

Lesson 7

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

Instructions: In this lesson, you will review the material previously covered with the child. During the lesson, you will write the following letter combinations on blank index cards: *ad*, *ag*, *at*, *ap*, *an*, and *am*. Use a gray crayon to represent the *aaa* sound as in *cat*, as shown in the reading manual. Use a black crayon to write the consonants. Label the first card with the lesson number for future use. Place a rubber band around the cards when not in use.

You will also introduce the child to two new letters and the sounds they make. These letters are: *l* and *c*. To isolate the sound for the letter *l*, say the word *ball* and lift the *lll* sound from the word.

To isolate the sound for the letter *c*, say the word *topic* and lift the *c* sound from the word. This will prevent you from adding a vowel sound to the letter *c*. Remember, we want *c* not *cuh*. (We will teach the other sound for the letter *c*, where it makes an *sss* sound as in *face*, in a future lesson.)

Dialogue: You have learned lots of sounds so far. Today we are going to practice those sounds some more. Look at the letters as I point to them, and I will say the sounds the letters make.

d *g* *t*
p *n* *m*

This time, you say the sounds the letters make as I point to them. Very good! Look at the letter below. What sound does this letter make? (*aaa* as in *cat*.)

a

Great! Now look at the letters at the top of the page. Point to the correct

letters as I say the sounds the letters make. (Say the sounds in random order.)

ad *ag* *at*

ap *an* *am*

You are doing very well. I am going to write some letters on index cards. Tell me what sound I am writing on each card.

(Write the letter combinations listed below. Use gray for the letter *a* and black for the consonants. Have the child say the sound for each card as you write it.)

<i>ad</i>	<i>ag</i>	<i>at</i>
<i>ap</i>	<i>an</i>	<i>am</i>

Now I am going to mix the cards and put them face down on the table in a pile. Pick up the top card on the pile and read it. If you get the sound correct, you can keep it. If you do not get it correct, we will put it on the bottom of the pile.

(Continue with this game until the child has mastered all the cards.)

Next, you are going to learn the sound for a new letter. Look at the letter below. This letter makes the *lll* sound (as in *ball*). (Say the letter sound not the letter name. Point to the letter below as you say the sound.)

l

Say the /// sound as I point to the letter. Very good!

Look at the letter below. The next new sound you are going to learn is the *c* sound (as in *topic*). (Say the letter sound not the letter name. Point to the letter below as you say the sound.)

c

Say the *c* sound as I point to the letter. Great!

Now look at the letters below and tell me which one says *c*? Which letter says ///?

c *l*

Look at the four letters below. I will say the sound each letter makes. Point to the correct letter as I say the sound it makes. (Say the letter sounds, not the letter names, in random order.)

n *c* *d* *l*

Tell me what sound each letter makes as I point to it.

That was very good! You learned a lot of new sounds today. Let's take a break and read a book.

(Review the letter sounds before moving on to the next lesson. Use the index cards for review. A typical schedule is to complete three lessons per week with review between lessons.)

Lesson 8

Materials: reading manual, index cards containing *ap*, *at*, *ag*, *an*, *am*, and *ad* from lesson 7.

Instructions: Retrieve index cards with *ap*, *at*, *ag*, *an*, *am*, and *ad*. Review these letter combinations with the child using the index cards. Today you will review the following letter sounds: *p*, *t*, *g*, *n*, *m*, *d*, *c*, and *l* by playing a listening game called, "I'm Thinking of..."

You will also introduce the child to two new letter sounds: *r* and *s*. To isolate the sound for the letter *r*, say the word *fair* and lift the *rrr* sound from the word. We do not want *ruh*. To isolate the sound for the letter *s*, say the word *glass* and lift the *sss* sound from the word.

Dialogue: Look at the letter below. What sound does this letter make? (*aaa* as in *cat*.)

a

Very good!

Let's review some letter sounds you have learned. (Retrieve index cards.) Say the letter sounds as I hold up each card.

<i>ap</i>	<i>at</i>	<i>ag</i>
<i>an</i>	<i>am</i>	<i>ad</i>

Today we are going to play a listening game. This means you must listen very carefully. Look at the letter below.

t

I am thinking of an animal that starts with the *t* sound (as in *bat*). (Say the

letter sound, not the letter name, as you point to the letter.)

This animal lives in the jungle and has stripes. Remember, it starts with the *t* sound. Can you tell me what animal it is?

(Pause for a response. If the child has trouble guessing the animal is a tiger, give him two animals to choose from. For example, say "Is it a leopard or a tiger? Which one starts with the *t* sound and has stripes? Use clues as needed throughout the guessing game.)

Great! You guessed it. The animal is a tiger. *Tiger* begins with the *t* sound. (Point to the letter *t* again.)

Look at the letter below.

p

I'm thinking of another jungle creature. This creature starts with the *p* sound (as in *cap*). (Say the letter sound, not the letter name. Point to the letter *p*.)

This creature is a bird and can sometimes sound like a person talking.

Remember, this creature starts with the *p* sound. (Point to the letter *p* again.) Can you tell me what it is? (Pause for a response. Parrot or parakeet is acceptable.)

That's very good! It is a parrot. *Parrot* starts with the *p* sound.

Look at the letter below.

g

I am thinking of a farm animal that starts with the *g* sound (as in *bag*). (Say the

letter sound, not the letter name. Point to the letter *g*.)

This farm animal gives milk. Be careful now. This animal starts with the *g* sound. Can you tell me what it is? (Pause for a response.)

Great! It's a goat. I didn't trick you. You guessed it. *Goat* begins with the *g* sound. (Point to the letter *g* again.)

Look at the letter below.

m

I'm thinking of another jungle animal. This animal starts with the *mmm* sound (as in *Sam*). (Point to the letter and say the letter sound, not the letter name.)

This animal has a long tail and can swing from tree to tree. Remember, it starts with the *mmm* sound. (Point to the letter and pause for a response.)

That's right! The animal is a monkey. *Monkey* starts with the *mmm* sound. (Point to the letter.)

Look at the letter below.

d

I'm thinking of animal that starts with the *d* sound (as in *had*). (Say the letter sound, not the letter name. Point to the letter.)

Many people have this kind of animal in their home. Remember, this animal starts with the *d* sound. (Point to the letter.) Can you guess what the animal is? (Pause for a response.)

Great! You guessed correctly. The animal is a dog. *Dog* begins with the *d* sound. (Point to the letter.)

Look at the letter below.

n

I'm thinking of a special animal home that starts with the *nnn* sound. Birds lay their eggs in this home. Remember, it starts with the *nnn* sound (as in *man*). (Say the letter sound, not the letter name. Point to the letter.)

Can you guess what this home is called? (Pause for a response.) Very good! This special home is called a nest. *Nest* starts with the *nnn* sound. (Point to the letter.)

Look at the letter below.

c

I'm thinking of another farm animal that gives milk. This animal starts with the *c* sound (as in *topic*). (Say the letter sound, not the letter name. Point to the letter.)

Can you guess what it is? (Pause for a response.) That's right! The animal is a cow. *Cow* starts with the *c* sound. (Point to the letter.)

Look at the letter below.

l

I'm thinking of a wild animal that starts with the *lll* sound (as in *ball*). (Say the letter sound, not the letter name. Point to the letter.)

This animal can roar very loudly. Remember, it starts with the *lll* sound. Can you guess what animal it is? (Pause for a response.)

Great! You are right. The animal is a lion. *Lion* starts with the *lll* sound.

You did very well with our listening game. Now you will learn two new letter sounds.

Look at the letter below. This letter makes the *rrr* sound (as in *fair*). (Say the letter sound, not the letter name. Point to the letter below as you say the sound.)

r

Say the *rrr* sound as I point to the letter. Good. Make the *rrr* sound again. (Point to the letter.)

Look at the next letter. This letter makes the *sss* sound (as in *glass*). It sounds like a snake. It even looks like a snake. (Say the letter sound, not the letter name. Point to the letter as you say the sound.)

s

Say the *sss* sound as I point to the letter. Good. Make the *sss* sound again. (Point to the letter.)

Now look at the letters below and tell me which one says *sss*. Which letter says *rrr*?

r

s

Look at the six letters at the top of the next page. I will say the sound for each letter. Point to the correct letter as

I say the sound it makes. (Say the letter sounds in random order.)

s c d
n r l

You have done a lot of hard work today. Would you like for me to read you a book?

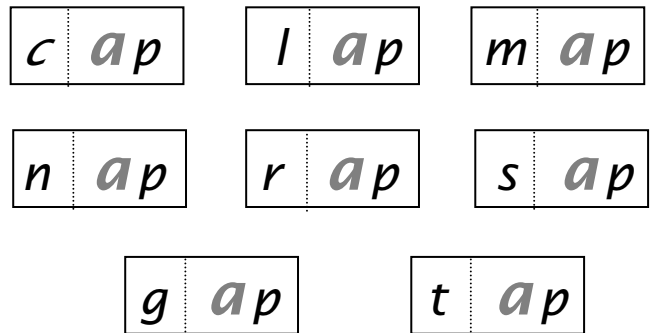
(Review the letter sounds before moving on to the next lesson. Use the index cards for review. A typical schedule is to complete three lessons per week with review between lessons.)

Lesson 9

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

Instructions: Today you will review all the sounds for the letters learned so far. They are the sounds for: *a, p, t, g, n, m, d, c, l, r, and s*. You will also review the sounds for the following letter combinations: *ap, at, ag, an, am, and ad*.

In preparation for the lesson, write the following words on index cards: *cap, lap, map, nap, rap, sap, gap, and tap*. 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. Which letter makes the *c* sound (as in *topic*)? Which letter makes the *lll* sound (as in *ball*)? Which letter makes the *rrr* sound (as in *fair*)? Which letter makes the *sss* sound (as in *glass*)?

l s c r

Very good! Now look at the letters again and say the sound for each letter as I point to it.

Look at the letters at the top of the next page. Which letter makes the *g* sound (as in *bag*)? Which letter makes the *mmm* sound (as in *Sam*)? Which letter

makes the *t* sound (as in *bat*)? Which letter makes the *nnn* sound (as in *man*)?

m n g t

Very good! Now look at the letters again and say the sound for each letter as I point to it.

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

a

What sound does this letter make? (*p* as in *cap*.)

p

What sound do the letters make when we put them together?

ap

Great! The letters say *aaap*. (Point to the letter combination above.)

Today you are going to learn to read real words all by yourself. I have some cards with letters written on them that we will use to make words. I will place the stack of small cards face down in one pile and the stack of big cards face down in another pile.

Pick a small card from one pile and a big card from the other pile. Lay the cards on the table like this.

Example:

<i>c</i>	<i>ap</i>
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What sound does the small card make? What sound does the big card make? That's right, the small card says *c*, and the big card says *aaap*. If we put them together, we have *c aaap*.

(Run your finger under the letters as you slowly sound out the word. Then say the word again, but more quickly.)

The word is *cap*.

Can you read the word to me now? Good. Now pick another small card and another big card.

Example:

<i>l</i>	<i>ap</i>
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The small card says *lll*. The big card says *aaap*, just like before. Can you sound out this word?

Great! The word is *lap*.

(Continue through all of the cards. Go through the set of cards once more.)

You are doing a great job. You are reading words all by yourself. Let's go over some sounds you learned before. What sound does this letter make? (*d* as in *had*.)

d

What sound do these letters make?

ad

Great! The letters say *aaad*. (Point to the letter combination above.)

Say the sound as I point to each group of letters.

at ag an am

You have worked very hard today.
Let's take a break and read a book
together.

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