

## Lesson 12

**Materials:** reading manual, blank index cards, pen, gray crayon, and black crayon.

**Instructions:** In today's lesson, the child will review the sounds made by the following letters: *f*, *h*, and *b*. He will learn two new letter sounds: *w* and *z*. To isolate the sound for the letter *w*, say the word *now* and lift the *w* sound from the end of the word. Remember, we do not want *wuh*. To isolate the sound for the letter *z*, say the word *buzz* and lift the *zzz* sound from the end of the word.

Next, the child will review the following words from the previous two lessons: *tap*, *cap*, *map*, *gap*, *lap*, *nap*, *fat*, *sat*, *bat*, *rat*, *pat*, and *hat*. The sound for the bold letter **a** will be reviewed as well. The sight word *has* will be introduced.

The child will read the following words using index cards: *bag*, *rag*, *sag*, *wag*, *nag*, *tag*, *zag*, and *lag*. In preparation for the lesson, write the words on index cards. Use gray for the letter *a* and black for the consonants. Cut the index cards where indicated in the diagram. Label the first card with the lesson number for future use. Place a rubber band around the cards when not in use.

*b* *ag*

*r* *ag*

*s* *ag*

*w* *ag*

*n* *ag*

*t* *ag*

*z* *ag*

*l* *ag*

Finally, the child will read a second sentence: *a rat has a cap*. Comprehension exercises will follow as well as an optional exercise in which he copies the sentence.

**Dialogue:** Tell me the sound each letter makes as I point to it.

*f*      *h*      *b*

Look at the letters below and tell me what sound each group of letters makes.

*ap*

*ag*

*at*

*am*

*ad*

*an*

Today you are going to learn two new letter sounds. The first sound is *w* (as in *now*). Say the *w* sound as I point to the letter below. (Say the letter sound, not the letter name.)

*w*

Repeat the *w* sound.

The next letter makes the *zzz* sound (as in *buzz*). Say the *zzz* sound as I point to the letter. (Say the letter sound, not the letter name.)

*z*

Look at the letters below. Which letter makes the *zzz* sound? Which letter makes the *w* sound?

*w*

*z*

Read the words below.

*tap*

*cap*

*map*

*gap*

*lap*

*nap*

*fat*

*sat*

*bat*

*rat pat hat*

Now you are going to learn to read some new words. You will make words using cards like we did before.

(Retrieve the cards you prepared for this lesson. Place the small cards in one pile and the big cards in another pile.)

Pick a small card and a big card. Place them on the table to make a word.

Example:

<i>b</i>	<i>ag</i>
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What sound does the small card make? What sound does the big card make? Put the two sounds together to make a word. Very good, the word is *bag*. Pick another small card and another big card.

(Continue until all the cards have been used.)

What sound does this letter make? Remember, it is written in bold print. (**a** as in *cake*.)

**a**

Very good! The letter says **a** (as in *cake*).

Today you will learn a special word that we call a *sight word*. It is sort of funny because you cannot exactly sound it out. Look at the word at the top of the page as I read it. The word is *has*. (Point to the letter *s* in the word.) This letter does not make the *sss* sound (as in *glass*). It makes a *zzz* sound (as in *buzz*).

*has*

Repeat the word *has* as I point to it. Very good! We underlined this word because it is a sight word.

Today you will read another sentence. After you read the sentence, I will show you a picture to go with the sentence. First, let's go over a couple of words again. You read the words as I point to them.

**a** *has*

Very good! Now read the sentence below. (Run your finger under each word as the child reads.)

**a** *rat* *has* **a** *cap*.

Can you read the sentence again, but this time read it a little faster. Great! The sentence is *a rat has a cap*. Notice the dot at the end of the sentence. Do you remember what that is called? Good! It is called a period, and it means the sentence is finished.

Now I will show you the picture of the rat.



gray crayon. I will underline the sight word *has* with a black crayon.

(Trace over the letters you wrote. If the child wants, he can trace over his letters with the proper colors.)

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together.

(Review the material before moving on to the next lesson. Use the index cards for review. From time to time, review the material from some of the previous lessons as well. A typical schedule is to complete three lessons per week with review between lessons.)

What does the rat have on his head? That's right, he has a cap on his head. What does the rat have in his hand? Yes, he has a bat in his hand. What do you think he is going to do?

**Copy Work:** (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters. )

Now you can copy what I wrote.

***a rat has a cap.***

I will trace over the bold **a** sounds (as in *cake*) with a black crayon. I will trace over the *aaa* sounds (as in *cat*) with a

## Lesson 13

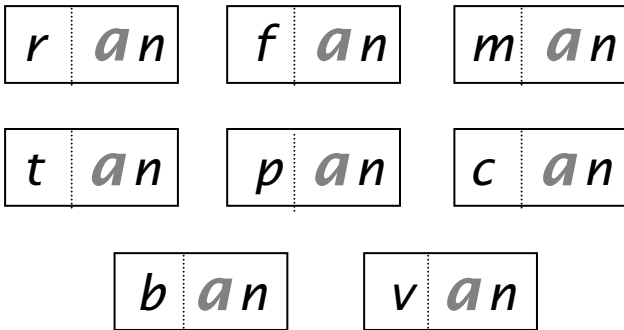
**Materials:** reading manual, blank index cards, pen, gray crayon, and black crayon.

**Instructions:** In today's lesson, the child will review the sounds for the letters *w* and *z*. He will review the following letter combinations: *ap*, *at*, *ag*, *an*, *am*, and *ad*. He will review the bold **a** sound as in *cake*, and he will review the sight word *has*.

He will be introduced to the sound for the letter *v*. To correctly isolate the sound for the letter *v*, say the word *have* and lift the *v* sound from the end of the word. Remember, we do not want to add a vowel sound such as *vuh*.

Next, the child will review the following selected words from the previous lessons: *rap*, *sap*, *lap*, *nap*, *cat*, *mat*, *hat*, *pat*, *bag*, *wag*, *zag*, and *tag*.

Today the child will use index cards to read the following words: *ran*, *fan*, *man*, *tan*, *pan*, *can*, *ban*, and *van*. In preparation for the lesson, write the following words on index cards. Use gray for the letter *a* and black for the consonants. Cut the index cards where indicated in the diagram. Label the first card with the lesson number for future use. Place a rubber band around the cards when not in use.



The child will be introduced to the sight word *the*. He will read the following sentence and complete a variety of exercises based on the sentence: *a man has a bag*.

**Dialogue:** Look at the letters at the top of the page. Which letter makes the *fff* sound? Which letter makes the *w* sound? Which letter makes the *h* sound? Which letter makes the *zzz* sound? Which letter makes the *b* sound?

*f z b w h*

As I point to each letter, say the sound the letter makes. Very good!

(If the child experiences difficulty with any of these sounds, repeat the exercise. Then have the child say the letter sounds as you point to each letter.)

Now you are going to learn a new letter sound. Look at the letter below. This letter makes the *v* sound (as in *have*). As I point to the letter, make the *v* sound. Very good! Say the *v* sound once more. (Say the letter sound, not the letter name.)

*v*

Look at the letters below, and tell me what sound each group of letters makes.

*ad at am*  
*an ag ap*

Read the following words.

*rap sap lap*  
*nap cat mat*  
*hat pat bag*  
*wag zag tag*

Look at the letters below. Which letter makes the *v* sound? Which letter makes the *z* sound? Which letter makes the *w* sound? Say the sound for each letter as I point to it.

W V Z

Now you are going to learn to read some new words. You will make words using cards like we did in the last few lessons.

(Retrieve the cards you prepared for this lesson. Place the small cards in one pile and the big cards in another pile.)

Pick a small card and a big card. Place them on the table to make a word.

Example: 

t	an
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What sound does the small card make? What sound does the big card make? Put the two sounds together to make a word. Very good, the word is *tan*. Pick another small card and another big card.

(Continue until all the cards have been used.)

What sound does this bold letter make? (**a** as in *cake*.)

**a**

Read the sight word. Remember, a sight word is a word that's a little bit funny. You can't exactly sound it out.

has

Today you will learn a new sight word. This word is *the*. Say *the* as I point to the word. Great! Say *the* again.

the

Read the following words.

**a** the has

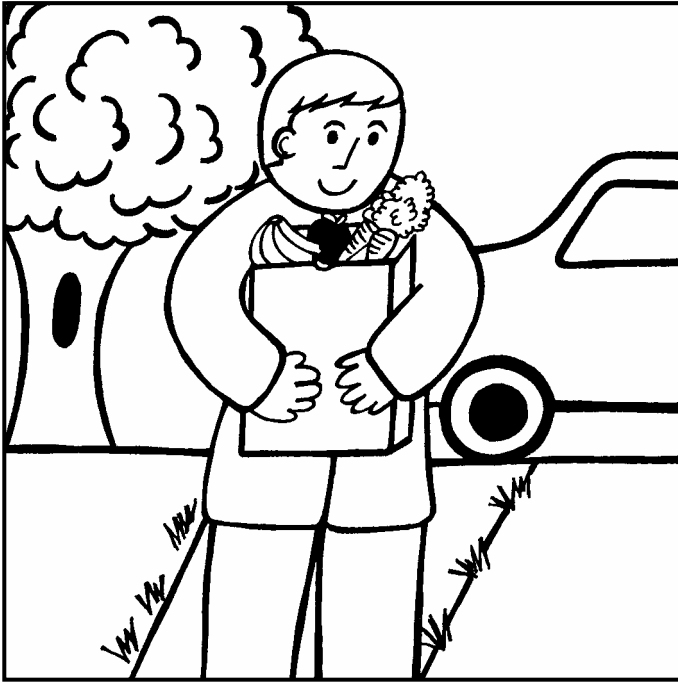
Today you will read another sentence. After you read the sentence, I will show you a picture to go with the sentence. Now read the sentence. (Run your finger under each word as the child reads.)

**a** *man* has **a**

*bag.*

Can you read the sentence again, but this time read it a little faster. Great! The sentence is *a man has a bag*. What does the dot at the end of the sentence tell us? Do you remember what it is called? Good. It is called a period, and it means the sentence is finished.

Now I will show you the picture of a man with the bag.



What is in the bag? That's right, there is food in the bag. Where do you think he has been? Yes, he has probably been to the grocery store. Do you like to help shop for groceries?

**Copy Work:** (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters. )

Now you can copy what I wrote.

**a man has a  
bag.**

I will trace over the bold **a** sounds (as in *cake*) with a black crayon. I will

trace over the *aaa* sounds (as in *cat*) with a gray crayon. I will underline the sight word *has* with a black crayon.

(Trace over the letters you wrote. If the child wants, he can trace over his letters with the proper colors.)

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together.

(Review the material before moving on to the next lesson. Use the index cards for review. From time to time, review the material from some of the previous lessons as well. A typical schedule is to complete three lessons per week with review between lessons.)

## Lesson 14

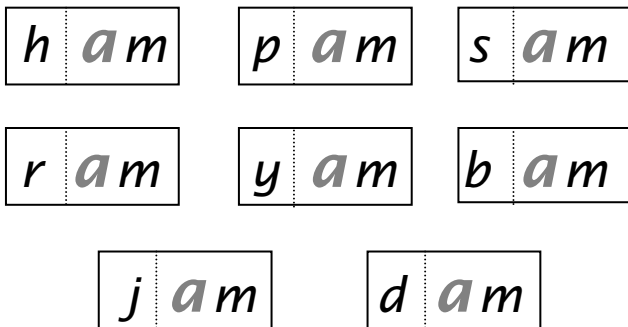
**Materials:** reading manual, blank index cards, pen, gray crayon, and black crayon.

**Instructions:** In today's lesson, the child will review the sounds for the letters *w*, *z*, and *v*. He will review the following letter combinations: *ap*, *ag*, *at*, *am*, *ad*, and *an*. He will review the bold **a** sound as in *cake*.

He will review the sight word *has* and the sight word *the*. Next, the child will review the following selected words from the previous lessons: *cap*, *map*, *gap*, *tap*, *rat*, *sat*, *hat*, *bat*, *wag*, *zag*, *nag*, *lag*, *can*, *fan*, *van*, and *pan*.

He will be introduced to the sounds for the following letters: *y* and *j*. To correctly isolate the sound for the letter *y* say the word *yes*, and lift the *y* sound from the beginning of the word. Remember not to add a vowel sound to the letter resulting in *yuh*. To correctly isolate the sound for the letter *j* say the word *jet*, and lift the *j* sound from the beginning of the word. Do not add a vowel sound to the letter resulting in *juh*.

Today the child will use index cards to read the following words: *ham*, *pam*, *sam*, *ram*, *yam*, *bam*, *jam*, and *dam*. In preparation for the lesson, write the following words on index cards. Use gray for the letter *a* and black for the consonants. Cut the index cards where indicated in the diagram. Label the first card with the lesson number for future use. Place a rubber band around the cards when not in use.



He will read the following sentence and complete a variety of exercises based on the sentence: *the ram has a can*.

**Dialogue:** Look at the letters at the top of the page. Which letter makes the

*v* sound? Which letter makes the *w* sound? Which letter makes the *z* sound?

V Z W

Look at the letters below. As I point to each letter, say the sound the letter makes.

(If the child experiences difficulty with this exercise, tell him the sound for each letter in random order, and have him point to the correct letter as you say the sound the letter makes.)

b f w z h v

Look at the letters below and tell me what sound each group of letters makes.

ag at am

ap an ad

Read the following words.

cap map gap

tap rat sat

hat bat wag

zag nag lag

can fan van

pan

Now you are going to learn a new letter sound. Look at the letter below. This letter makes the *y* sound (as in *yes*). As I point to the letter, make the *y* sound. Very good! Say the *y* sound once more. (Say the letter sound, not the letter name.)

*y*

The next letter you are going to learn makes the *j* sound (as in *jet*). As I point to the letter below, make the *j* sound. Very good! Say the *j* sound once more. (Say the letter sound, not the letter name.)

*j*

Look at the letters below. Which letter makes the *j* sound? Which letter makes the *y* sound? Which letter makes the *w* sound? Which letter makes the *z* sound? Which letter makes the *v* sound?

*j w z y v*

Look at the two letters below. Say the sound the letter makes as I point it.

*j y*

Now you are going to learn to read some new words. You will make words using cards like we did in the last few lessons.

(Retrieve the cards you prepared for this lesson. Place the small cards in one pile and the big cards in another pile.)

Pick a small card and a big card. Place them on the table to make a word.

Example: 

<i>y</i>	<i>am</i>
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What sound does the little card make?

(Assist the child, especially if this is a new letter sound.) What sound does the big card make? Put the two sounds together to make a word. Very good! The word is *yam*. Pick another small card and another big card.

(Continue until all the cards have been used.)

What sound does this bold letter make? (**a** as in *cake*.)

**a**

Read the two sight words below. Remember, a sight word is a word that's a little bit funny. You can't exactly sound it out.

has      the

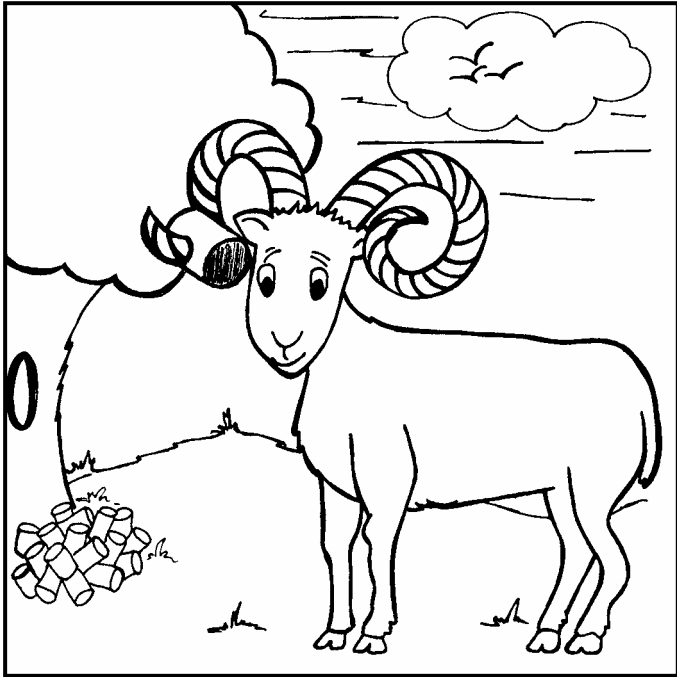
Today you will read another sentence. After you read the sentence, I will show you a picture to go with the sentence. Now read the sentence. (Run your finger under each word as the child reads.)

the *ram* has **a**  
*can.*

Can you read the sentence again, but this time read it a little faster? Great! The sentence is *the ram has a can*. What

does the dot at the end of the sentence tell us? Do you remember what it is called? Good. It is called a period and it means the sentence is finished.

Now I will show you the picture of the ram with the can.



Where is the can? That's right, it is on the ram's horn. How do you think it got there? Yes, the ram probably got the can from the pile of cans under the tree.

**Copy Work:** (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters.)

Now you can copy what I wrote.

the ram has a  
can.

I will trace over the *aaa* sounds (as in *cat*) with a gray crayon. I will trace over the bold **a** sound (as in *cake*) with a black crayon. I will underline the sight words *the* and *has* with a black crayon.

(Trace over the letters you wrote. If the child wants, he can trace over his letters with the proper colors.)

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together.

(Review the material before moving on to the next lesson. Use the index cards for review. From time to time, review the material from some of the previous lessons as well. A typical schedule is to complete three lessons per week with review between lessons.)

## Lesson 15

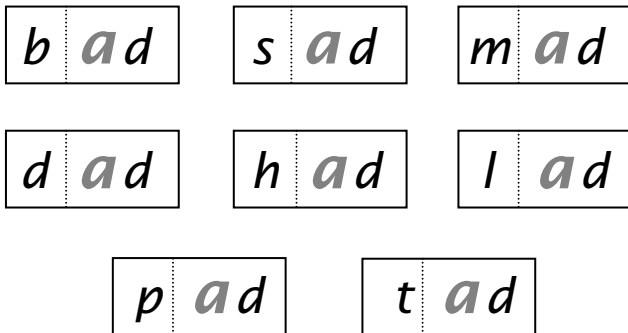
**Materials:** reading manual, blank index cards, pen, gray crayon, and black crayon.

**Instructions:** In today's lesson, the child will review the sounds for the letters *w*, *z*, *v*, *y*, and *j*. He will review the bold **a** sound as in *cake*. He will review the sight word *has* and the sight word *the*. He will be introduced to the new sight word *was*. He will review the following letter combinations: *ap*, *at*, *am*, *ag*, *ad*, and *an*.

Next the child will review the following selected words from the previous lessons: *lap*, *sap*, *rap*, *cat*, *fat*, *pat*, *wag*, *zag*, *tag*, *man*, *van*, *ran*, *jam*, *yam*, and *ham*. So far the child has learned the typical sounds for all the consonants of the alphabet with the exception of the following three letters: *k*, *q*, and *x*. These letters will be introduced in future lessons.

Today you will introduce the meaning of uppercase and lowercase letters, explaining that uppercase letters are used at the beginning of a sentence. The child will read the following sentence: *the cat was sad*. He will then read the sentence again with conventional punctuation: *The cat was sad*. This sentence will be written on index cards, and the child will complete a variety of exercises based on the sentence. (Refer to page 10, point 4 in the Introduction.)

Today the child will use index cards to read the following words: *bad*, *sad*, *mad*, *dad*, *had*, *lad*, *pad*, and *tad*. In preparation for the lesson, write the following words on index cards. Use gray for the letter *a* and black for the consonants. Cut the index cards where indicated in the diagram. Label the first card with the lesson number for future use. Place a rubber band around the cards when not in use.



**Dialogue:** Look at the letters below. Say the letter sound as I point to each letter.

**z v w y j**

(If the child experiences difficulty with this exercise, tell him the sound for each letter in random order, and have him point to the correct letter as you say the sound the letter makes.)

Read the following words.

**a has the**

Today you will learn a new sight word. Remember, a sight word is a word you cannot exactly sound out. It is a little bit funny. The new sight word is *was*. Say the word *was* as I point to it.

**was**

Very good! Now you point to the word and read it again. Great!

Look at the letters below, and tell me what sound each group of letters makes.

**at ap ad ag**  
**am an**

Read the following words.

**lap sap rap**  
**cat fat pat**

wag zag tag

man van ran

jam yam ham

Now you are going to learn to read some new words. You will make words using index cards like we did in the last few lessons.

(Retrieve the cards you prepared for this lesson. Place the small cards in one pile and the big cards in another pile.)

Pick a small card and a big card. Place them on the table to make a word.

Example: 

h	ad
---	----

What sound does the small card make? What sound does the big card make? Put the two sounds together to make a word. Very good! The word is *had*. Pick another small card and another big card.

(Continue until all the cards have been used.)

Read the sight words below once more.

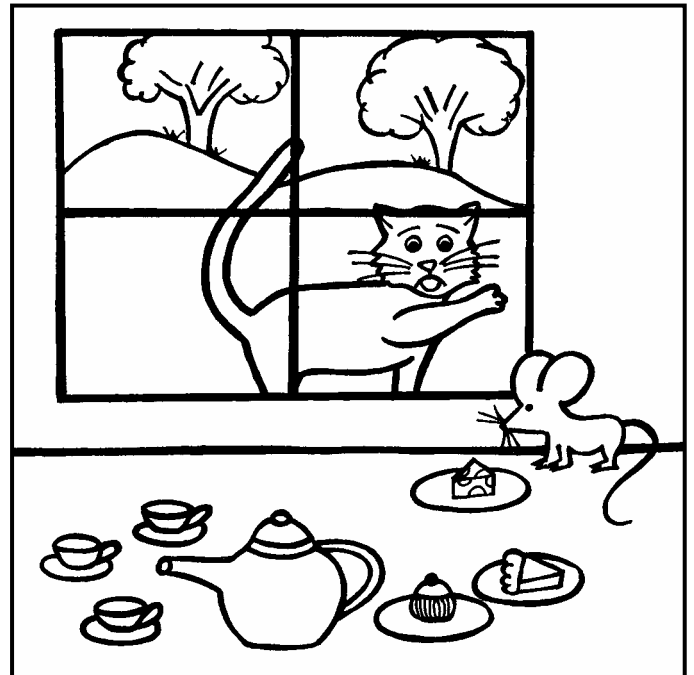
was has the

Today you will read another sentence. After you read the sentence, I will show you a picture to go with the sentence. Now read the sentence. (Run your finger under each word as the child reads.)

the cat was sad.

Read the sentence again, but this time read it a little faster. Great! The sentence is *the cat was sad*. What is the dot at the end of the sentence called? Very good! It is called a *period*.

Now I will show you a picture of the sad cat.



Why do you think the cat is sad? Yes, he is probably sad because he can see the rat, but he cannot get the rat. What do you think the rat is going to do?

Look at the letter below. What sound does the letter make? (*t* as in *bat*.)

t

Yes, that's right, it makes the *t* sound. It is called the letter *t*.

(Say the letter's name. The child may or may not know the names for the letters. Since the child knows the sounds for most of the letters of the alphabet, you can now introduce the names for the letters as they appear in future lessons.)

This letter is called a lowercase letter *t*. (Point to the letter *t* below.)

*t*

Sometimes we need to write an uppercase letter *T*. It looks like this. (Point to the uppercase letter *T* below.) This letter still makes the *t* sound. (Point to the uppercase letter *T* and say the *t* sound.)

*T*

Look at the two words below. They both say the same thing. (Point to each word as you read it.)

the                      The

There are special times when we want to use uppercase letters. One special time is at the beginning of a sentence. The first word of each sentence should be written with an uppercase letter. Let's look at the sentence you just read again. This time it is written with an uppercase letter *T* for the word *The*.

The *cat* was *sad*.

I am going to write the words from this sentence on index cards.

(Have the child watch as you write each word with a pen. Label the first card with the lesson number for future use.)

I am going to write the first word of the sentence with an uppercase letter.

The    cat    was

sad.

Did you notice I put a dot after the word *sad*? What is this dot called? That's right it is called a *period*. Why do we need it? Good, it tells us this is the end of the sentence.

I am going to underline the sight words with a black crayon. The sight words are *the* and *was*. I am going to trace over the *aaa* sounds (as in *cat*) with a gray crayon.

Read the sentence. Very good! Today you learned the first word of a sentence begins with an uppercase letter. (Point to the card with the word *The* written on it.)

Now I am going to mix the cards. I want you to put the cards in the proper order to make the sentence again.

How do you know which card will come first? That's right, because it is written with an uppercase letter. How do you know which card will come last? Good, because it has the period after the word. Now try to figure out where to put the other two cards. Read the first card. What word would make sense next?

(Assist the child as needed to place the cards in proper order.)

Now that the cards are in the right order, read the sentence again.

**Copy Work:** (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters.)

Now you can copy what I wrote.

The *cat* was

*sad.*

I will trace over the *aaa* sounds with a gray crayon. I will underline the sight words *the* and *was* with a black crayon.

(Trace over the letters you wrote. If the child wants, he can trace over his letters with the proper colors.)

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together. As we read, let's look for uppercase letters.

(As you read with your child, point out some uppercase letters. Find a lowercase letter for each uppercase letter found. Teach the names for the letters at this time if your child does not know them. Discuss whether or not the uppercase letters resemble the lowercase letters.

Go over only three or four uppercase letters and their corresponding lowercase letters each day. Have the child say the sound the letter makes as well as the name for each letter. Keep a list of the uppercase letters and their corresponding lower case letters that you review.

Review the material from the lesson using the index cards. Refer to Teaching Tips page 21.)

## Lesson 16

**Materials:** reading manual, blank index cards, pen, gray crayon, and black crayon.

**Instructions:** In today's lesson, the child will review the sight words *the*, *has*, and *was*. He will review the following letter combinations: *ap*, *at*, *am*, *ag*, *ad*, and *an*. He will review the following words by playing a game called *I'm Thinking of a Word*: *sad*, *pan*, *bag*, *map*, *hat*, *jam*, *bat*, *cat*, *fan*, *ram*, *wag*, and *rat*.

Today the child will read the following sentence and complete a variety of exercises based on the sentence: *The man has a map.*

**Dialogue:** Read the following words:

the has was **a**

Look at the letters below, and tell me what sound each group of letters makes.

*at*      *am*      *ap*

*an*      *ad*      *ag*

We are going to play a game. It is called, *I'm Thinking of a Word*. Look at the words in the box below. Try to tell me of which word I am thinking. I will give you a hint for each word.

<i>sad</i>	<i>pan</i>
<i>bag</i>	<i>map</i>

I'm thinking of a word. You fry eggs in this. What is it? (*pan*)

I'm thinking of a word. If you are not happy, then you are this. What is it? (*sad*)

I'm thinking of a word. You use this to find places. What is it? (*map*)

I'm thinking of a word. You put groceries in this. What is it? (bag)

We are going to play the game again. Look at the words in the box below. Try to tell me of which word I am thinking.

*hat*

*jam*

*bat*

*cat*

I'm thinking of a word. You put this on toast. What is it? (jam)

I'm thinking of a word. You put this on your head. What is it? (hat)

I'm thinking of a word. It has a long tail. What is it? (cat)

I'm thinking of a word. You use this to hit a ball. What is it? (bat)

We are going to play the game one more time. Look at the words in the box below. Try to tell me of which word I am thinking.

*fan*

*ram*

*wag*

*rat*

I'm thinking of a word. It looks like a big mouse. What is it? (rat)

I'm thinking of a word. You use this to keep cool. What is it? (fan)

I'm thinking of a word. A dog does this with his tail. What is it? (wag)

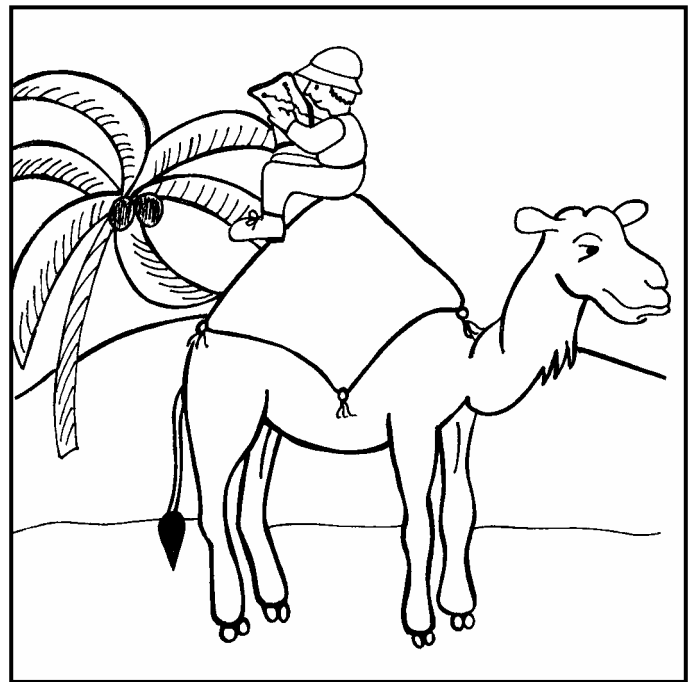
I'm thinking of a word. This is an animal that has big, curly horns. What is it? (ram)

Today you will read another sentence. After you read the sentence I will show you a picture to go with the sentence. Now read the sentence. (Run your finger under each word as the child reads.)

The man has a  
map.

Read the sentence again, but this time read it a little faster. Great! The sentence is *The man has a map.* What is the dot at the end of the sentence called? Good. It is called a *period*.

Now I will show you a picture of the man with the map.



What is the man doing? That's right, he is riding on a camel. He is looking at a map. What is funny about this picture? Yes, he is riding the camel backwards.

I am going to write the words from the sentence you read on index cards.

(Have the child watch as you write each word with a pen. Label the first card with the lesson number for future use.)

I am going to write the first word of the sentence with an uppercase letter.

The man has

a map.

Did you notice I put a dot after the word *map*? What is this dot called? That's right, it is called a *period*. Why do we need it? Good, it tells us this is the end of the sentence.

I am going to underline the sight words with a black crayon. The sight words are *the* and *has*. I am going to trace over the *aaa* sounds (as in *cat*) with a gray crayon. I am going to trace over the bold **a** sound (as in *cake*) with a black crayon.

Read the sentence. Very good! In the last lesson you learned the first word of a sentence begins with an uppercase letter. I am going to mix these cards. I want you to put the cards in the proper order to make the sentence again.

How do you know which card will come first? That's right, because it is written with an uppercase letter. How do you know which card will come last? Good, because it has the period after the word. Now try to figure out where to put the other cards. Read the first card. What word would make sense next?

(Assist the child as needed to place the cards in proper order.)

Now the cards are in the right order, read the sentence again.

**Copy Work:** (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters.)

Now you can copy what I wrote.

The man has **a**

**map.**

I will trace over the *aaa* sounds with a gray crayon. I will trace over the bold **a** sound with a black crayon. I will underline the sight words *the* and *has* with a black crayon.

(Trace over the letters you wrote. If the child wants, he can trace over his letters with the proper colors.)

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together. As we read, let's look for uppercase letters.

(Review the material before moving on to the next lesson. Use the index cards for review. From time to time, review the material from some of the previous lessons as well. Refer to Teaching Tips on page 21.)

## Lesson 17

**Materials:** reading manual, blank index cards, pen, gray crayon, and black crayon.

**Instructions:** In today's lesson, the child will review the bold **a** sound. He will also review the following sight words: *the*, *has*, and *was*. He will review the following selected words from the previous lessons: *map*, *gap*, *bat*, *hat*, *wag*, *zag*, *van*, *man*, *yam*, *jam*, *dad*, and *lad*.

He will be introduced to the sound made by the following letter combination: *ck* as in *back*. The letter *c* will be printed in regular black type while the letter *k* will be printed in a dotted fashion. If a letter is dotted, it makes no sound. We say it is silent.

**c***k*

Today the child will use index cards to read the following words: *back*, *sack*, *rack*, *jack*, *hack*, *lack*, *pack*, and *tack*. In preparation for the lesson, write the following words on index cards. Use a gray crayon for the letter *a*. Write the letter *k* with a black crayon in a dotted fashion as shown below. Use black for the consonants. Cut the index cards where indicated in the diagram. Label the first card with the lesson number for future use. Place a rubber band around the cards when not in use.

**b** | **a** *ck*      **s** | **a** *ck*      **r** | **a** *ck*

**j** | **a** *ck*      **h** | **a** *ck*      **l** | **a** *ck*

**p** | **a** *ck*      **t** | **a** *ck*

The child will read the following sentence and complete a variety of exercises based on the sentence: *The bat has a sack*.

**Dialogue:** Read the words below.

*map*      *gap*      *bat*

*hat*      *wag*      *zag*

*van*      *man*      *yam*

*jam*      *dad*      *lad*

What sound does this letter make? (*c* as in *topic*.)

**c**

Very good! It says *c*. (Say the letter sound, not the letter name.) Some words have the letter *c* and the letter *k* written together. (Say the letter names for *c* and *k*. Point to the letter combination below.) When this happens, the letter *k* does not make a sound. We say it is silent.

Since it makes no sound, we will write it like this. The letter *k* is dotted. When you see a letter that is dotted in this book, remember it does not make a sound.

**c***k*

Now practice saying the *c* sound as I point to the letters above. (Say the letter sound, not the letter name.)

What sound does this letter make? (*aaa* as in *cat*.)

**a**

What sound do these letters make? (*ck* as in *back*.)

**c***k*

Very good! Now let's see what sound is made when we put the three letters together. The letters say *aaack* (as in *back*). (Point to the letters below as you make the sound.) Remember, the *k* is silent.

***ack***

Now you are going to learn to read some new words. You will make words using cards like we did in the last few lessons.

(Retrieve the cards you prepared for this lesson. Place the small cards in one pile and the big cards in another pile.)

Pick a small card and a big card. Place them on the table to make a word.

Example:

<b><i>s</i></b>	<b><i>ack</i></b>
-----------------	-------------------

What sound does the little card make? (Assist the child, especially if this is a new letter sound.) What sound does the big card make? Put the two sounds together to make a word. Very good! The word is *sack*. Pick another small card and another big card. (Continue until all the cards have been used.)

Remember, the *k* is silent. It makes no sound.

What sound does this bold letter make? (***a*** as in *cake*.)

***a***

Read the sight words at the top of the next page.

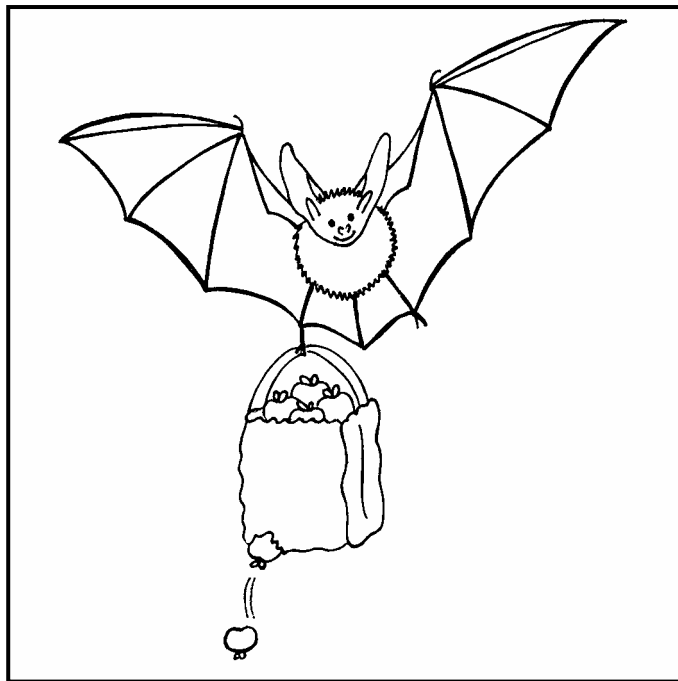
*has* *the* *was*

Today you will read another sentence. After you read the sentence, I will show you a picture to go with the sentence. Now read the sentence. (Run your finger under each word as the child reads.)

*The* ***bat*** *has* ***a***  
***sack***.

Can you read the sentence again, but this time read it a little faster? Great! The sentence is *The bat has a sack*.

Now I will show you a picture of the bat with a sack.



What do you think the bat has in the sack? That's right, he has apples in the sack. Do you think the sack is heavy? Why? Yes, the sack is heavy and apples

are falling through a hole in the bottom of the sack.

I am going to write the words from the sentence you read on index cards.

(Have the child watch as you write each word with a pen. Label the first card with the lesson number for future use.)

The   *bat*   has

**a**   *sack*.

I am going to underline the sight words with a black crayon. The sight words are *the* and *has*. I am going to trace over the *aaa* sounds (as in *cat*) with a gray crayon. I am going to trace over the bold **a** sound (as in *cake*) with a black crayon.

I am going to make dotted lines over the letter *k* in the word *sack*. Can you tell me why I dotted this letter? That's right. I dotted the letter *k*, because it is silent. It makes no sound.

Read the sentence. Very good! Now I am going to mix these cards. I want you to put the cards in the proper order to make the sentence again.

How do you know which card comes first? That's right, because it is written with an uppercase letter. How do you know which card will come last? Good, because it has a period after the word. Now try to figure out where to put the other three cards. What word would make sense next?

(Assist the child as needed to place the cards in proper order.)

Now that the cards are in the right order, read the sentence again.

**Copy Work:** (The copy work is optional for children who have difficulty with writing.)

I will write the sentence you just read on a piece of paper.

(Neatly write the sentence with a pen, paying close attention to letter spacing, formation, and size. Make the letters large enough for the child to easily copy. Allow space for the child to write his letters directly under yours. An alternate method is to allow the child to trace over your letters.)

Now you can copy what I wrote.

The   *bat*   has   **a**  
*sack*.

I will trace over the *aaa* sounds with a gray crayon. I will trace over the bold **a** sound with a black crayon. I will underline the sight words *the* and *has* with a black crayon. I will make dotted lines over the letter *k* in the word *sack*.

(Trace over the letters you wrote. If the child wants, he can trace over his letters with the proper colors.)

I would like for you to read the sentence once more. Very good! Would you like to draw a picture to go with your sentence?

Now let's read a book together.

(Remember to look for uppercase and lowercase letters as you read. Help your child to recognize the letters by name. Review the material before moving on to the next lesson. Use the index cards for review. Refer to Teaching Tips on page 21.)