo Card 5. Play as with Card 4, but have students name the *word* on the Picture-Word Match Card and look on their Bingo Card for the picture that matches. The winning student must name all of the pictures he or she marked.

For additional practice, students can use Sound Contrast Card /l/ /r/.

Move to Step 5: Dictation Lesson 38.

Lesson 39

Introducing Letter *x*

Note: The letter *x* will be introduced only as an ending sound, as that is where it usually occurs.

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a h l r

Display Phonogram Card *x*, tell students the name of the letter, and have them repeat.

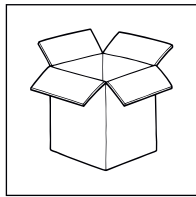
Make a large lowercase *x* on the board, verbalizing as you perform each movement. Show students how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

Display the Key Word Concept Sheet *x*, and tell students that the key word for *x* is *fox*. Have students repeat the letter name and discuss the key word.

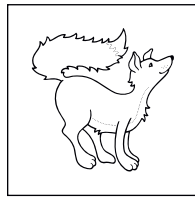
Say: “*x* (letter name), *fox* (key word), /ks/* (sound),” and have students repeat.

*Note: The sound of *x* is made up of the two sounds, /k/ and /s/, which combine to form /ks/. Because students already know how to pronounce /k/ and /s/, instruction in /ks/ should consist of blending the two known sounds.

Display Ending Sounds Picture Cards 70–75, and identify them with students, drawing their attention to the /ks/ at the end of each word.



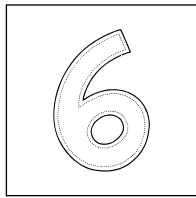
70 box



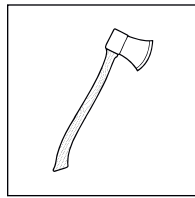
71 fox



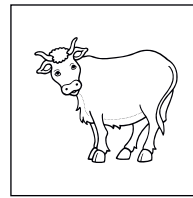
72 mix



73 six



74 ax



75 ox

Spread all six cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

Give students their Key Word Card *x*, and tell them to listen for the ending sound of some words you will say. If a word ends with *x*, they will hold up the *x* card. If it does not, they will not hold up anything. If students make an error, have them repeat the word, give its ending sound and letter name, and contrast it to the *x* card.

box	gas	fax	tax	fish
rake	fix	house	mix	ax
lax	bike	snack	box	top
sax	buzz	mix	pick	fox

Choose four-card sets from the Ending Sounds Picture Cards, each of which should have two words that end with *x* from Cards 70–75, and two that do not from Cards 1–69. Place one *x* card from a set on the target area of the Sound Work Mat and place the other three cards on the large area next to the target card. Identify all the cards with students. (For some students, you may need to have only two choices rather than three. Gradually increase to three choices.) Follow this procedure for all the sets you choose.

Say: “Find the word that ends the same as *ax*. What sound do you hear at the end of *ax*? Yes, /ks/. What letter makes that sound? Yes, *x*.”

Tell students, “Now you can learn how to print the letter *x*. ”

Put the Phonogram Card *x* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *x*. What sound does it make? Yes, *x* makes the /ks/ sound.”

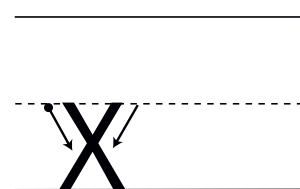
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *x*. The little letter *x* begins at the yellow line, so I will move my marker to the yellow line ready to slant down. Watch as I make the letter *x*. Little letter *x* begins at the yellow line, slants down to the green line. I pick up my marker and place it back up on the yellow line a letter away from the first slant, then slant down again, across the first line to the green line.”

Make and describe the letter again, and have each student trace and then make the letter *x*, as you give directions.

Have students trace *x* again and then print an *x* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *x* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *x*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *c*, *d*, *g*, and *a* so students can see the differences and the similarities between these letter forms and *x*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 39.

Lesson 40

Introducing Letter y

Note: *Y* is introduced in the initial position only, where it is a consonant.
(*Y* in the medial or final position is a vowel.)

Hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

p b t d c k g f v s z j m n w a h l r x

Display Phonogram Card *y*, tell students the name of the letter, and have them repeat.

Make a large lowercase *y* on the board, verbalizing as you perform each movement. Show students how to follow with their pointer finger to air trace the letter as they name it. Students should use large arm movements to get maximum kinesthetic feedback.

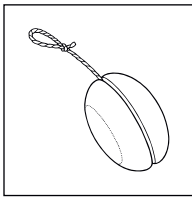
Display the Key Word Concept Sheet *y*, and tell students that the key word for *y* is *yo-yo*. Have students repeat the letter name and discuss the key word.

Say: “*y* (letter name), *yo-yo* (key word), /y/* (sound),” and have students repeat.

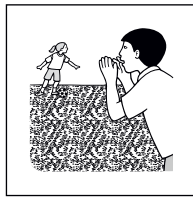
*Note: It is important not to include the schwa sound when pronouncing the sound for *y*. Instead, pronounce /y/ as /ye/ in *yellow*. (The *e* is pronounced softly.) Tell students that when saying the sound /y/, their teeth should be nearly together and their tongue behind their teeth at the bottom of their mouth.

You may want to have students use a mirror to check their mouth position while saying the words *yes, yam, yellow, yet*.

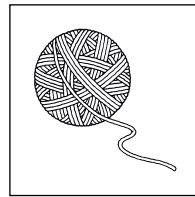
Display Beginning Sounds Picture Cards 98–101, and identify them with students, drawing their attention to the /y/ at the beginning of each word.



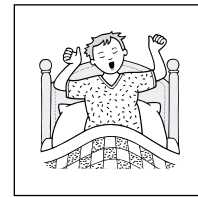
98 yo-yo



99 yell



100 yarn



101 yawn

Spread all four cards picture side up on the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students' articulation of the picture name. Shuffle the cards, and have students take turns identifying each picture, giving its beginning sound, and naming the letter.

Give students their Key Word Card *y*, and tell them to listen for the beginning sound of some words you will say. If a word begins with *y*, they will hold up the *y* card. If it does not, they will not hold up anything. If students make an error, have them repeat the word, give its ending sound and letter name, and contrast it to the *y* card.

yesterday	yet	ring	yell	rib
yellow	yam	went	yarn	yank
you	wag	ran	rain	yelp
lag	year	yard	log	hen
raft	young	yo-yo	yes	yak

Tell students, “Now you can learn how to print the letter *y*.”

Put the Phonogram Card *y* on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *y*. What sound does it make? Yes, *y* makes the /y/ sound.”

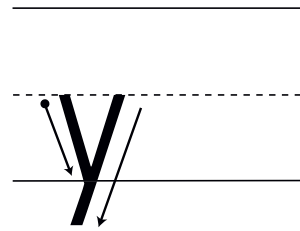
Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *y*. Little letter *y* begins at the yellow line, so I will place my marker on the yellow line ready to slant down. Watch as I make the letter *y*. I start at the yellow line, slant down to the green line, pick up my marker and place it back up on the yellow line a letter away from the first slant, slant down to the bottom of the first slant, and go to below the green line.”

Make and describe the letter again, and have each student trace and then make the letter *y*, as you give directions.

Have students trace *y* again and then print a *y* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.



Then, if students are ready, have them make the letter *y* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *y*. Ask: “Where do I begin? Now what should I tell my hand to do? Now what do I do?” until you have enough “information” to complete the letter. You may want to review *l*, *x*, *z*, and *t* so students can see the differences and the similarities between these letter forms and *y*.

Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 40.

Lesson 41

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r, x, y*

Shuffle and hold up each of the following Phonogram Cards, and have students respond with its letter name, its key word, and its sound.

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

Invite students to play Reading Rally, as follows:

Objective: Players go around the board five times to win. Each time they pass the finish line, they take a flag. The first player with five flags wins.

How to Play: Players roll the die in turn and move the number of spaces indicated.

If players land on a space with a car, they choose a car card and say another word that *begins* with the same sound as the word on the card.

If players land on a space with a tow truck, they choose a tow truck card and say a word that *ends* the same as the word on the card.

If players land on Mother Goose, they choose a Mother Goose card and say a word that *rhymes* with the picture on the card.

If players respond incorrectly on any cards or cannot think of a word, they go back five spaces.

If players land on the space with the crashed car, they lose a turn.

BEGINNING SOUNDS PICTURE CARDS

Purple Cards

1 pat	26 kit	51 sail	76 wolf
2 pig	27 kiss	52 soap	77 web
3 pie	28 kite	53 zipper	78 ax
4 pen	29 kitten	54 zip	79 astronaut
5 pot	30 key	55 zoo	80 apple
6 bat	31 king	56 zebra	81 ant
7 bag	32 gas	57 zero	82 alligator
8 bike	33 game	58 jeep	83 hat
9 bus	34 gate	59 jam	84 ham
10 bug	35 gift	60 juggle	85 hen
11 tap	36 goose	61 jet	86 hand
12 top	37 goat	62 man	87 hammer
13 tank	38 fan	63 miss	88 lock
14 ten	39 fish	64 mess	89 lamp
15 tag	40 football	65 men	90 leg
16 dad	41 feet	66 mask	91 last
17 dig	42 fox	67 nap	92 lab
18 dog	43 van	68 nut	93 rat
19 deer	44 vest	69 nine	94 ram
20 duck	45 violin	70 nest	95 raft
21 cat	46 valentine	71 neck	96 ramp
22 cab	47 vase	72 wag	97 rabbit
23 can	48 sad	73 wig	98 yo-yo
24 cap	49 sand	74 walrus	99 yell
25 cup	50 sun	75 watch	100 yarn
			101 yawn

ENDING SOUNDS PICTURE CARDS

Blue Cards

1 tap	26 kiss	51 nine
2 cup	27 bus	52 sun
3 cap	28 miss	53 van
4 top	29 mess	54 pan
5 jeep	30 gas	55 man
6 cab	31 leaf	56 ten
7 web	32 cliff	57 hen
8 cub	33 sniff	58 cone
9 bib	34 knife	59 bone
10 tub	35 lick	60 tail
11 feet	36 bike	61 pail
12 bat	37 rock	62 sail
13 cat	38 rake	63 girl
14 kite	39 tank	64 mail
15 gate	40 glove	65 school
16 sad	41 stove	66 well
17 dad	42 ham	67 bowl
18 bed	43 ram	68 owl
19 sand	44 comb	69 mule
20 mad	45 drum	70 box
21 tag	46 swim	71 fox
22 bug	47 jam	72 mix
23 dog	48 game	73 six
24 bag	49 run	74 ax
25 wag	50 fan	75 ox

PICTURE-WORD MATCH CARDS

Green Cards

- | | |
|--------|----------|
| 1 pat | 24 jam |
| 2 bat | 25 ham |
| 3 cat | 26 hand |
| 4 hat | 27 pal |
| 5 mat | 28 lamp |
| 6 fan | 29 clam |
| 7 pan | 30 flag |
| 8 van | 31 rat |
| 9 can | 32 ram |
| 10 man | 33 sand |
| 11 map | 34 band |
| 12 cap | 35 stamp |
| 13 nap | 36 land |
| 14 lap | 37 last |
| 15 tap | 38 lab |
| 16 bag | 39 clap |
| 17 tag | 40 ramp |
| 18 sag | 41 trap |
| 19 sad | 42 raft |
| 20 pad | 43 plant |
| 21 ant | 44 pants |
| 22 mad | 45 strap |
| 23 gas | |

After students have been introduced to these cards, they may be used at learning centers or for independent work. Students can identify the pictures, write the words, and check the back of the card for the correct spellings.



Step 5: Dictation

Dictation requires the student to listen carefully, store auditory information in short-term memory, retrieve written symbols to correspond with aural information, recall how to form the written symbols, and finally, correctly reproduce all this information in the right spaces and sequences on the paper. No easy task for many students!

Many students need many specific reinforcements in each separate skill before they automatically master written language. Written language skills in many students lag behind reading skills by at least a year or more. On the hierarchy of language skills, writing is the last to develop.

When errors in written language skills occur, it is important to analyze why the errors have occurred and then reteach these areas. Is it because the student doesn't hear the information to be written? Maybe the student does not remember the visual symbols or how to make them, or she doesn't link correct auditory to visual information when spelling.

These dictation lessons will help students with all of the error types described above. They will also help students repeat information correctly, write the information neatly, and begin to proofread their written work. No erasures are permitted. The student brackets [] errors and then writes the correct response.

Sounds Sensible dictation exercises consist of only single-letter sounds and later, single words. The student is responsible for the spelling of words in the dictation exercises because the teacher is responsible for giving only words that the student knows: phonetic words. In dictation exercises the teacher first says the word, and then the student repeats it, spells it aloud, and writes it, simultaneously naming the letters as he writes.

Through the specific, explicit teaching of phonetically controlled dictation lessons, students emerge with confidence and accuracy in written language skills.

Dictation Lessons

Note: Until Lesson 31, where short *a* is introduced, you will dictate only single consonant sounds. After Lesson 31, you will also be dictating words that have the short *a* sound.

Objective: To develop the ability to connect a phoneme to its symbol in written form

Behavior: Given a known sound, students will be able to correctly repeat it, name the letter that makes the sound, and write the letter that makes the sound.

Materials: Traffic Light Dictation Paper (in the size appropriate for your students' level—see note, page iii)

Instruction: Students are to write letters and words on their paper. Dictate the sounds or words and have students repeat them, name them, and then write them, naming the sounds or words as they write. Students will write five dictated sounds, then will listen to five words for beginning or ending sounds, eventually writing five complete words.

Lesson 1 (Model Lesson)

Sound Dictation Letter *p*

1. Have students listen carefully as you dictate a sound. Pencils are down. Say /p/, and have students repeat the sound. Say: “What letter says /p/? Yes, *p*. Pick up your pencil and write *p*, saying its name as you write.”
2. Students look at the letter they wrote, name it, and give its sound.
3. Repeat the above procedures for the rest of the sounds: /p/, /p/, /p/, /p/.

Word Dictation

4. Tell students you will say a word. They will repeat the word, say its beginning sound, name the letter, and then write the letter, naming it as they write. Say: “*Pat*. You say it. What sound do you hear at the beginning of *pat*? Yes, /p/. What letter name says /p/? Yes, *p*. Write *p*, saying its name as you write.”
5. Repeat above procedure with the rest of the words: *pan*, *pig*, *pants*, *pop*.
6. In an introductory lesson, distribute a copy of the Key Word Concept Sheet for students to color.

Lesson 2

Reviewing Letter *p*

Follow the model lesson format for sound dictation through step 2. Then follow step 4 for practice with *p* at the beginning of words: *pig*, *pan*, *please*, *pot*, *pat*.

Lesson 3

Letters *p, b*

Follow the model lesson format through step 2, giving dictations as follows: /b/, /p/, /p/, /b/, /b/.

Then follow step 4 for practice with *p* and *b* at the beginning of words: *bat, pat, ball, big, please*.

Distribute Key Word Concept Sheet *b* for each student to color.

Lesson 4

Reviewing Letters *p, b*

Follow the model lesson format through step 2, giving dictations as follows: /b/, /b/, /p/, /b/, /p/.

Then follow step 4 for practice with *p* and *b* at the beginning of words: *bat, bag, pan, pat, pop*.

Lesson 5

Letters *p, b, t*

Follow the model lesson format through step 2, giving dictations as follows: /t/, /b/, /t/, /t/, /p/.

Then follow step 4 for practice with *p, b,* and *t* at the beginning of words: *tag, bag, pan, tap, tab*.

Distribute Key Word Concept Sheet *t* for students to color.

Lesson 6

Reviewing Letters *p, b, t*

Follow the model lesson format through step 2, giving dictations as follows: /t/, /p/, /b/, /b/, /p/.

Then follow step 4 for practice with *p, b,* and *t* at the beginning of words: *pat, tan, bat, tag, bag*.

Lesson 7

Letters *p, b, t, d*

Follow the model lesson format through step 2, giving dictations as follows: /t/, /p/, /b/, /d/, /t/.

Then follow step 4 for practice with *p, b, t,* and *d* at the beginning of words: *tap, dad, tap, bag, pan.*

Distribute Key Word Concept Sheet *d* for students to color.

Lesson 8

Reviewing Letters *p, b, t, d*

Follow the model lesson format through step 2, giving dictations as follows: /d/, /p/, /b/, /p/, /t/.

Then follow step 4 for practice with *p, b, t,* and *d* at the beginning of words: *dad, bag, pan, pat, tag.*

Lesson 9

Letters *p, b, t, d, c, k*

Note: When you dictate the sound /k/, have students respond with both letters *c* and *k*. When the words are presented for word dictation, tell the students that you will give them only words that begin with *c*. Emphasize that every time they hear /k/ at the beginning of the word, it will be the letter *c*, but that /k/ can also be spelled *k*, especially at the end of words; however, now they will practice writing only beginning *c* for the /k/ sound.

Follow the model lesson format through step 2, alternating dictations as follows: /k/, /t/, /b/, /p/, /t/.

Then follow step 4 for practice with *p, b, t,* and *d* at the beginning of words: *cat, cap, tap, bag, cab.*

Distribute Key Word Concept Sheets *c* and *k* for students to color.

Lesson 10

Reviewing Letters *p, b, t, d, c, k*

Follow the model lesson format through step 2, giving dictations as follows: /t/, /p/, /k/, /b/, /k/.

Then follow step 4 for practice with *p, b, t,* and *d* at the beginning of words: *can, tan, pan, cab, bat.*

Lesson 11

Letters *p, b, t, d, c, k, g*

Follow the model lesson format through step 2, giving dictations as follows: /g/, /k/, /t/, /g/, /p/.

Then follow step 4 for practice with *p, b, t, d, c,* and *g* at the beginning of words: *gas, girl, cab, pat, gas.*

Distribute Key Word Concept Sheet *g* for students to color.

Lesson 12

Reviewing Letters *p, b, t, d, c, k, g*

Follow the model lesson format through step 2, giving dictations as follows: /g/, /k/, /b/, /p/, /d/.

Then follow step 4 for practice with *p, b, t, d, c,* and *g* at the beginning of words: *gap, dad, bat, pan, tag.*

Lesson 13

Letters *p, b, t, d, c, k, g, f*

Follow the model lesson format through step 2, giving dictations as follows: /f/, /g/, /b/, /d/, /p/.

Then follow step 4 for practice with *p, b, t, d, c, g,* and *f* at the beginning of words: *fat, fan, gas, cab, bag.*

Distribute Key Word Concept Sheet *f* for students to color.

Lesson 14

Reviewing Letters *p, b, t, d, c, k, g, f*

Follow the model lesson format through step 2, giving dictations as follows: /f/, /g/, /f/, /t/, /b/.

Then follow step 4 for practice with *p, b, t, d, c, g,* and *f* at the beginning of words: *gate, fan, bag, fad, dog.*

Lesson 15

Letters *p, b, t, d, c, k, g, f, v*

Follow the model lesson format through step 2, giving dictations as follows: /v/, /f/, /k/, /b/, /t/.

Then follow step 4 for practice with *p, b, t, d, c, g, f*, and *v* at the beginning of words: *van, fan, vest, fast, bat*.

Distribute Key Word Concept Sheet *v* for students to color.

Lesson 16

Reviewing Letters *p, b, t, d, c, k, g, f, v*

Follow the model lesson format through step 2, giving dictations as follows: /v/, /f/, /v/, /g/, /b/.

Then follow step 4 for practice with *p, b, t, d, c, g, f*, and *v* at the beginning of words: *fad, gas, van, bag, desk*.

Lesson 17

Letters *p, b, t, d, c, k, g, f, v, s*

Follow the model lesson format through step 2, giving dictations as follows: /s/, /v/, /f/, /s/, /b/.

Then follow step 4 for practice with *p, b, t, d, c, g, f, v*, and *s* at the beginning of words: *sap, fast, sat, van, bag*.

Distribute Key Word Concept Sheet *s* for students to color.

Lesson 18

Reviewing Letters *p, b, t, d, c, k, g, f, v, s*

Follow the model lesson format through step 2, giving dictations as follows: /v/, /s/, /f/, /k/, /p/.

Then follow step 4 for practice with *p, b, t, d, c, g, f, v*, and *s* at the beginning of words: *sap, dip, sat, van, band*.

Lesson 19

Letters *p, b, t, d, c, k, g, f, v, s, z*

Follow the model lesson format through step 2, giving dictations as follows: /z/, /s/, /v/, /f/, /d/.

Then follow step 4 for practice with *p, b, t, d, c, g, f, v, s*, and *z* at the beginning of words: *buzz, zip, sad, dive, zebra*.

Distribute Key Word Concept Sheet *z* for students to color.

Lesson 20

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z*

Follow the model lesson format through step 2, giving dictations as follows: /s/, /f/, /z/, /p/, /z/.

Then follow step 4 for practice with *p, b, t, d, c, g, f, v, s*, and *z* at the beginning of words: *gas, zap, fuzz, golf, zip*.

Lesson 21

Beginning Sounds *p, b, t, d, c, k, g, f, v, s, z*

Follow the model lesson format through step 2, giving dictations as follows: /z/, /s/, /b/, /t/, /d/.

Then follow step 4 for practice with *p, b, t, d, c, g, f, v, s*, and *z* at the beginning of words: *sap, zap, van, tap, gas*.

Lesson 22

Ending Sounds *p, b, t, d, c, k, g, f, v, s, z*

Note: When you dictate the sound /k/, have students respond with both letters *c* and *k*. When the words are presented for word dictation, tell the students that you will give them only words that end with *k*. Emphasize that every time they hear /k/ at the end of the word, it will be the letter *k*, but that /k/ can also be spelled *c*, especially at the beginning of words; however, now they will practice writing only ending *k* for the /k/ sound.

Follow the model lesson through step 2, giving dictations as follows: /k/, /d/, /t/, /b/, /z/.

Then follow step 4 for practice with *p, b, t, d, k, g, f, v*, and *s* at the end of words: *map, rock, bat, miss, puff*. (Change the word *beginning* to *ending* when giving the directions.)

Lesson 23

Letters *p, b, t, d, c, k, g, f, v, s, z, j*

Follow the model lesson format through step 2, giving dictations as follows: /j/, /z/, /g/, /j/, /p/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z*, and *j* at the beginning of words: *jam, zip, gas, jug, pants*.

Distribute Key Word Concept Sheet *j* for students to color.

Lesson 24

Reviewing Beginning Sounds *p, b, t, d, c, k, g, f, v, s, z, j*

Follow the model lesson format through step 2, giving dictations as follows: /j/, /g/, /p/, /b/, /d/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z*, and *j* at the beginning of words: *jam, past, big, gas, did*.

Lesson 25

Reviewing Ending Sounds *p, b, t, d, c, k, g, f, v, s, z*

Follow the model lesson format through step 2, giving dictations as follows: /f/, /d/, /b/, /k/, /t/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s*, and *z* at the end of words: *tack, gas, leaf, sand, buzz*. (Change the word *beginning* to *ending* when giving the directions.)

Lesson 26

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m*

Follow the model lesson format through step 2, giving dictations as follows: /m/, /f/, /g/, /m/, /b/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, j*, and *m* at the beginning of words: *man, pat, fan, vat, map*.

Next follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z*, and *m* at the end of words: *same, boat, him, dove, roof*. (Change the word *beginning* to *ending* when giving the directions.)

Distribute Key Word Concept Sheet *m* for students to color.

Lesson 27

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m*

Follow the model lesson format through step 2, giving dictations as follows: /m/, /d/, /j/, /k/, /g/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, j,* and *m* at the beginning of words: *mad, dog, jet, gas, man.*

Lesson 28

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n*

Follow the model lesson format through step 2, giving dictations as follows: /n/, /m/, /v/, /f/, /s/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, j, m,* and *n* at the beginning of words: *nap, map, nice, mice, slice.*

Next follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, m,* and *n* at the end of words: *man, cove, ham, comb, hand.* (Change the word *beginning* to *ending* when giving the directions.)

Distribute Key Word Concept Sheet *n* for students to color.

Lesson 29

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n*

Follow the model lesson format through step 2, giving dictations as follows: /m/, /j/, /g/, /m/, /n/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, j, m,* and *n* at the beginning of words: *dog, fast, past, flag, nest.*

Next follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, m,* and *n* at the end of words: *ran, came, safe, snag, ram.* (Change the word *beginning* to *ending* when giving the directions.)

Lesson 30

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n w*

Follow the model lesson format through step 2, giving dictations as follows: /w/, /g/, /m/, /n/, /d/.

Then follow step 4 for practice with *p, b, t, d, c, k, g, f, v, s, z, j, m, n,* and *w* at the beginning of words: *wag, gas, map, nap, dog.*

Distribute Key Word Concept Sheet *w* for students to color.

Lesson 31 (Whole-Word Dictation)

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a*

Note: Students will now be able to write consonant-vowel-consonant (CVC) words that contain the vowel *a*. From this lesson on, students will spell entire words instead of only the first or last letter of words.

Remind students that every word must have a vowel sound. Tell them that they are now able to write words because they know a vowel sound, /ă/.

Materials: Sound Tap Sheet (3-dot)

Simultaneous Oral Spelling Sample Procedure

Say “*Cat*,” and have students:

- repeat *cat*
- tap out the sounds on Sound Tap Sheet (/c/ /ă/ /t/)
- name the letters (*c, a, t*)
- write the word, naming the letters as they write
- read the word they have written, *cat*

Follow the model lesson format through step 2, giving dictations as follows: /m/, /ă/, /n/, /b/, /p/.

Then follow Whole-Word Dictation Procedures for these CVC words: *cat, mat, pat, fat, bat*.

Whole-Word Dictation Procedures

Tell students you will say a word. They will repeat the word, then sound it out. Next, they name the letters out loud. Students write the word, naming each letter as they write. Then they read the word out loud.

After all five words are written, have students read them.

Distribute Key Word Concept Sheet *a* for students to color.

Lesson 32a–d

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a*

Note: The review of short *a* may take several days, so there are multiple dictation lessons, if they are needed.

32a. Follow the model lesson format through step 2, giving dictations as follows: /ă/, /f/, /s/, /p/, /b/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *bam, bag, bat, sat, map*. After all five words are written, have students read them.

32b. Follow the model lesson format through step 2, giving dictations as follows:

/ă/, /t/, /c/, /z/, /v/

Then use the Whole-Word Dictation Procedures (Lesson 31) with CVC words: *tab, cat, rat, sat, zap*. Remember to use simultaneous oral spelling techniques. After all five words are written, have students read them.

32c. Follow the model lesson format through step 2, giving dictations as follows: /g/, /j/, /ă/, /m/, /n/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *bam, jag, bag, man, fan*. Remember to use simultaneous oral spelling techniques. After all five words are written, have students read them.

32d. Follow the model lesson format through step 5, giving dictations as follows: /b/, /d/, /p/, /g/ /ă/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *ran, man, can, fan, pan*. Remember to use simultaneous oral spelling techniques. After all five words are written, have students read them.

Lesson 33

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h*

Follow the model lesson format through step 2, giving dictations as follows: /h/, /f/, /v/, /ă/, /p/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *bat, ham, Sam, bad, sat*. After all five words are written, have students read them.

Distribute Key Word Concept Sheet *h* for students to color.

Lesson 34

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h*

Follow the model lesson format through step 2, giving dictations as follows: /ă/, /h/, /v/, /f/, /b/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *bad, bat, fat, sat, wag*. After all five words are written, have students read them.

Lesson 35

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l*

Follow the model lesson format through step 2, giving dictations as follows: /l/, /n/, /d/, /m/, /n/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *lap, lag, pat, gal, lab*.

After all five words are written, have students read them.

Distribute Key Word Concept Sheet *l* for students to color.

Lesson 36

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l*

Follow the model lesson format through step 2, giving dictations as follows: /ă/, /l/, /h/, /b/, /p/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *lad, nap, lap, lab, Al*.

After all five words are written, have students read them.

Lesson 37

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r*

Follow the model lesson format through step 2, giving dictations as follows: /r/, /l/, /h/, /ă/, /t/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *rat, rag, rap, ran, ram*.

After all five words are written, have students read them.

Distribute Key Word Concept Sheet *r* for students to color.

Lesson 38

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r*

Follow the model lesson format through step 2, giving dictations as follows: /r/, /l/, /b/, /d/, /p/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *sat, rat, fan, rag, bag*.

After all five words are written, have students read them.

Lesson 39

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r, x*

Follow the model lesson format through step 2, giving dictations as follows: /ks/, /l/, /r/, /ă/, /ks/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *fax, ax, tax, Max, sax*.

After all five words are written, have students read them.

Distribute Key Word Concept Sheet *x* for students to color.

Lesson 40

Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, r, x, y*

Follow the model lesson format through step 2, giving dictations as follows: /y/, /w/, /ks/, /ă/, /j/.

Then use Whole-Word Dictation Procedures (Lesson 31) with CVC words: *yam, man, sat, sad, van*.

After all five words are written, have students read them.

Distribute Key Word Concept Sheet *y* for students to color.

Lesson 41

Reviewing Letters *p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, r, x, y*

Make your own lessons, dictating any of the following sounds or words (use Whole-Word Dictation Procedures [Lesson 31] for word dictation):

/p/, /b/, /t/, /d/, /c/, /k/, /g/, /f/, /v/, /s/, /z/, /j/, /m/, /n/, /w/, /a/, /h/, /r/, /x/, /y/

man	ran	fan	Sam	mat
Nat	sat	rat	fat	tan
rag	tag	sag	gas	gag
cat	can	cab	tab	bag
had	rad	sad	bad	dad
fad	wag	Tad	tap	sap
pan	lad	ax	fax	vat
van	ham	pad	jam	am
at	ant	an	and	tag
hag	zag	jag	dam	tam
ram	Hal	pat	lap	
hat	Jan	pal	Al	

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