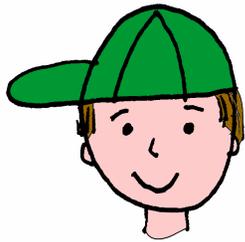


# Learning The Alphabet

# A B C



# Revised

## WORKBOOK 1

Teaches letters:

t, i, h, l, n, w, u, b, m, r, f, x, e

Sound Story  
Letters And Sounds  
Phonemic Awareness  
Letter Discrimination  
Handwriting Pages



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

# Table of Contents

## Page Sequence For New Alphabet Letters, Each Day Allows Time For Small Group Activities

### Day One

- Handwriting Readiness Picture Page - One or two pages
- Sound Story Section - To be read aloud
- Students trace the new capital and lower case letters on the chalkboard.

### Day Two

- Trace The New Capital And Lower Case Letter - On large lines
- Trace The New Capital And Lower Case Letter - On smaller lines
- Letter Discrimination Page

### Day Three

- Handwriting Review, Capital And Lower Case Letters
- Oral Blending And Segmenting Page
- Beginning Sound Awareness - List of words that begin with the new letter. with pictures

Day Four - If there is no ending sound page and there are no review pages, day four is omitted. The rhyming page is moved to Day Three.

- Handwriting Review, Lower Case Letters
- Rhyming Page
- Ending Sound Awareness - List of words and pictures that end with the new letter, illustrated
- After every six letters taught, two review pages are included. Students match the last six sound pictures with the related letters.

Sound Story Part 1 - With Sound Pictures .....	5
Alphabet Chart With Sound Pictures .....	10
1 - T t .....	12
2 - I i .....	24
3 - H h .....	33
Long I, Sound story and beginning sound page .....	44
4 - L l .....	46
5 - N n .....	58
6 - W w .....	69
<u>Sound Review Pages</u> .....	79
7 - U u .....	81
8 - B b .....	91
9 - M m .....	102
10 - R r .....	113
11 - F f .....	124
12 - X x .....	136
<u>Sound Review Pages</u> .....	146
13 - E e .....	148
Oral Blending, Extra Practice, Two-Syllable Words (Six Pages).....	158
<u>Print Awareness Lessons</u> - Read these lessons aloud to the students at regular intervals.	
Number 1 - Learning About Words .....	164
Number 2 - How Words Are Arranged On The Page .....	166
Number 3 - Recognizing Words .....	168
Number 4 - Learning About Letters .....	173
Handwriting Models .....	175
Learning The Alphabet Sequence Chart .....	178
Learning The Alphabet Three Or Four Day Lesson Schedule .....	179
Learning The Alphabet Daily Lesson Outlines.....	181
Spelling Words With Plastic Letters (Optional At This Level) .....	186
How To Make A Dry-Erase Frame, With Blank Lines To Go In The Frame.....	192
Segmenting Frames .....	195



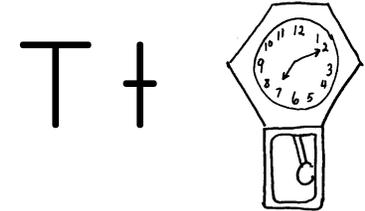
# A Sound Story

## About Audrey and Brad

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

### Part 1

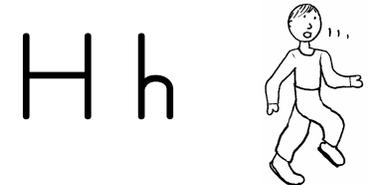
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



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



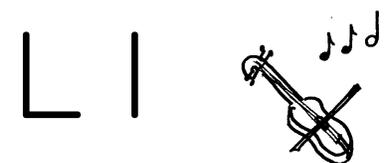
Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."



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

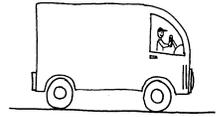


Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



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

N n



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

W w



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

U u



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

B b



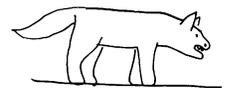
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmmmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.

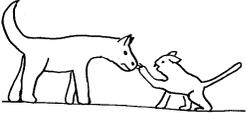
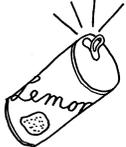
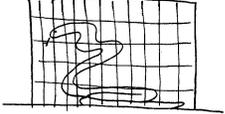
M m

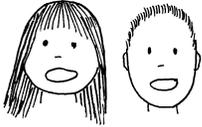
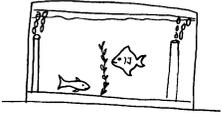


Just as they sat down to eat, they heard a loud "Rrrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.

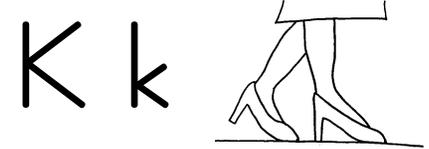
R r



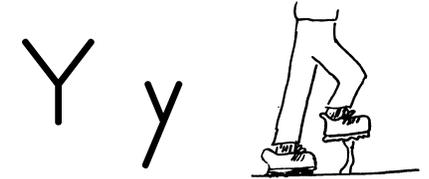
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "ffffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>	<p>F f </p>
<p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached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

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

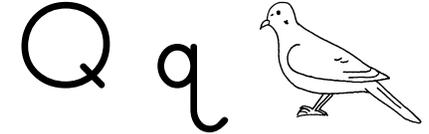
Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.



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



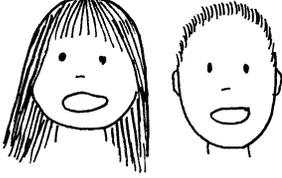
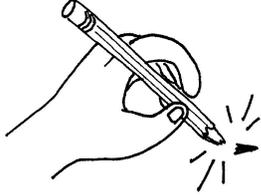
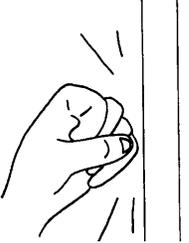
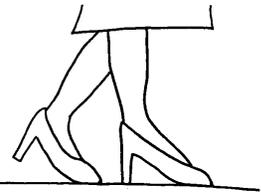
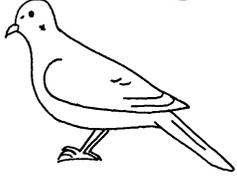
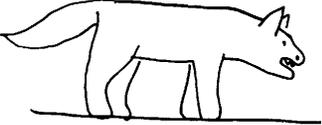
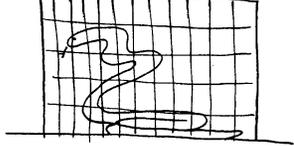
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."



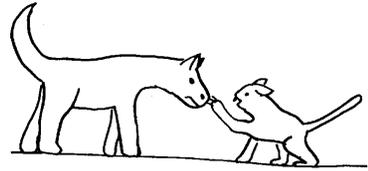
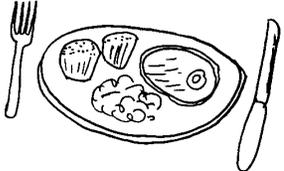
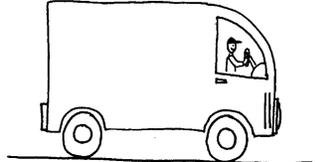
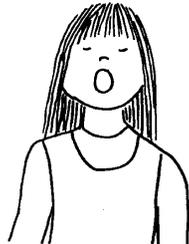
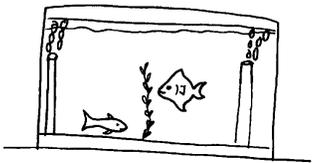
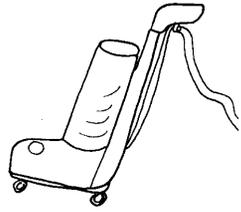
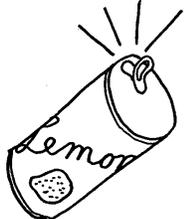
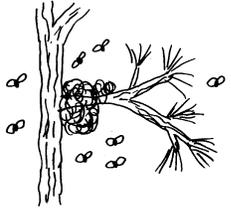
Suddenly they heard a loud buzzing sound, "zzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.



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

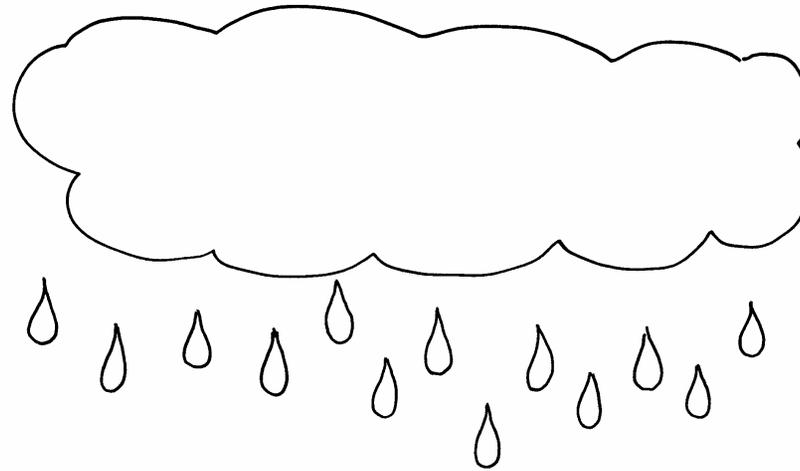
A a 	B b 	C c 	D d 	
I i 	J j 	K k 	L l 	
I i 				
Q q 	R r 	S s 	T t 	U u 

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

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

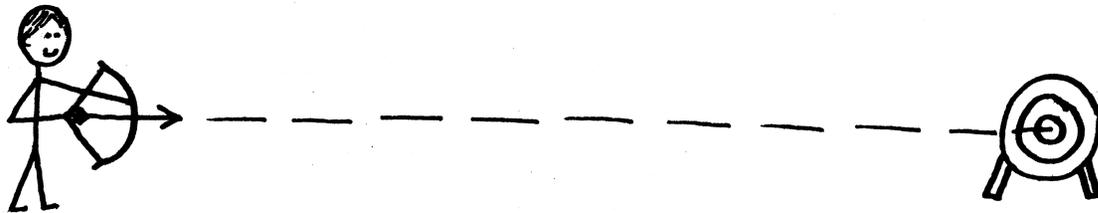
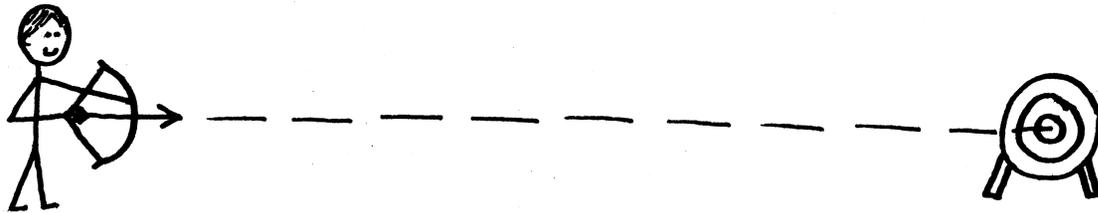
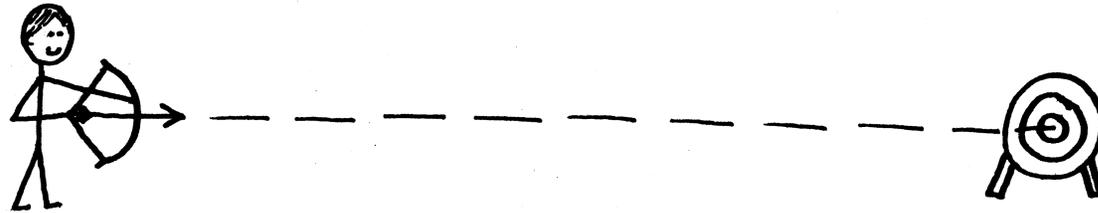
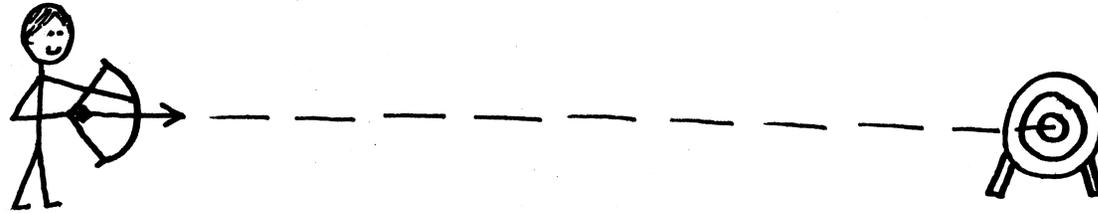
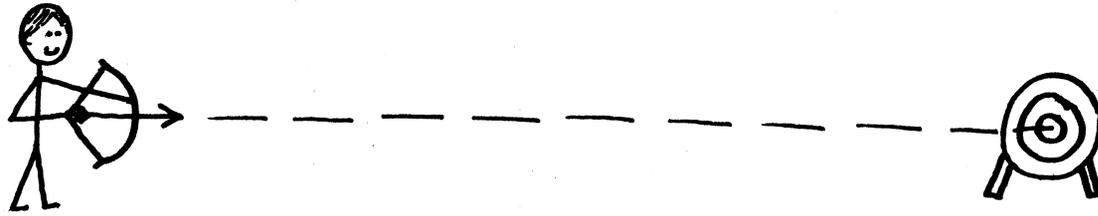


# Raindrops - Prepare For T t



Draw a line from each raindrop down to the ground.

Target Practice - Prepare For T t



Draw a line from the bow to the target. Let each bow shoot two times.

## Sound Story

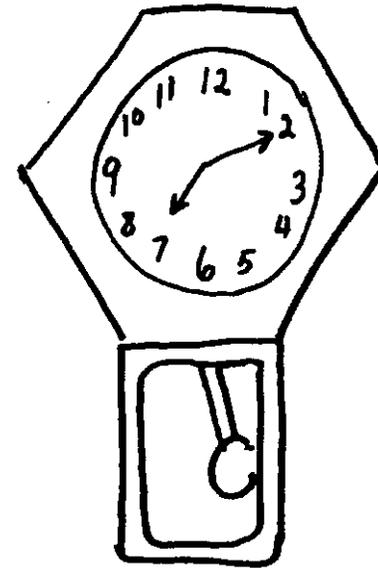
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.

The teacher reads this section aloud. Use the sound of the letter when reading the story, not the letter name. Point to the picture, say the sound, and have the students repeat. Then point to letters and say, "These letters show us the same sound in words." Point to each letter and have students give you the sound for each one. Explain that each letter can be shown two ways, as a capital letter or a lower case letter. Point to the letters and say, "These are capital letters (on the left) and these are lower case letters (on the right). Sometimes they look the same but the capital letter is taller. Sometimes the capital and lower case letters are completely different." For the younger students, you can use this explanation. (Above the picture) This is the mommy letter and the little girl letter. (Below the picture) This is the daddy letter and the little boy letter. They all show the same sound.

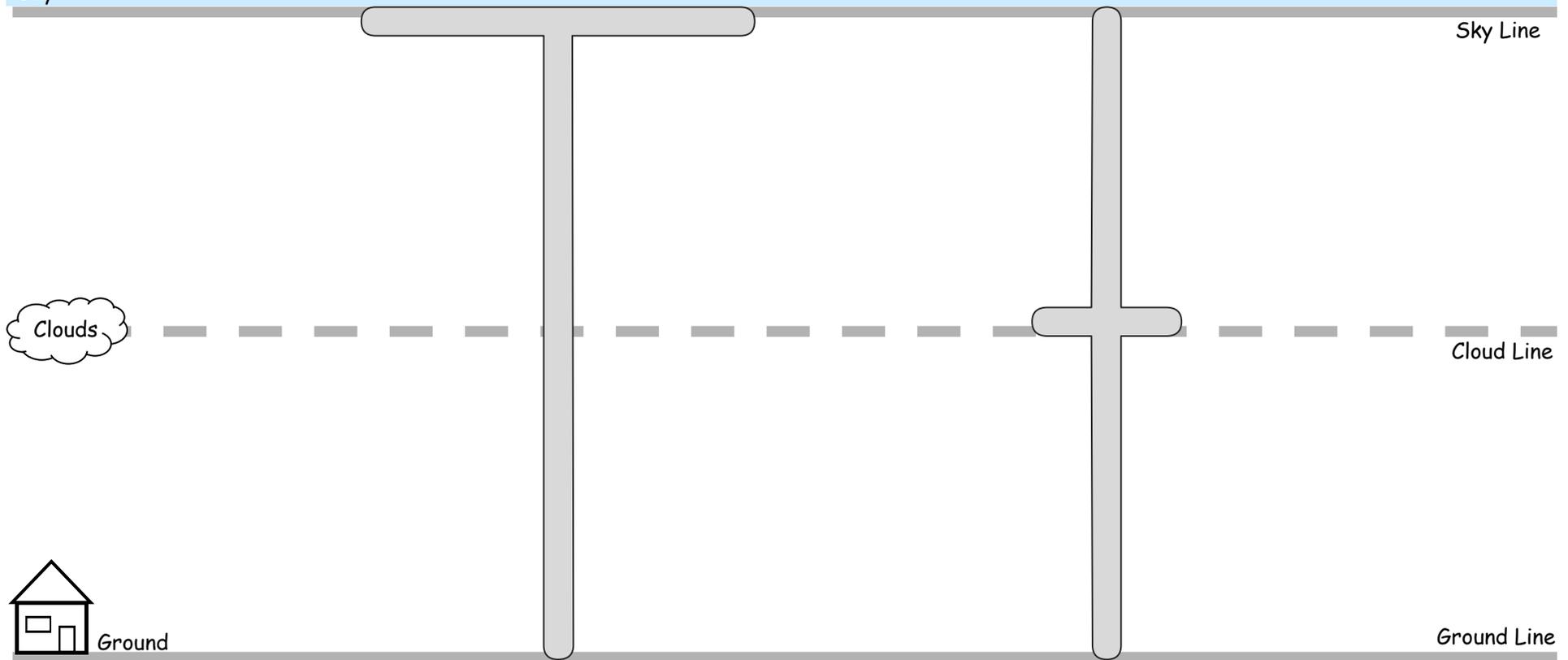
Tell the students that the top letters show the way they look when we write them. The bottom letters show how they often appear in books. The extra parts that stick out are called serifs, but if they look closely, they will see that basic shape of the letter is still the same. To wrap up, point to the sound picture and each letter again, and have students give the sounds in unison. After you have taught a few letters using this routine, you won't need to take as much time with each new letter. Just read the sound story page, point to the picture and model the sound, then point to the picture and each letter and have students pronounce the sounds in unison.

**HANDWRITING INTRODUCTION (No lines):** Demonstrate how to write the capital and lower case letters on the chalkboard. Then draw multiple large letter patterns on the board. Rotate groups of students to trace the patterns. Assist as needed. Students say the name and sound as they trace each capital letter. They say just the sound as they trace each lower case letter.

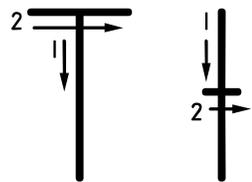
T t



T t



Handwriting



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times. Say the name of the capital letter and its sound each time you trace, "Capital T, /T/, capital T, /T/..."

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times. Say only the letter sound each time you trace. "/t/, /t/, /t/..."

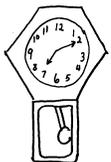
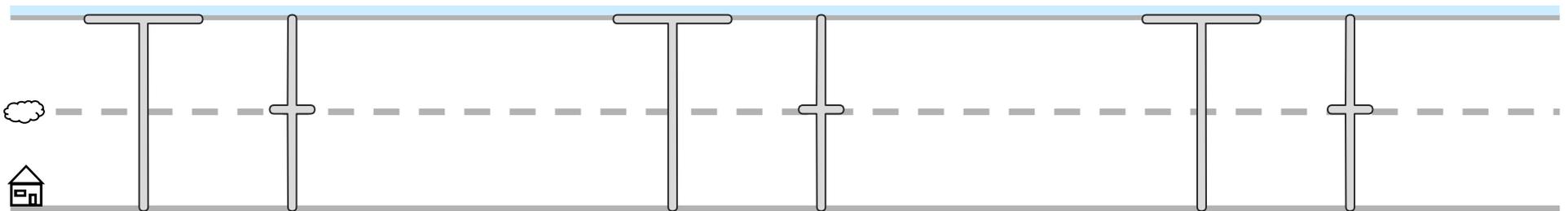
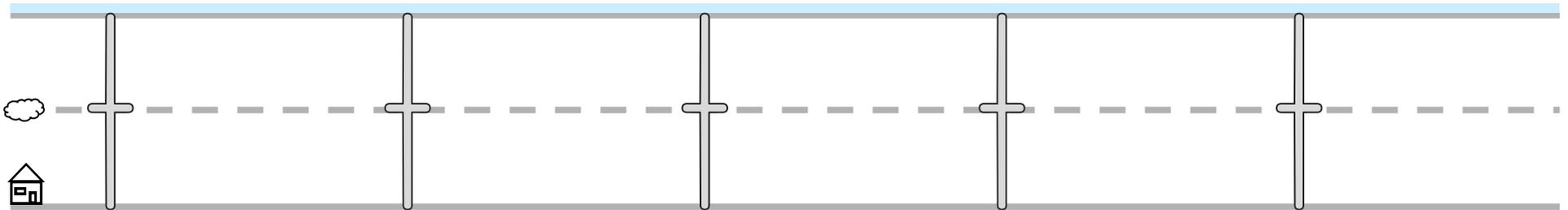
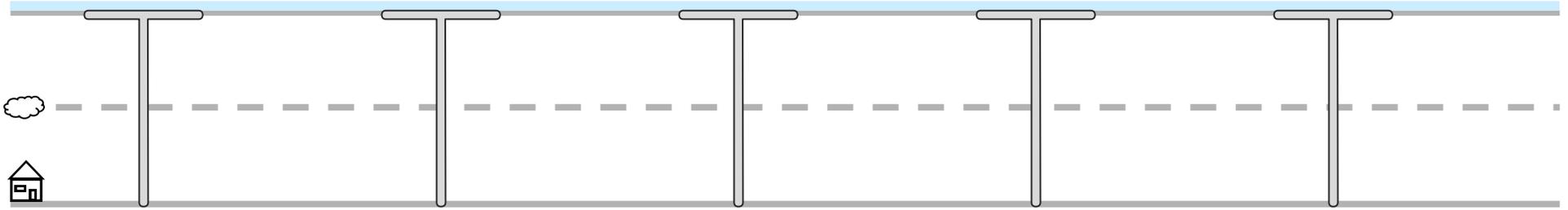
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

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

Show students how to finger trace the capital letter. Verbalize your movements. "To make a capital T we start at the sky line and go straight down to the ground. Then we jump up and make a line going across the sky line." Have students finger trace the capital letter and then trace with a pencil.

Model how to form the lower case letter in the same way. "To make a lower case t we start at the sky line and go straight down to the ground. Then we jump up and make a short line going across at the cloud line." Have students finger trace the lower case letter and then trace with a pencil.

Be sure students are forming the letters correctly. Watch carefully and help as needed. Be patient. Follow this routine when you introduce each new letter.

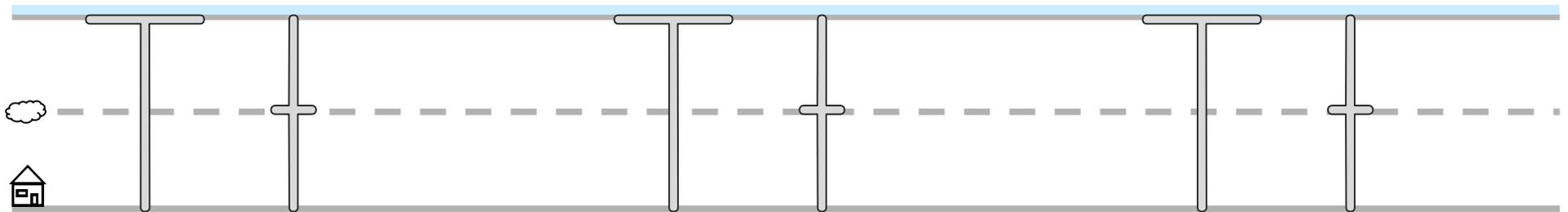
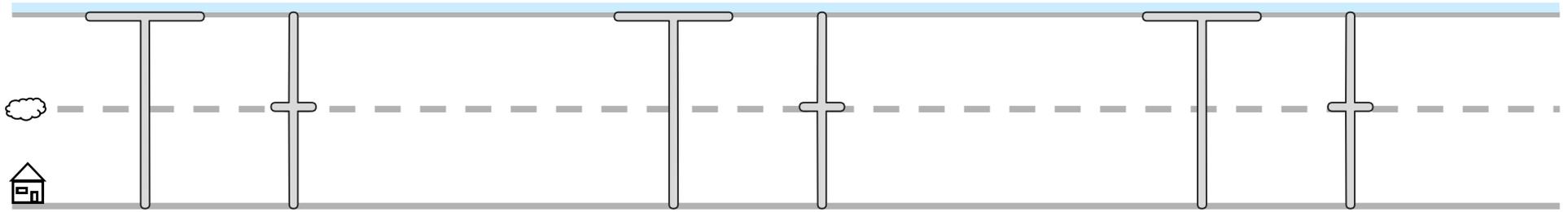


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

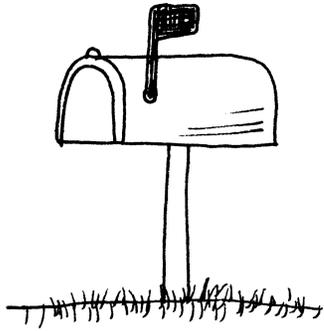
Letter Discrimination

	<p>T</p>	<p>O T X T T I T</p>
	<p>t</p>	<p>t o t l x t t</p>
	<p>t</p>	<p>tub top fit cat</p>
	<p>t</p>	<p>tent button vest</p>
	<p>t</p>	<p>It will fit. </p>

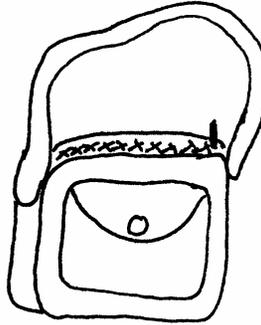
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



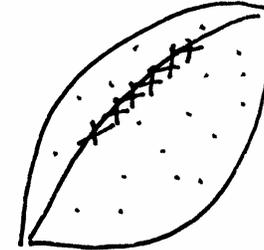
Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time,. Students watch how to form each letter and then trace the letter with a pencil in their books,. After the letters have been reviewed, students complete the page on their own. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



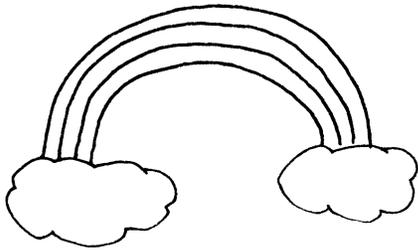
mail.....box



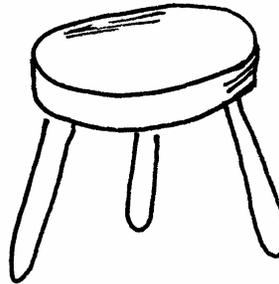
pocket.....book



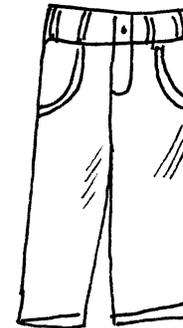
foot.....ball



rain.....bow



foot.....stool



blue.....jeans

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

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

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

## Beginning Sounds

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

t \_

tag



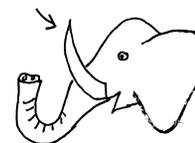
talk



tulip



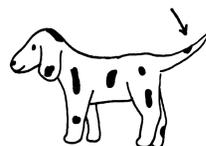
tusk



type



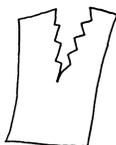
tail



ten

10

torn



tall



tent



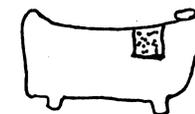
town

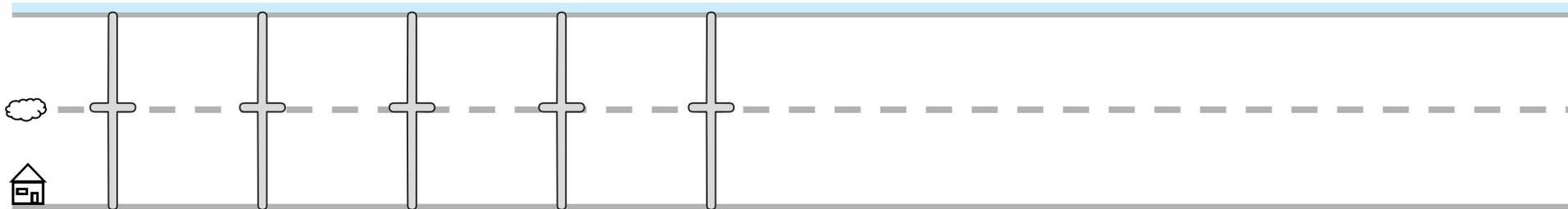


tea



tub

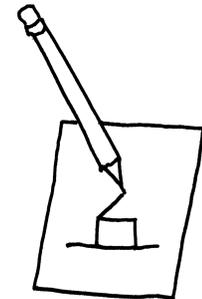
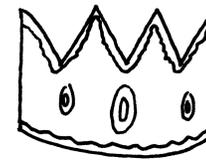
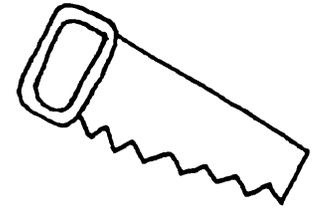
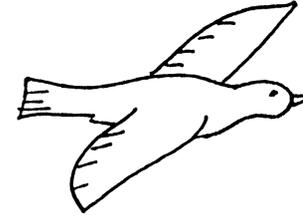
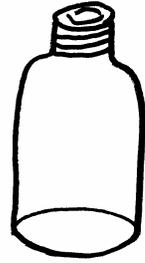
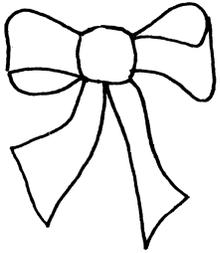




Handwriting Review - The teacher models how to write the review letter on lines on the board. Students watch how to form the letter and then trace the letter with a pencil in their books. Then students complete the page on their own. As they trace, students say the sound for each lower case letter.

# Rhyming

Tt

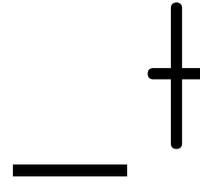


bow-mow, jar-car, town-crown, fly-cry, saw-draw. Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

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

## Ending Sounds

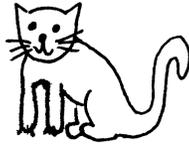
Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the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



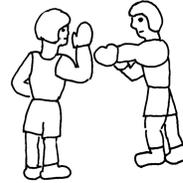
bat



cat



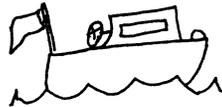
fight



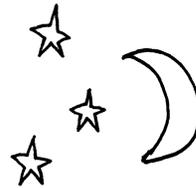
feet



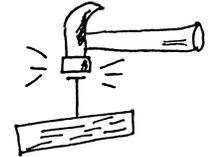
boat



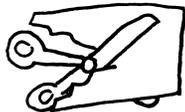
night



hit



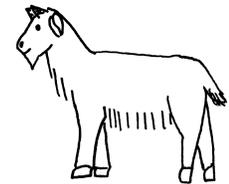
cut



kit



goat



lit



cot

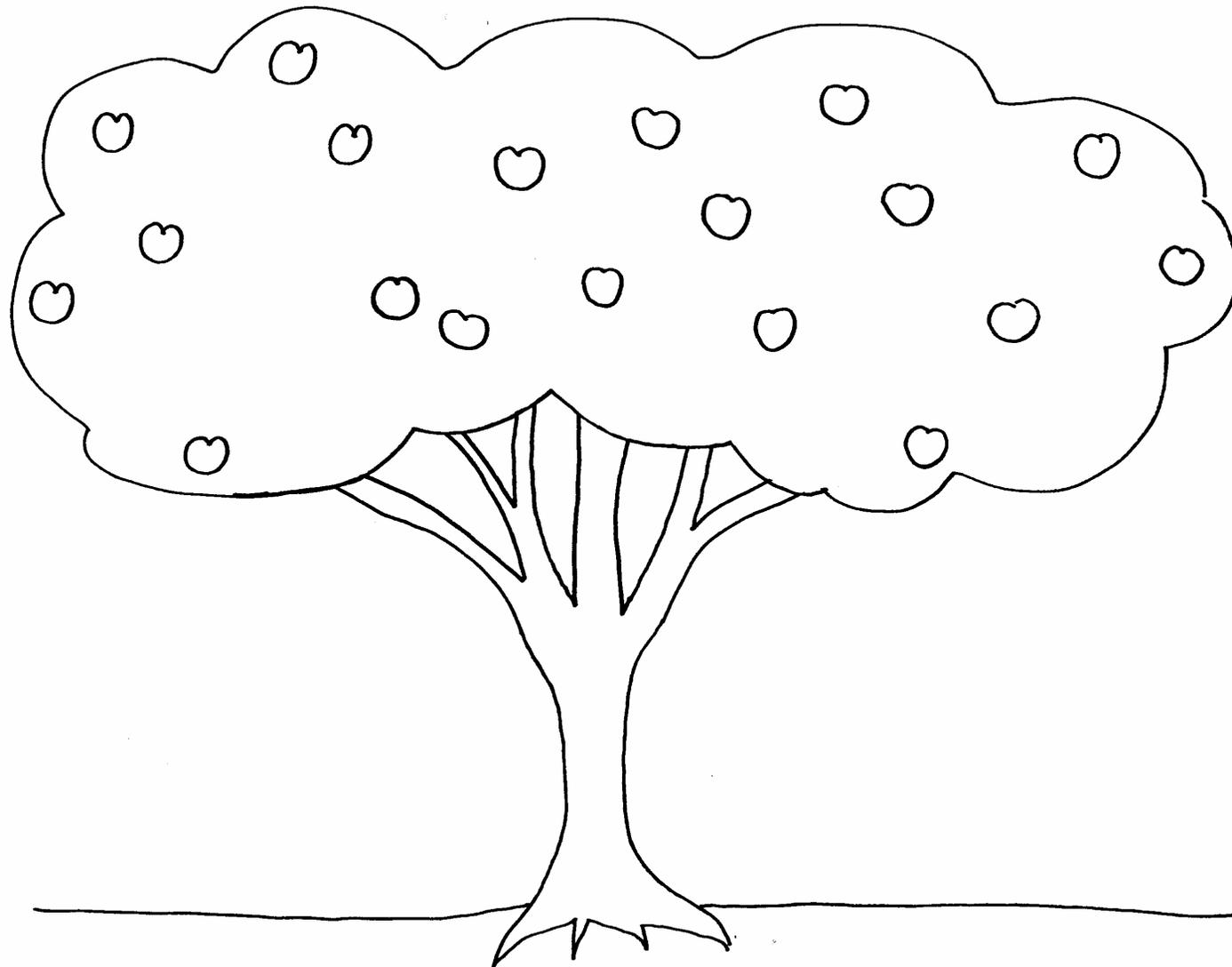


nut





# Apple Drop - Prepare For I i



Draw a line from each apple straight down to the ground.

## Sound Story

"Hey, Mom," said Brad. "Can we walk down to the park?"

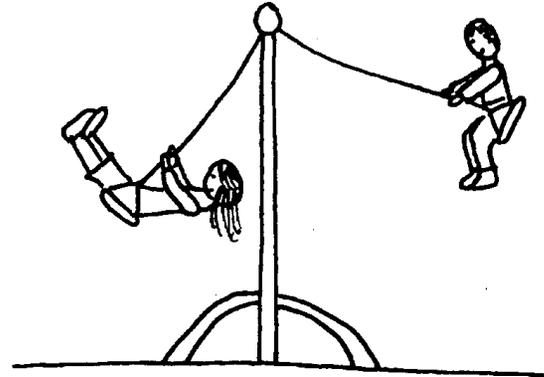
"Yes," said Mom. "But we must be back in time for your violin lessons."

Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i, i." (i/in)

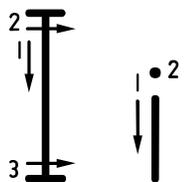
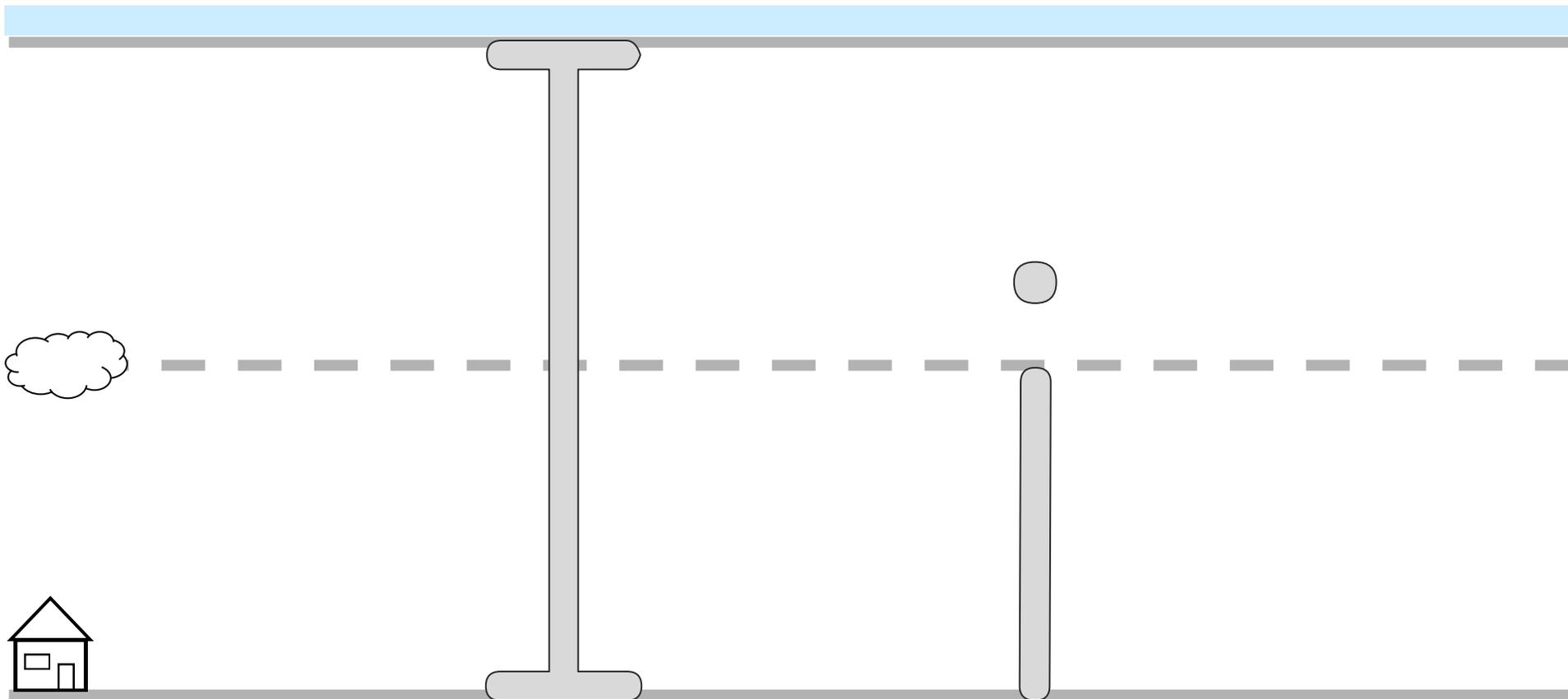
The teacher reads the story aloud. The teacher points to the sound picture and models the sound. Students repeat. Have students point to each letter while saying the sounds in unison. Ask students to show you the capital letters and the lower case letters. Ask them to show which pair of letters shows how we write them. Which pair of letters show how they are printed in books? See the sound story page for the letter T t for extended instructions.

**HANDWRITING INTRODUCTION (No lines):** Demonstrate how to write the capital and lower case letters on the chalkboard. Then draw multiple large letter patterns on the board. Rotate groups of students to trace the patterns. Each letter should be traced repeatedly for about forty to sixty seconds. Students should say the name and sound each time they trace the capital letter, "Capital I, /i/." They should say only the sound each time they trace the lower case letter, "/i/."

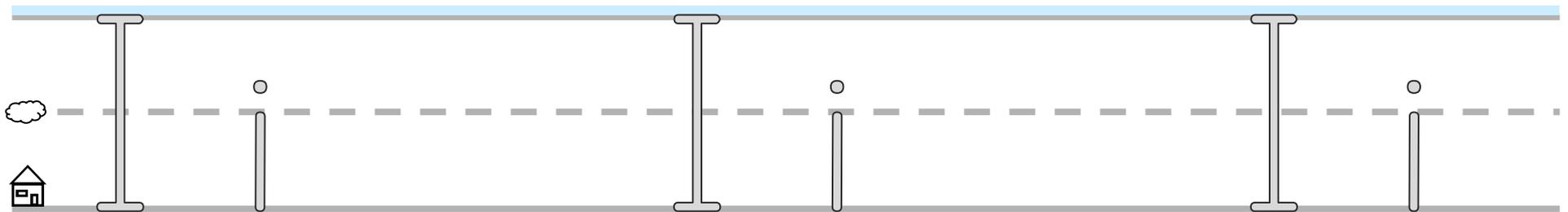
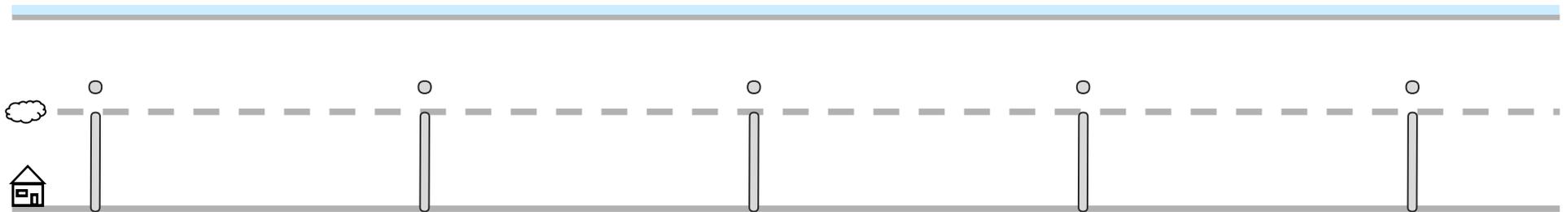
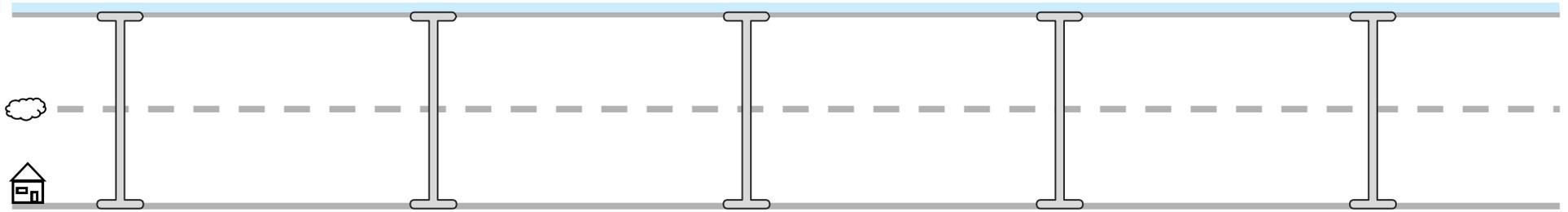
I i



I i

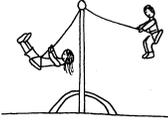
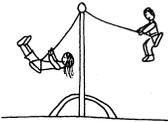
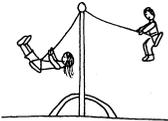


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

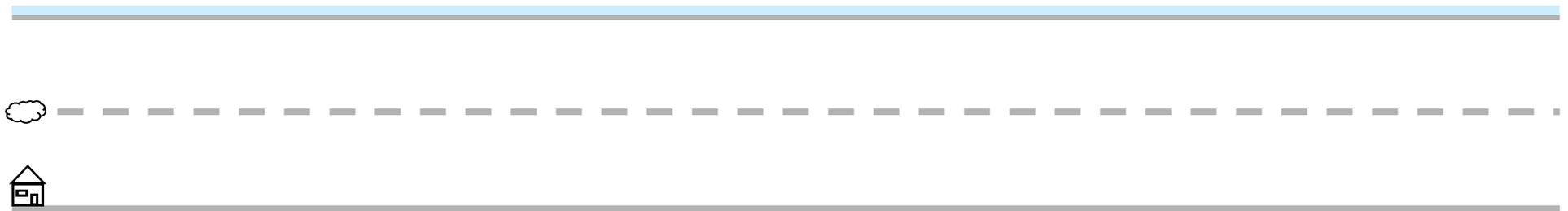
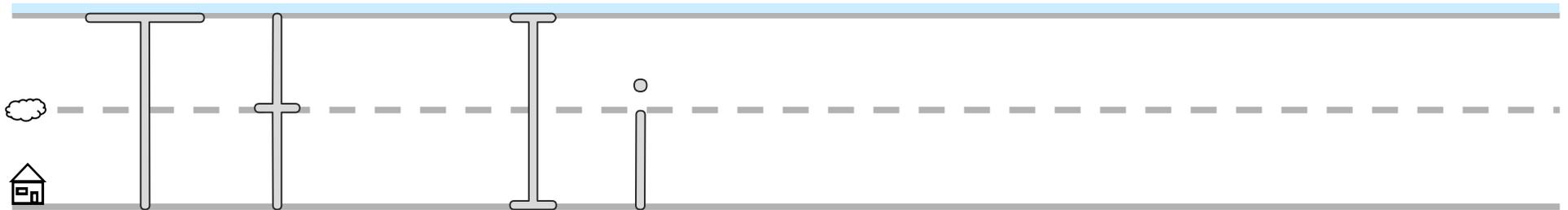
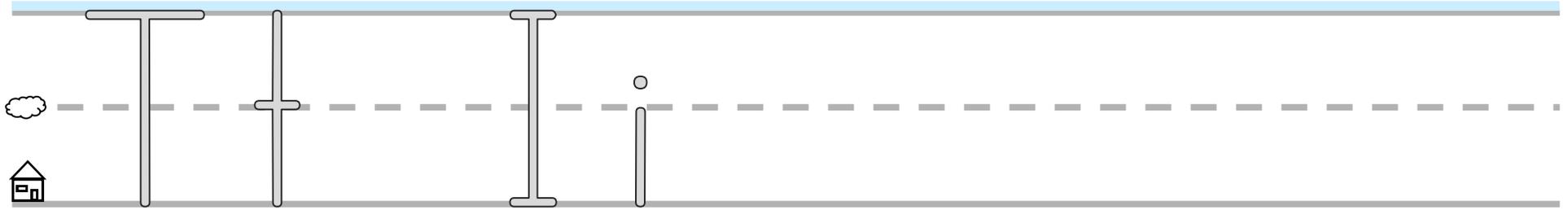


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

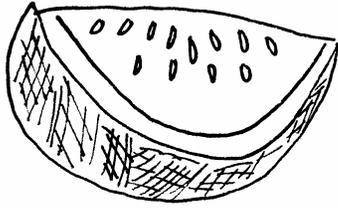
Letter Discrimination

	<p>I</p>	<p>I T O I I X I</p>
	<p>i</p>	<p>t i x i o t i</p>
	<p>i</p>	<p>in will fit his</p>
	<p>i</p>	<p>twist limit visit</p>
	<p>i</p>	<p>It is his mitt. </p>

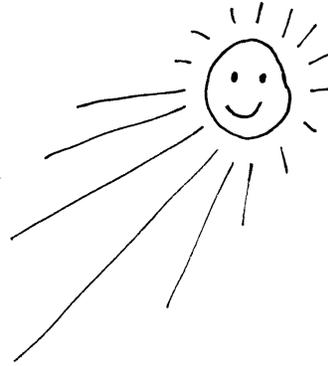
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



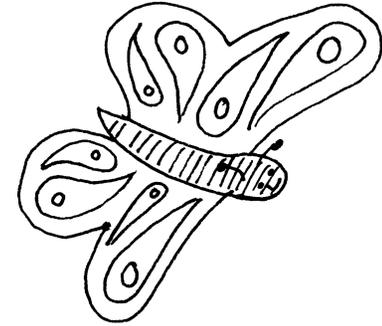
Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



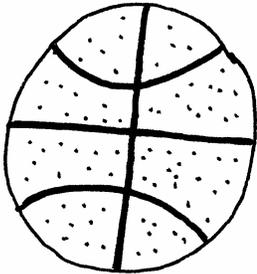
water.....melon



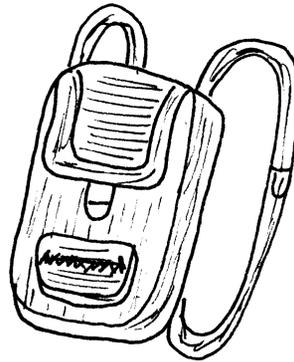
sun.....shine



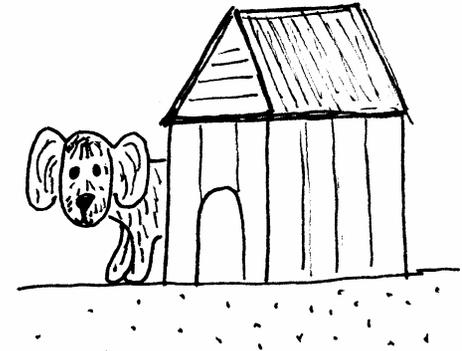
butter.....fly



basket.....ball



back.....pack



dog.....house

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

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

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

## Beginning Sounds

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

## Short I

i

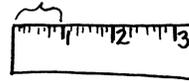
## Indian



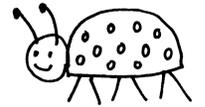
in



inch



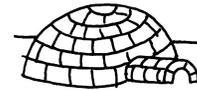
insect



ink



igloo



infant



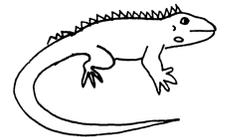
ill



instruments



iguana



itch



inchworm

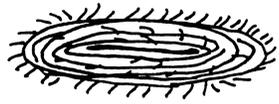


invitation



# Rhyming

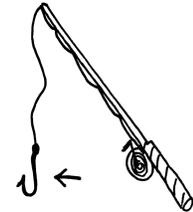
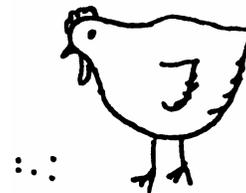
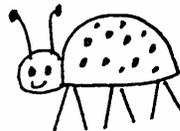
Ii



10



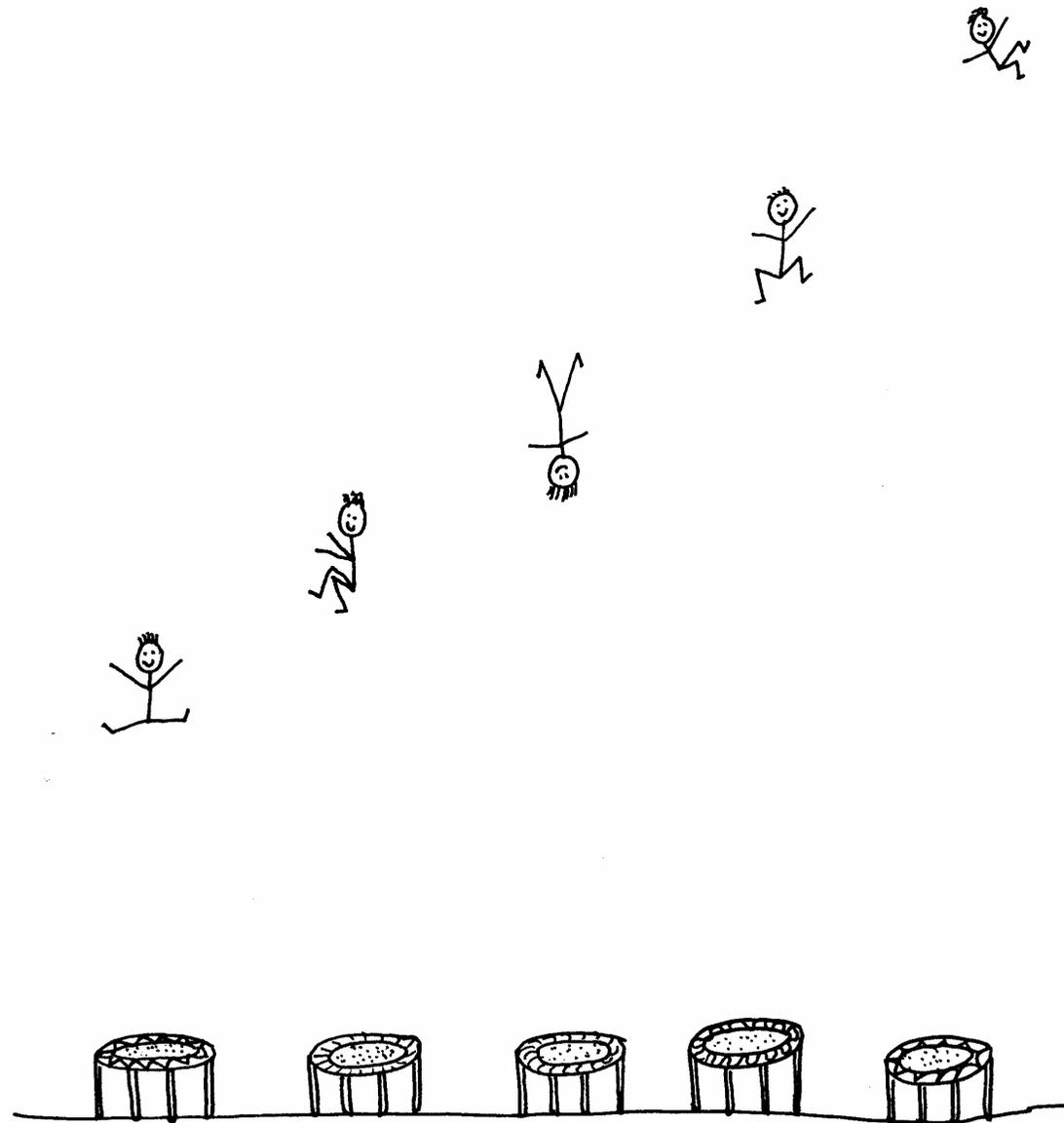
9



rug-bug, book-hook, ten-hen, peg-leg, nine-pine Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



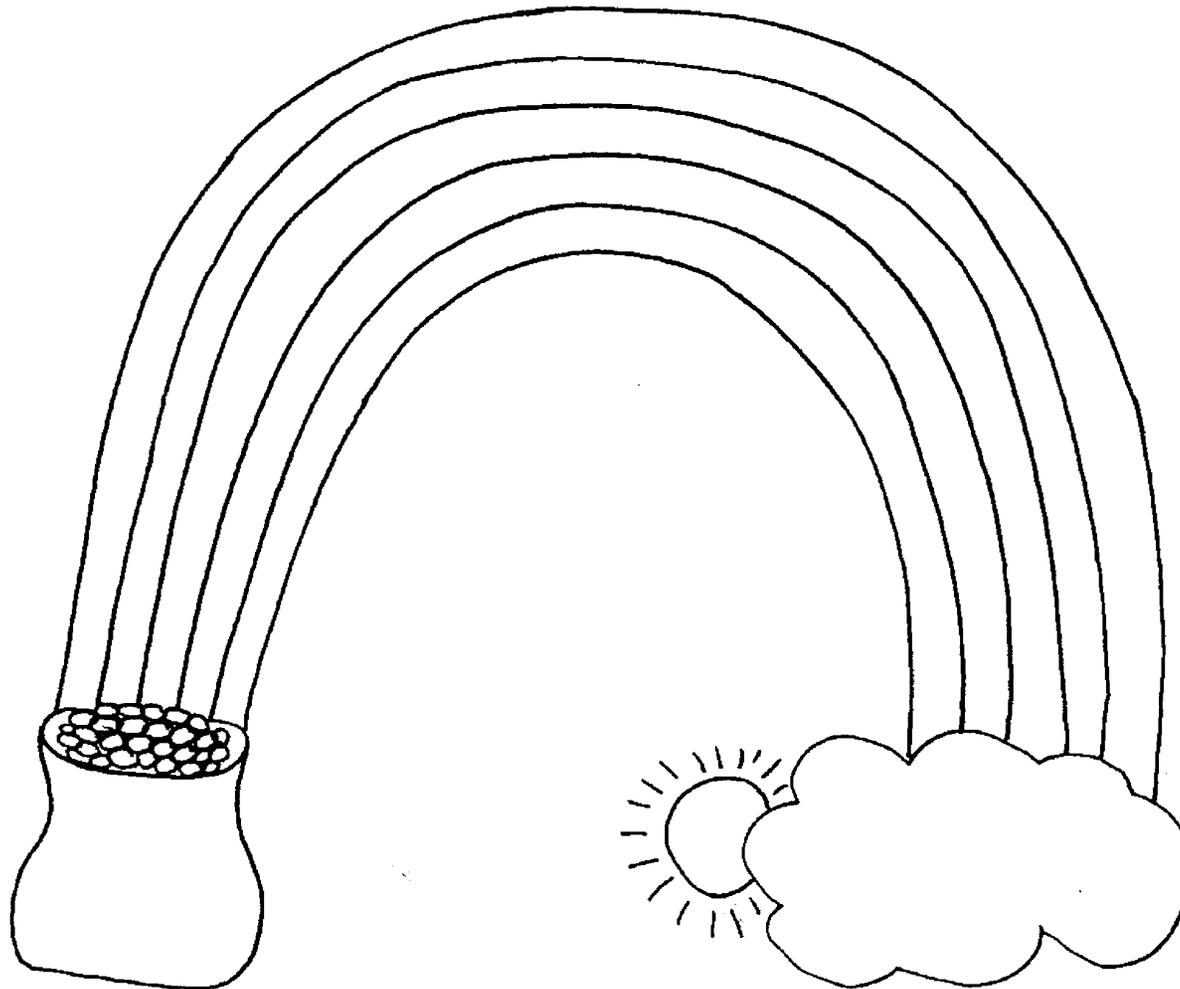
# Jumping Jacks 1 - Prepare For H h



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



# Rainbow 1 - Prepare For H h



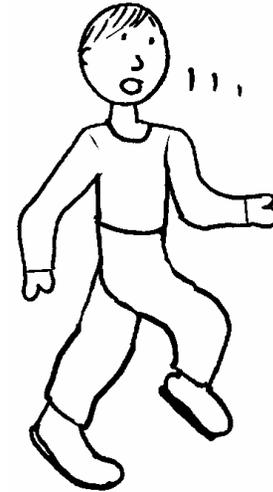
Follow the rainbow from the pot of gold to the cloud. Use a different colored pencil for each path.

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

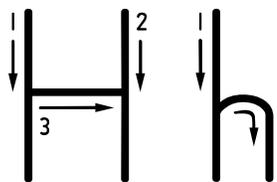
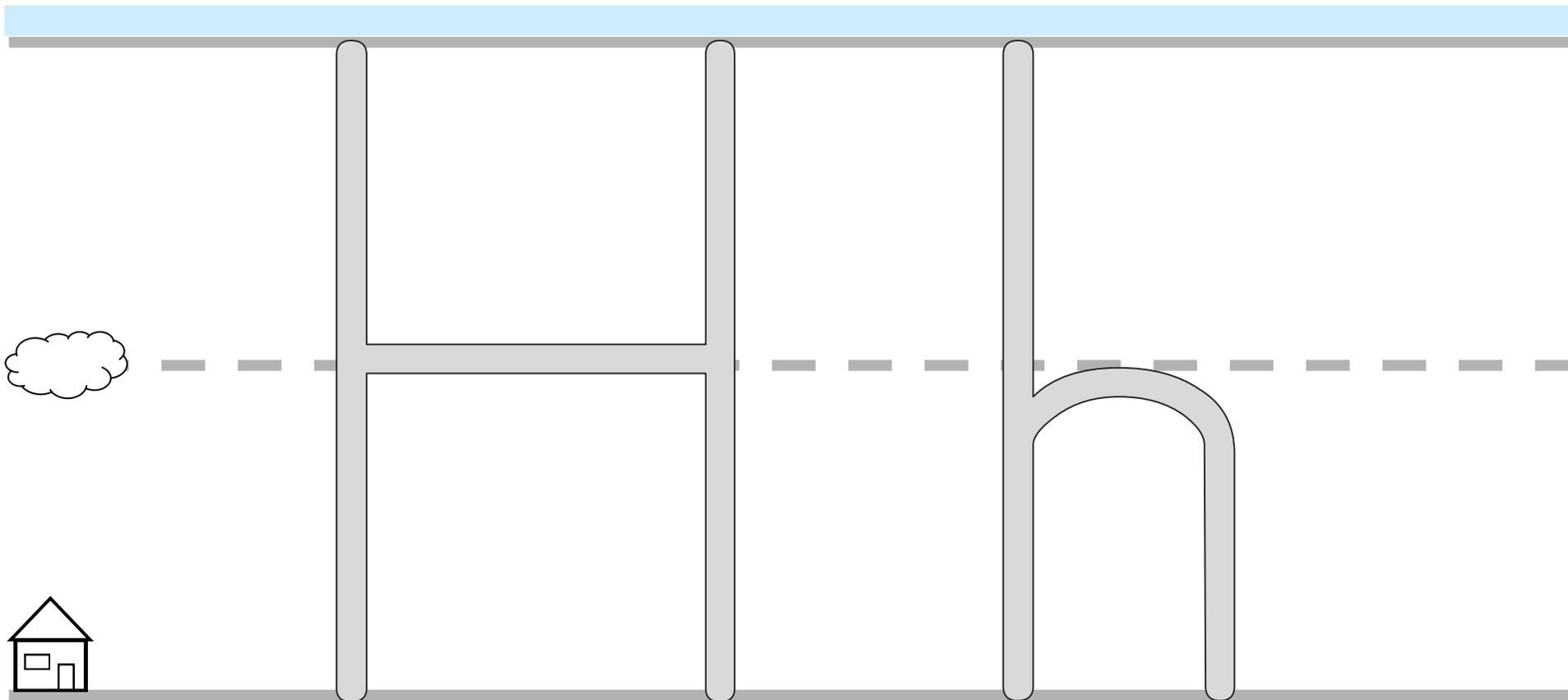
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

**HANDWRITING INTRODUCTION (No lines):** Demonstrate how to write the capital and lower case letters on the chalkboard. Then draw multiple large letter patterns on the board. Rotate groups of students to trace the patterns. Each letter should be traced repeatedly for about forty to sixty seconds. Students should say the name and sound each time they trace the capital letter, "Capital H, /h/." They should say only the sound each time they trace the lower case letter, "/h/."

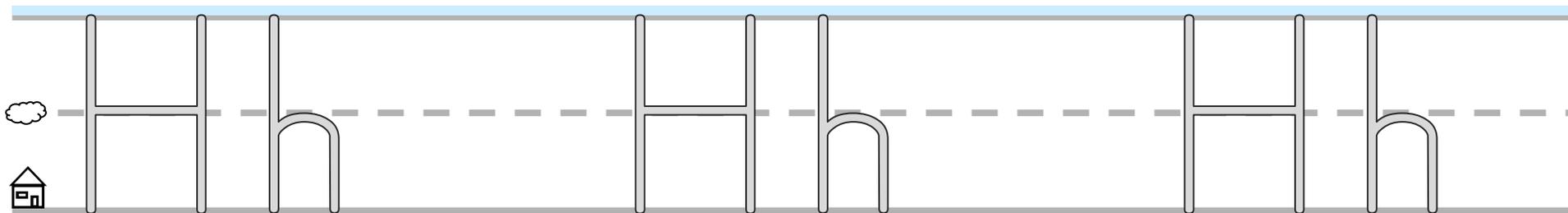
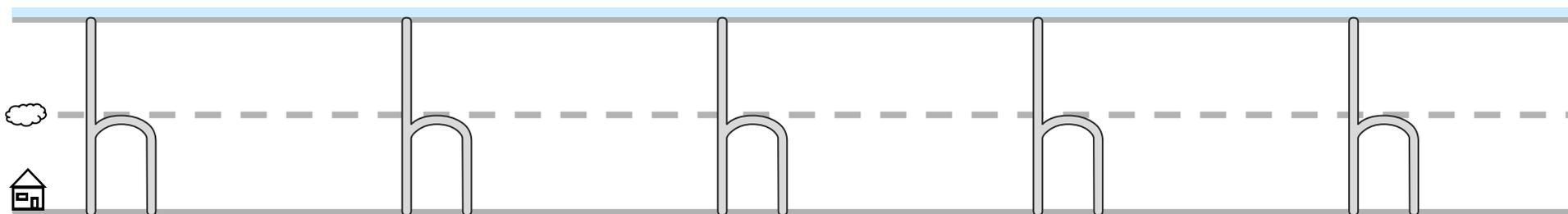
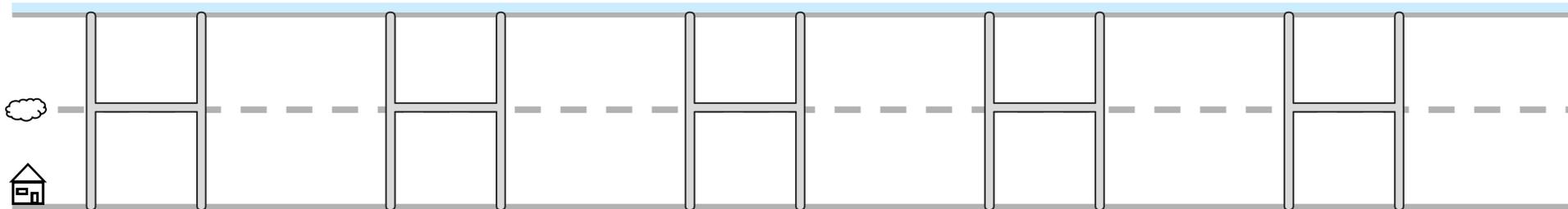
H h



H h



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

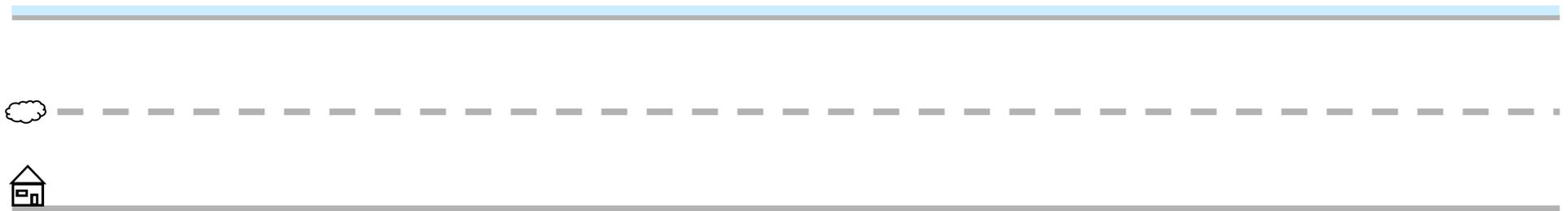
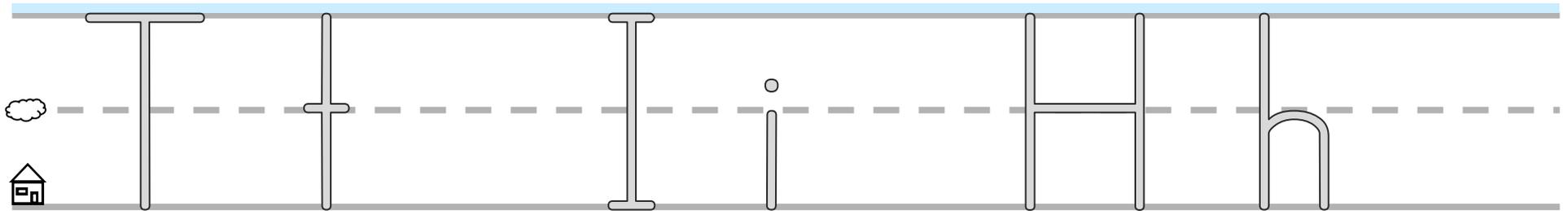
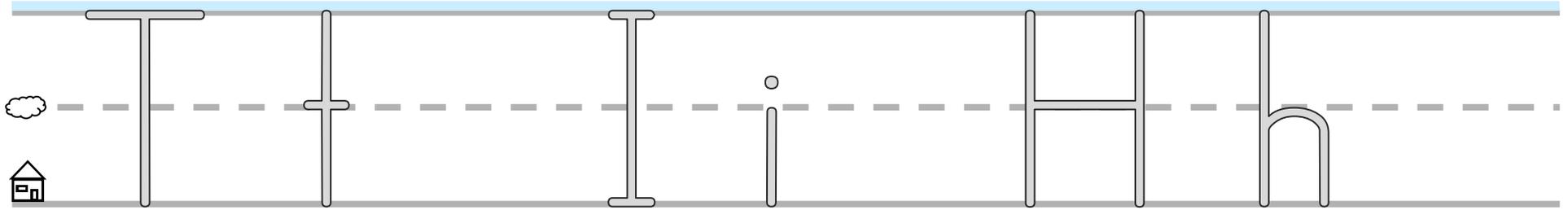


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>H</p>	<p>T T H I T O H H</p>
	<p>h</p>	<p>h h t i h x h o</p>
	<p>h</p>	<p>him hat hug hop</p>
	<p>h</p>	<p>happen hidden perhaps</p>
	<p>H h</p>	<p>He has a hog.</p> 

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



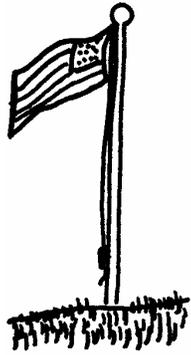
Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Hh

Oral Blending

Segmenting

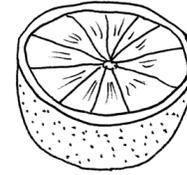
Compound Words 3



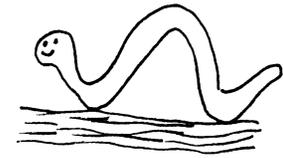
flag.....pole



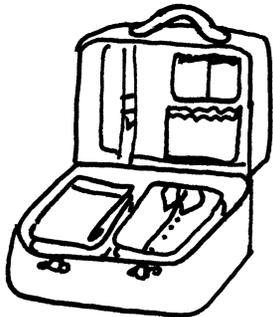
in.....side



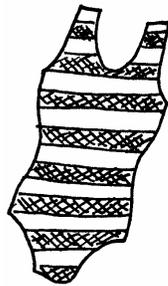
grape.....fruit



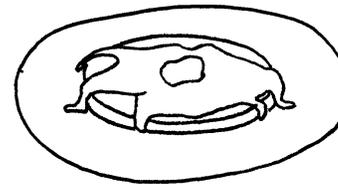
inch.....worm



suit.....case



swim.....suit



pan.....cake



down.....town

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

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

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

## Beginning Sounds

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

h \_

hat



hose



head



here



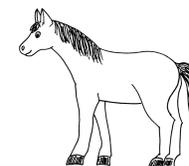
hay



hammer



horse



horn



hair



hawk



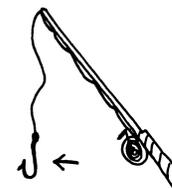
house

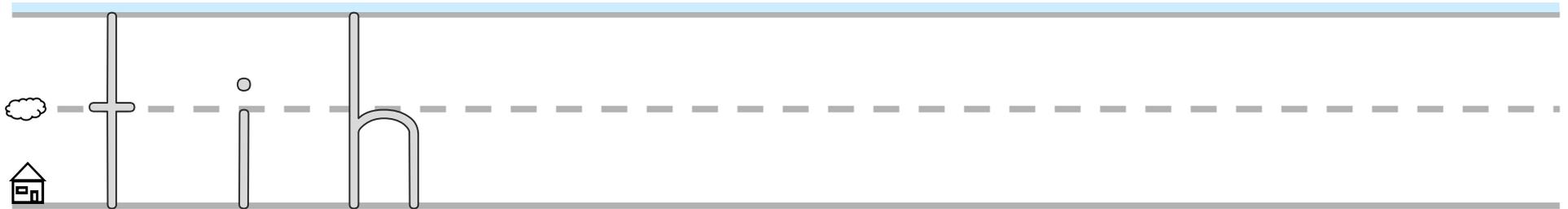


hanger



hook

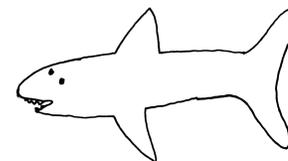
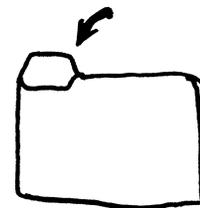
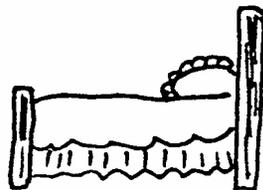
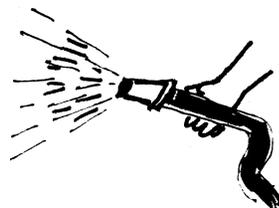
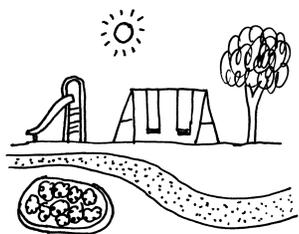




Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Rhyming

Hh



park-shark, spray-hay, bed-sled, well-bell, tab-cab Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

## Sound Story

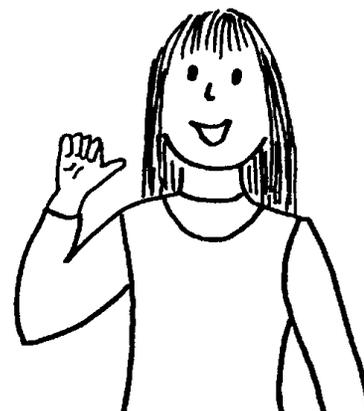
They all walked home and Mom  
drove them to their violin lessons.  
Mrs. Russ was pleased to see them.

"Did you practice every day?" she  
said.

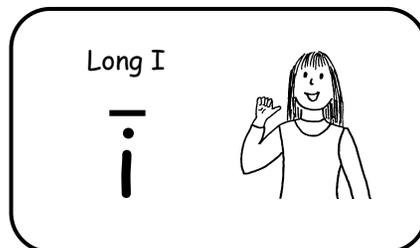
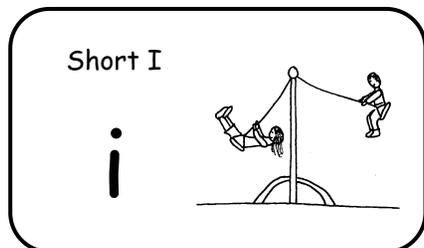
"I did," said Audrey quickly.  
Brad replied that he had practiced,  
too. (i/lilac)

Explain that the letter i has two sounds, the short sound and the long sound.  
Model and have students repeat the sound for each picture and letter.  
Point out the straight line over the long i. Explain that this reminds us to  
say the long vowel sound.

I i



I i



Find the long ī card at the end of the set of alphabet flashcards. Put it after the short i card. When you go through the cards, students will say the short i sound for the first i card and the long ī sound for the next card.

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

## Beginning Sounds

## Long I

Tell the students they will listen for the long i sound at the beginning of each word. Point to the first word and read it to the students. Students repeat the word, put a straight line above the first letter while saying its long sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

I i

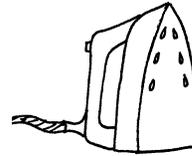
ire



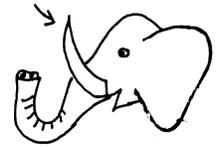
I



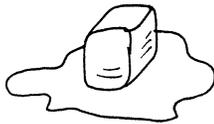
iron



ivory



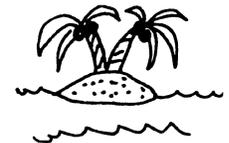
ice



iris



island



ivy



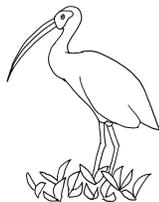
icing



ice  
cream



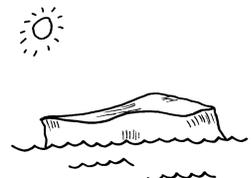
ibis



icicle

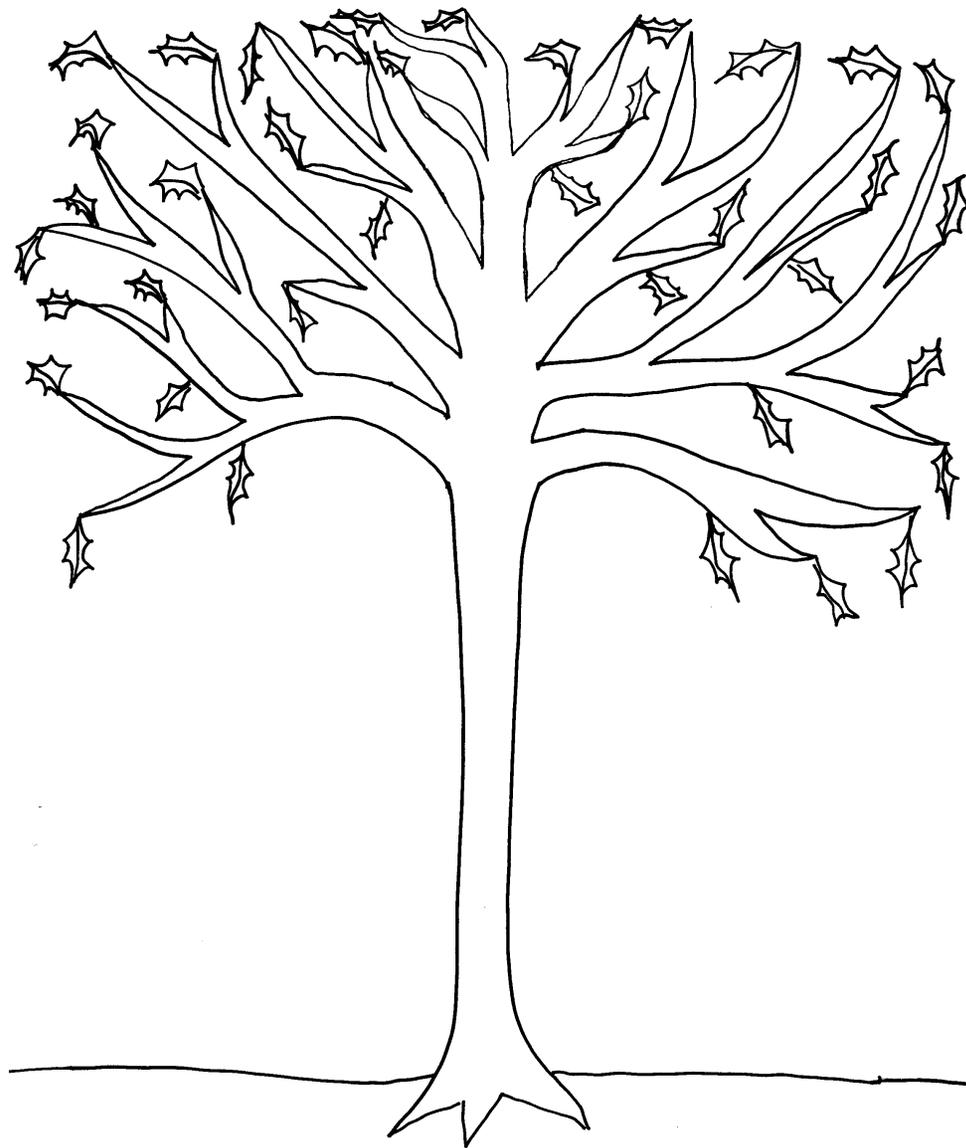


iceberg





## Leaf Drop - Prepare For L I

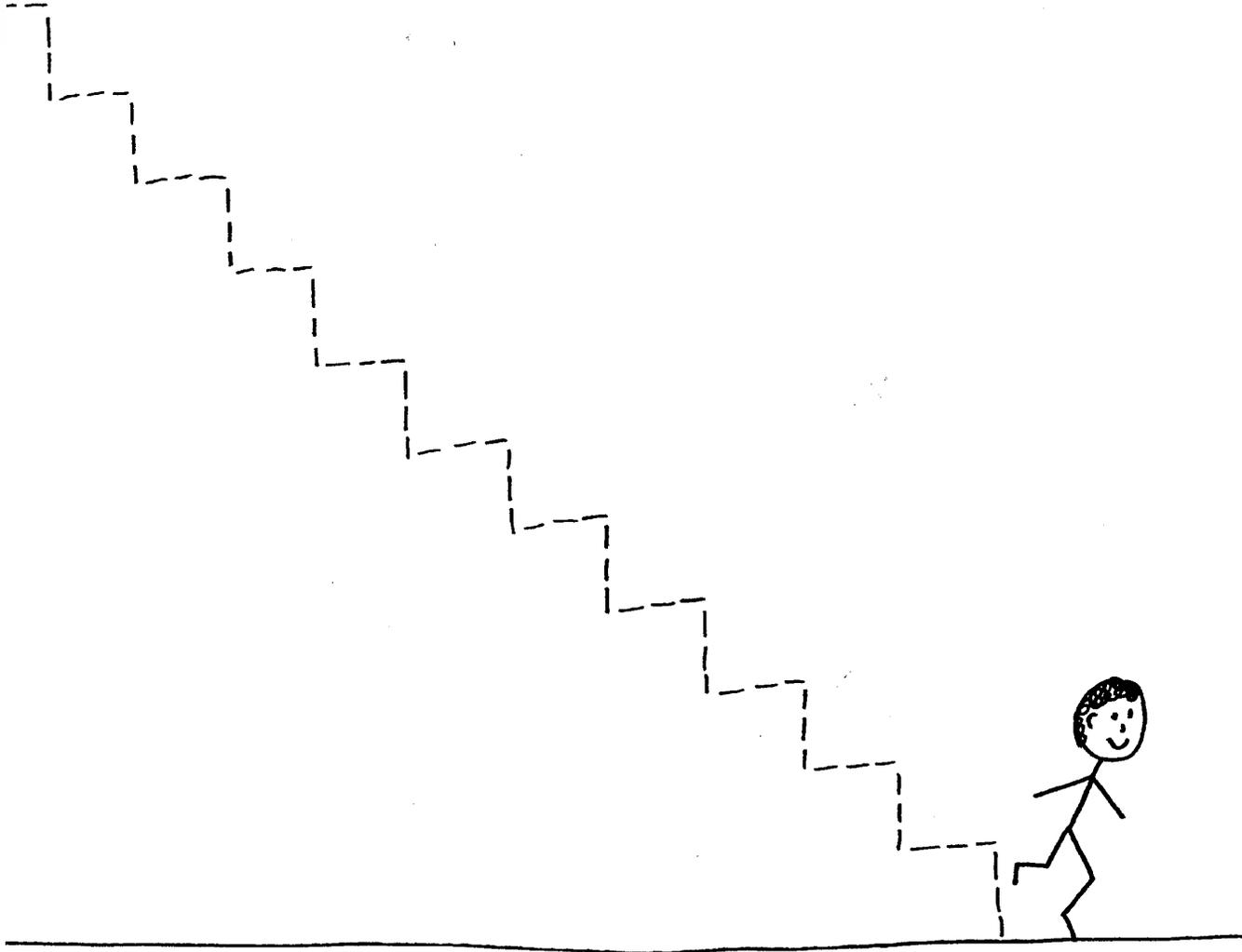


Draw a line from each leaf down to the ground.

Handwriting  
Readiness



## Down The Steps - Prepare For L I



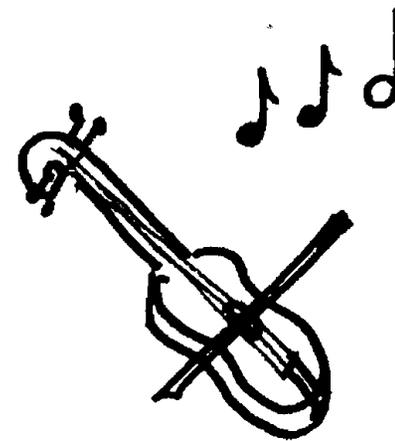
Trace the line. Go down the steps.

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

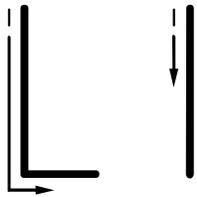
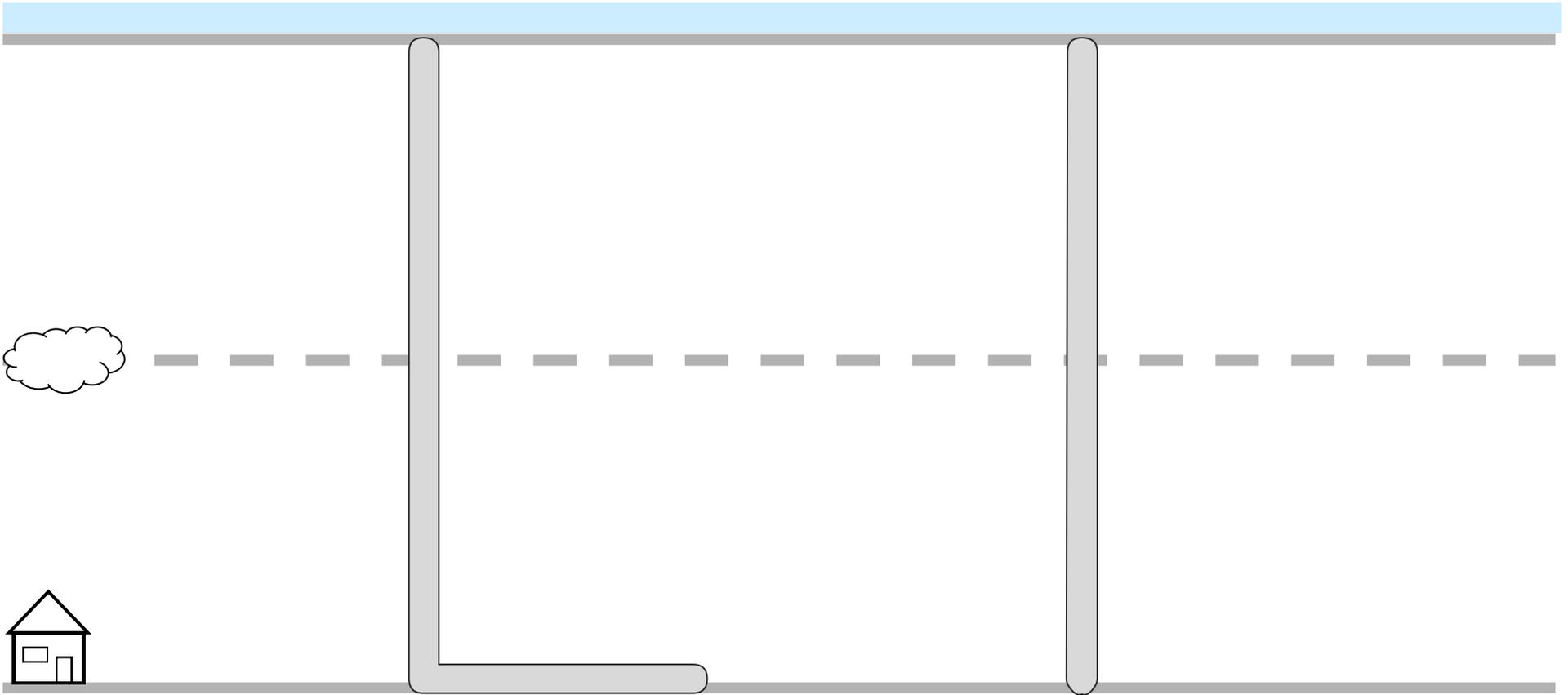
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

**HANDWRITING INTRODUCTION (No lines):** Demonstrate how to write the capital and lower case letters on the chalkboard. Then draw multiple large letter patterns on the board. Rotate groups of students to trace the patterns. Each letter should be traced repeatedly for about forty to sixty seconds. Students should say the name and sound each time they trace the capital letter. They should say only the sound each time they trace the lower case letter.

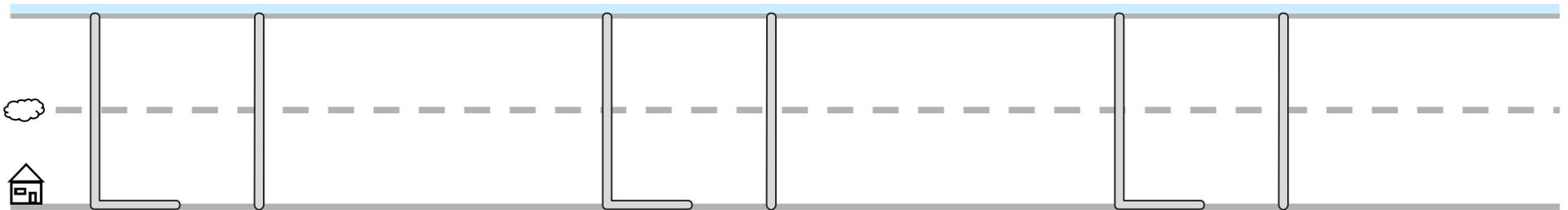
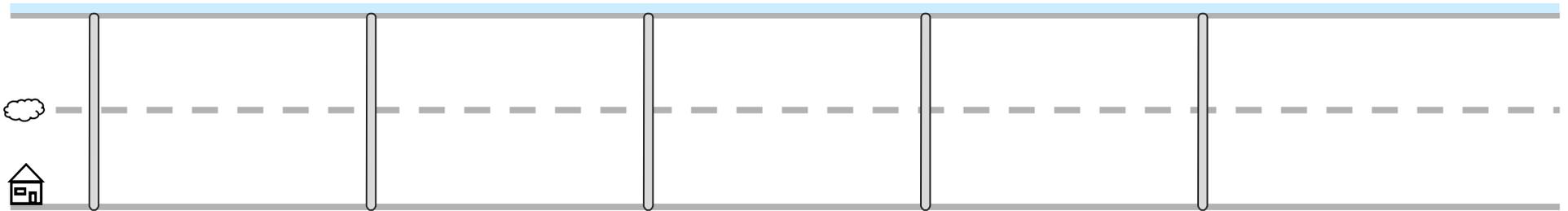
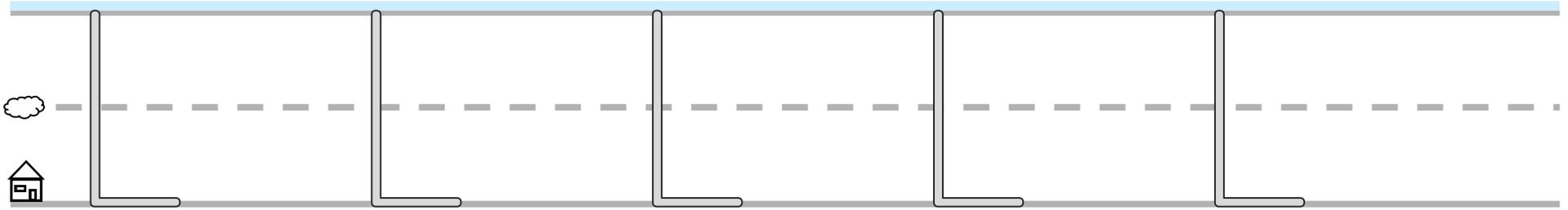
L l



L l

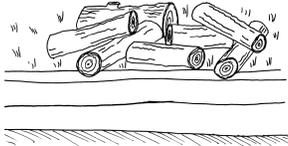


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

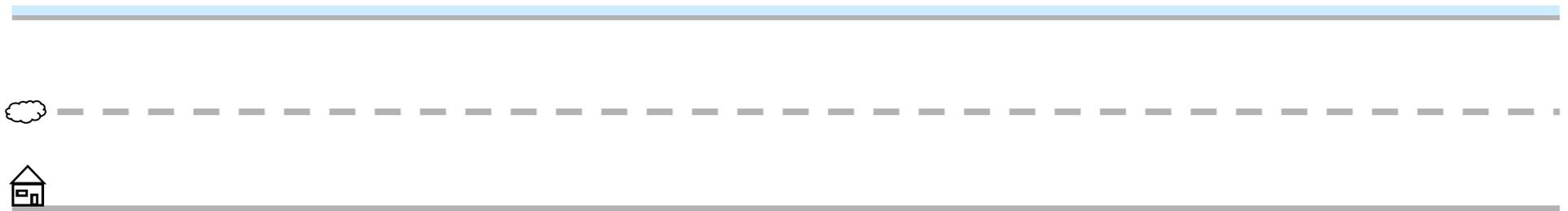
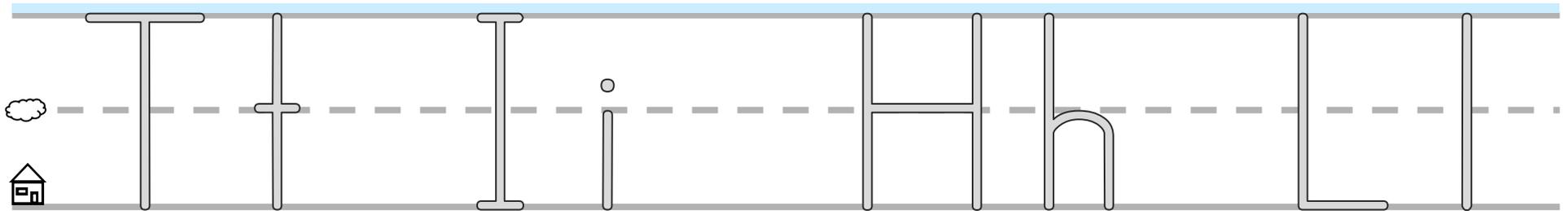
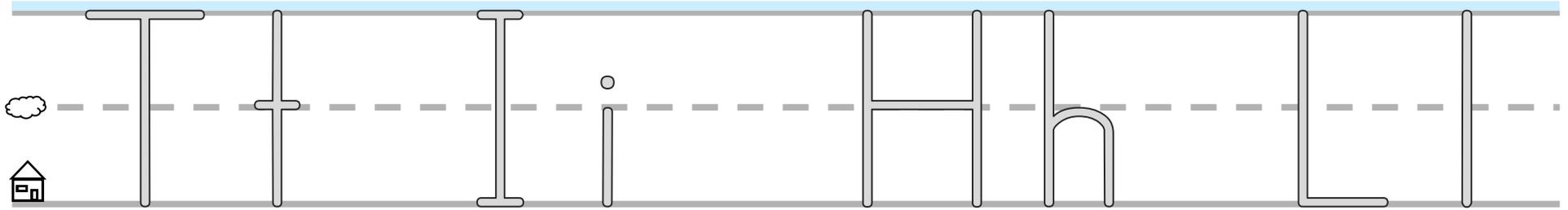


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>L</p>	<p>H L T L I L L</p>
	<p>l</p>	<p>l i l t h l t</p>
	<p>l</p>	<p>log lip lamp well</p>
	<p>l</p>	<p>little pillow belt</p>
	<p>l</p>	<p>I see a lot of logs.</p> 

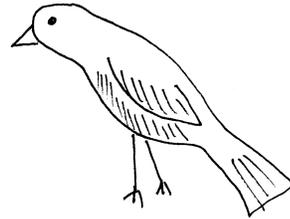
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



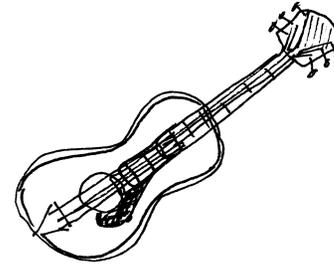
Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



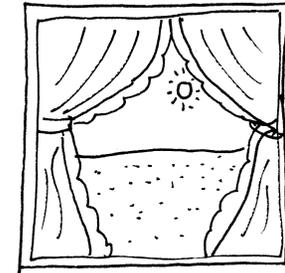
ham.....mer



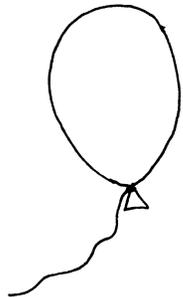
rob.....in



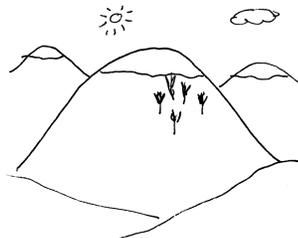
gui.....tar



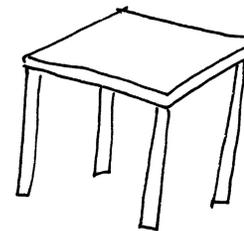
win.....dow



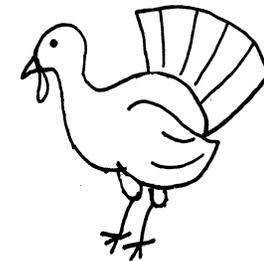
bal.....loon



moun.....tain



ta.....ble



tur.....key

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

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

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

## Beginning Sounds

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

l

leg



ladle



lost



leaf



lamb



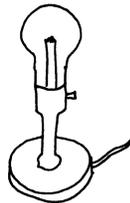
loft



lake



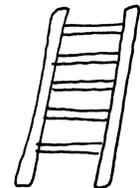
light



left



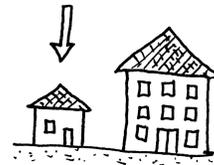
ladder



lawn

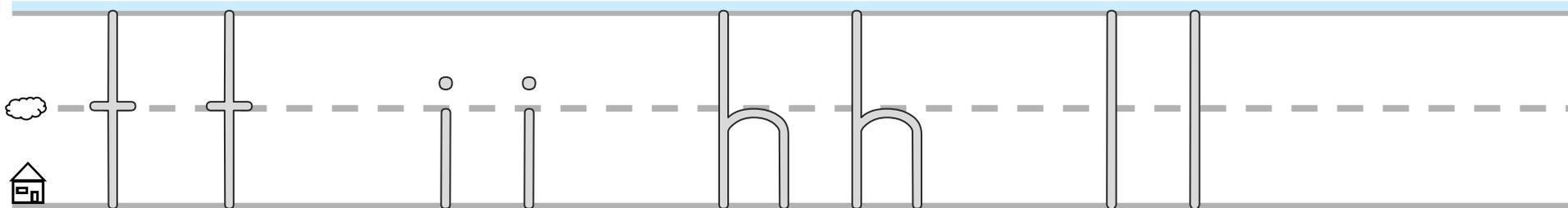


little



laugh

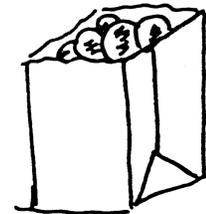
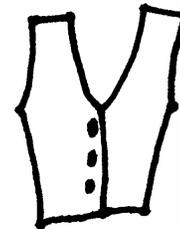
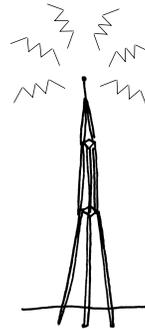
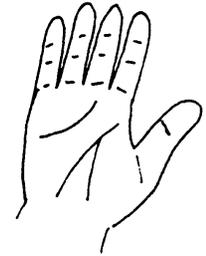
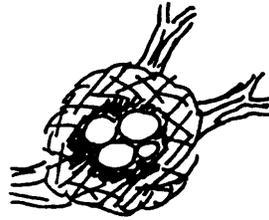




Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the sound for each lower case letter.

Rhyming

LI



flower-tower, rain-train, nest-vest, tag-bag, hand-sand Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

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

## Ending Sounds

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



bell



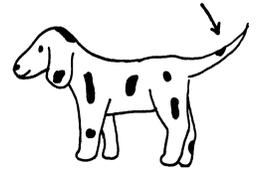
ill



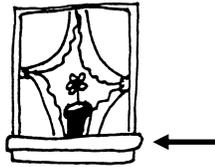
seal



tail



sill



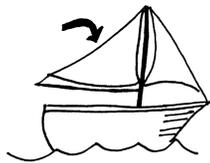
goal



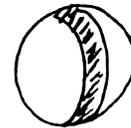
nail



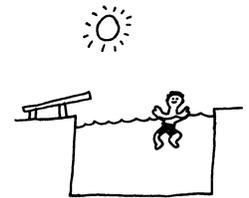
sail



ball



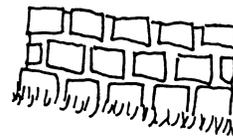
pool



quail



wall



doll



Handwriting  
Readiness



# Frog Hop 1 - Prepare For N n



Follow the hopping frogs.

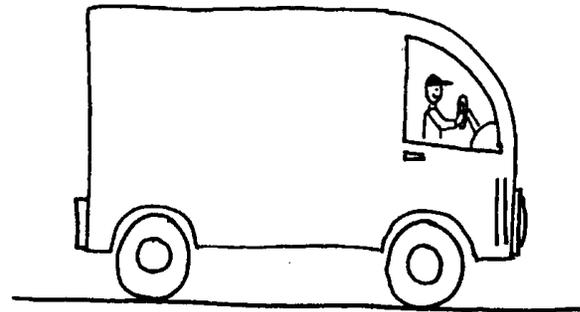
## Sound Story

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

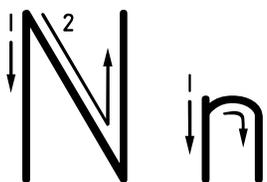
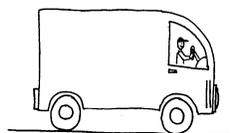
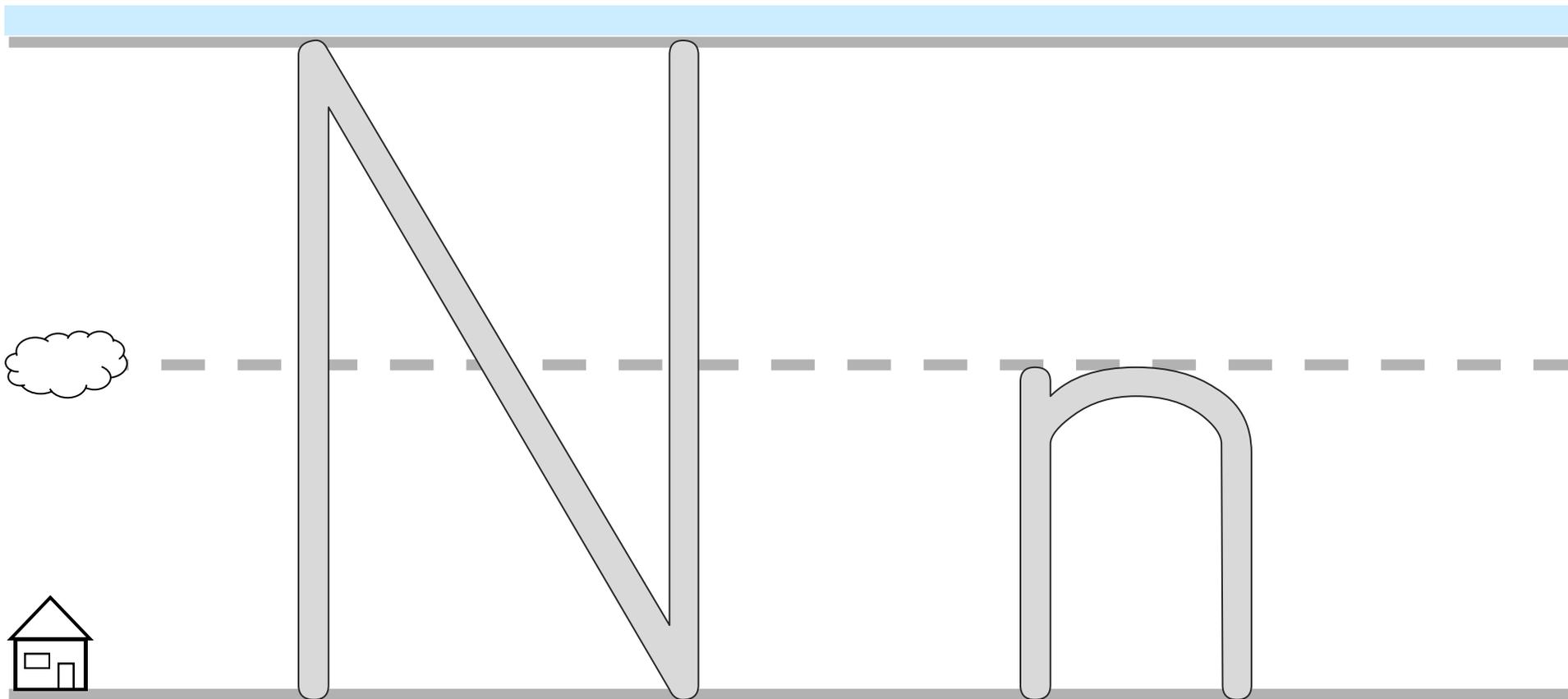
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

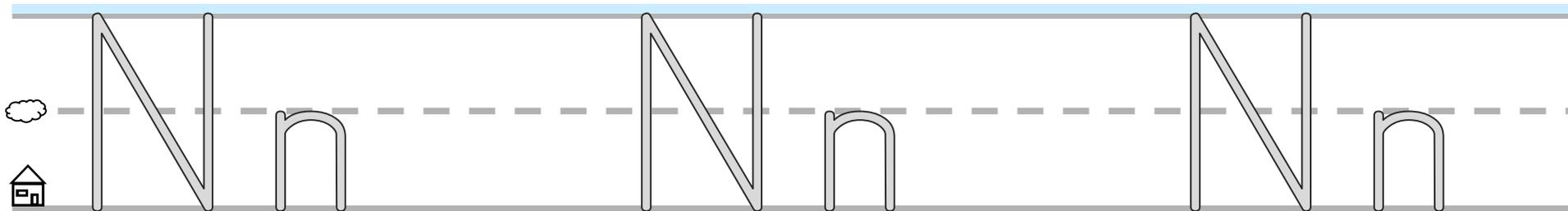
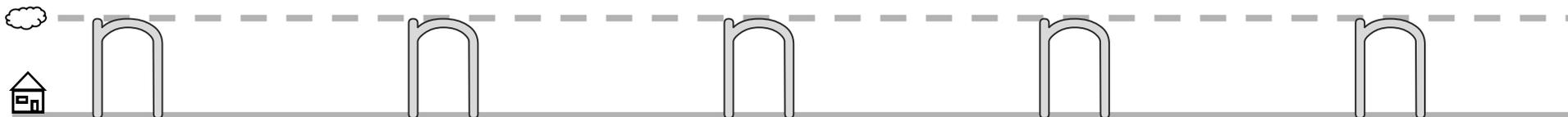
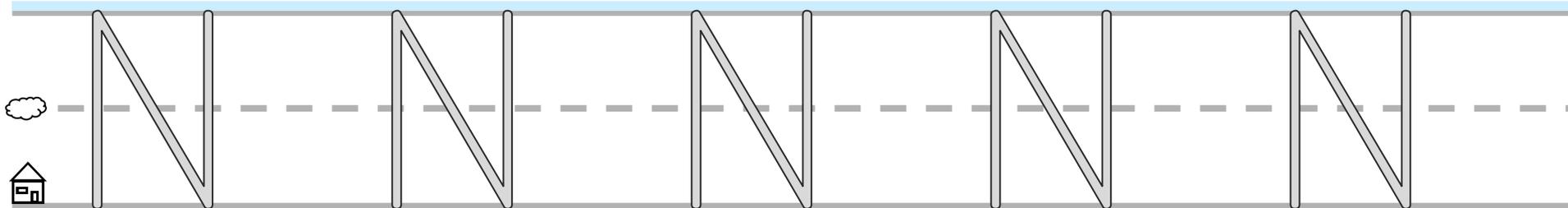
N n



N n

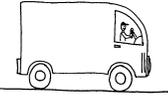


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

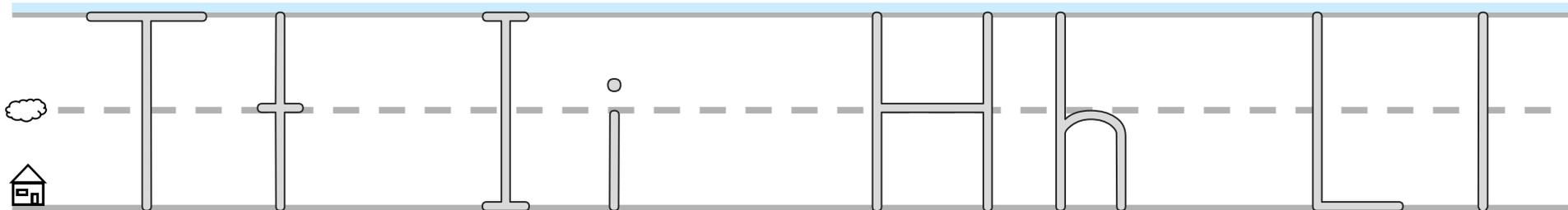


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>N</p>	<p>N N L N T N H N</p>
	<p>n</p>	<p>i n h n n t l</p>
	<p>n</p>	<p>nut in ant hand no</p>
	<p>n</p>	<p>cannon bonnet send</p>
	<p>n</p>	<p>A man is in a van. </p>

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



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Nn

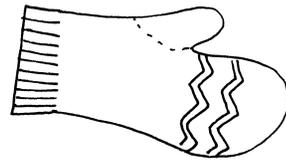
Oral Blending

Segmenting

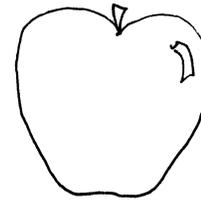
Two-Syllable Words 2



mush.....room



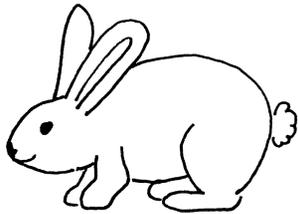
mit.....ten



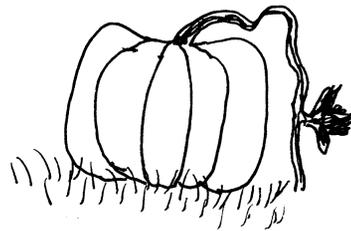
ap.....ple



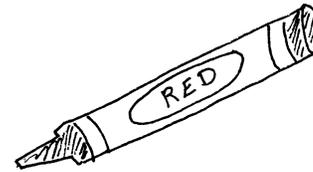
muf.....fin



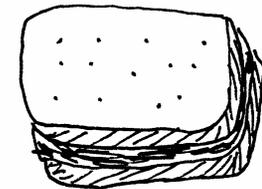
rab.....bit



pump.....kin



cray.....on



sand.....wich

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

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

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

## Beginning Sounds

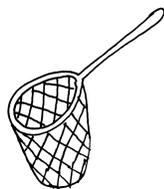
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

n \_

nut



net



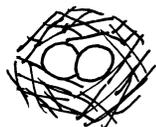
nap



nurse



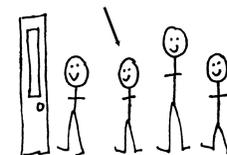
nest



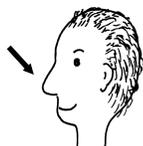
neck



next



nose



night



nod



nickel

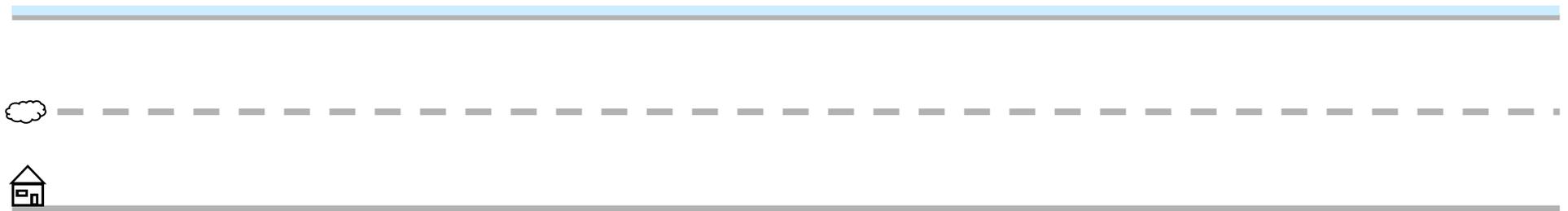
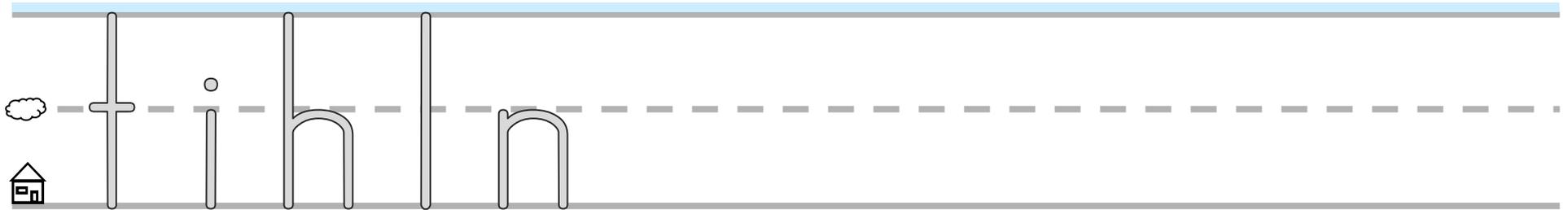
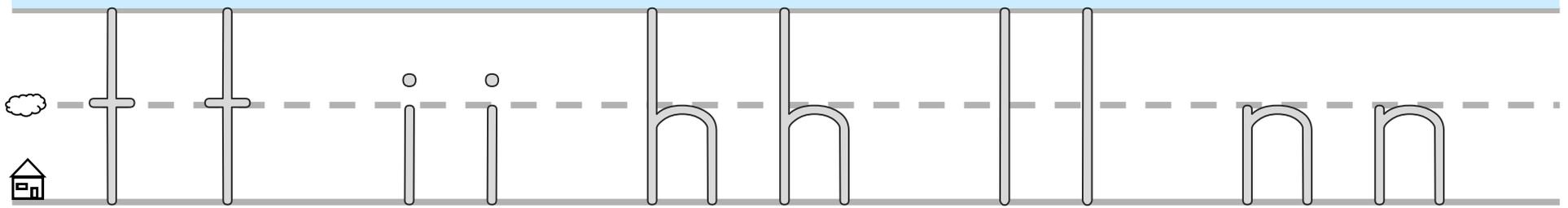


needle



nail

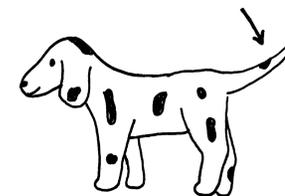
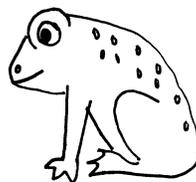
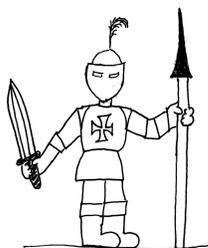
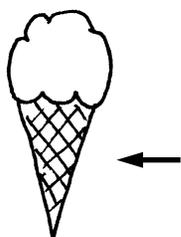
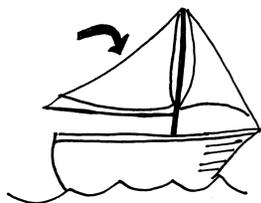
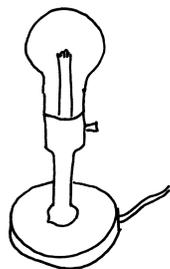
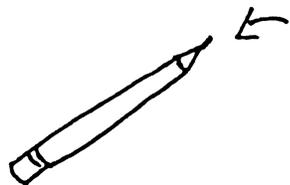




Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the sound for each lower case letter.

Rhyming

Nn



tip-zip, light-knight, sail-tail, log-frog, bone-cone Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

# Ending Sounds

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

\_n

ten 10

man



sign



rain



moon



van



pin



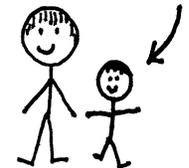
lawn



run



son



on



queen

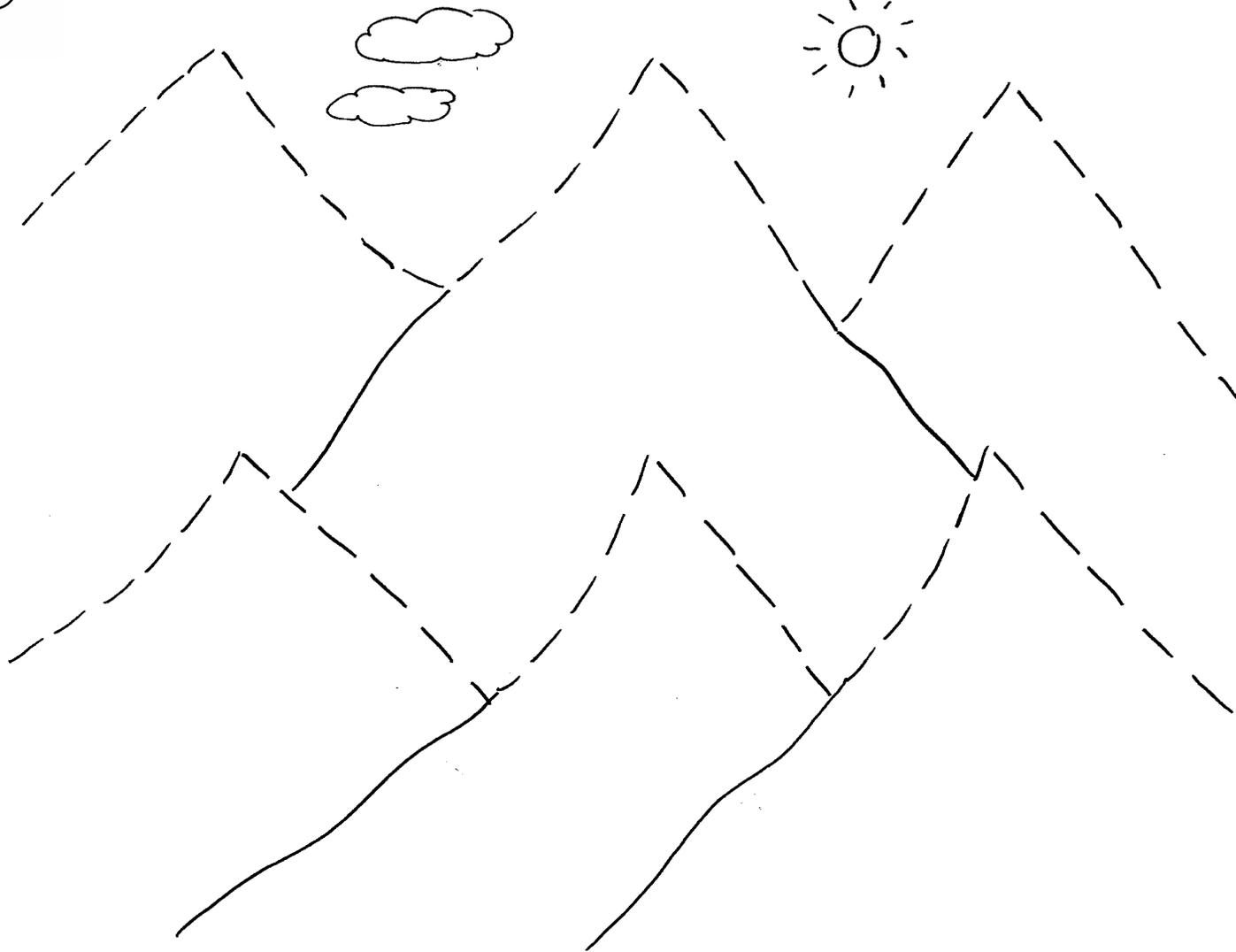


town





# Mountain Tops - Prepare For W w



Go up and down the mountain tops. First go from left to right.  
Then go from right to left. Color the mountains.

## Sound Story

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

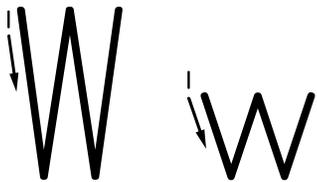
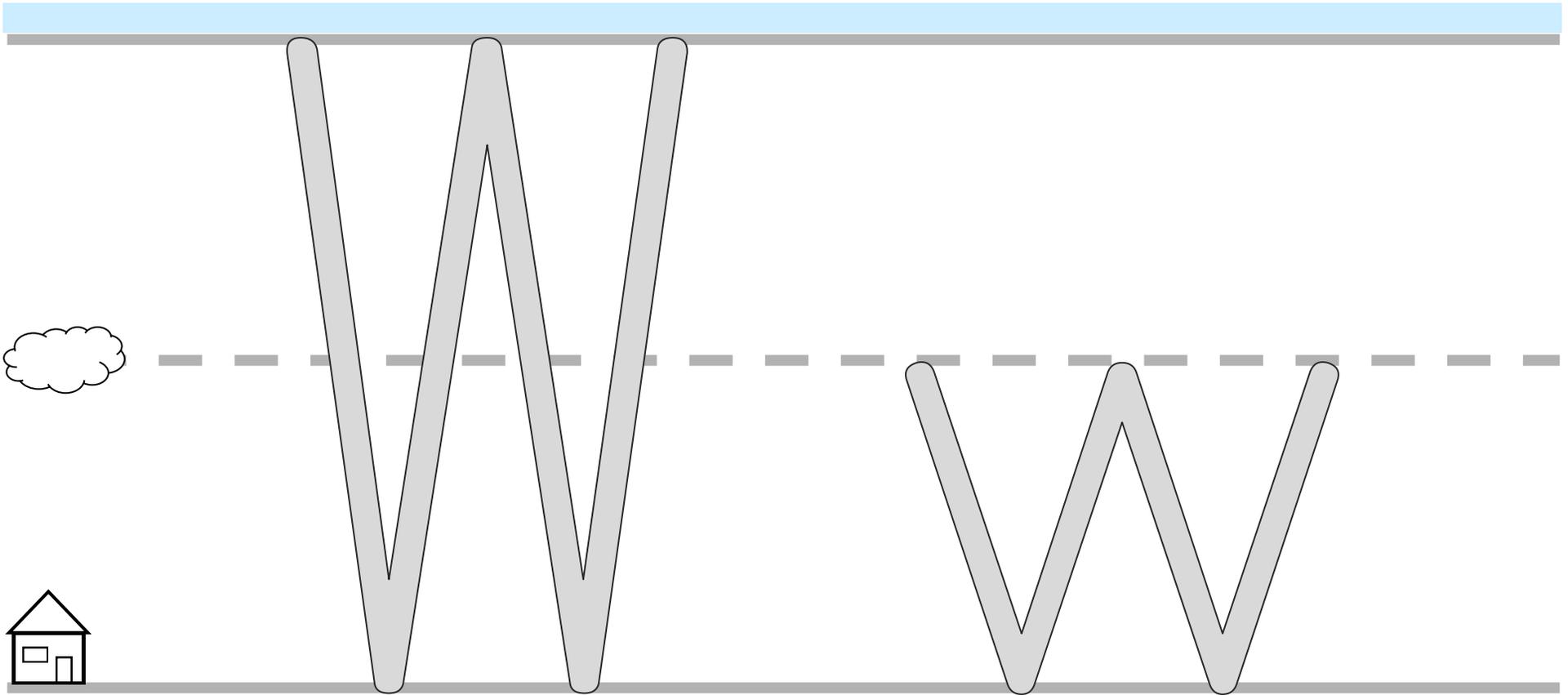
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

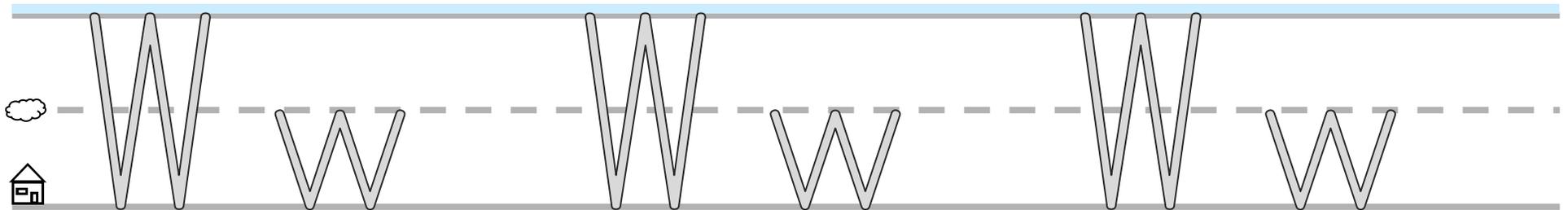
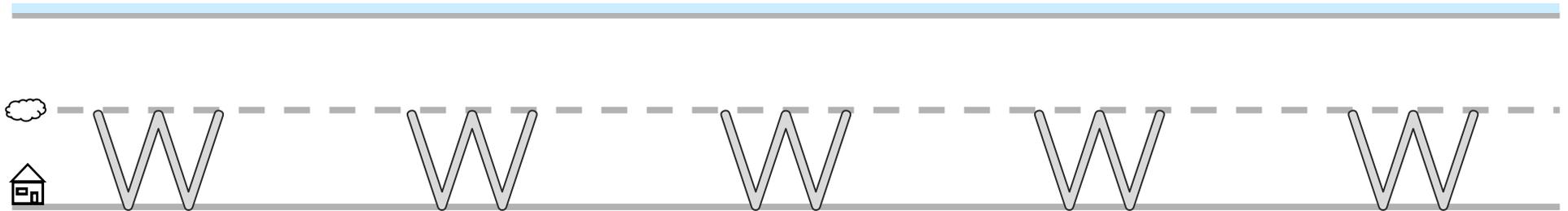
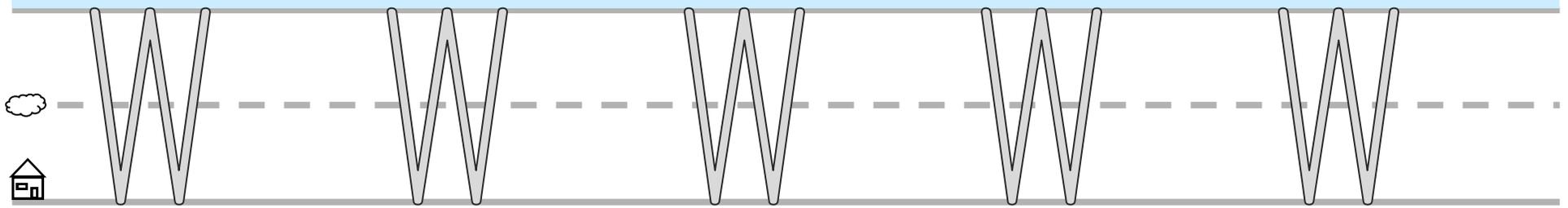
W w



W w

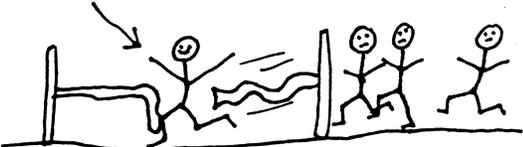


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

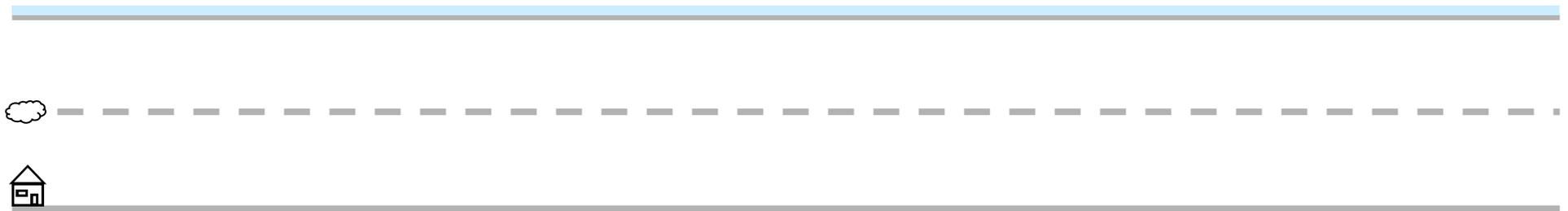
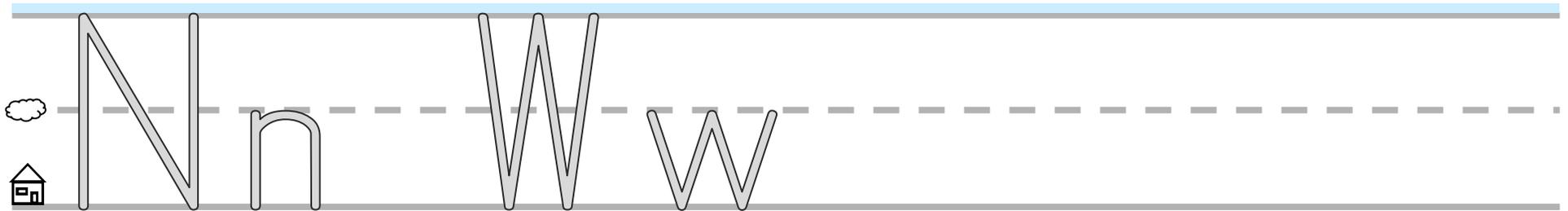
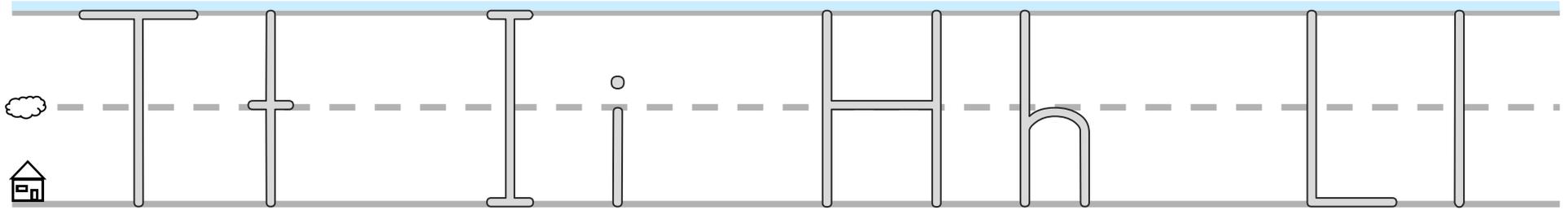


Students trace the letters with a pencil. Make sure they are forming the letters correctly. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>W</p>	<p>N W X W W H L</p>
	<p>w</p>	<p>i w n t w h w</p>
	<p>w</p>	<p>will wet swim twin</p>
	<p>w</p>	<p>window wallow wow</p>
	<p>w</p>	<p>I will win. </p>

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



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



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

## Beginning Sounds

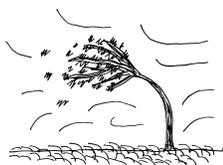
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

W \_

web



wind



wave



wig



waffle



wagon



worm



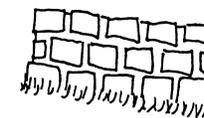
wink



wisp



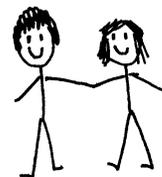
wall



wasp

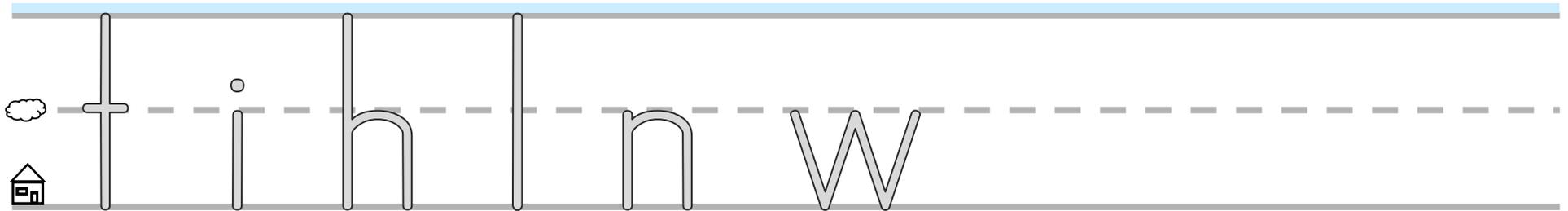
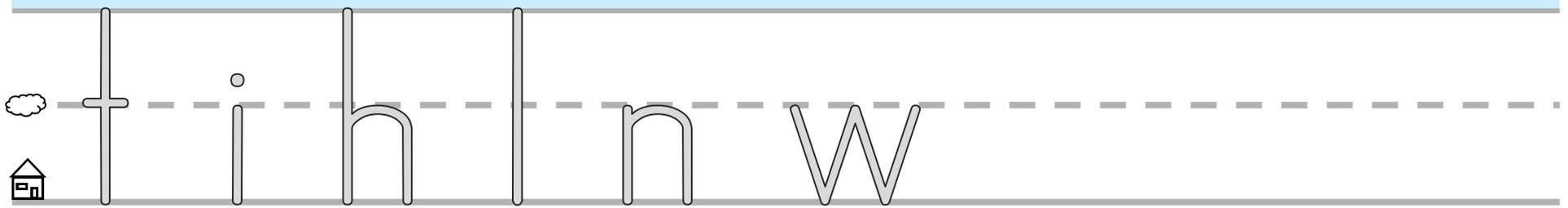


we



wallet

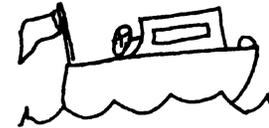
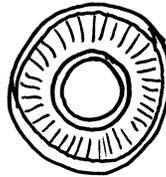
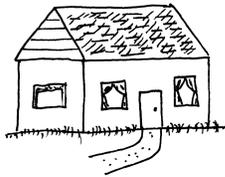
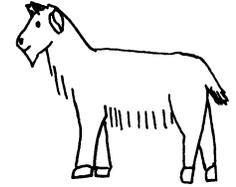
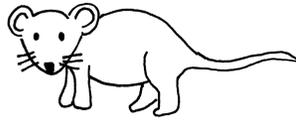
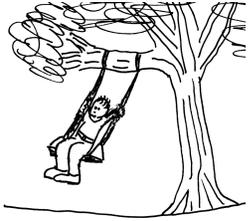




Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the sound for each lower case letter.

Rhyming

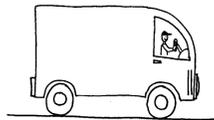
Ww



lock-sock, swing-ring, mouse-house, fire-tire, goat-boat Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Review

T  
I  
H  
L  
N  
W

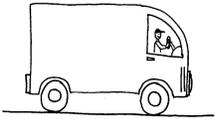
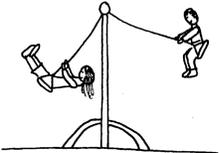


l  
t  
w  
h  
i  
n

Draw a line to match each letter with its sound picture. Allow students to look at an alphabet chart with sound pictures to use as a reference as needed.  
Learning The Alphabet Revised Workbook 1

Review

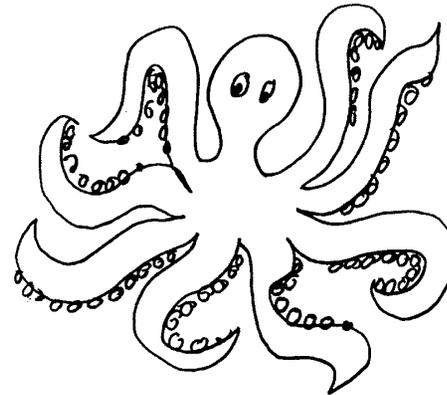
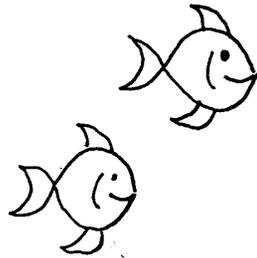
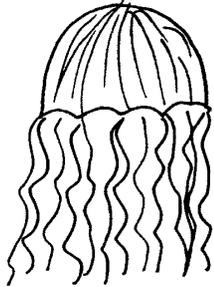
Students may use an alphabet chart with sound pictures as a reference.

	i	n	h	t	l
	l	h	t	w	i
	t	w	i	h	l
	n	l	t	i	h
	w	n	h	l	i
	h	t	i	w	l

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



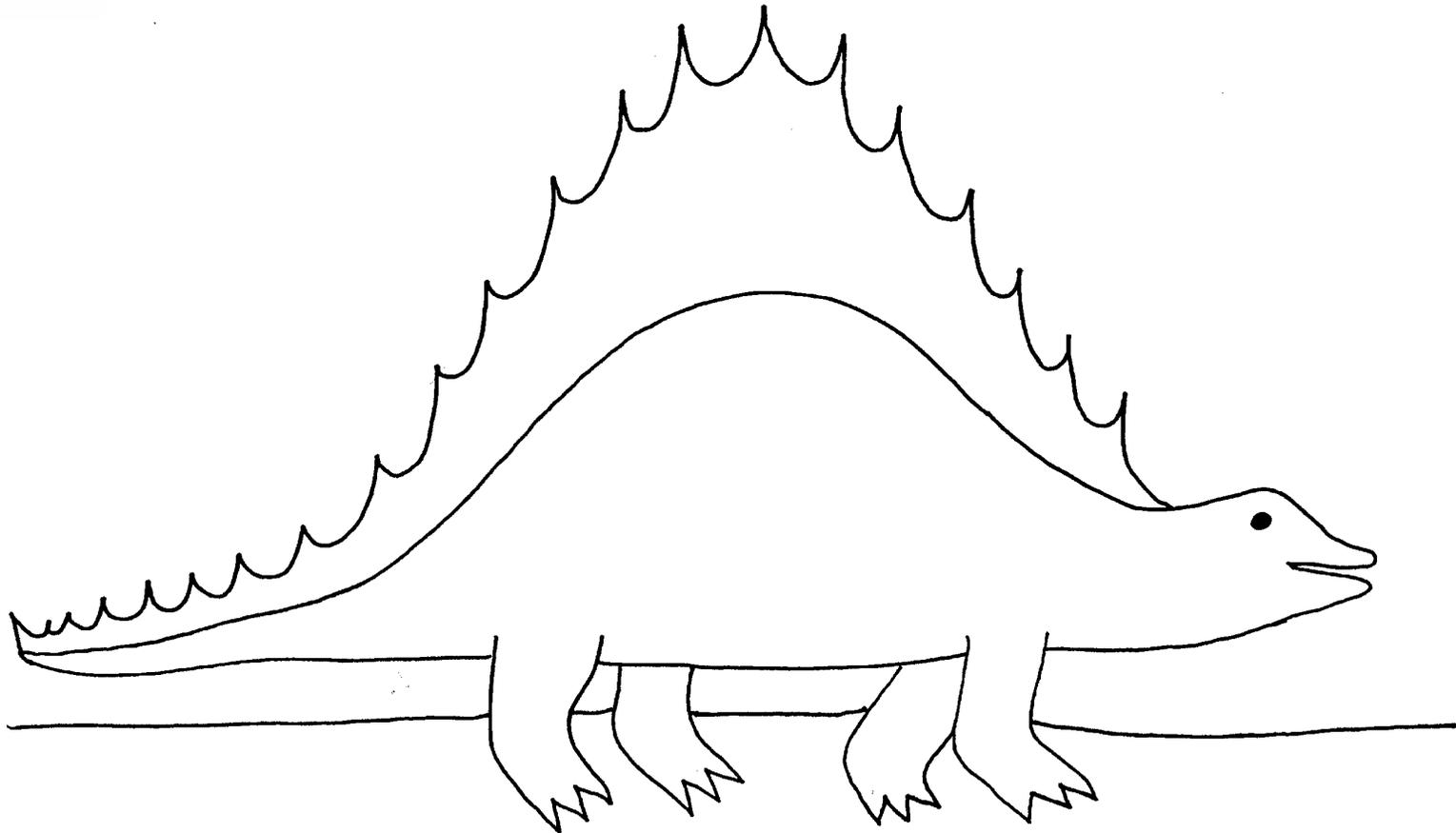
## Waves - Prepare For U u



Trace the waves. First trace from left to right.  
Then trace from right to left. Color the octopus, fish, and jellyfish.



## Dinosaur - Prepare For U u



Trace the fin on the back of the dinosaur.  
Start at the tail and go towards the head.  
Then start at the head and go towards the tail.  
Color the dinosaur.

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

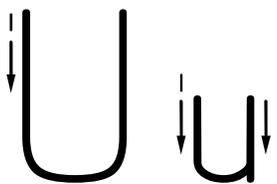
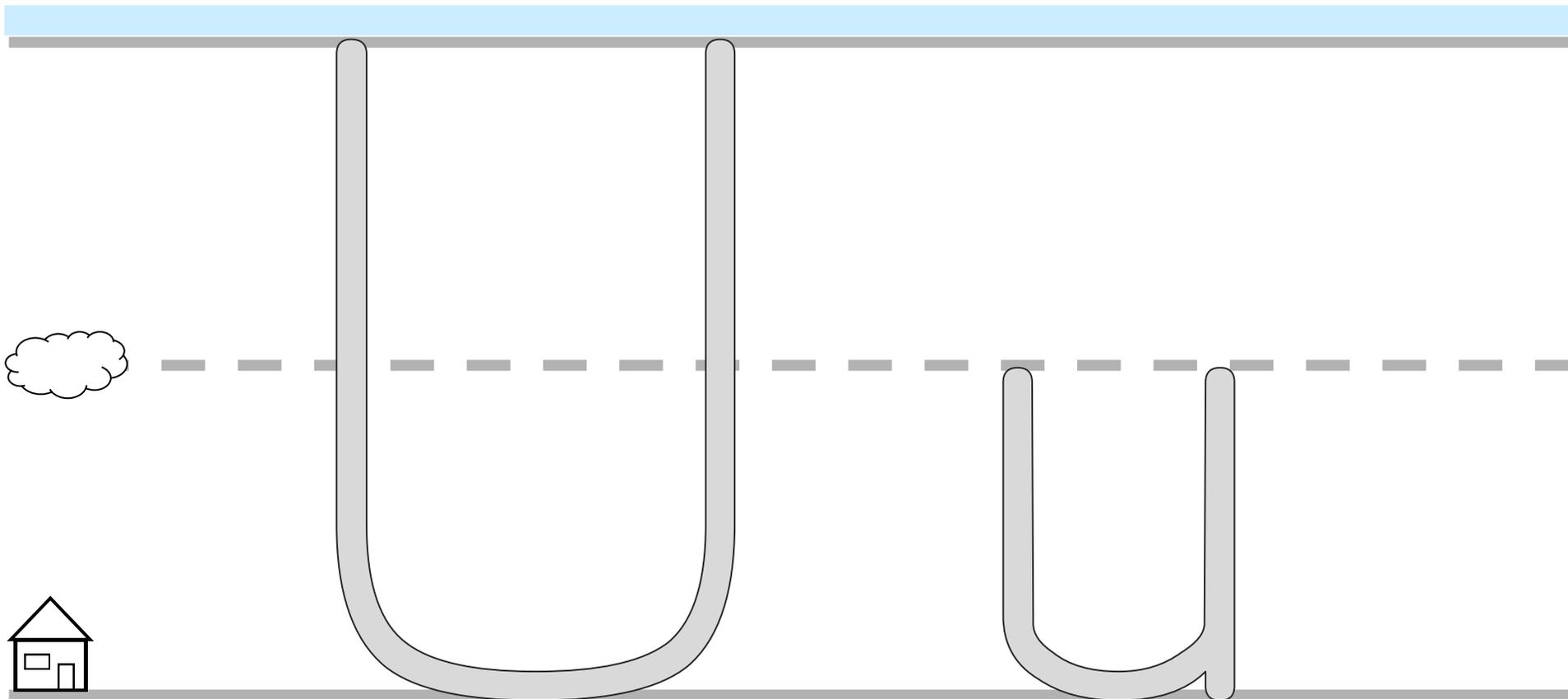
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

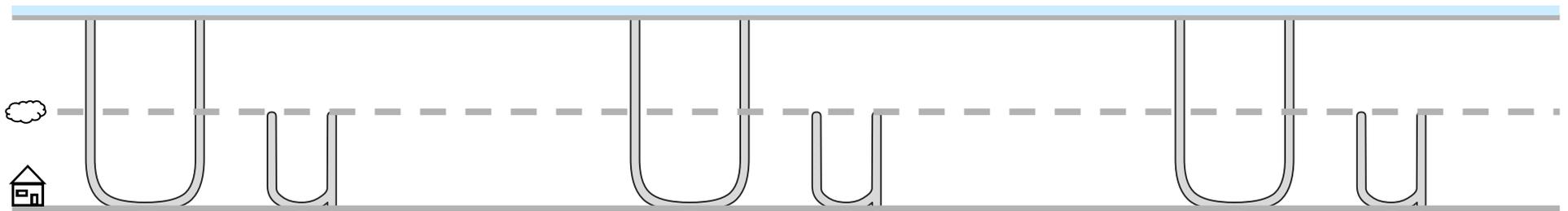
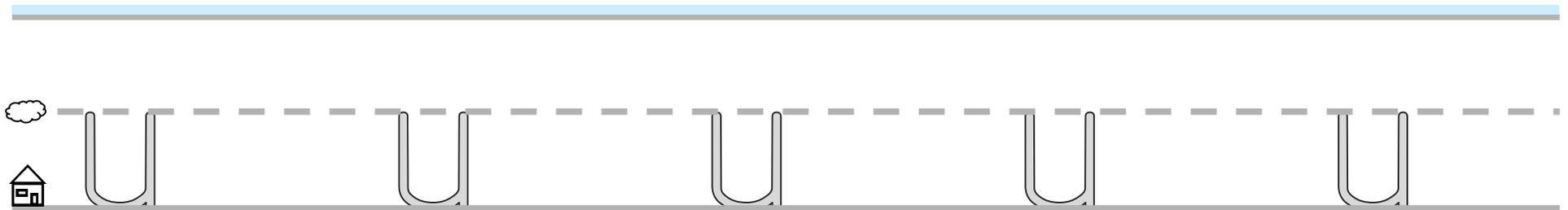
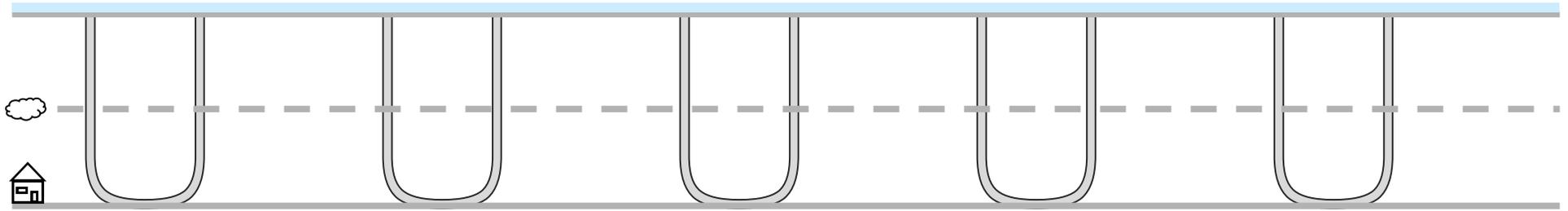
U u



U u

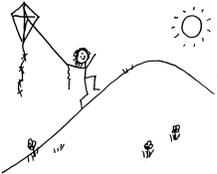


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

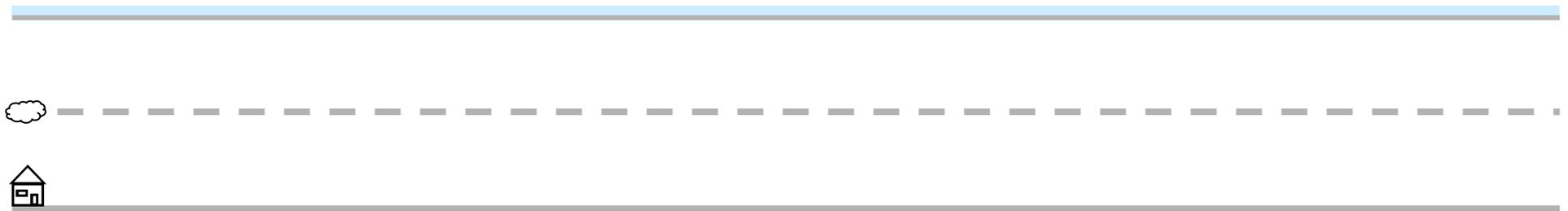
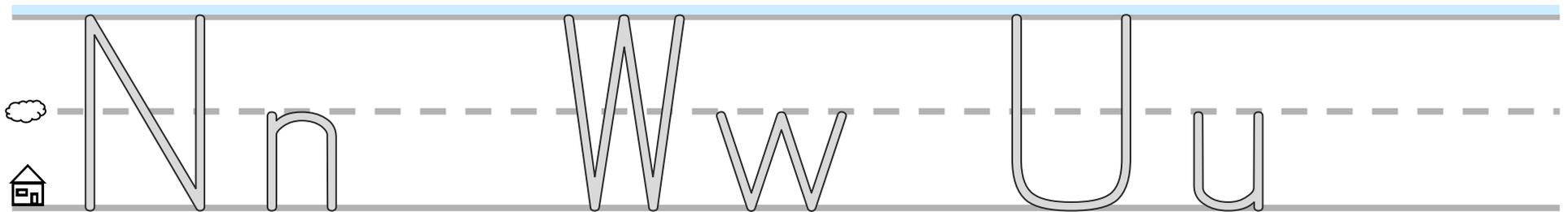
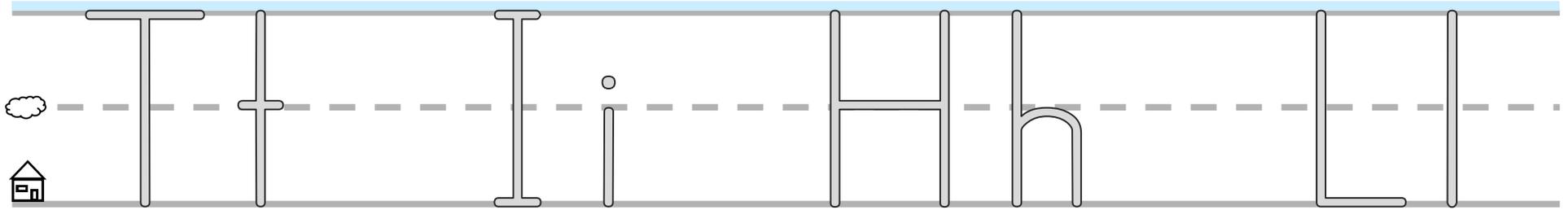


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

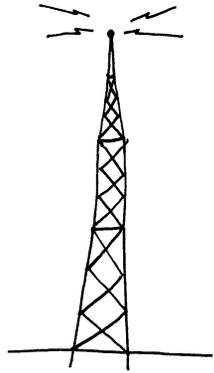
Letter Discrimination

	<p>U</p>	<p>U W H U I L U</p>
	<p>u</p>	<p>i n u h u w u</p>
	<p>u</p>	<p>nut up bus us fun</p>
	<p>u</p>	<p>stump just puppet</p>
	<p>u</p>	<p>She runs up the hill.</p> 

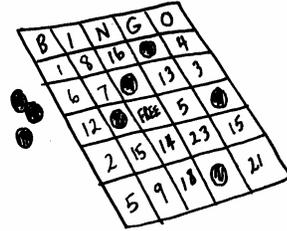
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



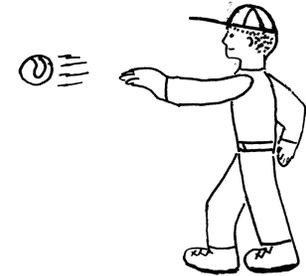
tow-er



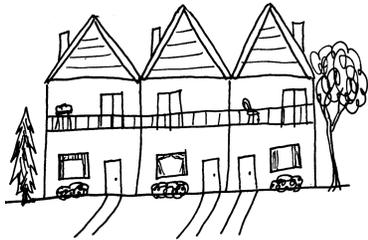
bing.....o



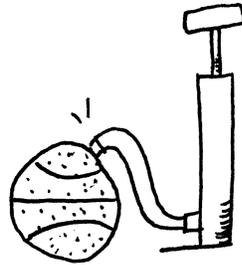
bon.....fire



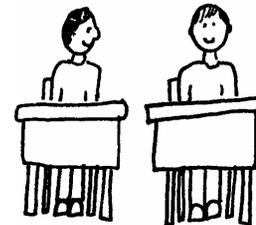
ath.....lete



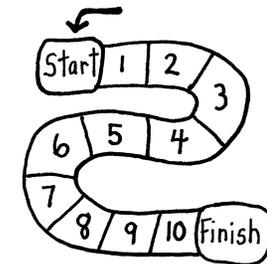
con.....do



in.....flate



be.....side



be.....gin

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

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

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

## Beginning Sounds

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

u \_

umbrella



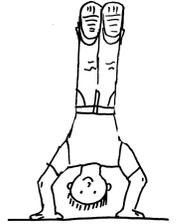
up



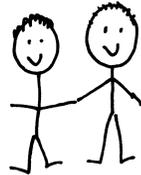
ugly



upside  
down



us



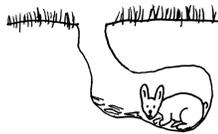
umpire



upset



under



upstairs



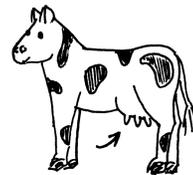
upon



uncle



udder

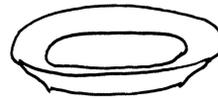
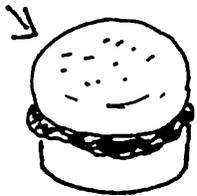
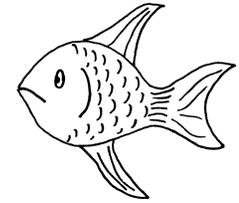
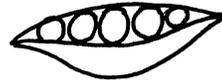
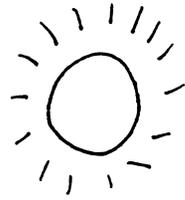
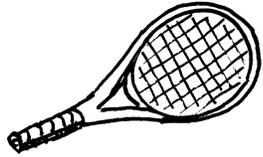


upend



Rhyming

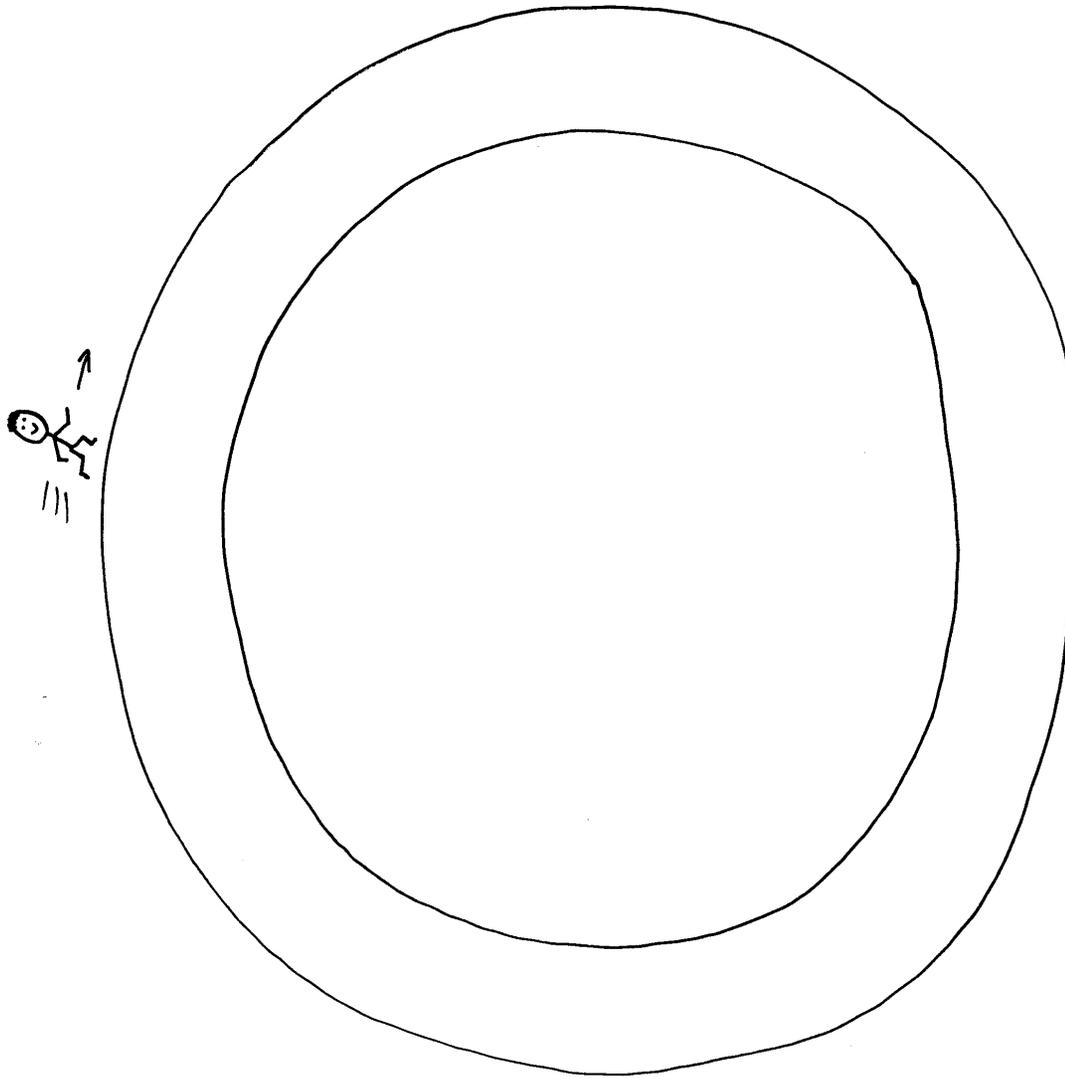
Uu



racket-jacket, sun-bun, pod-nod, fix-six, fish-dish Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



# Jogger - Prepare For B b



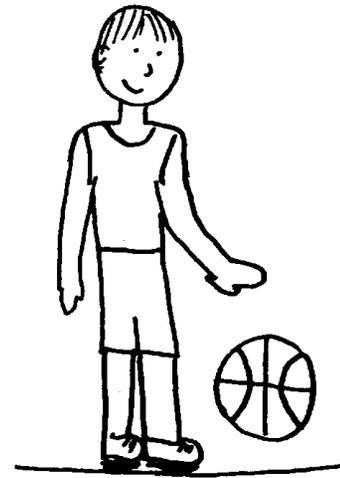
Draw a line to show the jogger running around the track.  
Go around many times.

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

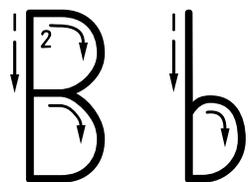
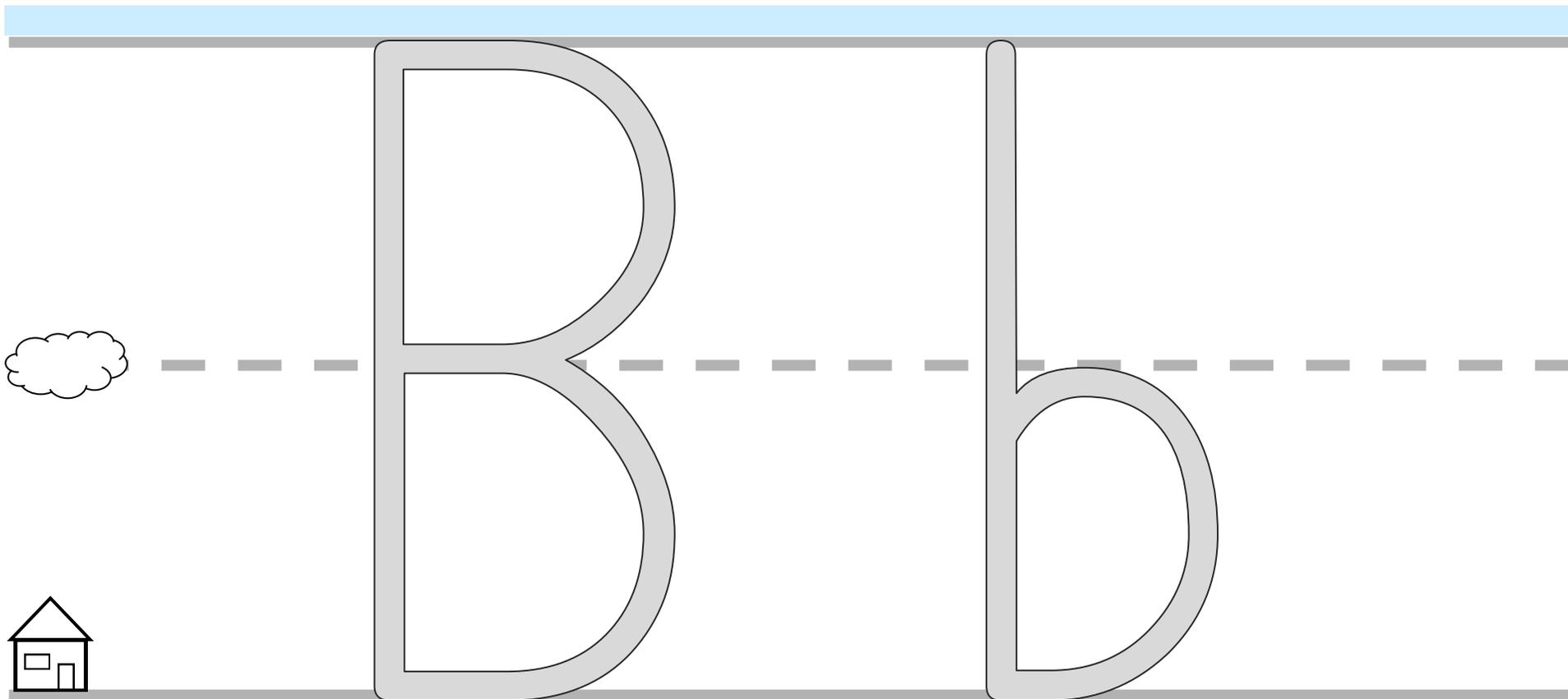
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

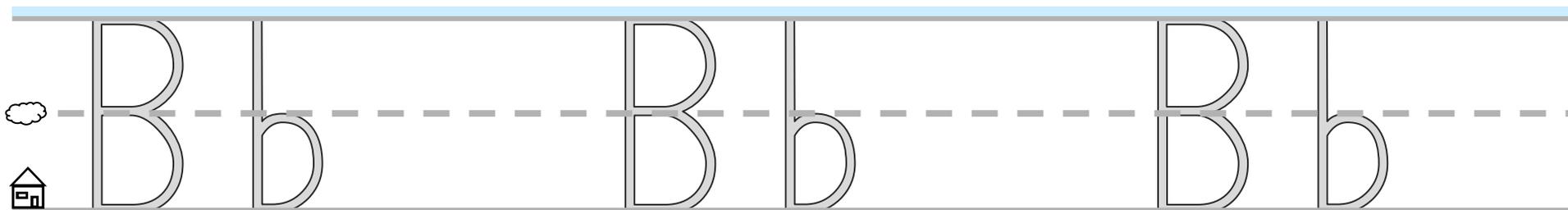
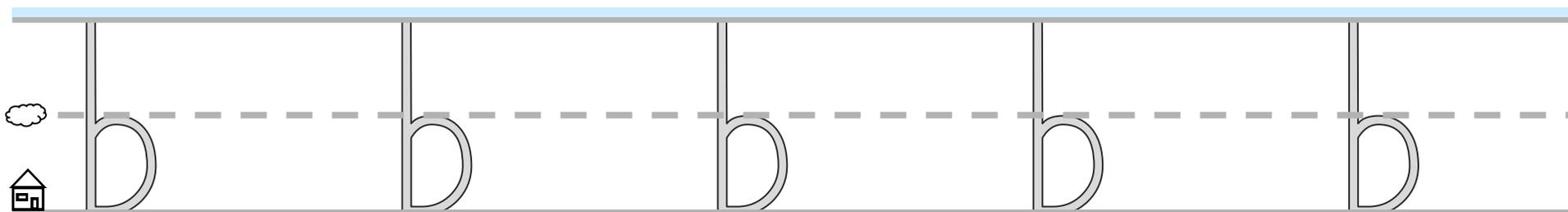
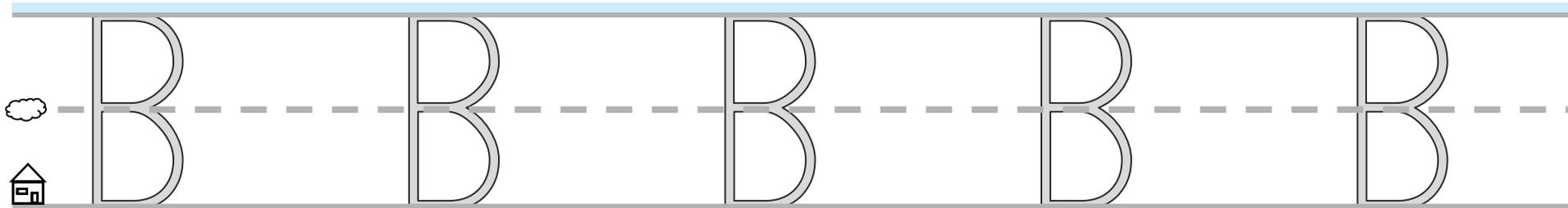
B b



B b

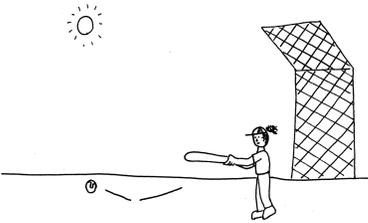


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

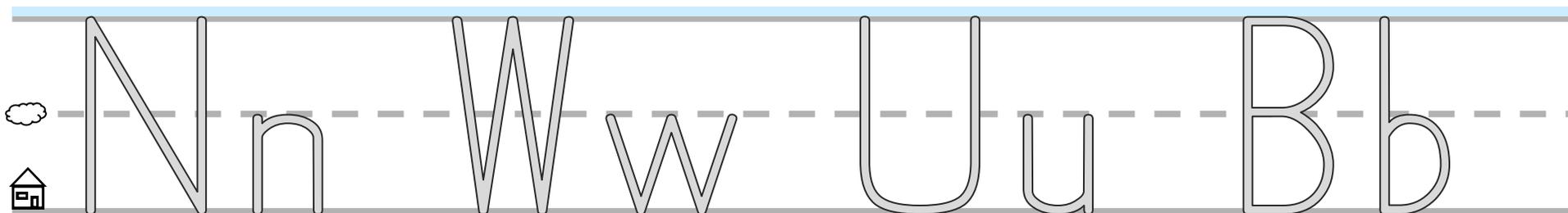
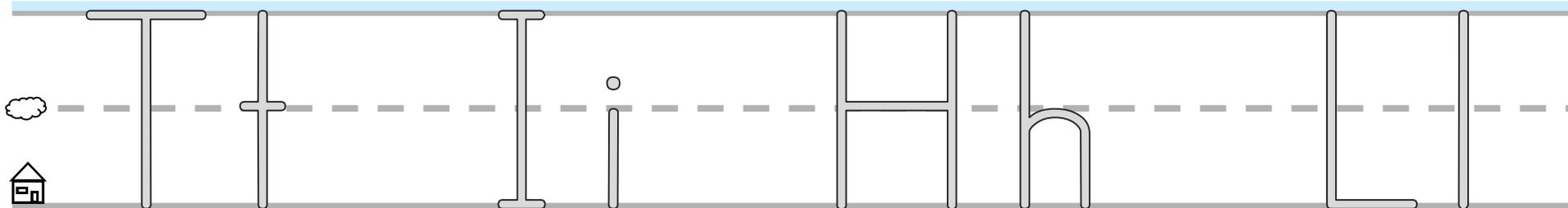


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>B</p>	<p>W B H B U T B</p>
	<p>b</p>	<p>h b l b n b t</p>
	<p>b</p>	<p>bus cab bib bag tub</p>
	<p>b</p>	<p>ribbon bubble blubber</p>
	<p>B b</p>	<p>Bess hits the ball.</p> 

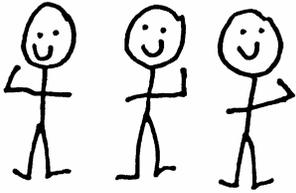
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

**Bb****Oral Blending****Segmenting**

Two-Sound Words 5



u.....s



a.....d



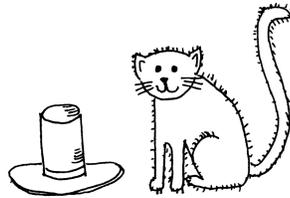
o.....n



p.....ie



t.....o



o.....ff



g.....o



h.....ay

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

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

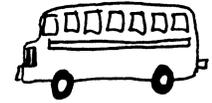
Note: Students are not expected to read the words by themselves.

## Beginning Sounds

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

b \_

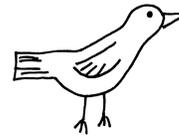
bus



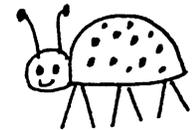
book



bird



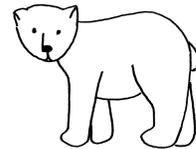
bug



ball



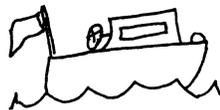
bear



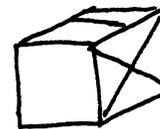
barrel



boat



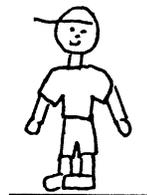
box



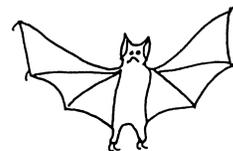
bubble



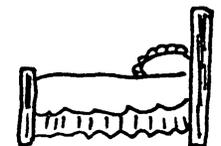
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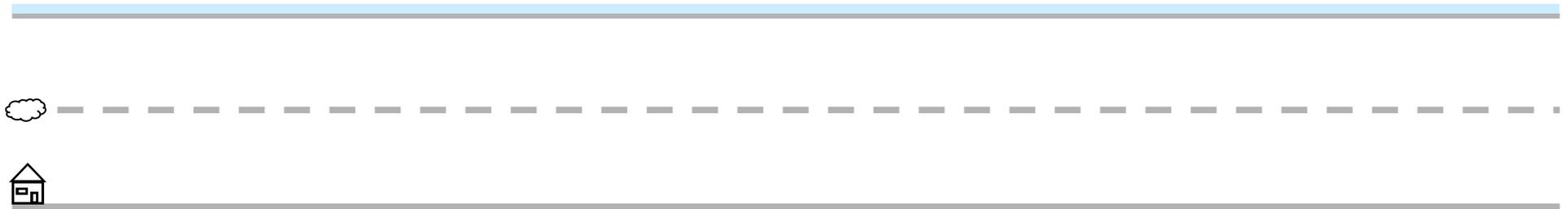
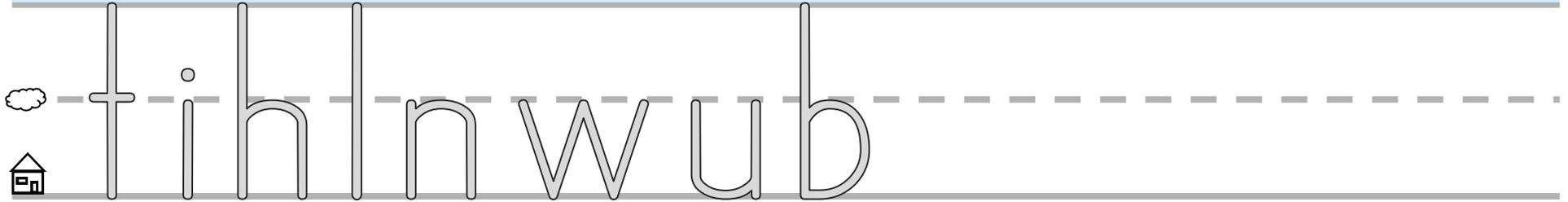
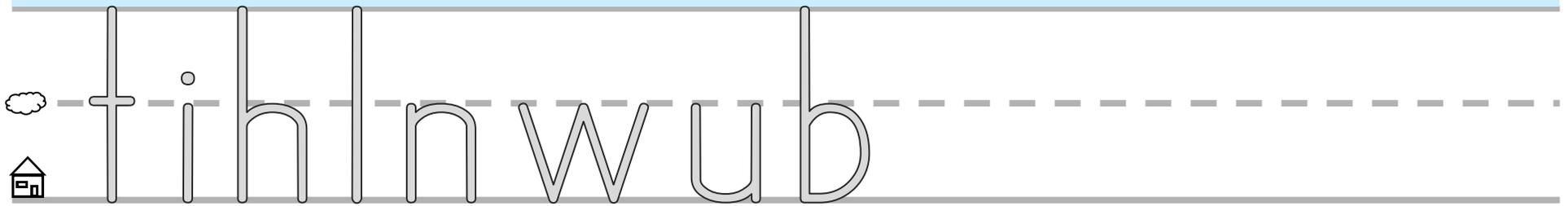


bat



bed

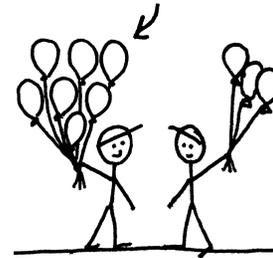
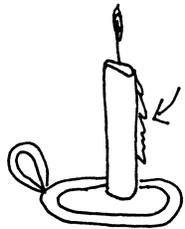
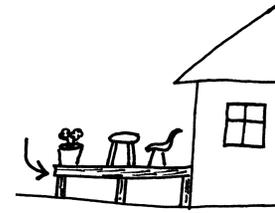
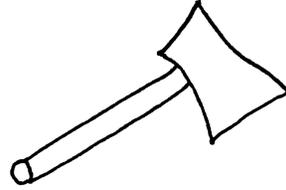
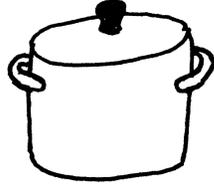
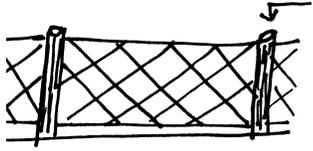




Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the sound for each lower case letter.

# Rhyming

Bb



post-most, pot-hot, ax-wax, deck-neck, drum-gum Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

# Ending Sounds

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

\_b

cab



bib



cob



jib



web



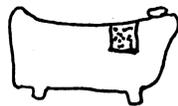
fib



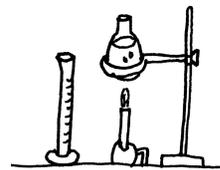
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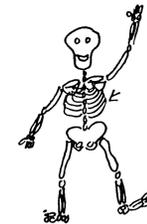
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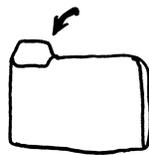
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rib



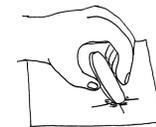
tab



cub

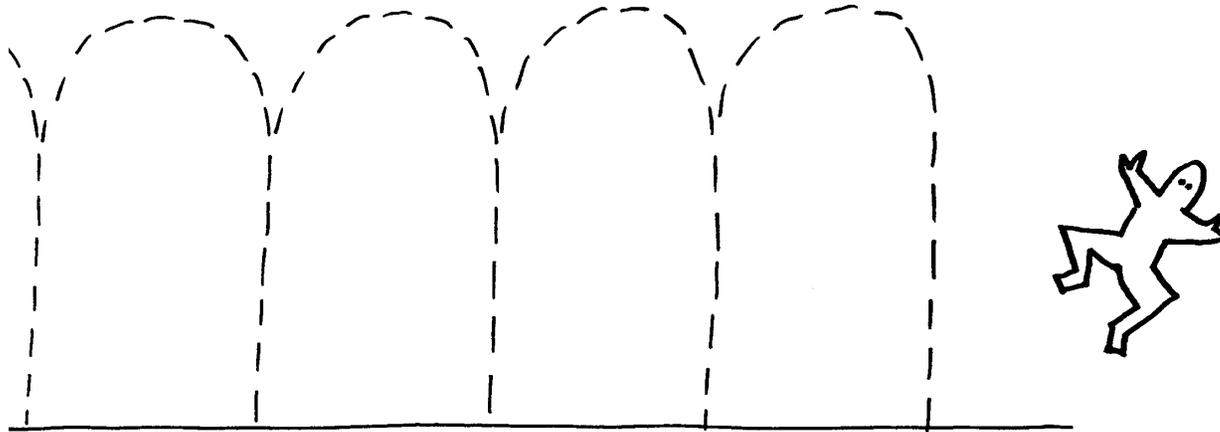
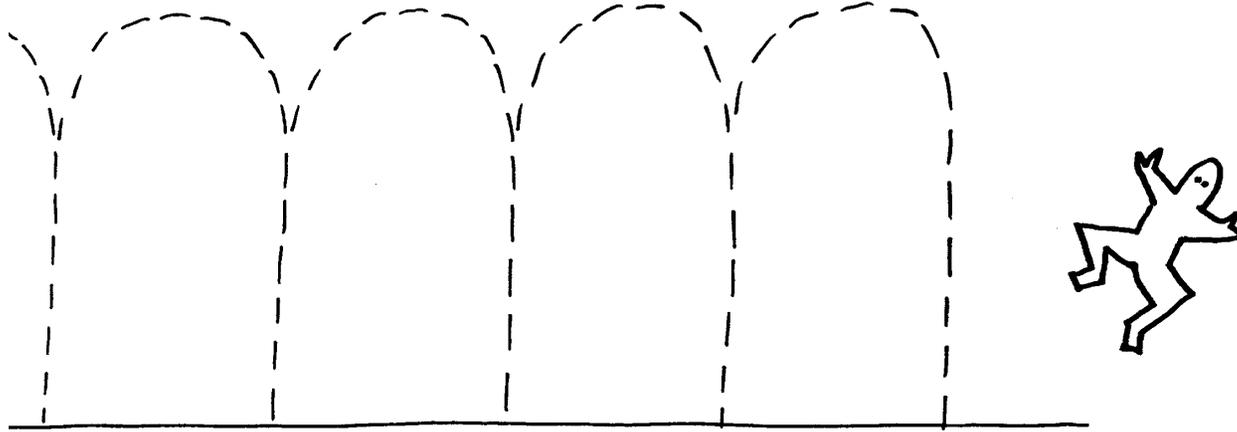


rub





# Frog Hop 2 - Prepare For M m



Follow the hopping frogs.

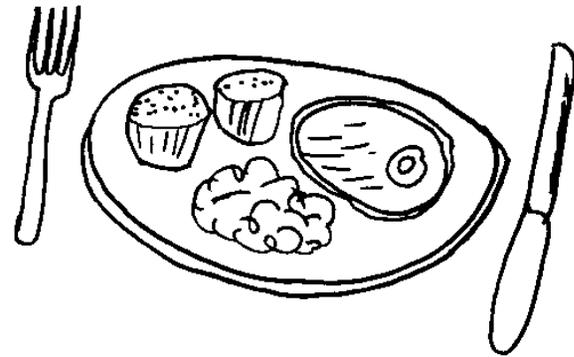
## Sound Story

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

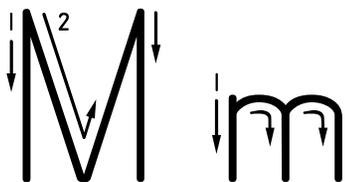
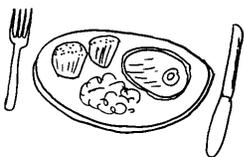
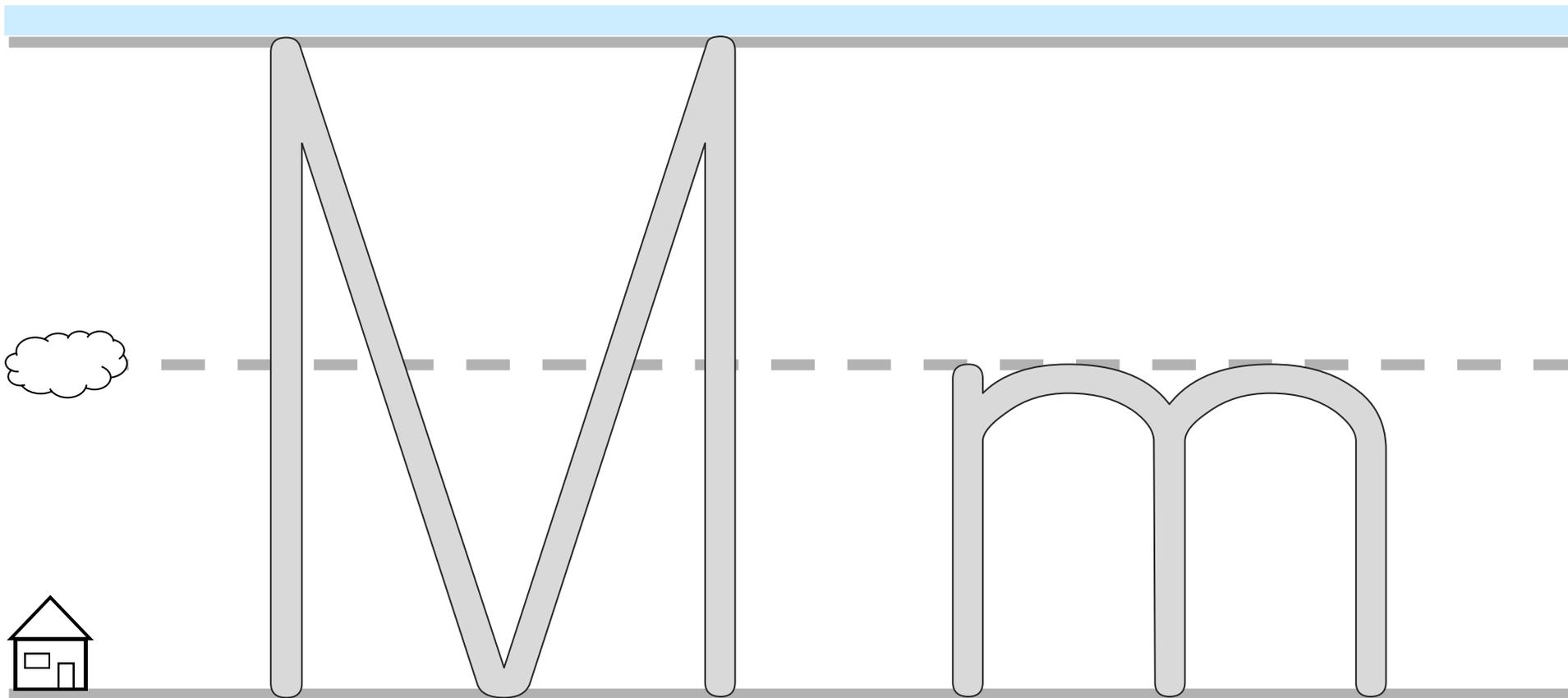
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

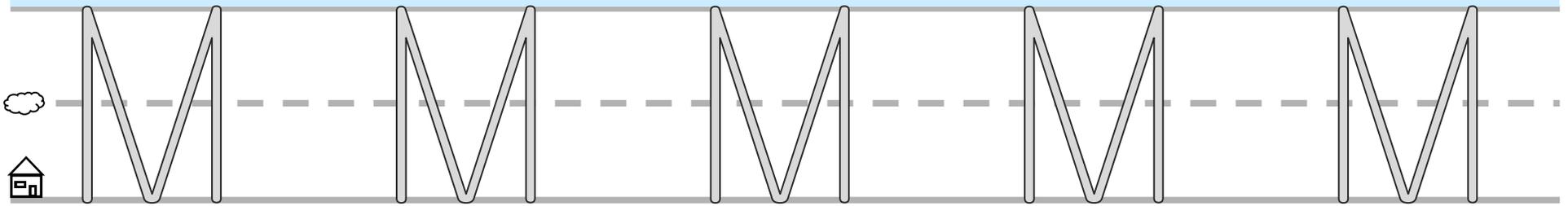
M m



M m



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

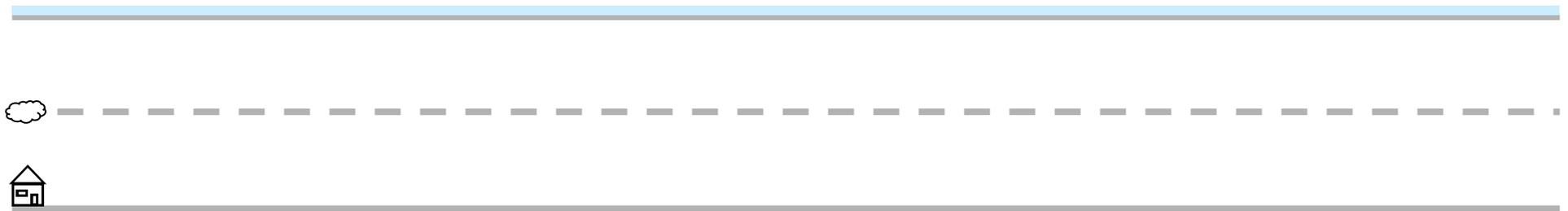
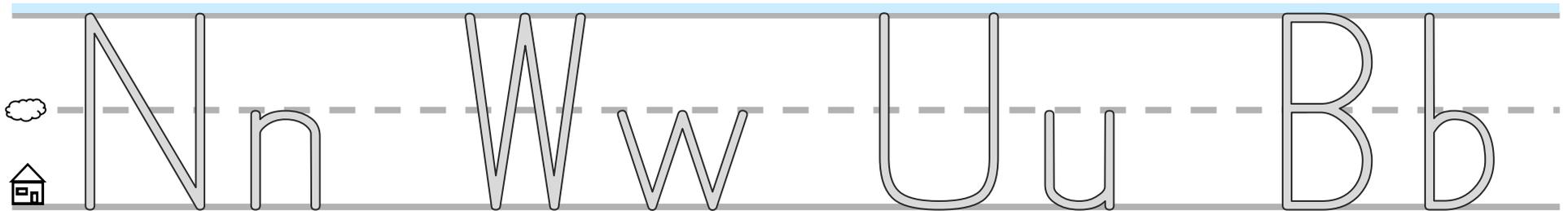
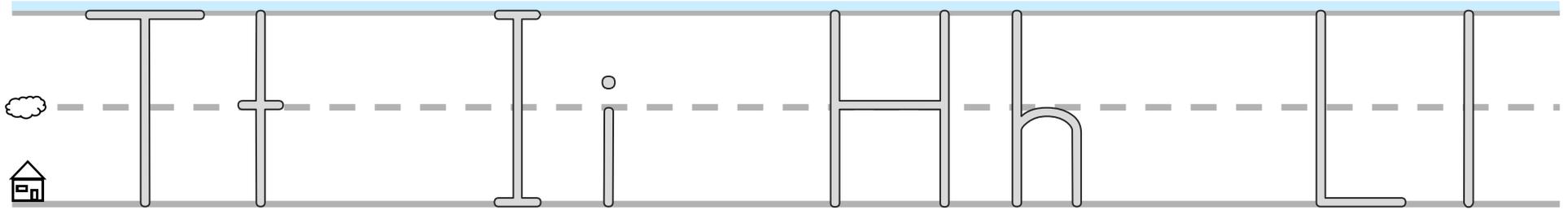


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>M</p>	<p>M M W B L M N M</p>
	<p>m</p>	<p>n m h m w m u</p>
	<p>m</p>	<p>man him me am gum</p>
	<p>m</p>	<p>hammer member clamp</p>
	<p>Mm</p>	<p>Mom cut the lemon.  </p>

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



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Mm

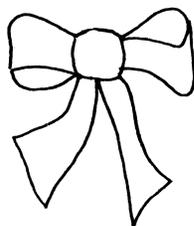
Oral Blending

Segmenting

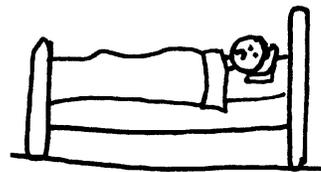
Two-Sound Words 1



e.....gg



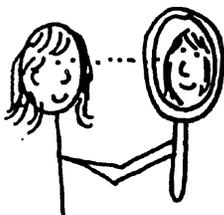
b.....ow



i.....ll



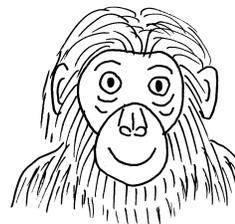
e.....dge



m....e



i.....tch



a.....pe



j.....ay

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

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

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

## Beginning Sounds

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

m \_

mop



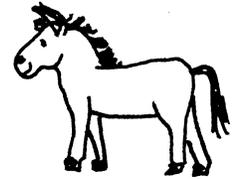
mouse



milk



mule



moon



mask



moth



mom



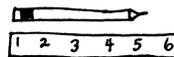
me



mud



measure

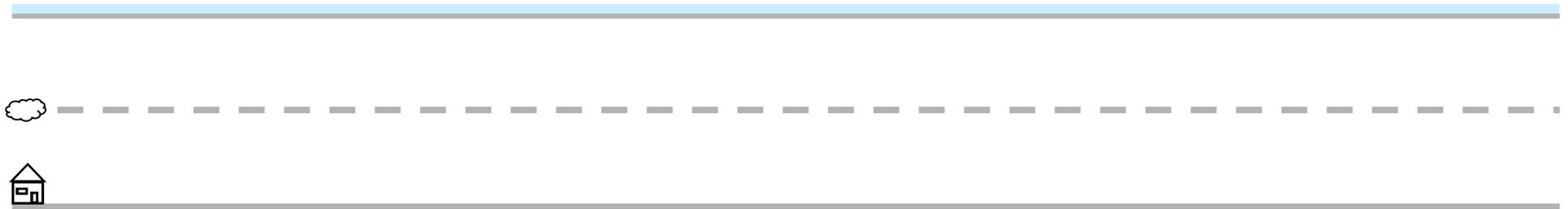
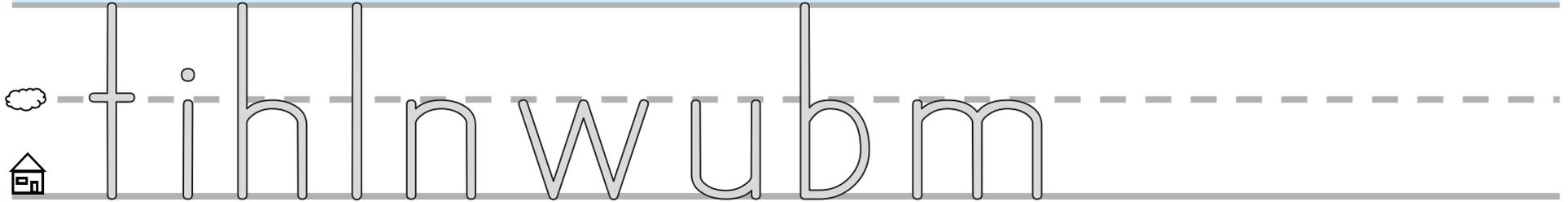
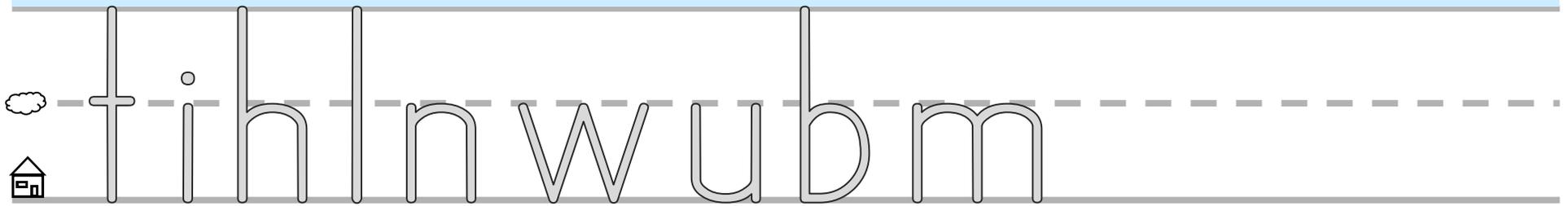


mow



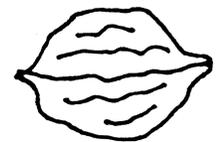
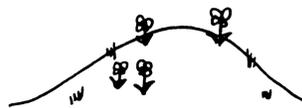
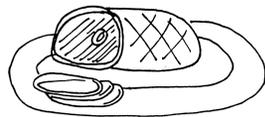
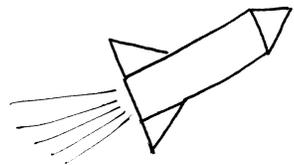
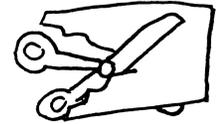
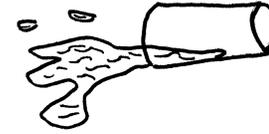
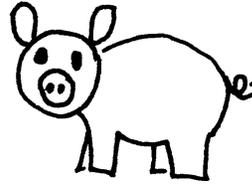
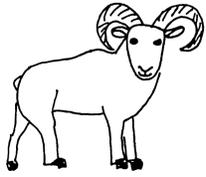
man





Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the sound for each lower case letter.

# Rhyming



ram-ham, pocket-rocket, pig-dig, spill-hill, cut-nut Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

# Ending Sounds

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

\_ m

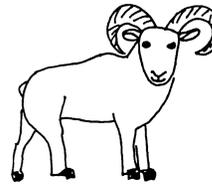
jam



tam



ram



hum



drum



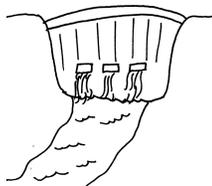
yam



rim



dam



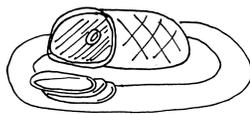
plum



swim



ham



gum

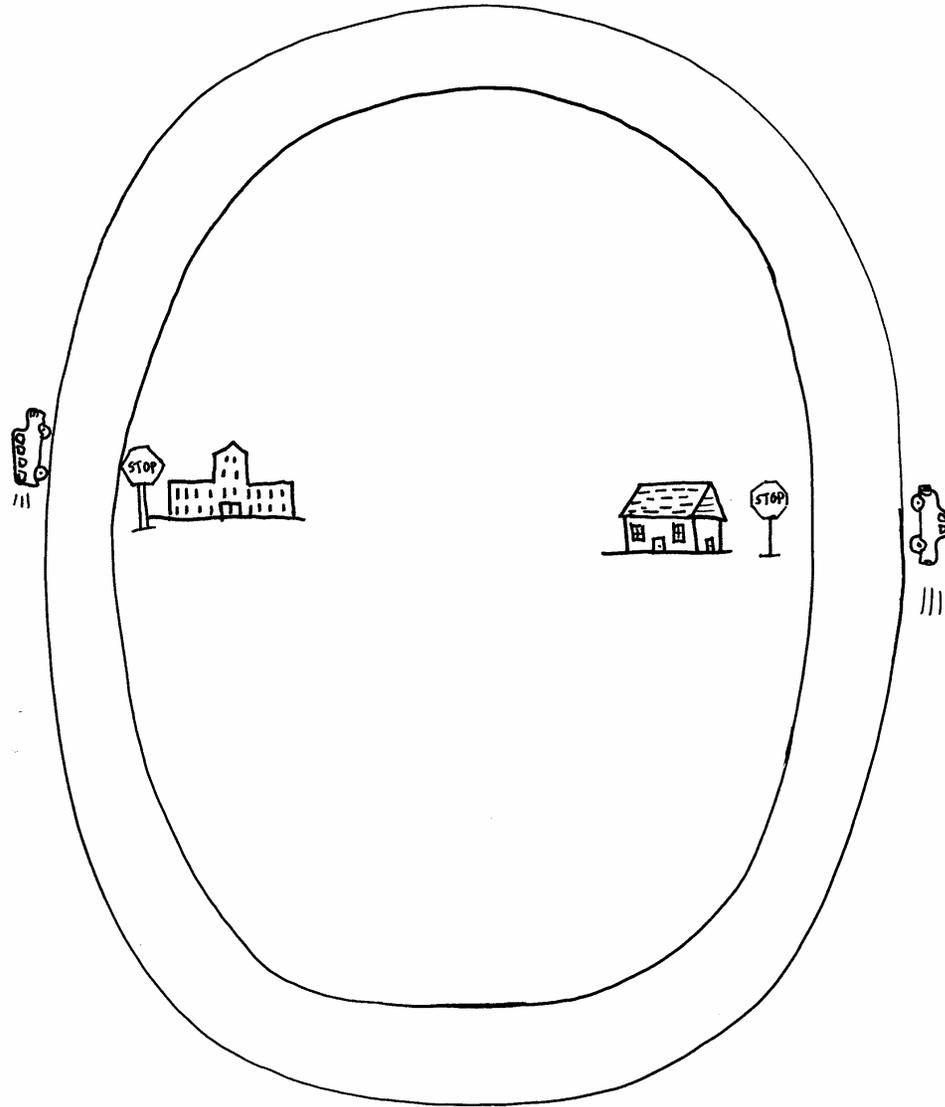


zoom





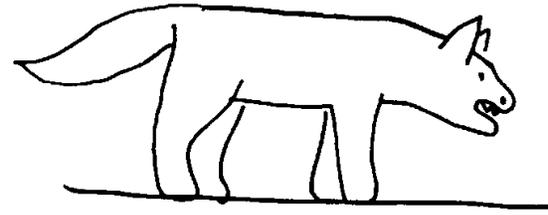
# Bus Stop - Prepare For R r



Drive the bus from the school to the house. Stop and drop off the children.  
Then keep going around the circle back to school.

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

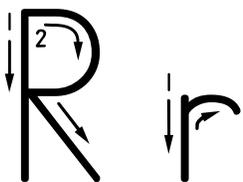
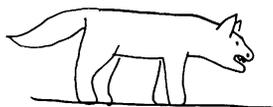
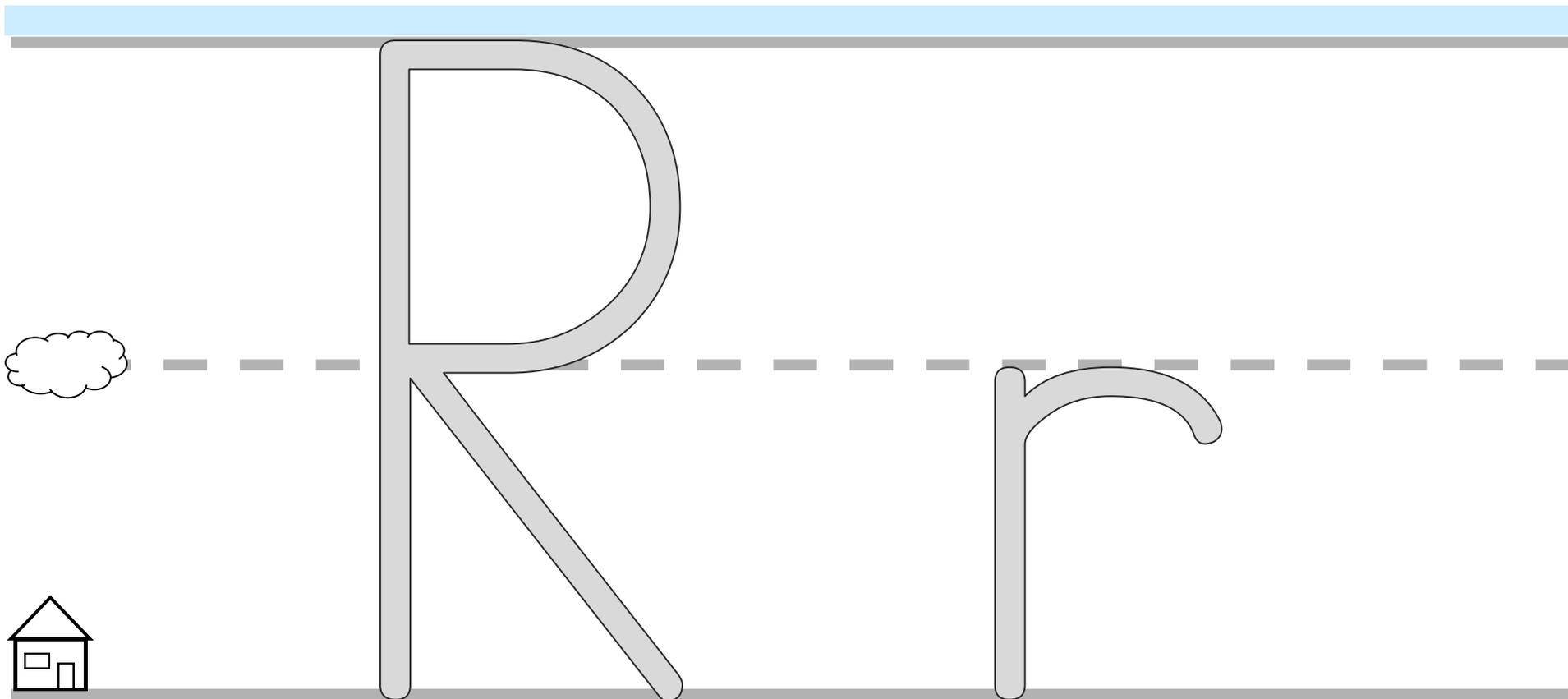
R r



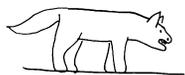
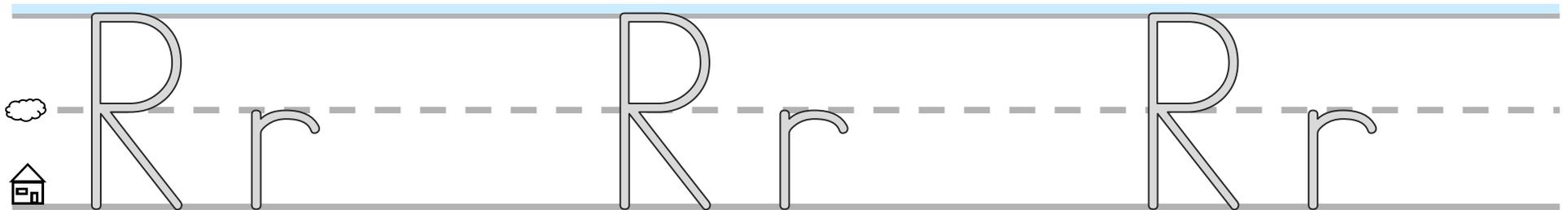
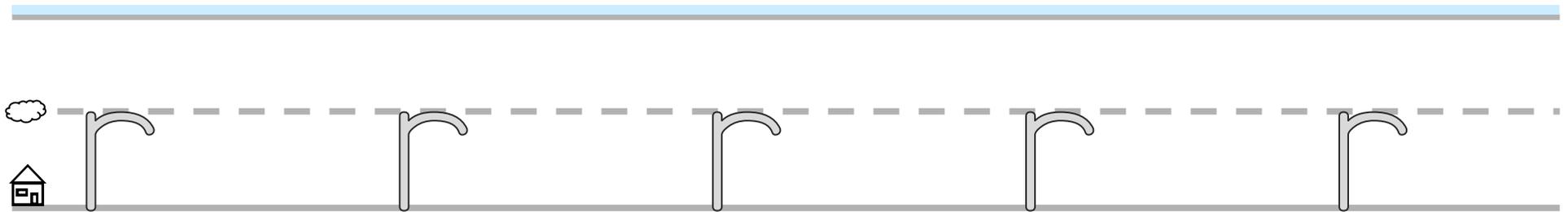
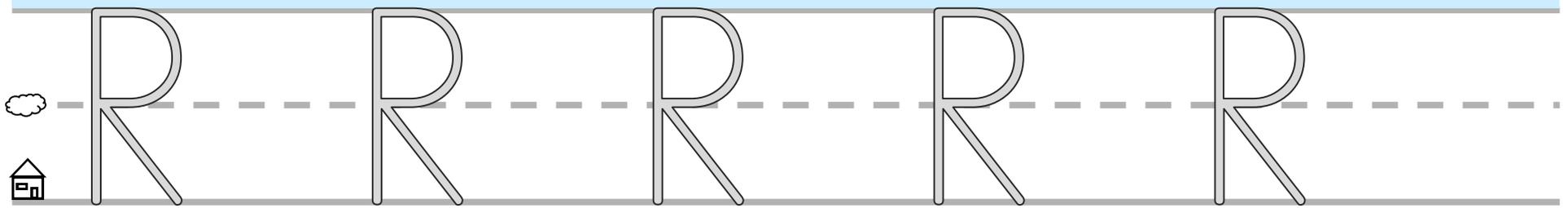
R r

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

HANDWRITING INTRODUCTION (No lines): Continue as before.

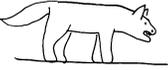
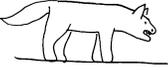
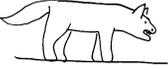


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

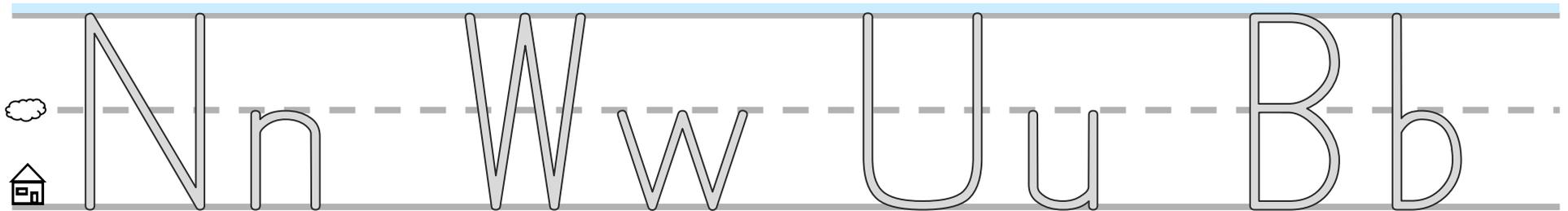
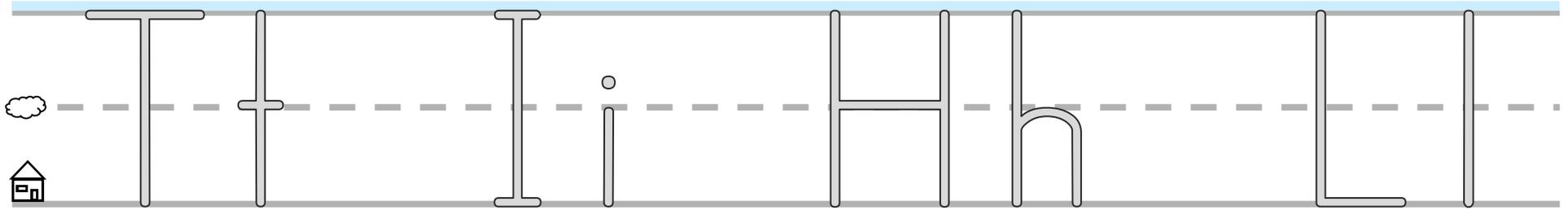


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>R</p>	<p>B R U W R R T</p>
	<p>r</p>	<p>i r n m r u r</p>
	<p>r</p>	<p>run car arm red</p>
	<p>r</p>	<p>try berry partner</p>
	<p>Rr</p>	<p>Rick can run fast. </p>

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



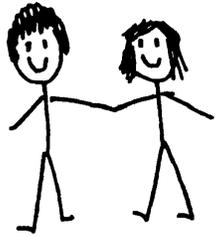
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Rr

Oral Blending

Segmenting

Two-Sound Words 2



w.....e



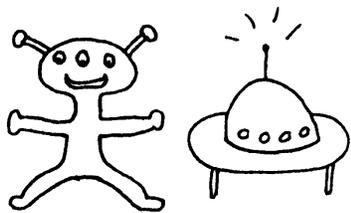
p.....ay



t.....ee



m.....ow



o.....dd



m.....y



j.....aw



t.....oe

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

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

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

## Beginning Sounds

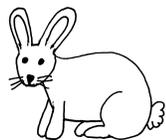
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r \_

run



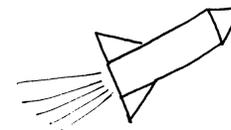
rabbit



raise



rocket



ring



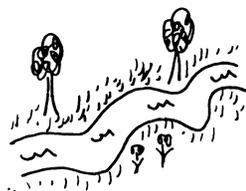
rhino



rattle



river



rain



right



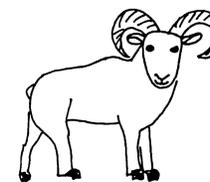
rope

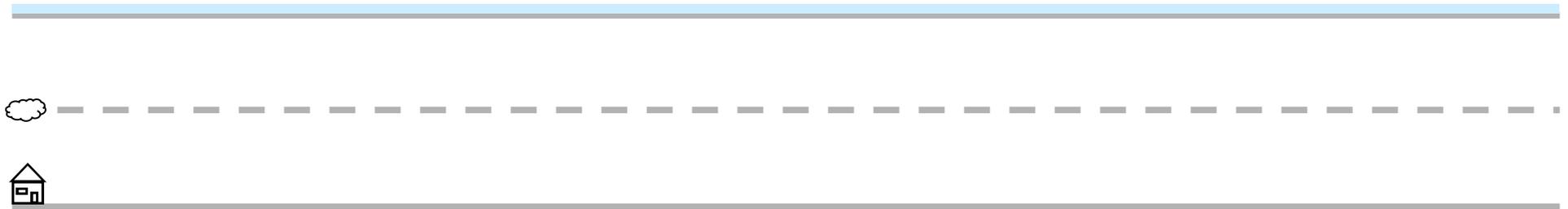
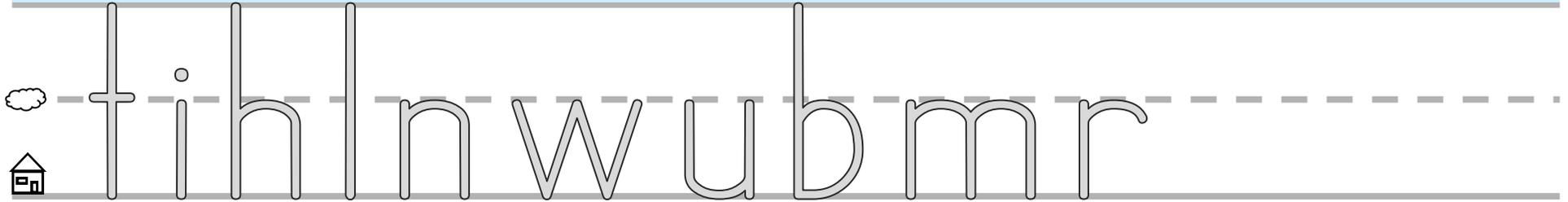
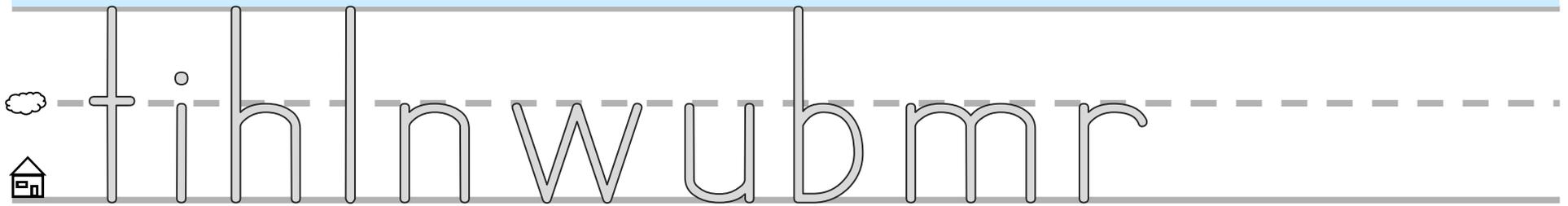


rose



ram

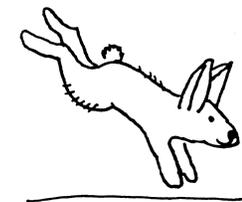
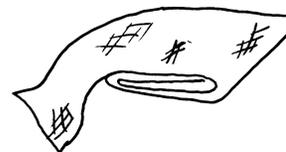
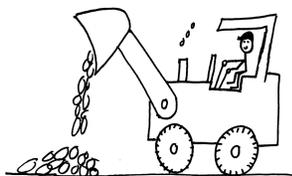
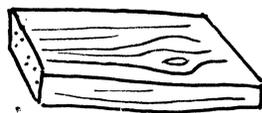
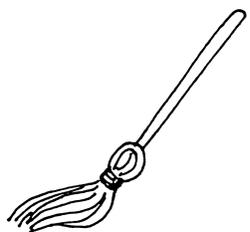




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Rhyming

Rr



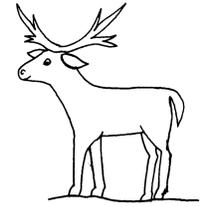
mop-hop, wood-hood, moth-cloth, jump-dump, pan-can Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

# Ending Sounds

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

\_ r

deer



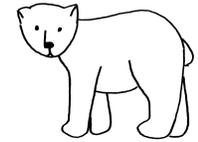
hair



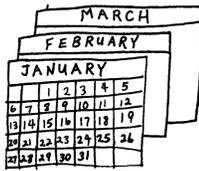
pour



bear



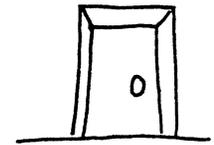
year



ear



door



tear



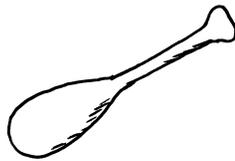
star



car



oar



jar



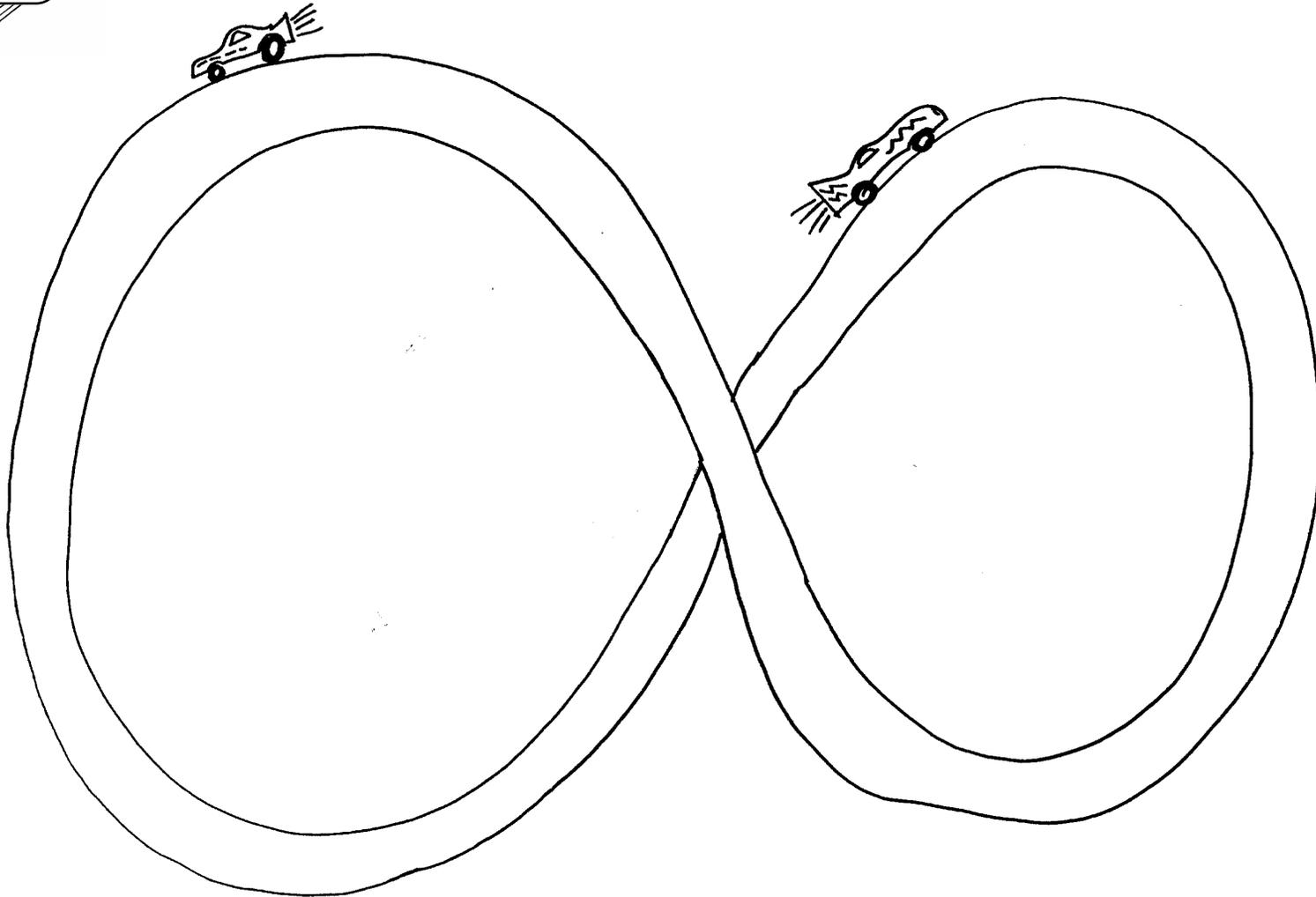
her



Handwriting  
Readiness



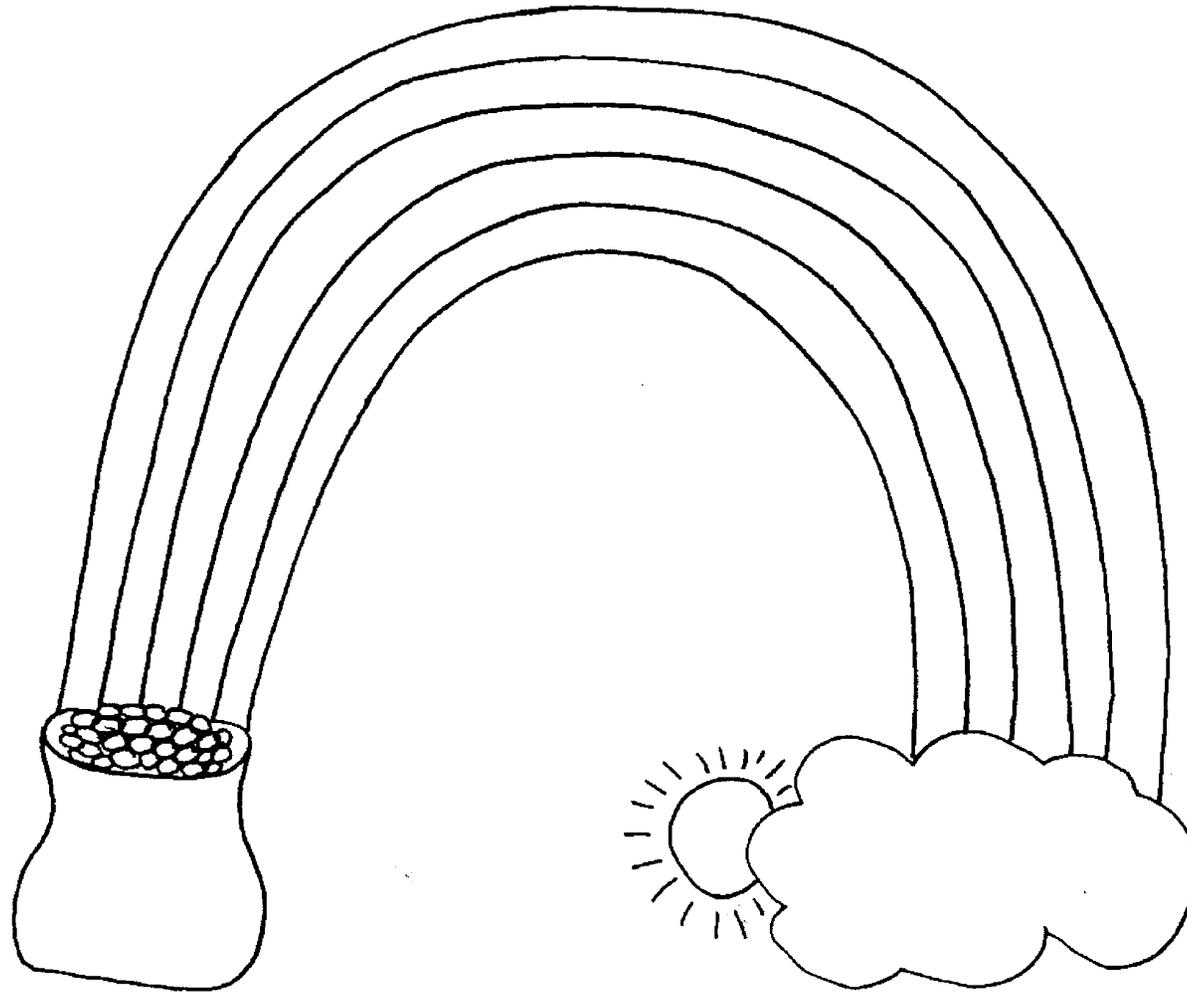
## Figure Eight Race Track 1 - Prepare For F f



Help the cars go around the racetrack. Go around the track many times.



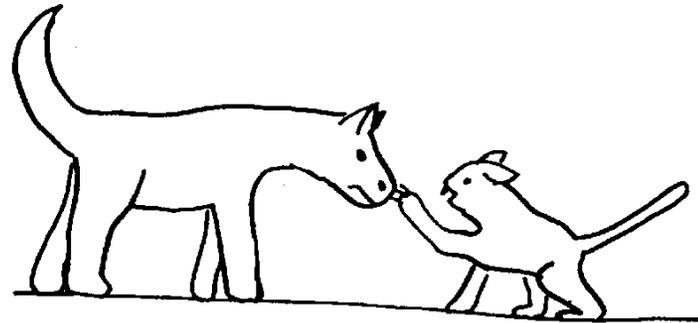
## Rainbow 2 - Prepare For F f



Follow the rainbow from the cloud to the pot of gold.  
Use a different colored pencil for each path.

The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "ffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.

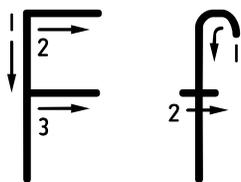
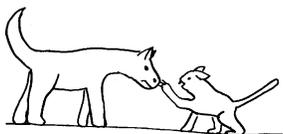
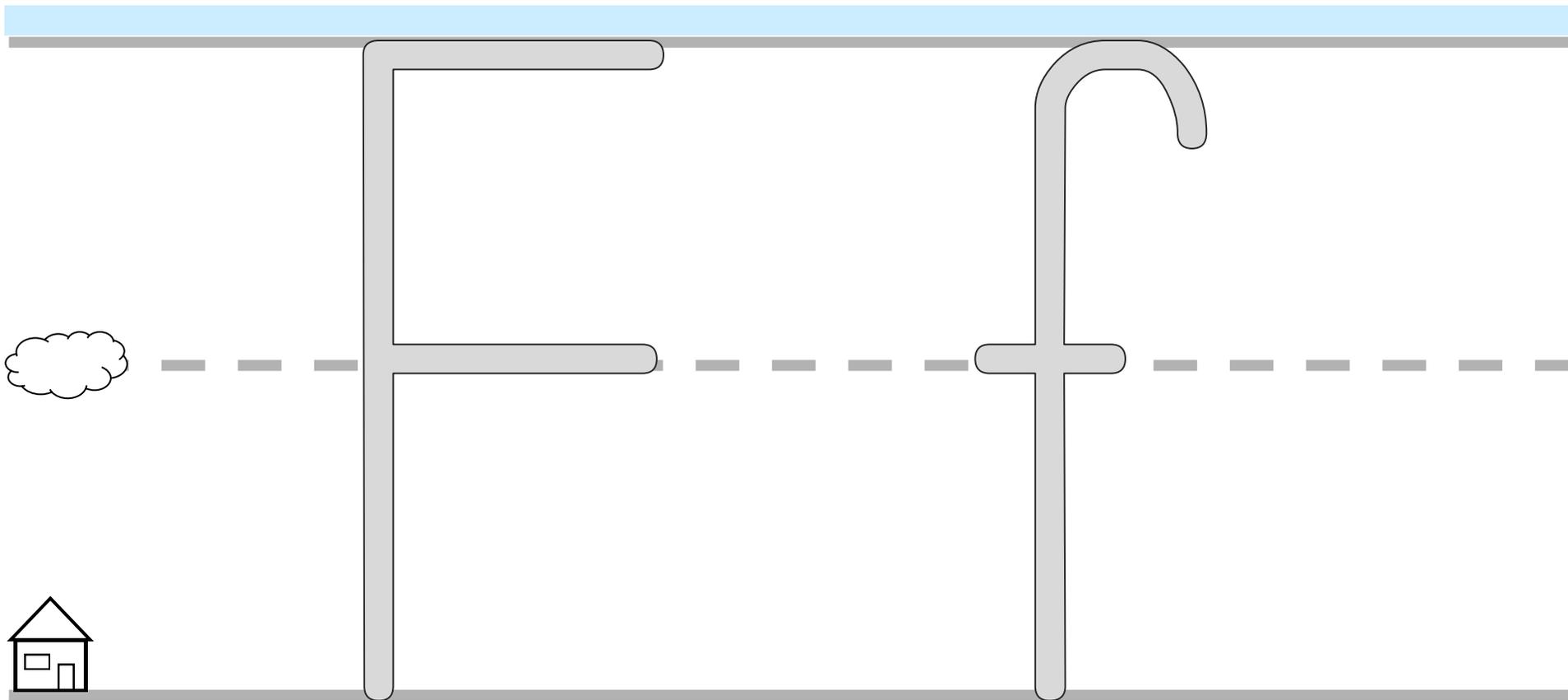
F f



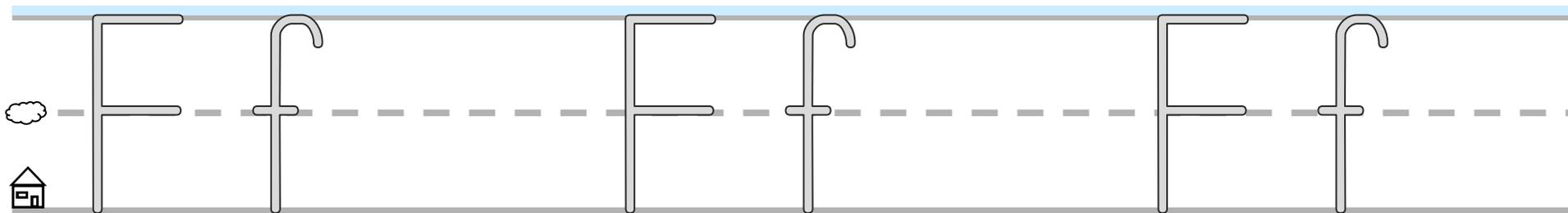
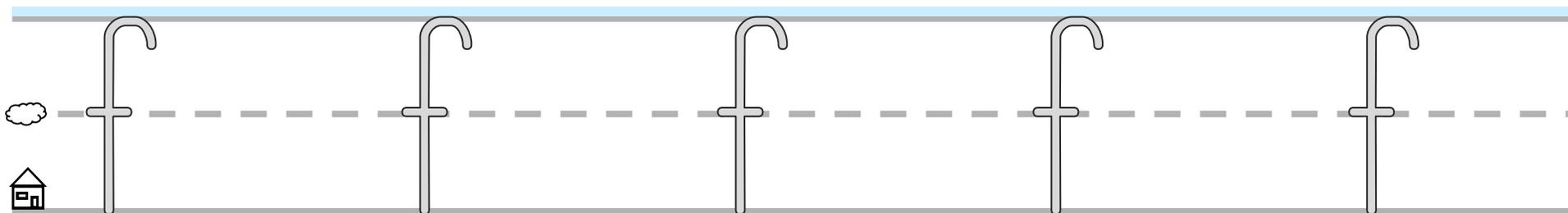
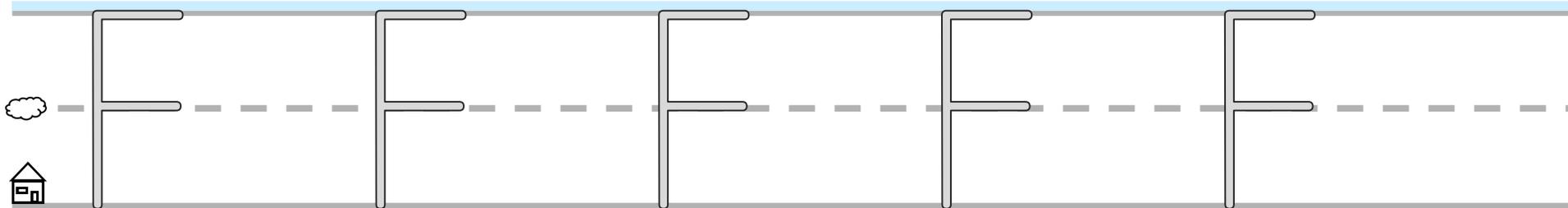
F f

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

HANDWRITING INTRODUCTION (No lines): Continue as before.

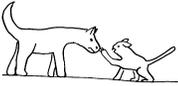
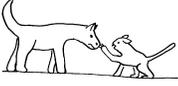
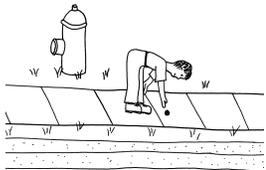


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

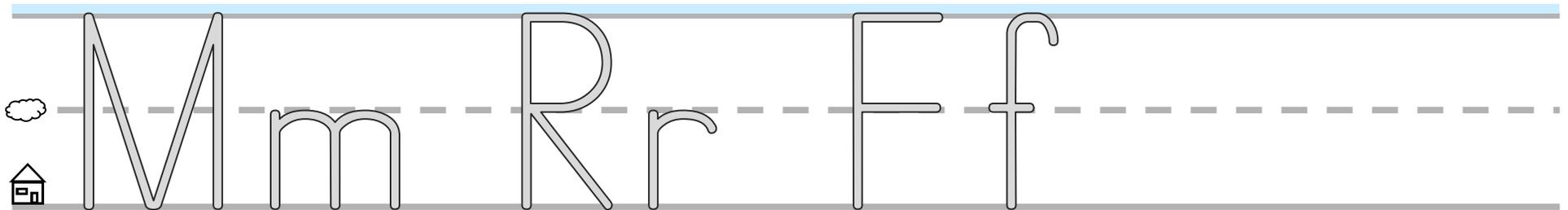
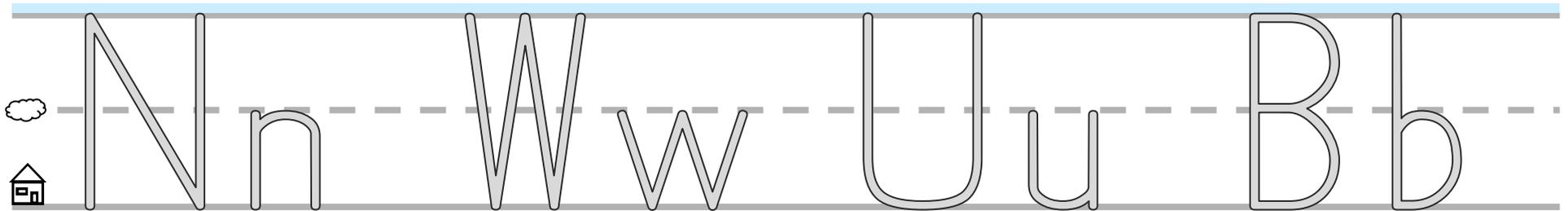
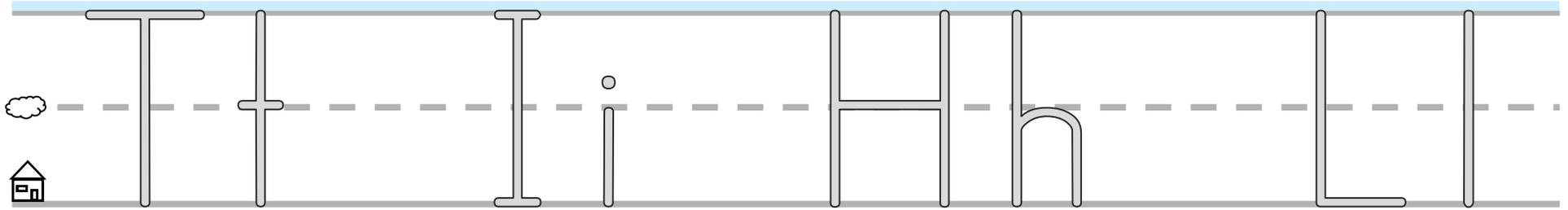


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>F</p>	<p>B F H F L F W</p>
	<p>f</p>	<p>t f l h f r f</p>
	<p>f</p>	<p>fun fix off if fell</p>
	<p>f</p>	<p>fluffy stiff self</p>
	<p>Ff</p>	<p>Fred found a dime.</p> 

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



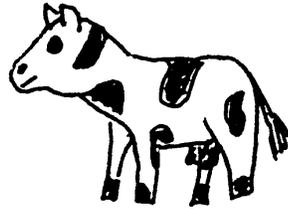
Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

**Ff****Oral Blending****Segmenting**

Two-Sound Words 3



b.....oo



c.....ow



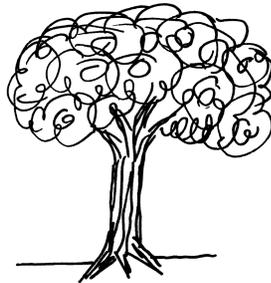
h.....e



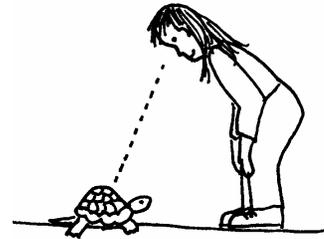
oi.....l



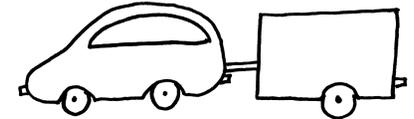
a.....che



oa.....k



s.....ee



t.....ow

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

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

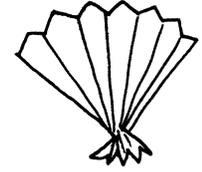
Note: Students are not expected to read the words by themselves.

## Beginning Sounds

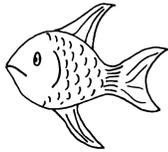
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss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

f \_

fan



fish



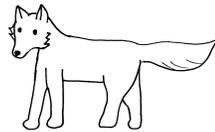
food



find



fox



feet



farm



fire



father



fork



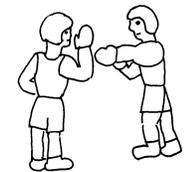
fudge

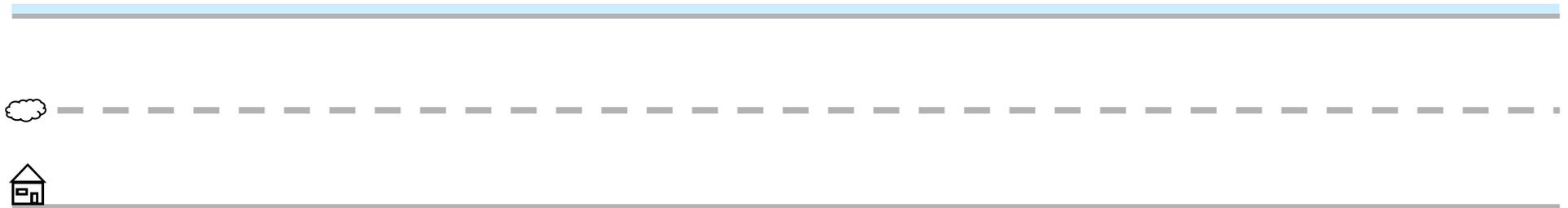
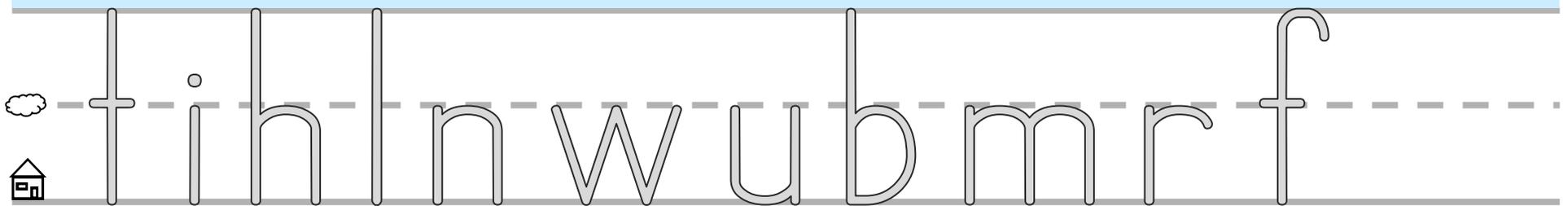
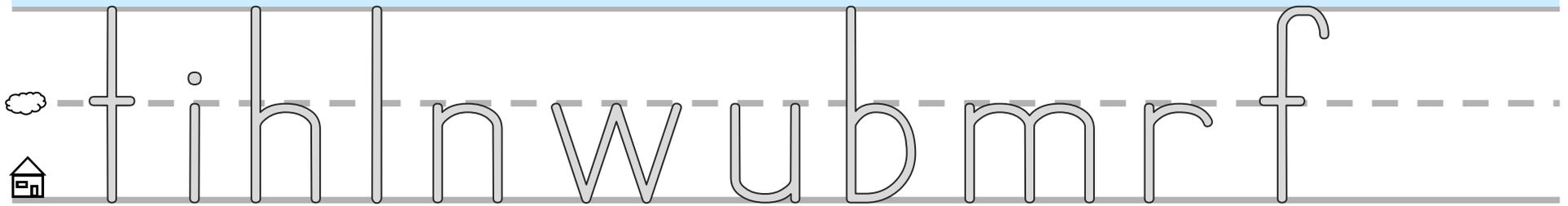


finger

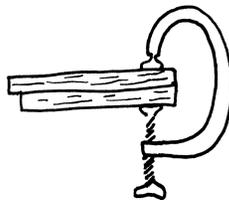
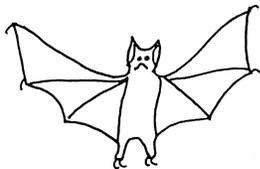
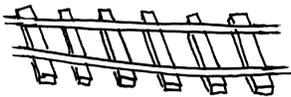
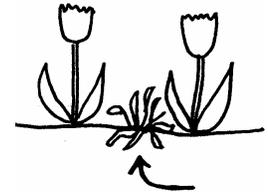
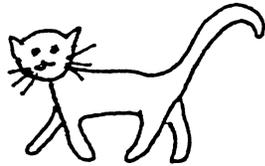


fight





Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. After each letter has been reviewed, students complete the page on their own. As they trace, students say the sound for each lower case letter.



stamp-clamp, cat-bat, pack-track, mad-pad, weed-seed Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, now, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

# Ending Sounds

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

\_ f

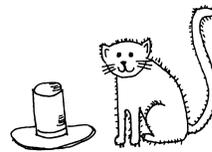
surf



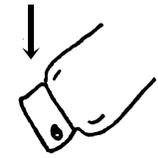
leaf



off



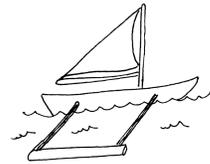
cuff



roof



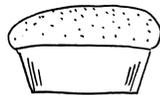
skiff



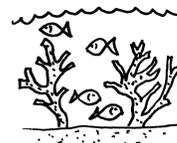
puff



loaf



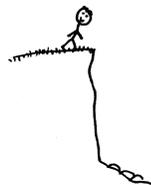
reef



scarf



cliff



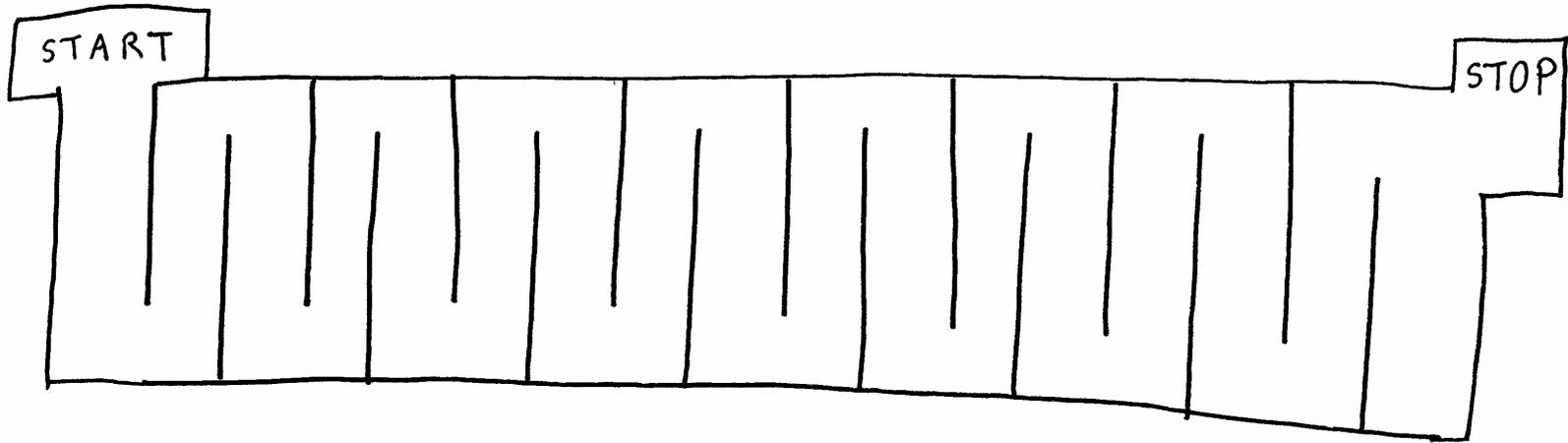
hoof



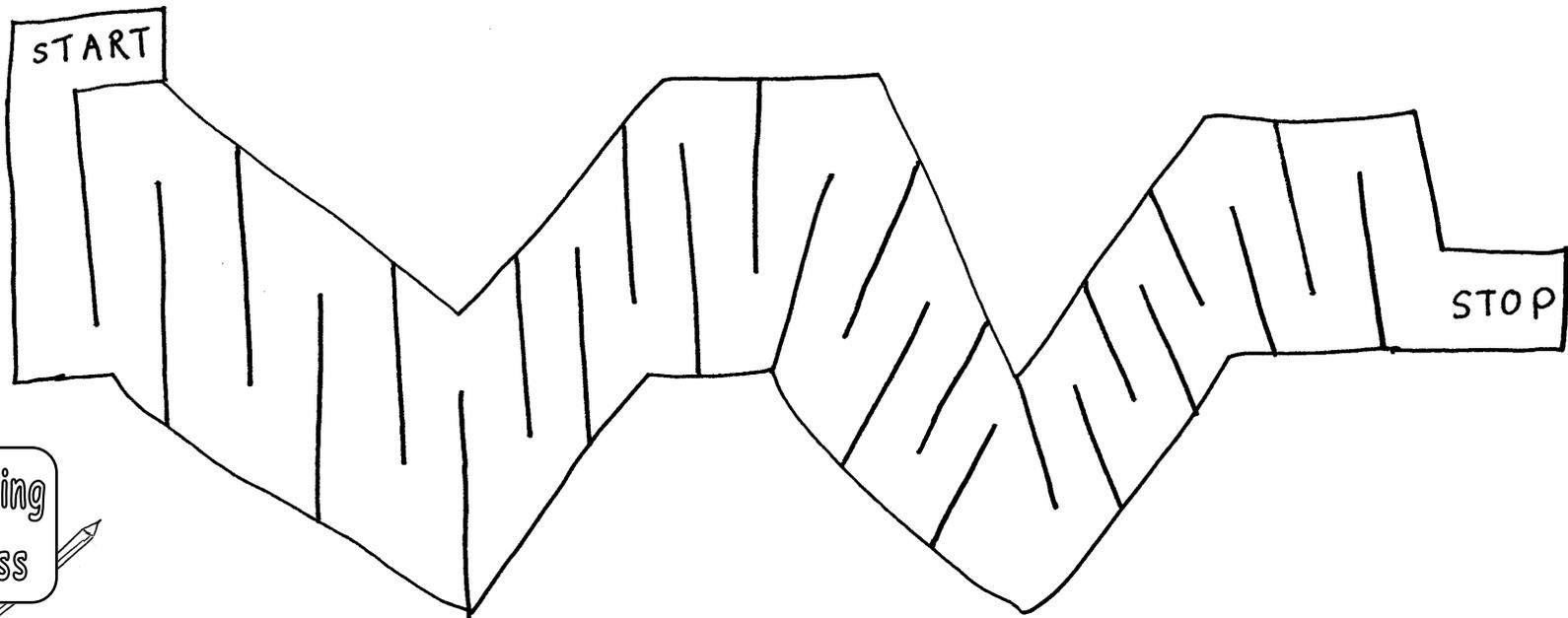
sniff



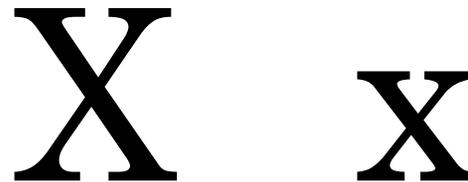
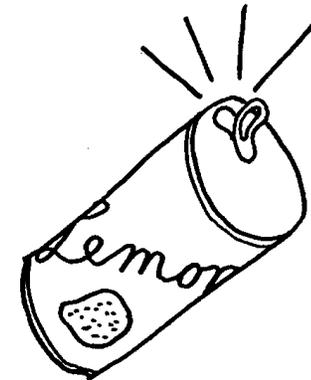
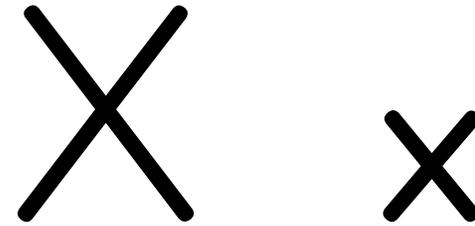
## Two Mazes - Prepare For X x



Go through each maze.

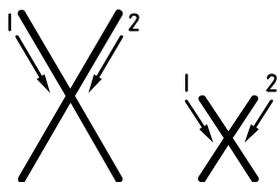
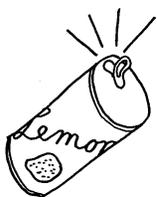
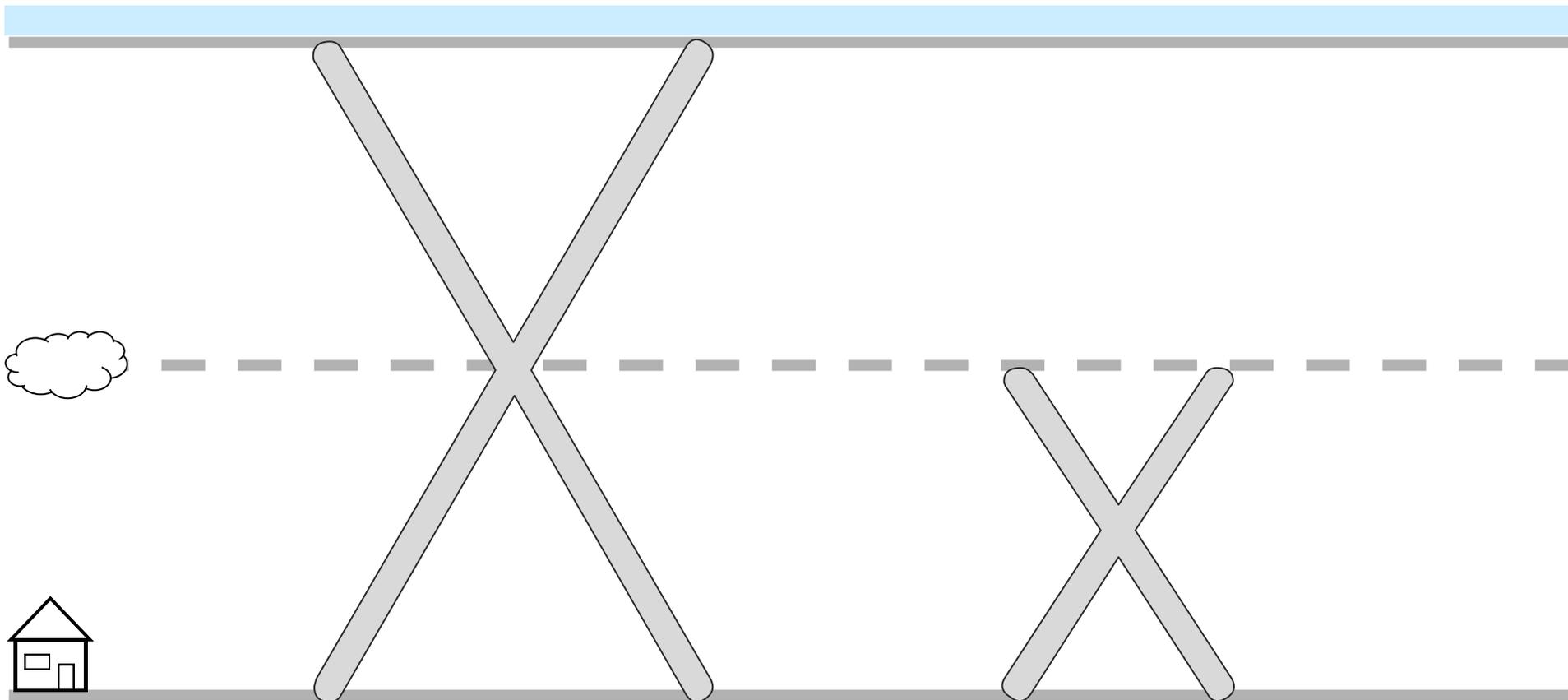


"Poor, Chewie!" said Brad.  
 "She'll know to leave cats alone,  
 next time." He reached into the  
 refrigerator and pulled out a soft  
 drink. "Kssss," was the sound of  
 the air rushing out as he pulled  
 the tab off the can.

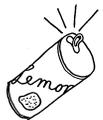
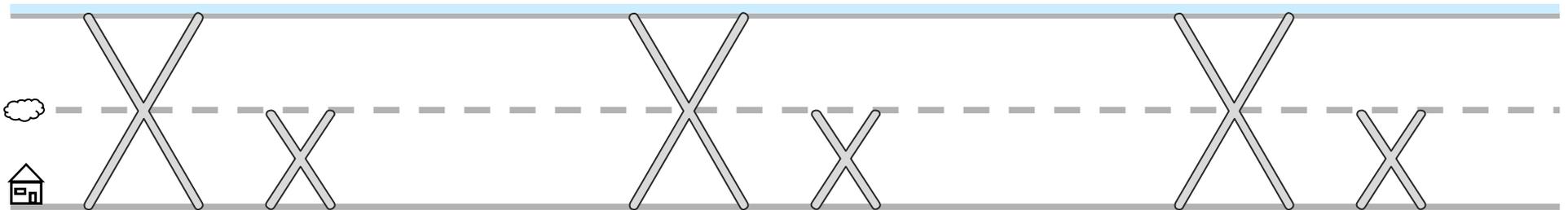
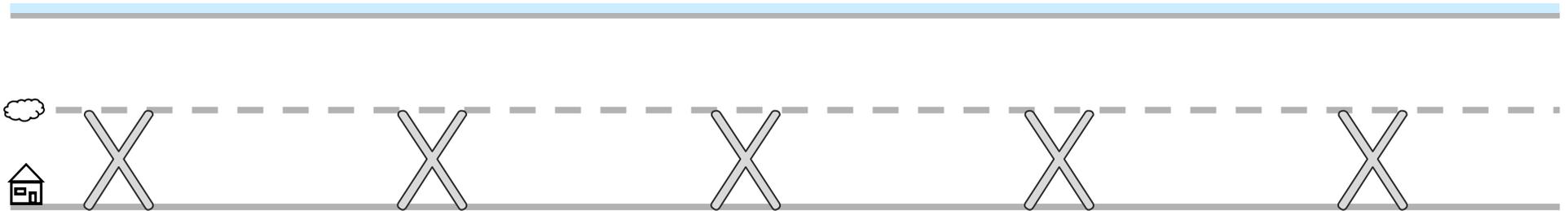
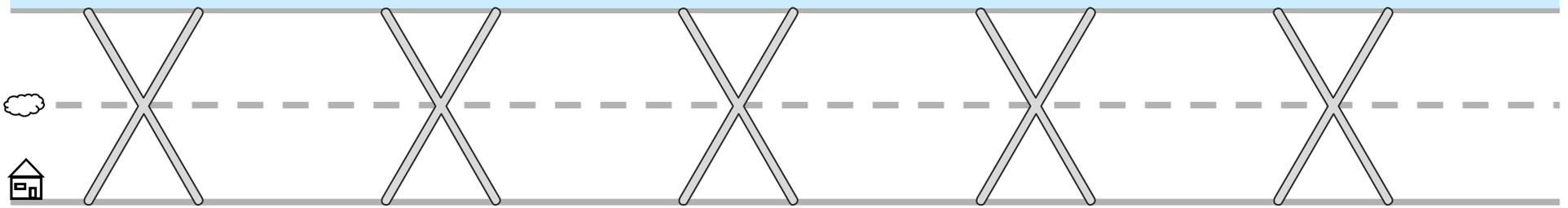


The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

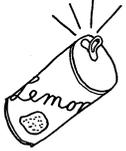
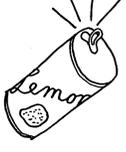
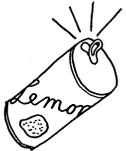
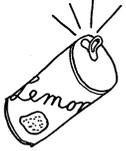
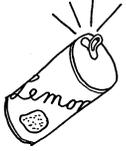


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

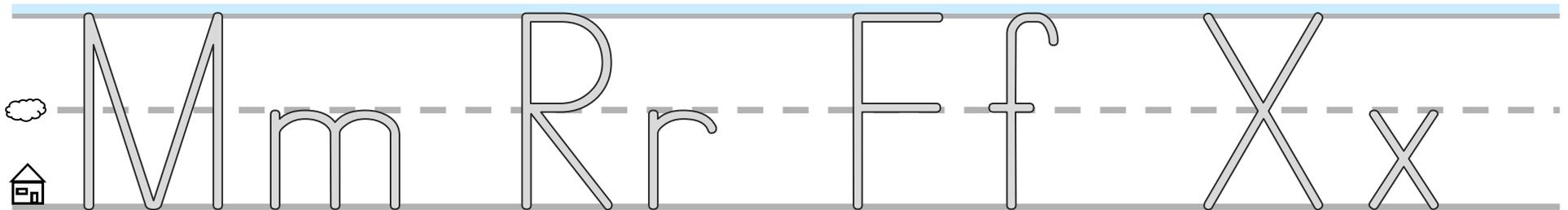
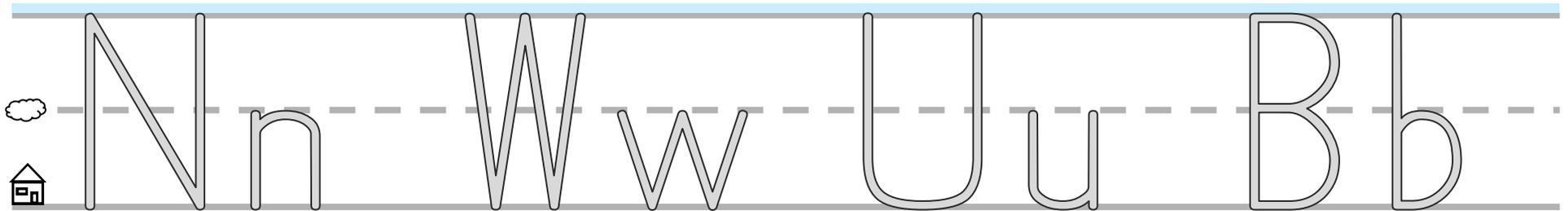
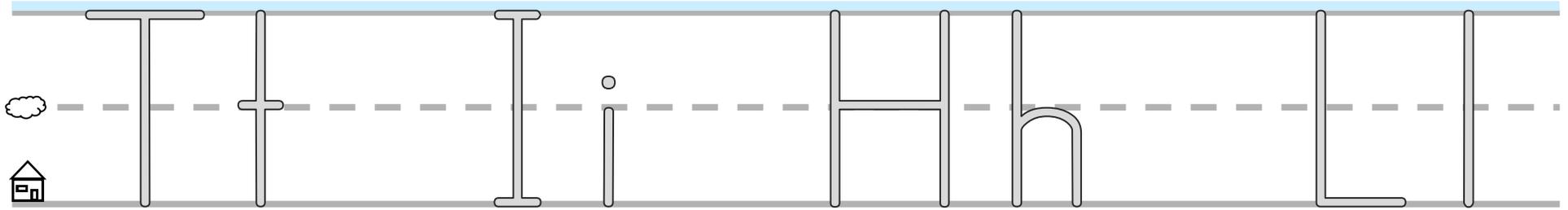


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>X</p>	<p>T X W L X X F</p>
	<p>x</p>	<p>x r t x u b x</p>
	<p>x</p>	<p>fox six tux fix Max</p>
	<p>x</p>	<p>exit oxen mixing</p>
	<p>x</p>	<p>Max will mix it.</p> 

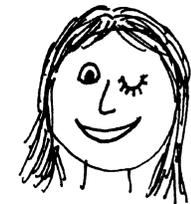
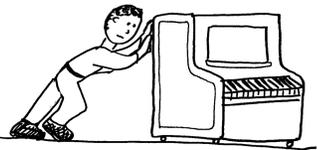
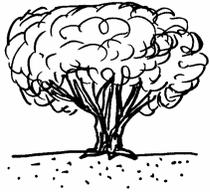
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

# Rhyming

XX



**bush-push, cash-mash, boy-toy, glue-clue, think-wink** Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

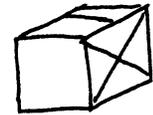
Note: Students are not expected to read the words by themselves.

## Ending Sounds

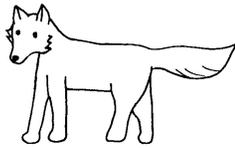
Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the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

— X

box



fox



fix



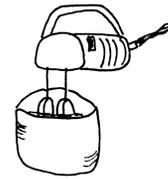
fax



pox



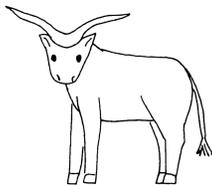
mix



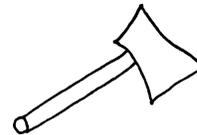
sax



ox



ax



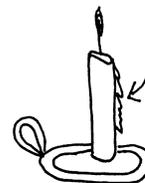
flex



six

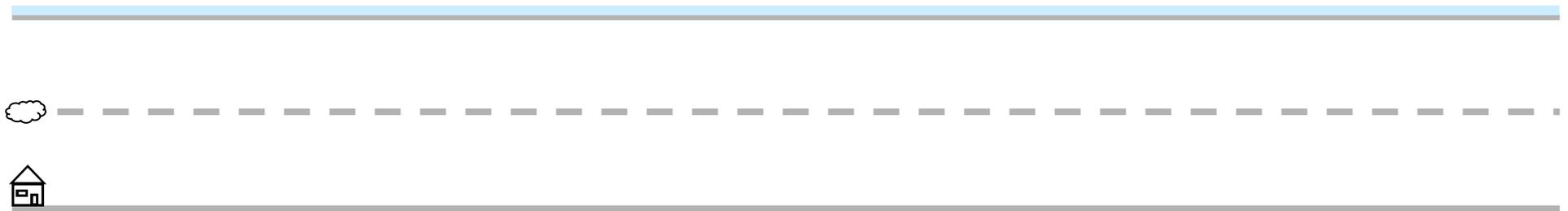
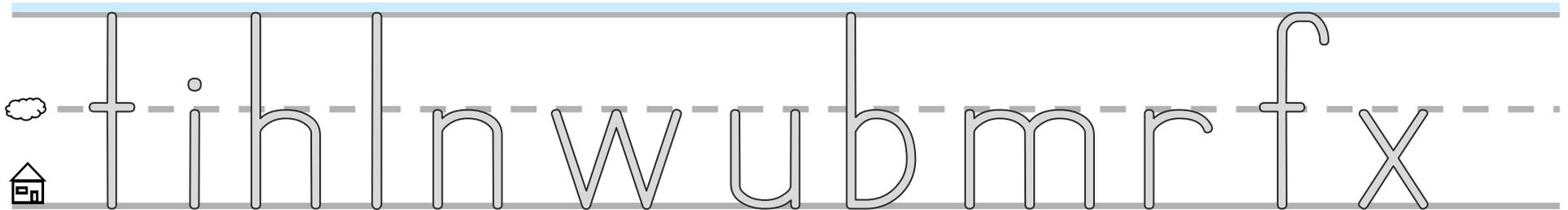
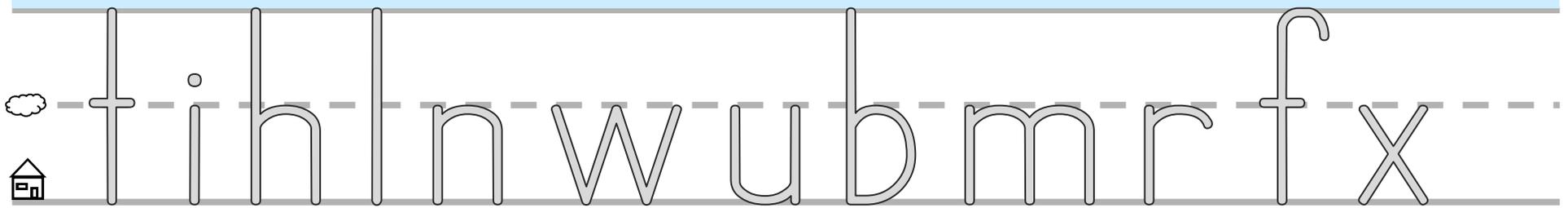
6

wax



tux





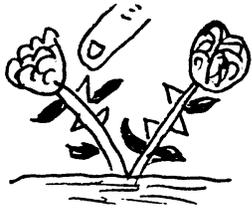
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Xx

Oral Blending

Segmenting

Two-Sound Words 4



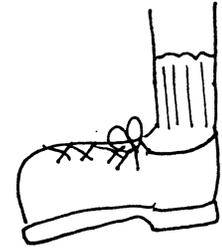
ou.....ch



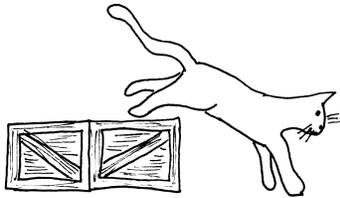
r.....ow



ai.....m



sh.....oe



ou.....t



y.....ou



b.....oy



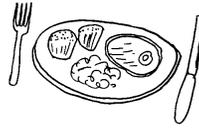
ow.....l

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

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

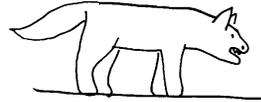
Review

U



r

B



m

M



u

R



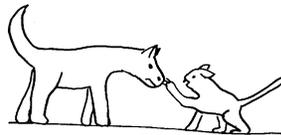
x

F



b

X

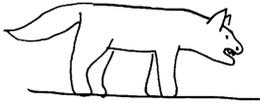
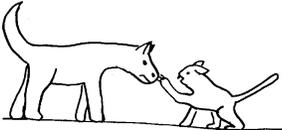
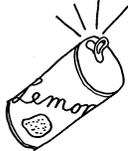


f

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

Review

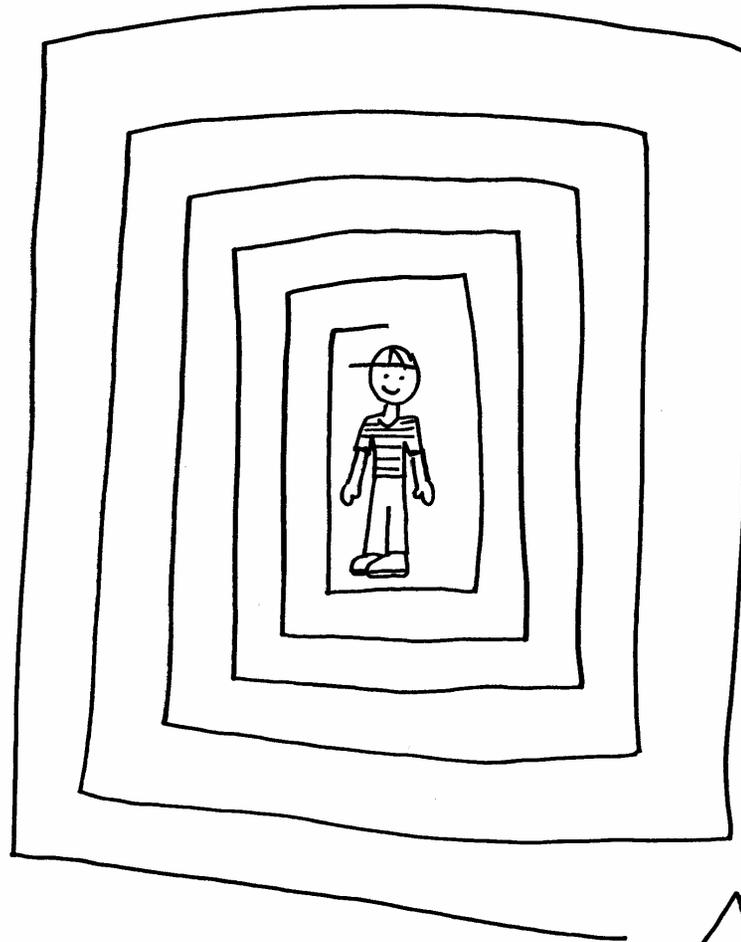
Students may use an alphabet chart with sound pictures as a reference.

	n	b	h	u	r
	x	m	n	r	f
	h	r	f	x	b
	m	f	r	u	n
	f	t	b	i	l
	w	r	l	x	t

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



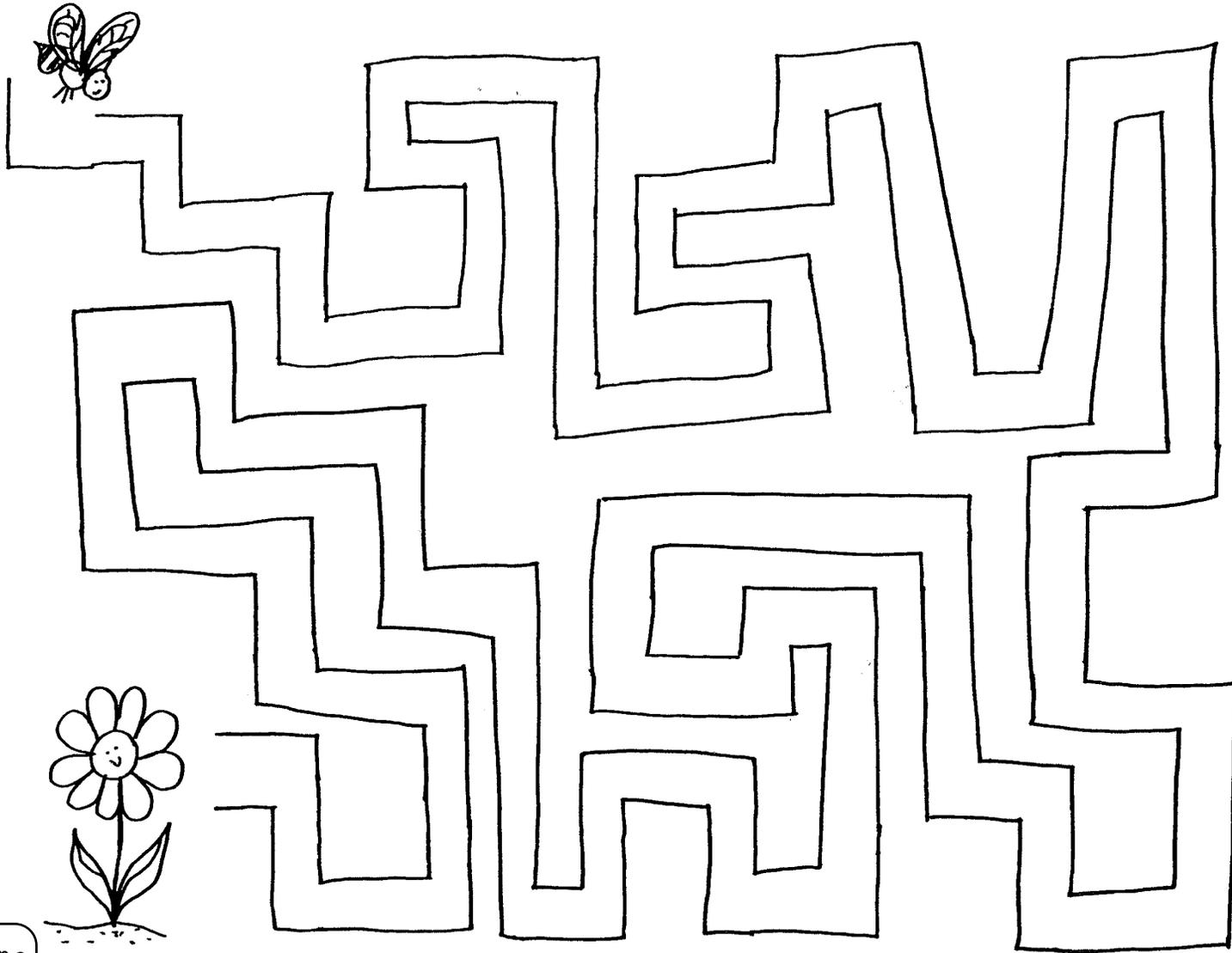
# Boy Going Home - Prepare For E e



Start at the boy. Go to the house.  
Help the boy find his way home.



# Bee And Flower - Prepare For E e



Handwriting  
Readiness



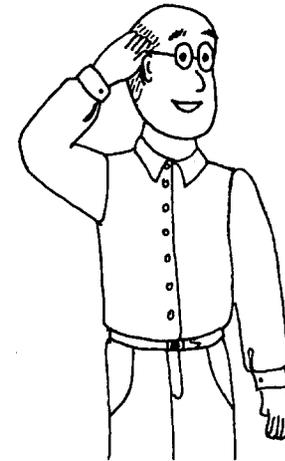
Help the bee find the flower. Color the flower.

After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)

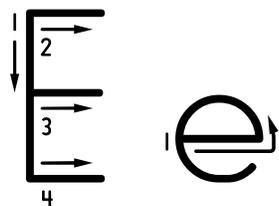
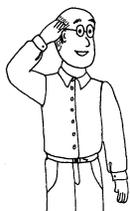
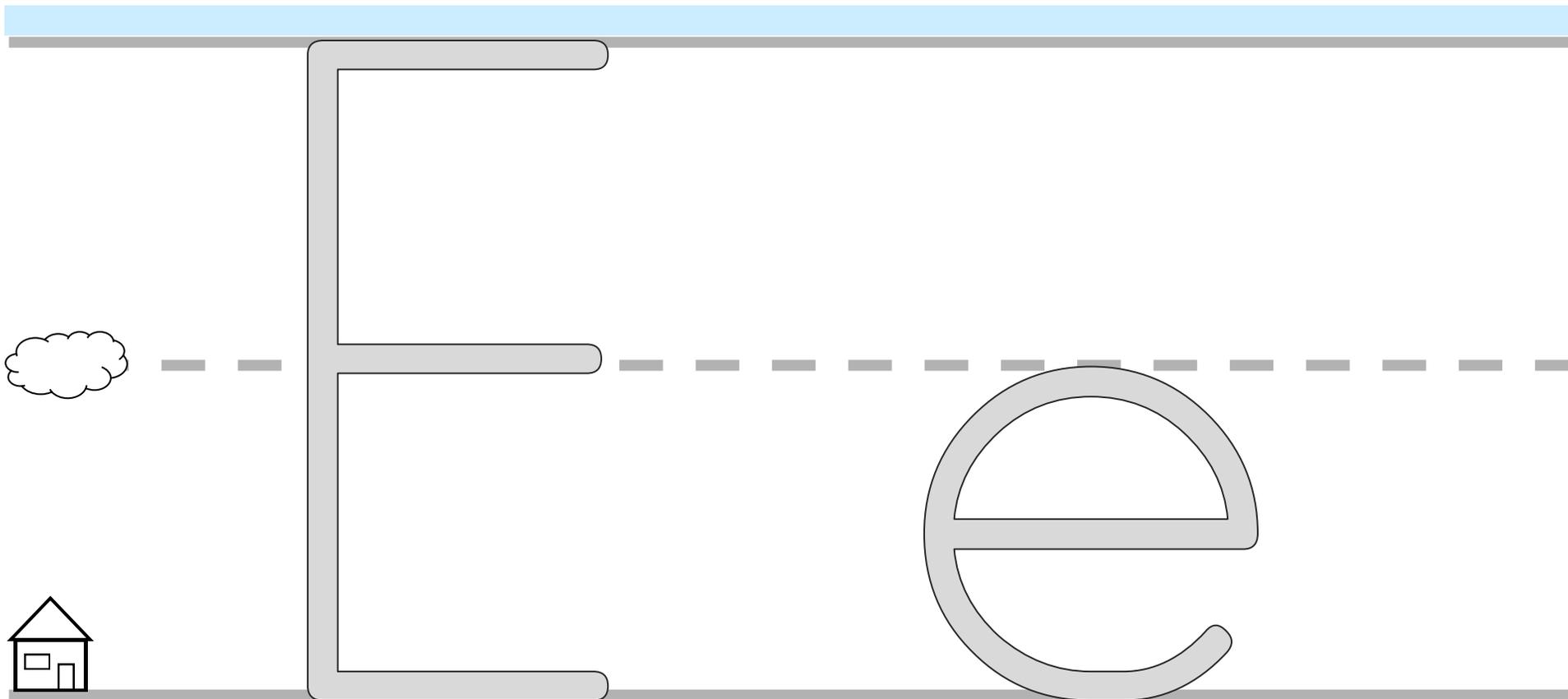
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

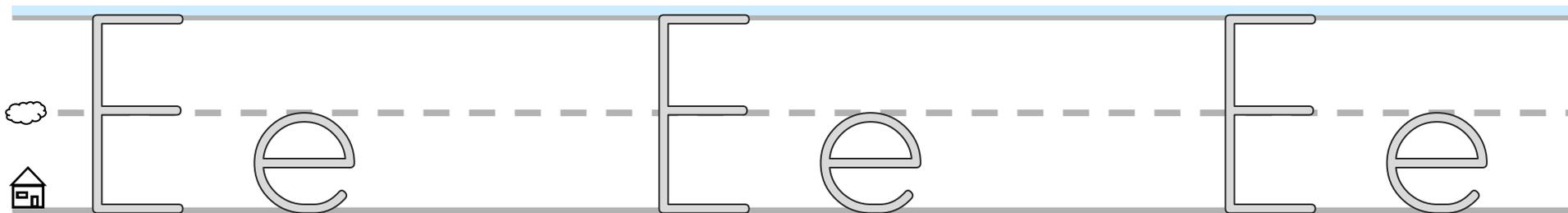
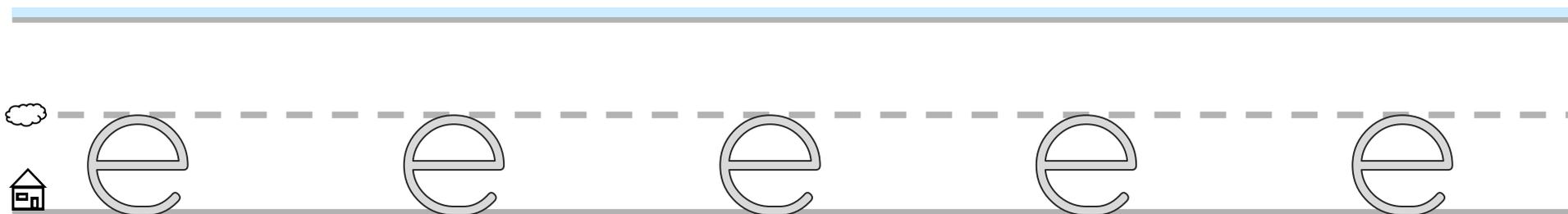
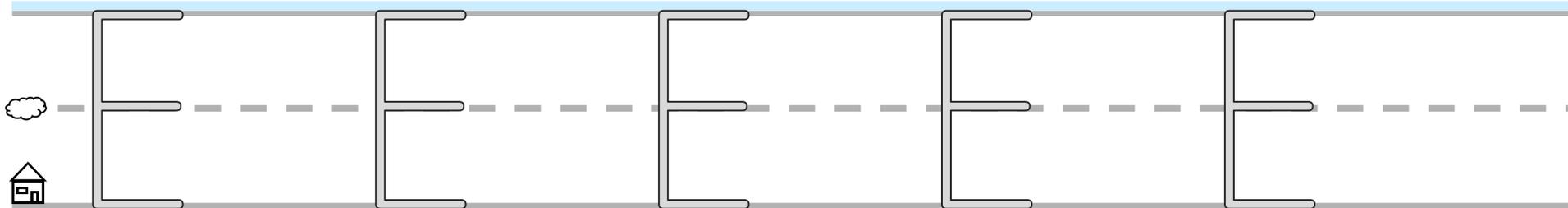
E e



E e

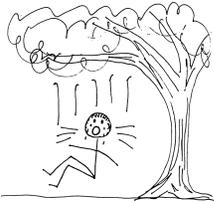


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.  
Say the name of the capital letter and its sound each time you trace.  
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.  
Say only the letter sound each time you trace.  
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

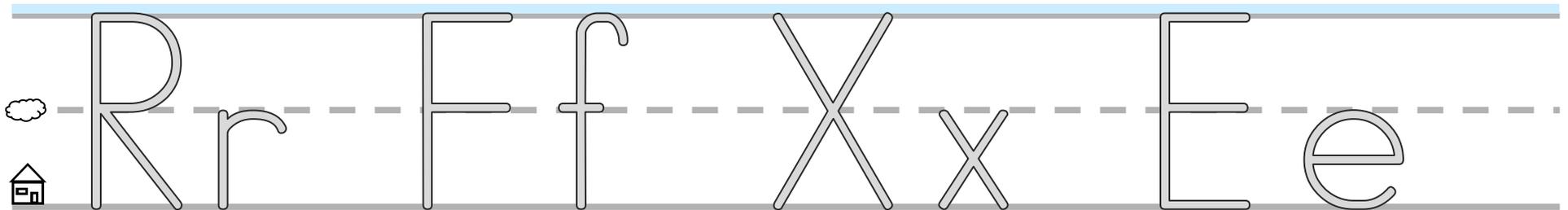
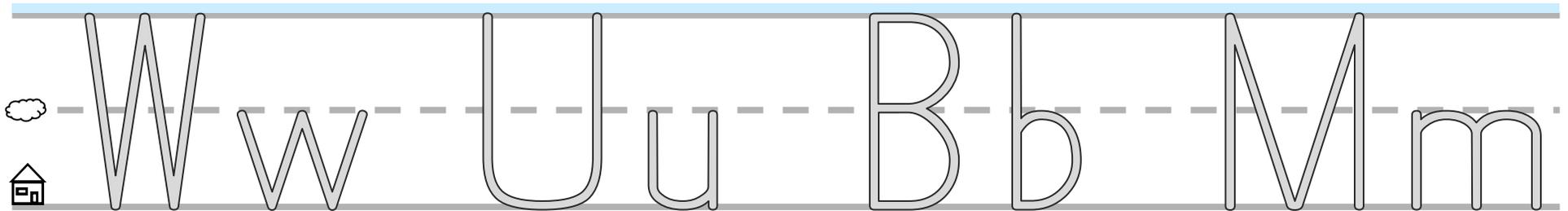
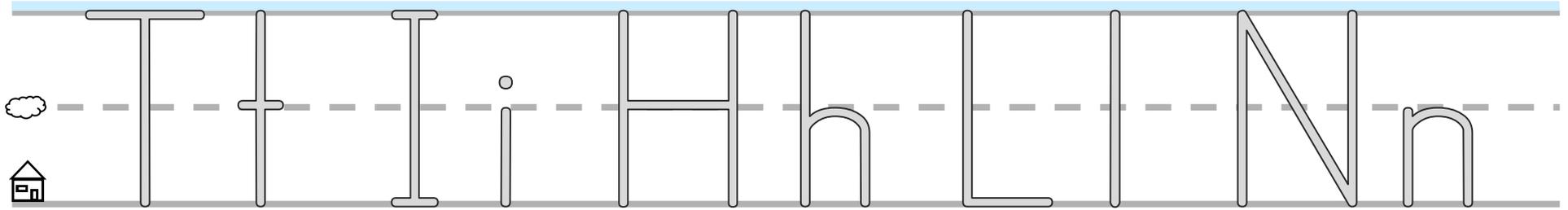


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

Letter Discrimination

	<p>E</p>	<p>E F X E H L E</p>
	<p>e</p>	<p>r e u e f w e</p>
	<p>e</p>	<p>men egg we less</p>
	<p>e</p>	<p>seed tree ever</p>
	<p>E e</p>	<p>Ed fell. Ed yells.</p> 

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



Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Ee

Oral Blending

Segmenting

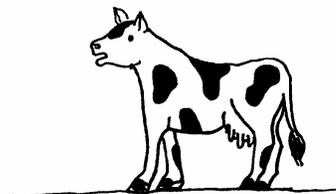
Two-Sound Words 5



sh....e



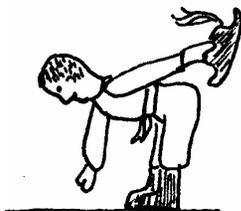
t....oy



m....oo



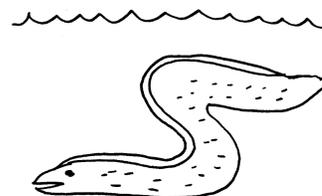
sh....ow



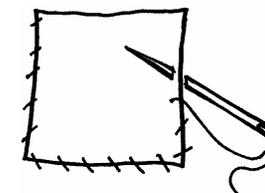
b....ow



p....ea



ee....l



s....ew

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

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

## Beginning Sounds

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

e \_

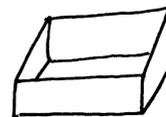
egg



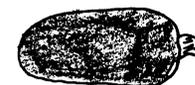
elf



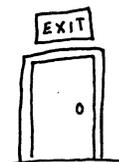
empty



eggplant



exit



error

$$\begin{array}{r} 4 \\ + 1 \\ \hline 6 \end{array}$$

Eskimo



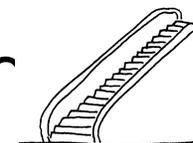
end



elephant



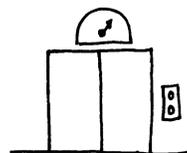
escalator



edge



elevator

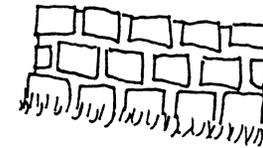
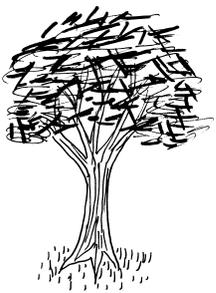
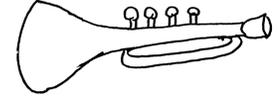
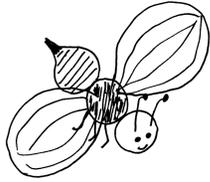
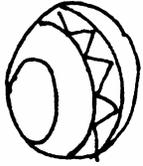


envelope



# Rhyming

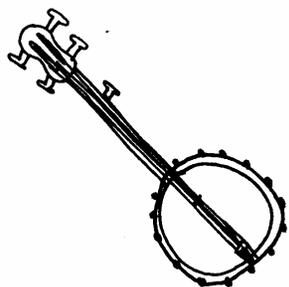
Ee



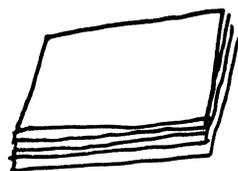
ball-wall, bee-tree, honey-money, bake-snake, horn-corn Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Oral Blending

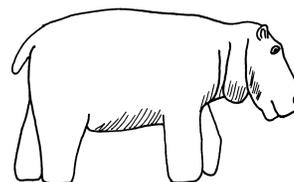
Segmenting



ban.....jo



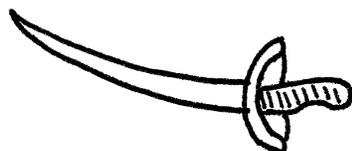
pa.....per



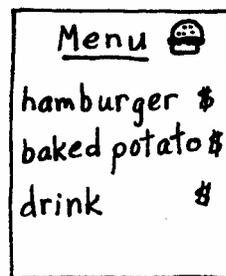
hip.....po



tu.....tu



sa.....ber



men.....u



la.....dy



ra.....ven

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

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

Oral Blending

Segmenting



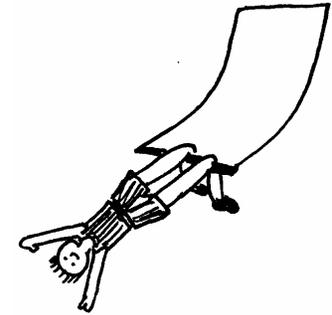
um.....pire



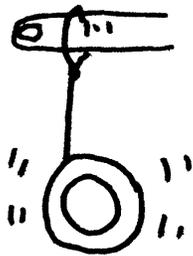
la.....bel



he.....ro



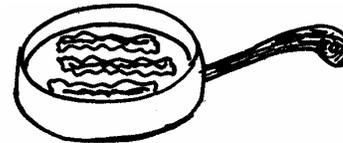
trap.....eze



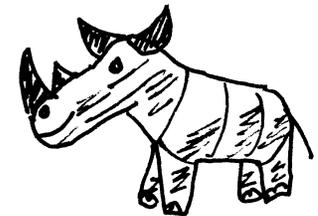
yo.....yo



tro.....phy



ba.....con



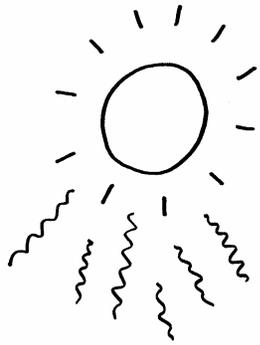
rhi.....no

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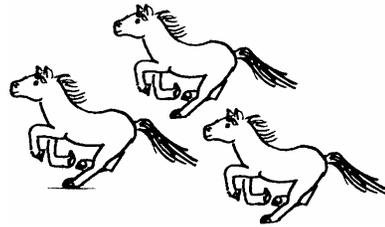
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Oral Blending

Segmenting



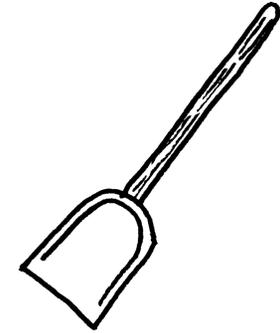
sun.....light



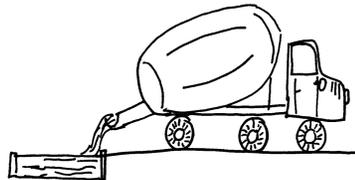
stam.....pede



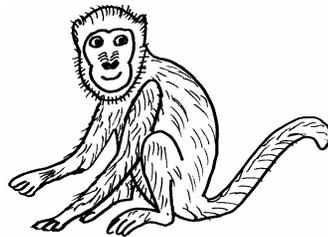
hel.....lo



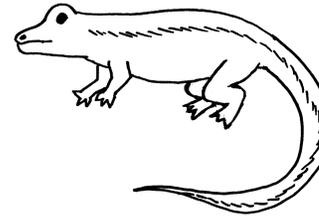
shov.....el



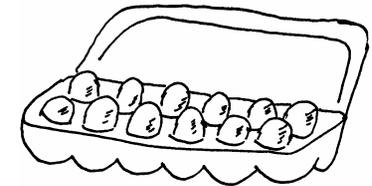
con.....crete



mon-key



rep.....tile



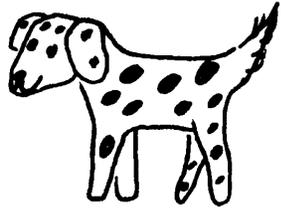
doz.....en

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Oral Blending

Segmenting



pup.....py



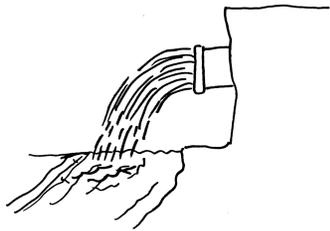
six.....ty



flow.....er



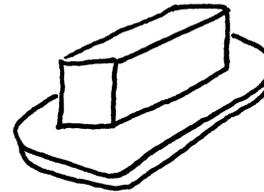
win.....dy



wa.....ter



sil.....ly



but.....ter



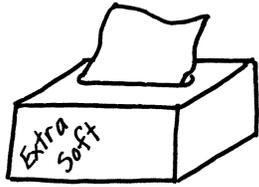
pen.....ny

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Oral Blending

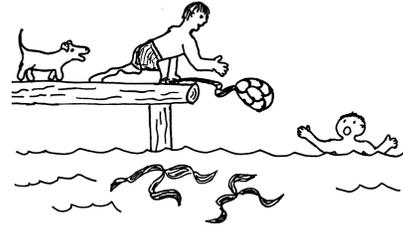
Segmenting



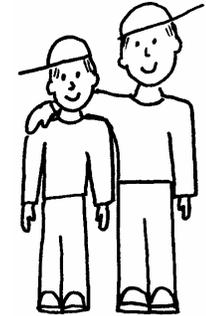
tis.....sue



cash.....ew



res.....cue



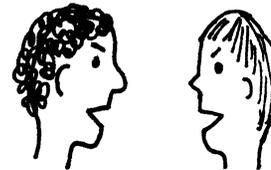
broth-er



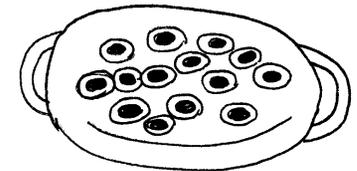
sta.....tue



fing-er



ar.....gue



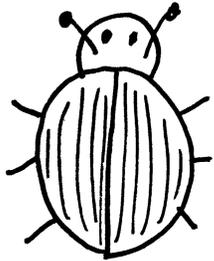
plat.....ter

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Oral Blending

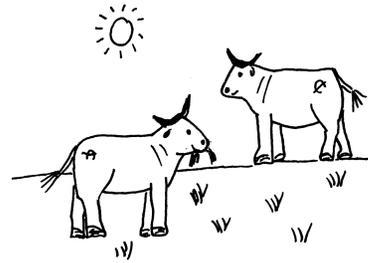
Segmenting



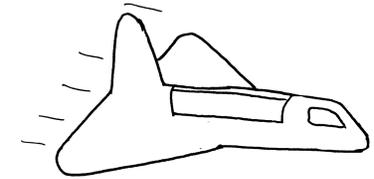
bee.....tle



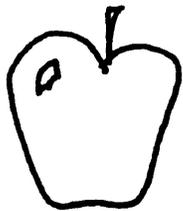
bot.....tle



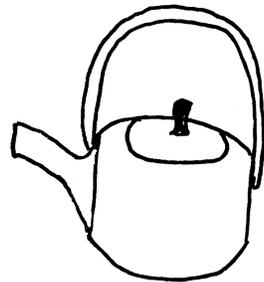
cat.....tle



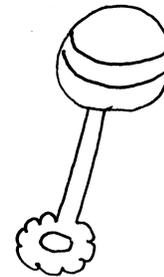
shut.....tle



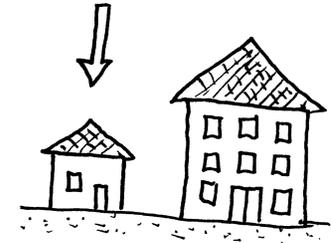
ap.....ple



ket.....tle



rat.....tle



lit.....tle

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# Print Awareness Lessons - To Be Read Aloud To The Students

## Number 1: Learning About Words

When we talk to each other or read stories, we are using words. Words are the bits and pieces that make up our language. Some words tell us the names of people or things, such as truck, mother, and apple.



truck



mother



apple

Some words tell us what someone or something is doing, such as run, jump, and sing.



run



jump



sing

Some words, such as huge, pretty, and black, describe things.



huge



pretty



black

If you want to learn to read, you must learn to read words. Here are some words that you will soon be learning.



cat



bus



mop

Notice that the words don't look anything like the pictures. When we use words, we are using symbols. This means that words tells us about something, but they aren't the real thing.

When we talk, we don't just use one word at a time. We use a lot of words together. If we use our imagination, the words can make a picture in our minds. For instance, if we hear words that say "a small, black kitten" we can think of what that would look like, since we have seen a kitten before. We know that a kitten is a baby cat. We also know what the color black looks like, and we know that small means not very big. Can you draw a picture of a small, black kitten to show how it would look?

Follow-Up Activity: Work with the students to create sentences in a pocket chart using picture cards instead of words. Draw pictures for several sentences ahead of time. Place the cards in rows on the pocket chart, with each row showing one "sentence." Work with the students to "read" the picture sentences. They will enjoy this exercise, and it will make the idea of using words to create sentences much more real to them. Sample sentences might include the following: The horse ran across the field and into the barn. The dog chased a squirrel. The squirrel ran up a tree. After the sun came up, I got on the bus and rode to school.

## Number 2: How Words Are Arranged On The Page

When people write stories, they use lots of words together, to tell us about things. Sometimes there are pictures with the stories, to show us what the words are saying. Sometimes there aren't any pictures, and then you have to listen to the words and make a picture in your mind of what the words are saying. Can you do that? It's a good idea to have some one read stories to you every day, so that you can learn to listen to the words and make those pictures in your mind. This is called using your imagination. I'm going to read a story to you right now. Listen carefully, because after the story, you will draw a picture to show what happened.

(Read a short story with pictures and large print. An oversized "big book" would work well. When you finish the story, continue as described below.)

Before we draw our pictures, let's look at the words in this story. Notice that each word is separate from all the other words. There are little white empty spaces between the words, so that we can see each word by itself. If there weren't any blank spaces between words, it would be hard to tell where each word started and each word stopped. That would make it a lot harder to read.

We can see that there are many, many words in a story. When we are reading, how do we know which words to read first? The answer is easy. When we see words in a book, they appear on the page in order. We start at the top of the page, on the left side, and read each word from left to right, like this. When we get to the end of the line, we move down, go back to the left side, and start again. We go across the new line, word by word, moving toward the right. We keep moving down and starting each line in the same way, until we get to the bottom of the page. Then we turn the page and start again at the top. (Demonstrate on the page.)

You can see that this is true for yourself. I'm going to read a page in this story and point to each word as I read it. You'll see that my finger follows each line from left to right, beginning at the top of the page and going down.

Now I'm going to read part of this page backwards, starting at the bottom of the page and going from right to left. Do the words make sense? Do they tell us a story? No, they don't! Reading only makes sense if you're reading the words in the right direction.

Sometimes it's hard to remember where to start and which way to go when we're reading. We can use a special arrow to remind us about this.



Put your finger on the star and then pull your finger to the right, along the line, following the arrow. You'll find a page with some stars and arrows in this book. When you start to read by yourself, you can lay the arrow above your book or your paper, to show you which way to go when you read and write.

Now I want you to draw a picture to show something that happened in this story. Think of the words you want to use to describe your picture. I'll come around to each desk and write the words on your paper for you.

[Help students remove the page with the stars and arrows from their books. They can cut out the star strips and keep them. Collect the part of the page with the word cards to be used in lesson number three.]

### Number 3: Recognizing Words

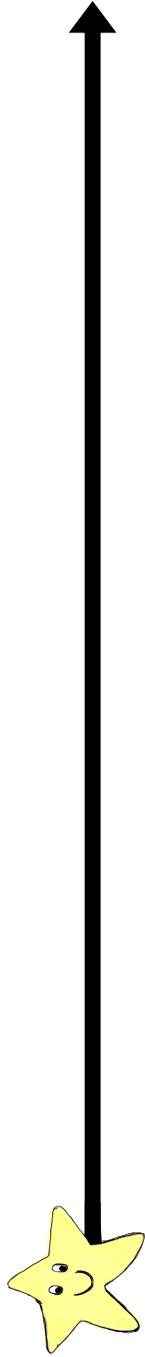
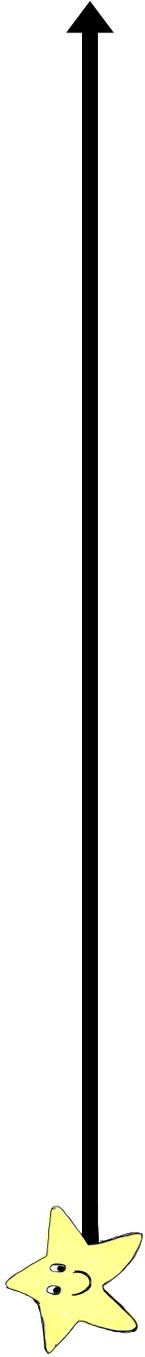
[Students should turn to the two pages with pictures of Mittens the cat as you read this section aloud. A sentence about the cat is on each page, with blank spaces below each word. Hand out the pages with the word strips left over from lesson number two. Students will cut out the words and paste them below the same words in the sentences, with the teacher's guidance.]

You may know some words already. You might know your name, your parents names, the name of your street, or the name of your favorite restaurant or cereal. You might know some of the words in your favorite books.

You can learn new words in several ways. First, someone can show you a word and tell you what it says. You can look at the word carefully and remember it, just like you remember the face of a friend. Every word is a little bit different from every other word, so if you can remember how they look, you can tell them apart.

We're going to play a little game to show you what I mean. Let's look at these pictures. There are some words to tell about each picture. The words go together to make a sentence. Do you see the dot at the end of this sentence? It is called a period, and it tells us that we are at the end of the sentence. I'm going to point to each word in the first sentence as I read it to you. "Mittens...is...a...gray...cat." You do it. Point to the words and say the sentence. Now I'm going to do the same thing with the second sentence. "Mittens...climbs...up...a...tree." Can you point to the words and say this sentence, too? Give it a try.

Now, let's see if we can recognize these words. Here are some strips of paper with the same words that are in the first sentence. We're going to cut them out and paste them under the words in the sentence. Can you find the word that matches the first word, "Mittens?" Paste it right underneath. Can you find the next word? It's a little word that says "is." Paste it here. Now find this little word; it says "a." Where will you put it? This word says "gray." And this word says "cat." Good, you were able to match every word, just by looking carefully. Let's match the words in the other sentence in the same way.



Remove this page from the book.

Lesson Number 2 - Cut apart the arrow strips.  
Keep these strips to use when students begin  
to read and write. They can be placed above  
the page to show which direction to go.

Save For Lesson Number 3

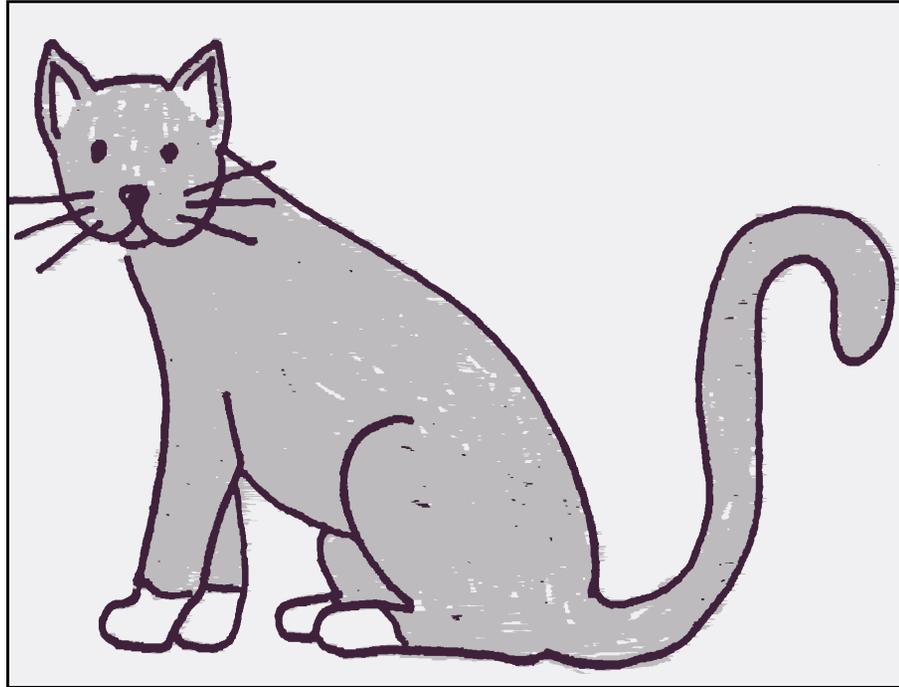
Cut out the words for each sentence. Put each word in the correct place under the kitten pictures.

Mittens	is	a	gray	cat.
---------	----	---	------	------

Mittens	climbs	up	a	tree.
---------	--------	----	---	-------

This page is left blank on purpose, so that the page can be removed and cut apart. See the directions on the other side.

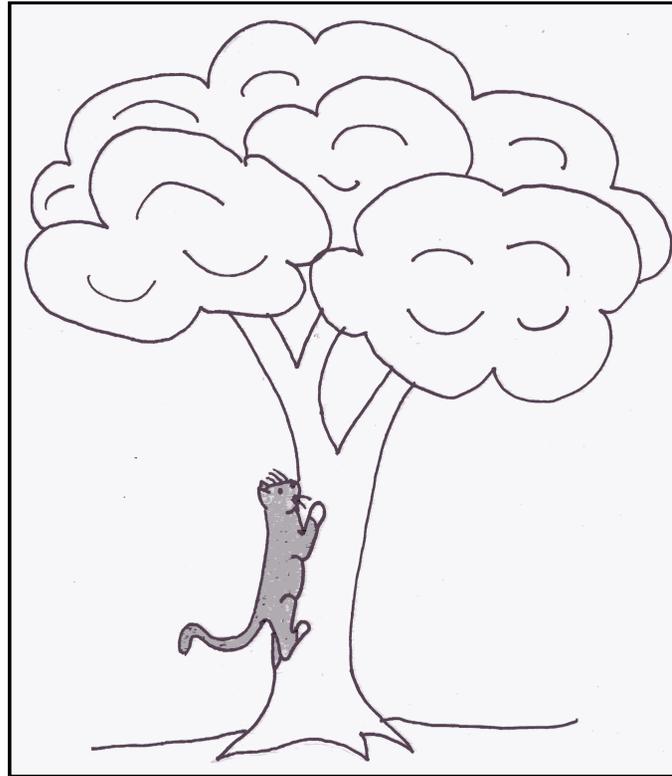
**See Lesson 3** - Pass out the word strips for this sentence. Students cut along the lines to separate the words. The teacher reads the sentence under the cat. The students point to the words in the sentence as they repeat it. The teacher points to the first word. "This word says 'Mittens.' Look at the words you cut out. Who can find the word 'Mittens'?" Show students how to place the matching word in the box under the word Mittens. Check to see if all of the students have selected the correct word and then have them glue the word in the box. Continue in the same way with the remaining words. (Students are not expected to be able to read the words. This is purely a word matching/print awareness exercise.)



Mittens is a gray cat.

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**See Lesson 3** - Pass out the word strips for this sentence. Students cut along the lines to separate the words. The teacher reads the sentence under the cat. The students point to the words in the sentence as they repeat it. The teacher points to the first word. "This word says 'Mittens.'" Look at the words you cut out. Who can find the word 'Mittens'?" Show students how to place the matching word in the box under the word Mittens. Check to see if all of the students have selected the correct word and then have them glue the word in the box. Continue in the same way with the remaining words. (Students are not expected to be able to read the words. This is purely a word matching/print awareness exercise.)



Mittens climbs up a tree.

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#### Number 4: Learning About Letters

There are lots and lots of words, and it can be hard to remember all of them. Even though every word is different, some of them look almost alike. It may be hard to tell them apart. For instance, look at these three words. They look almost the same, don't they? Can you see how they're different?

cat

cap

cab

To help us recognize different words, it helps us to know about the little tiny pieces that go together to make up words. These little pieces are called letters. There are twenty-six different letters that we use to make up our words. Here they are.

a b c d e f g h i j k l m n o  
p q r s t u v w x y z

Each letter has a certain shape to it. Some letters have round parts that look like a circle, like this **O**. Some letters have straight parts that look like a line, like this **I**. Other letters have lines that curve, but don't make a circle, like this **S**. Some letters have round parts and straight parts stuck together, like this **b**.

All twenty-six letters together are called the alphabet. Whenever you draw pictures with circles, lines, and curves, you are helping yourself get ready to learn to write the alphabet.

When letters are printed in books, they often look a little fancier. They have little lines sticking out at the top and bottom of the letter, like miniature flags. The little flags are called serifs. Here are the letters of the alphabet written with serifs.

a b c d e f g h i j k l m n o p q  
r s t u v w x y z

Can you see that most of the letters look pretty much the same as the first alphabet we looked at? Did you notice that two of the letters look different? This letter **a** turned into this one *a*, and this letter **g** turned into this one *g*.

Why do we care about letters? First of all, it's because letters go together to make words. But there's more to it than that. There is something almost magic about letters. Letters are symbols, kind of like words. This means that they tell us something secret, something that we can't see just by looking at them. But letters don't tell us the names of things like words do. Here is the secret about letters: each letter tells us about a sound.

For instance, this letter **m** tells us about the sound you make when you are humming, mmmmm. This letter **S** tells us about a sound that is like the hissing of a snake, sssssss.

Learning about the letters and their sounds will be your first big step towards learning to read. Give your self a pat on the back for the great work you are doing to learn the alphabet!



Aa Bb Cc Dd Ee

Kk Ll Mm Nn Oo

Uu Vv Ww Xx Yy

Ff Gg Hh Ii Jj

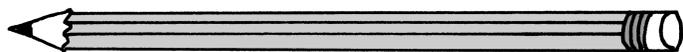
Pp Qq Rr Ss Tt

Zz

## Learning The Alphabet Sequence Chart

Each section introduces a new alphabet letter, using the same sequence of pages: A) handwriting readiness picture(s), B) sound story, C) large letters to trace, D) small letters to trace, E) visual letter discrimination, F) handwriting review, G) beginning sound awareness, H) rhyming pictures, I) ending sound awareness, J) oral blending and segmenting exercises. Each book also includes four print awareness lessons to be read aloud by the teacher.

<b>Book 1</b>		
	<i>New Letter</i>	<i>Handwriting Readiness Picture Pages</i>
1	T t	Raindrops, Target Practice
2	I i	Apple Drop
3	H h	Jumping Jacks 1, Rainbow 1
4	L l	Leaf Drop, Down The Steps
5	N n	Frog Hop 1
6	W w	Mountain Tops
Review Tt Ii Hh Ll Nn Ww: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
7	U u	Waves, Dinosaur
8	B b	Jogger
9	M m	Frog Hop 2
10	R r	Bus Stop
11	F f	Figure Eight Race Track 1, Rainbow 2
12	X x	Two Mazes
Review Uu Bb Mm Rr Ff Xx: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
13	E e	Boy Going Home, Bee And Flower



<b>Book 2</b>		
	<i>New Letter</i>	<i>Handwriting Readiness Picture Pages</i>
14	S s	Figure Eight Race Track 2
15	J j	Ant Hill
16	O o	Bubble Blow
17	C c	Willy Worm
18	D d	Round Race Track, Jumping Jacks 2
Review Ee Ss Jj Oo Cc Dd: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
19	A a	Mouse And Cheese
20	V v	Bat Cave
21	G g	Mouse Walk
22	P p	Dog Run
23	K k	Waterslide
24	Y y	Two Mazes Reversed
Review Aa Vv Gg Pp Kk Yy: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
25	Q q	Bird Nest
26	Z z	Double Pyramid
Review Gg Pp Kk Yy Qq Zz: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
Handwriting Review: Trace all capital and lower case letters in alphabetical order.		
Bonus	ā, ē, ī, ō, ū	Words and pictures that begin with long vowel sounds

Learning The Alphabet Teaching Schedule - Book 1 - Pages To Do Each Day - 49 Days Total For Book 1 Alphabet Letters

Letter	Day	Pages To Do	Letter	Day	Pages To Do	Letter	Day	Pages To Do
T t	1	12-14	U u	1	81-83	E e	1	148-150
	2	15-17		2	84-86		2	151-153
	3	18-20		3	87-90		3	154-157
	4	21-23						
I i	1	24-25	B b	1	91-92	<p>Alphabet letters that have both beginning and ending sound pages will take four days to complete.</p> <p>In general, alphabet letters that have just beginning sound pages will take three days to complete.</p> <p>However, some letters that have just beginning sound pages are followed by two review pages. These letters will take four days to complete.</p> <p>The letter X x has an ending sound page but not a beginning sound page. It is followed by review pages, so it will take four days to complete.</p> <p>On the first day for each new letter, do the listed pages and then have students trace large patterns for the letter on the chalkboard.</p>		
	2	26-28		2	93-95			
	3	29-32		3	96-98			
		4		99-101				
H h	1	33-35	M m	1	102-103			
	2	36-38		2	104-106			
	3	39-41		3	107-109			
	4	42-45		4	110-112			
L l	1	46-48	R r	1	113-114			
	2	49-51		2	115-117			
	3	52-54		3	118-120			
	4	55-57		4	121-123			
N n	1	58-59	F f	1	124-146			
	2	60-62		2	127-129			
	3	63-65		3	130-132			
	4	66-68		4	133-135			
W w	1	69-70	X x	1	136-137			
	2	71-73		2	138-140			
	3	74-76		3	141-143			
	4	77-80		4	144-147			

Learning The Alphabet Teaching Schedule - Book 2 - Pages To Do Each Day - 47 Days Total For Book 2 Alphabet Letters

Letter	Day	Pages To Do		Letter	Day	Pages To Do		Letter	Day	Pages To Do
S s	1	12-13		V v	1	73-74		Z z	1	138-139
	2	14-16			2	75-77			2	140-142
	3	17-19			3	78-80			3	143-145
	4	20-22			4	81-83			4	146-150
J j	1	23-24		G g	1	84-85		<p>Alphabet letters that have both beginning and ending sound pages will take four days to complete.</p> <p>In general, alphabet letters that have just beginning sound pages will take three days to complete.</p> <p>However, some letters that have just beginning sound pages are followed by two review pages. These letters will take four days to complete.</p> <p>On the first day for each new letter, do the listed pages and then have students trace large patterns for the letter on the chalkboard.</p>		
	2	25-27			2	86-88				
	3	28-31			3	89-91				
O o	1	32-33			4	92-94				
	2	34-36		P p	1	95-96				
	3	37-40			2	97-99				
C c	1	41-42			3	100-102				
	2	43-45			4	103-105				
	3	46-49	K k	1	106-107					
D d	1	50-52		2	108-110					
	2	53-55		3	111-113					
	3	56-58		4	114-116					
	4	59-63	Y y	1	117-118					
A a	1	64-65		2	119-121					
	2	66-68		3	122-124					
	3	69-72		4	125-128					
A a	1	64-65	Qu qu	1	129-130					
	2	66-68		2	131-133					
	3	69-72		3	134-137					

## LEARNING THE ALPHABET - LESSON OUTLINE- DAY 1

PDF files for books, workbooks, wall charts, sound picture cards, alphabet cards, and alphabet games may be downloaded without charge from [www.soundcityreading.net](http://www.soundcityreading.net). Some assembly is required. Plastic alphabet letters are available at a very reasonable price from [www.alphabetletter.com](http://www.alphabetletter.com).

A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.

B. Alphabet Cards - Go through all of the letter cards that have been taught. Students give the sounds in unison. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly.

C. Handwriting Readiness - Complete the handwriting readiness page with the students. Students will add lines or other written shapes to the page to complete a picture. If there are two pages, complete both pages.

D. Sound Story - Read the new sound story page aloud to the students. Point to the sound picture, say its sound, and have the students repeat. Point to each letter on the page and have students say the sound for each of the letters.

E. Handwriting Introduction On The Chalkboard

- 1) Demonstrate how to write the new capital and lower case letters on the chalkboard. You will not draw lines for this first introduction. Discuss where each letter starts, which direction to go, and where to stop. Then trace the letters that you wrote one time each, saying the name and sound for the capital letter and just the sound for the lower case letter as you trace.
- 2) Write the new capital and lower case letter many times going across the chalkboard, low enough for the students to reach. Do not use lines. The letters should be very large.
- 3) Call students to the board in rotating groups. One student stands by each pair of letters. Have students trace the capital letter repeatedly, saying the name and sound, "Capital T, /t/," each time they trace. Watch and provide assistance as needed so that every student is using correct letter formation. Now ask the students to trace the lower case letter repeatedly, saying just the sound. Help as needed. Allow students to trace each letter at least six to eight times, or more. Instead of counting the number of times traced, it's easier to allot forty to sixty seconds of tracing time for each letter. The amount of time required will depend on the time it takes to assist students as needed. After the first group has finished, call up the remaining groups, one group at a time, continuing in the same way.

F. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

## LEARNING THE ALPHABET - LESSON OUTLINE- DAY 2

PDF files for books, workbooks, wall charts, sound picture cards, alphabet cards, and alphabet games may be downloaded without charge from [www.soundcityreading.net](http://www.soundcityreading.net). Some assembly is required. Plastic alphabet letters are available at a very reasonable price from [www.alphabetletter.com](http://www.alphabetletter.com).

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Alphabet Cards - Go through all of the letter cards that have been taught. Students give the sounds in unison. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly.
- C. Trace Large And Small Letters In The Book
- 1) Explain or review how to hold a pencil correctly.
  - 2) Draw a set of large lines on the board that are just like the lines that the students will write on. Explain that the top line is the sky line, the middle line is the cloud line, and the bottom line is the ground line. On the lines on the board, model how to write the capital letter. Explain where to start, which direction to go, where to end, and any other information as needed.
  - 3) Have students trace the large capital letter in their books at least six to eight times. They should move their entire arm from the shoulder as they trace. Each time they trace they should say the name of the letter (Capital T) and its sound, /t/. Monitor and assist as needed.
  - 4) On the lines on the board, model how to write the lower case letter, explaining where to start, which direction to go, and so on.
  - 5) Have students trace the large lower case letter in their books at least six to eight times, saying just the sound of the letter, /t/. Students should not say the letter name. They should move their entire arm from the shoulder as they trace. Monitor and assist as needed.
  - 6) Students trace each of the smaller capital and lower case letters, using correct letter formation, verbalizing as before each time they trace. Monitor and assist as needed.
- D. Visual Letter Discrimination - Work with the students to complete the letter discrimination page, providing assistance as needed.
- E. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

### LEARNING THE ALPHABET - LESSON OUTLINE - DAY 3

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Sound Cards - Show the letter cards that have been taught. Students say the sounds. Make two stacks of letter cards as before, letters that are known and letters that are still not known.
- C. Handwriting Review - Students will practice writing capital and lower case letters that they have learned. Draw handwriting lines on the chalkboard that match the lines on the students' page. The lines can be closer together than on days one and two. Write the letters that appear on the students' pages, one at a time, going in the same order, on the lines on the board. Briefly review how to write each letter as you write it. Immediately trace the letter one time while saying the name and sound for capital letters (Capital T, /t/) or just the sound for lower case letters (/t/). Students watch you write and trace the letter, then immediately trace the same letter on their page, verbalizing in the same way. Monitor and assist as needed. (Note: As students become familiar with how to write the letters, you can adjust these instructions. For the most recent letters, review how to write the letters as described above. For letters that have been practiced several times, you can skip the letter formation review and just write the letter while verbalizing as usual.)
- D. Complete the oral blending and segmenting page with the students. If you wish, you can wait and do the segmenting exercise at a later time, during small group rotations.
- E. Beginning Sound Awareness - Complete the beginning sound page with the students. Explain that all of the words begin with the same sound. Read the first word, emphasizing the beginning sound. Students repeat the word, circle the first letter in the word, and say its sound. Continue in the same way for all of the words on the page. Discuss the meanings of any unfamiliar words. Students are not expected to read the words.
- F. If the letter being studied does not have an ending sound page, you will complete the rhyming page on day three. Otherwise, the rhyming page will be done on day four.
- G. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

**LEARNING THE ALPHABET - LESSON OUTLINE - DAY 4 - Some letters do not have a day four lesson.**

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Sound Cards - Show the letter cards that have been taught. Students say the sounds. Make two stacks of letter cards as before, letters that are known and letters that are still not known.
- C. Handwriting Review - Students will practice writing lower case letters that they have learned. Draw handwriting lines on the chalkboard that match the lines on the students' page. The lines can be closer together than on days one and two. Write the letters that appear on the students' pages, one at a time, going in the same order, on the lines on the board. Briefly review how to write each letter as you write it. Immediately trace the letter one time while saying the letter sound (/t/). Students watch you write and trace the letter, then immediately trace the same letter on their page, verbalizing in the same way. Monitor and assist as needed. (Note: After students have become familiar with how to write the letters, continue the letter formation review for recent letters, but skip it for letters that have been practiced several times. Just write the letter one time while saying its sound.)
- D. Complete the rhyming page with the students. First, help the students name each of the pictures. Explain any unfamiliar words. Explain to the students that they will be finding words that end the same way. Look at the pictures in the first column one at a time, going down the column. For each picture in the first column, help students find the word that rhymes in the second column. Say the name of the word in the left column, and then the names of each of the words in the second column, one at a time, until students identify the word that rhymes. Emphasize the vowel sound and ending consonant sound as you pronounce each word. Students draw a line to connect each pair of rhyming pictures.
- E. Ending Sound Awareness - Complete the ending sound page with the students. Explain that all of the words on the ending sound page end with the same sound. Read the first word, emphasizing the last sound. Students repeat the word, circle the last letter in the word, and say its sound. Continue in the same way for all of the words on the page. Discuss the meanings of any unfamiliar words. Students are not expected to read the words.
- G. Alphabet Review Pages - Two review pages are included after every sixth letter taught and after the letter z. On the first review page, help the students match the sound pictures and letters. Look at the first sound picture and call on a student to give the sound. Ask students to look at the capital letter in the first column. They should find the capital letter that represents the same sound and draw a line from the letter to the sound picture. Now have students look at the lower case letters in the second column. They should find the lower case letter that represent the same sound and draw a line from it to the same sound picture. Continue in the same way with the remaining sound pictures, going down the column. On the second review page, ask students to look at the sound picture, look at the letters in the row beside the picture, and circle the letter that represents the same sound. Tell students to complete the page on their own in the same way. If a student makes a mistake, make a note of it and help the student figure out the right answer so the paper can be corrected.
- F. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

**SMALL GROUP ACTIVITIES** - Each day, rotate three small groups to a teaching table to do one or more of the activities listed below. Work with the students, assisting as needed.

- A. Plastic Letter Match - Students select plastic alphabet letters and place them on the matching letter shapes.
- B. Alphabet Lotto - Students select cards with letters and sound pictures and place them on the matching letters on an alphabet chart.
- C. Apple Alphabet - Students take turns selecting apple cards. If they can give the sound of the letter on the card, they can place it in their basket.
- D. Apple Concentration - Students takes turns turning over two apple cards at a time. If the letters on the apples match, they can keep the letters and take another turn, IF they can say the letter sound correctly.
- E. Letter Shapes Activity - Students place lines, curves, and circles on lines to build alphabet letters.
- F. Beginning Sounds Folder Game - Students select small pictures and place them in rows beside the letters that show the correct beginning sound.
- G. Chalkboard Warm-Up Exercises - Write sets of several large lines, curves, circles, figure eights, waves, or zigzags on the board. Send small groups to the board to trace the patterns repeatedly. Continue until all the groups have had a turn.

**OPTIONAL ADVANCED SMALL GROUP ACTIVITIES**

1. Build Words With Plastic Letters - See the instructions in this book. If students are not yet able to build three-letter short vowel words, have them build two-sound chunks: ab, ac, ad, af, ag, etc. If two sounds cause difficulties, wait. This activity will be practiced at the short vowel level.
2. Short Vowel Letter Connections - Do this activity to teach students how to pronounce two letters (silly sounds) without a break. This is an advanced skill for this level. If students do not catch on quickly, wait. It will be practiced at the short vowel level.

- Be sure to read aloud to the students from a variety of fiction and non-fiction books for thirty minutes every day.
- Read the four print awareness lessons at the end of this book aloud to the students at regular intervals.

**Spelling With Plastic Letters** - Optional at this level - The numbered illustrations on the next pages match the numbers below.

- 1) **Teacher Preparation** - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: [www.alphabetletter.com](http://www.alphabetletter.com). Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy and cut out the arrow cards to place above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart on page two hundred twenty-two, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
- 3) **Building Two-Sound Letter Combinations** - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Students will need to put a consonant before or after the vowel to show what they hear. After you have checked their work, they will place the consonant back in the letter bank, and be ready for the next combination. Use the short vowel sound when pronouncing the combinations, regardless of the position of the vowel. Pronounce each combination very clearly. Help students as needed.
- 4) **Building Short Vowel Words** - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. Model and assist as needed.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.

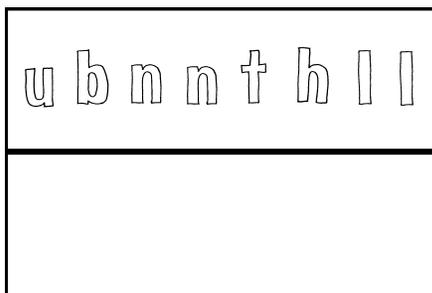
**Spelling With Plastic Letters** - Continued - The numbered illustrations match the numbers below.

- 6) **Segmenting Words** - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break.
- 7) **Changing Just The Beginning Or Ending Sounds** - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
- 8) **Complete The Lesson** - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

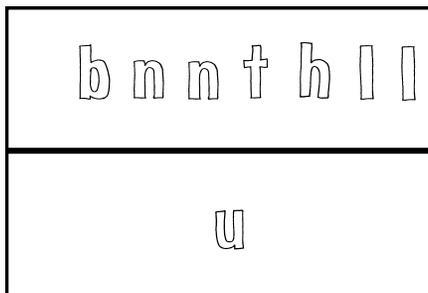
See the word lists starting on page 189 for words to spell during each lesson.

**Spelling With Plastic Letters - See Instructions 1-8 Above**

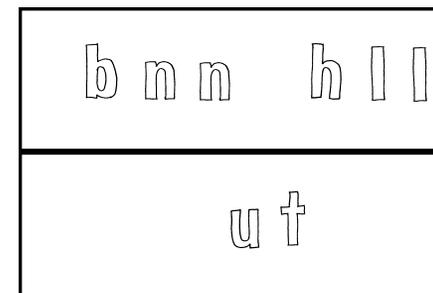
2) Students listen to the sounds and place the letters on their mats.



3a) For two-sound blending, students leave the vowel in the bottom section.



3b) Students listen to the teacher say "ut" and add the correct letter after the vowel.



3c) Students listen to the teacher say "bu" and add the correct letter before the vowel.

n n t h l l
b u

4a) The vowel returns to the top section when spelling words.

u b n n t h l l

4b) Students listen to the teacher say "bun" and place letters from left to right to spell the word.

n t h l l
b u n

6a) Students listen to the teacher say "hut" and spell the word.

b n n l l
h u t

6b) Students separate the letters and say the individual sounds, h.....u.....t.

b n n l l
h u t

6c) Students push the letters together again and say the word fast, "hut."

b n n l l
h u t

7a) Students listen to the first word and spell it.

b n h l l
n u t

7b) Students listen to the next word and replace the first letter, leaving the other letters in place.

b n n l l
h u t

7c) Students listen to the next word and replace the last letter, leaving the other letters in place.

n n t l l
h u b

## Words To Spell With Plastic Letters - Optional At This Level

	New Letters	Select These Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
1	T t		If a word ends with a double letter (ll, ff, ss, zz, etc.) just tell the students to use two letters for that sound.	
2	I i		It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with short i.	
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	t, h, l, l, n, n, u, b	ut, ul, un, ub, tu, hu, lu, nu, bu	bun, but, nut, hut, hub, hull, null, tub, nub, nun
9	M m			
10	R r			
11	F f			
12	X x	t, t, h, l, l, n, w, u, b, m, m, r, f, f, x	ut, ul, un, ub, um, uf, ux, tu, hu, lu, nu, wu, bu, mu, ru, fu	mutt, hum, mum, run, rub, rut, fun, muff, huff, buff, tux, lux Review Words: tub, nub, hub, hull, null, hut, nut, but, bun
13	E e		It is difficult for beginners to hear the short e sound in words. Wait until later to spell words with short e.	
14	S s			
15	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	us, bus, fuss, sub, sun, sum, jut Review Words: hum, mum, nut, but, hut, hull, null, bun, run, fun, tub, hub, rub, tux, lux
16	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss

## Words To Spell With Plastic Letters - Optional At This Level

Lesson	New Letter	Select These Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
17	C c			
18	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
19	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass,
20	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
21	G g			
22	P p	t, g, l, n, w, b, r, s, s, p, m, c, d, d, a	at, ag, al, an, ab, as, ap, am, ac, ad, ta, ga, la, na, wa, ba, ra, sa, pa, ma, ca, da	tag, lag, nag, wag, bag, rag, sag, gal, gab, gas, gap, tap, lap, nap, map, sap, cap, pat, pal, pan, pass, pad, ad, add
23	K k	h, t, t, l, l, w, b, b, m, f, s, p, k, n, r, d, v, g, i	it, il, ib, im, if, is, ip, ik, in, id, iv, ig, hi, ti, li, wi, bi, mi, fi, xi, pi, ki, ni, ri, di, vi, gi	hit, lit, wit, bit, mitt, fit, sit, pit, kit, it, tin, win, bin, fin, pin, kin, in, him, rim, dim, vim, nib, bib, rib, fib, till, ill, hill, will, bill, mill, fill, sill, dill, gill, pill
24	Y y	f, m, x, s, s, h, k, d, d, l, r, w, g, b, j, p, t, h, y, i	if, im, ix, is, ik, id, il, ig, ib, ij, ip, it, fi, mi, si, hi, ki, di, li, ri, wi, gi, bi, ji, pi, ti, hi, yi	if, mix, fix, six, hiss, miss, kiss, hid, lid, rid, did, kid, wig, big, rig, fig, jig, dig, pig, tip, hip, lip, rip, sip, dip, kip, yip Review: pin, pill, pit, pig, gill

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

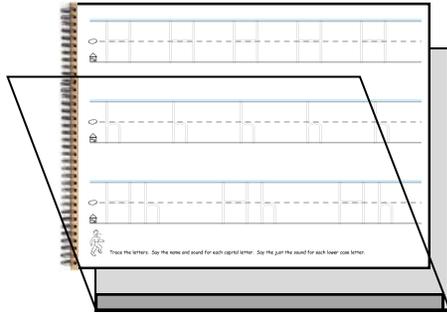
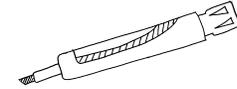
### Words To Spell With Plastic Letters - Optional At This Level

Lesson	New Letter	Select These Letters	Letter Combinations To Make	Words To Spell
25	Qu qu	h, p, p, l, l, s, s, t, d, d, x, b, g, f, f, j, w, k, n, m, m, c, o	op, ol, os, ot, od, ox, ob, og, of, oj, ok, on, om, oc, ho, po, lo, so, to, do, bo, go, fo, jo, wo, ko, no, mo, co	hop, lop, mop, pop, sop, top, pod, pot, pox, bog, dog, fog, hog, jog, log, got, wok Review: on, off, not, hot, lot, box, fox, ox, moss, loss, job, cot, cod, odd, mom, doll
26	Z z	m, d, t, g, h, b, r, j, p, p, c, z, z, f, f, y, l, l, s, u	um, ud, ut, ug, ub, uj, up, uc, uz, uf, ul, us, mu, du, tu, gu, hu, bu, ru, ju, pu, cu, zu, fu, yu, lu, su	mud, tug, hug, bug, mug, rug, jug, dug, up, cup, pup, buzz, fuzz, yum, jut, cut, cub, cuff, dull, gull, gum, puff, pus
		t, l, l, b, y, f, s, m, n, p, g, v, w, j, r, d, e	et, el, eb, ef, es, em, en, ep, eg, ev, ej, ed, te, le, be, ye, fe, se, me, ne, pe, ge, ve, we, je, re, de	tell, bell, yell, fell, sell, well, met, set, let, net, yet, bet, met, pet, get, vet, wet, jet, red, fed, led, bed, wed
		l, l, g, g, b, k, t, n, m, h, d, p, p, s, s, y, w, f, z, v, r, e	el, eg, eb, ek, et, en, em, ed, ep, es, ef, ez, ev, le, ge, be, ke, te, ne, me, he, de, pe, se, ye, we, fe, ze, ve, re	leg, beg, keg, egg, ten, men, hen, den, pen, mess, less, yes, hem, web, pep, fez Review: well, tell, yell, set, let, net, pet, get, vet, wet, jet, vet, red, bed, led

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

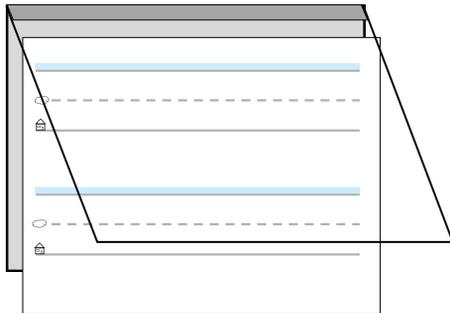
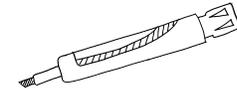
During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar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

### Using A Dry-Erase Frame With The Letter Tracing Pages



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

### Using A Dry-Erase Frame With The Blank Lines (Optional at this level.)



Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheet of blank lined paper under the clear cover sheet. Students can turn the page over as needed so that the desired line size is facing up.

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

Tape a clear cover sheet to a sheet of card stock along the top edge. Place this page beneath the clear cover sheet to make a dry-erase board.



Tape a clear cover sheet to a sheet of card stock along the top edge. Place this page beneath the clear cover sheet to make a dry-erase board.



Three Sounds


Three Sounds


Two Sounds

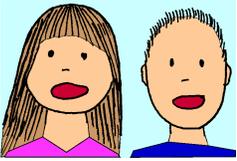

Two Sounds


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

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



A a



B b



C c



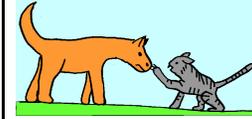
D d



E e



F f



G g



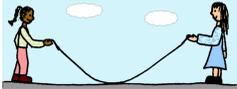
H h



I i



J j



K k



L l



M m



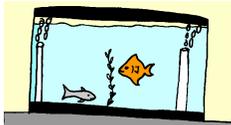
N n



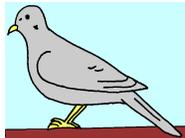
O o



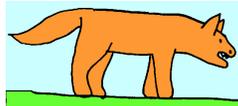
P p



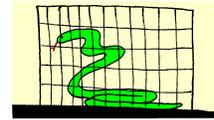
Q q



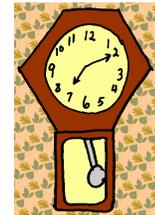
R r



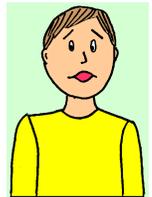
S s



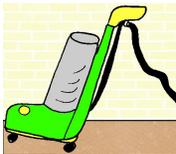
T t



U u



V v



W w



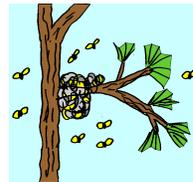
X x



Y y



Z z



Letters  
Of The  
Alphabet

I i

