

# Introduction

The *Horizons Kindergarten Phonics and Reading* program for Grade K is designed to help lay the foundation that students will need for reading success. It is an organized program in which letter-sound correspondences are directly taught and blended. These sounds are practiced in words, word lists, word families, and in short sentences. In this program students are taught concepts, not words. The focus for this material is on the phonics and on the reading. Penmanship and spelling are also practiced but will be covered in more detail in the materials for Grade 1. The program has three major components: the **Student Workbooks**, the **Teacher's Guides**, and the **Readers**.

## The Student Workbooks

*Horizons Phonics and Reading K, Book 1*, contains Lessons 1–40.

*Horizons Phonics and Reading K, Book 2*, contains Lessons 41–80.

*Horizons Phonics and Reading K, Book 3*, contains Lessons 81–120.

*Horizons Phonics and Reading K, Book 4*, contains Lessons 121–160.

## The Teacher's Guides

*Horizons Phonics and Reading K, Teacher's Guide 1, Lessons 1–40.*

*Horizons Phonics and Reading K, Teacher's Guide 2, Lessons 41–80.*

*Horizons Phonics and Reading K, Teacher's Guide 3, Lessons 81–120.*

*Horizons Phonics and Reading K, Teacher's Guide 4, Lessons 121–160.*

## The Readers

*Ann's Cat, Horizons Phonics and Reading K Reader 1*, contains stories for Lessons 1–40.

*Mike's Bike, Horizons Phonics and Reading K Reader 2*, contains stories for Lessons 41–80.

*Clem's Snake, Horizons Phonics and Reading K Reader 3*, contains stories for Lessons 81–120.

*Van's Scarecrow, Horizons Phonics and Reading K Reader 4*, contains stories for Lessons 121–159.

## Lesson Preparation

The *Horizons Phonics and Reading K Program* contains a total of 160 lessons. Typically, one lesson should be completed each day during the school year. Prepare for each day by carefully reviewing the material provided in the *Teacher's Guide*. The **Overview** is a summary of the concepts that will be covered in the lesson. Also review the **Scope and Sequence**, found in the front of each *Teacher's Guide* to see what concepts will be taught in future lessons. The **Materials and Supplies** is a list what will be needed for the lesson. Get these items assembled before starting class with the students. Since many will be used for several lessons you may choose to hang them on the wall or on a bulletin board. The **Teaching Tips** are classroom-teaching procedures that give special instructions for each activity of the lesson. Take your time in going over these procedures. Thoroughly think through what you will say and do, so that you have a plan in your mind before teaching the lesson to the students. The **Answer Keys** are reduced student pages with answers. These pages allow you to have both the **Teacher Notes** and the **Student pages** in front of as you teach the lesson.

It will be necessary to go over most of the pictures in the workbook with the students. Tell them what word each of the pictures illustrates. The students are to complete the activity after you have gone over the pictures and the words. Allow sufficient time for the students to do the activity before going on to the next. Compliment and encourage the students as they work.

Each Lesson has at least 4 pages of student activities. Doing all four of these pages at one sitting is not necessary or recommended. Do the first two pages and then take a break or work in another subject. After the break, pass out the second set of pages. Do some review and then complete the lesson with the students. Each group of students is different, so be flexible and vary the routine.

## The Readers

The stories in the readers are to be covered after the student lesson has been completed. The story will illustrate and demonstrate the primary concept of the lesson. Most kindergarten students should not be expected to read these stories independently the first time they are used. The stories include a mixture of simple short-vowel words and more complex multi-syllable or long-vowel words. Read the stories to the students, pausing where appropriate to allow the students to sound out and read the words they have covered in the lessons. As the students become more proficient at sounding out words, you can drop back and repeat earlier stories that the students should be able to read more independently.

## Floor Puzzle

Included with this program is a large floor puzzle of the 26 letters of the alphabet. It is suggested that you glue this to heavier stock and/or laminate it before cutting the letters out. The individual letters can be used as flashcards or put together as a puzzle.

## Student Wipe-off Tablet

Included with this program is a lined wipe-off tablet for the students to use. As you demonstrate letters and words on the white board, the students can practice the same on their tablets.

## Alphabet flow chart

This manipulative is to be made or purchased by the teacher or parent. It is simply a set of alphabet flashcards that can be displayed and hung on the top of the white board one letter at a time, as the letters are learned in the workbooks. As an alternative you can use the **Floor Puzzle** pieces and clip them to a clothesline or hang them on hooks. Whatever is done, keep at least one set of letters available to use for flashcards.

## Alphabet Story and Alphabet Poem

In the back of this guide there is an Alphabet Story, an Alphabet Poem, and a set of illustrations. The illustrations correlate to both the poem and story. Copies of the illustrations can be made so they can be used as flashcards while reciting the poem or story. The phrases of the poem and the sentences of the story contain words that highlight the letters of the alphabet. Use the poem and story as a daily review of the letters that have been covered and as a way to practice the sounds made by the letters.

# Curriculum Overview

*Horizons Kindergarten Phonics* is a phonetically based word-recognition and early reading program. There is a strong emphasis placed on comprehension and language arts skills. Students learn to identify the name and sounds of each letter through picture association with a sequential alphabet story.

The use of each individual letter sound blended into words is further reinforced by pictures and printing the letter names. Sentences and stories are introduced immediately. Dolch sight words are incorporated so that comprehension is enhanced. In addition to the reading section, much emphasis is placed on the following:

- spelling
- alphabetizing
- rhyming
- vocabulary development
- sentence structure including statement, question, and exclamation sentences
- puzzle and make-up words, phrases and sentences for accurate decoding
- auditory skills in recognizing a spoken word
- sequence
- diacritical markings
- complete sentence identification
- nouns
- verbs
- pronouns
- apostrophe for possession
- contractions
- realistic choices: yes or no – could be or could not be

There are several activities associated with each skill. The teacher can choose to expand on the skill by utilizing the accumulation of words for each segment. By using the puzzle approach on the white board with easy-erase markers, a teacher can review and expand the material within the lesson. Underneath each skill name in the **Scope and Sequence** is the list of activities that are included with that skill.



# Reading: The First Chapter In Education

No other skill taught in school and learned by school children is more important than reading. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to every subject they encounter in their school years.

The past five years have brought major breakthroughs in our knowledge of how children learn to read and why so many fail. These new insights have been translated into techniques for teaching reading to beginning readers, including the many students who would otherwise encounter difficulties in mastering this fundamental skill. Researchers have come to appreciate that early identification and treatment of such students can make all the difference. Researchers have also documented the problems — personal, social, and educational — that too often result when early attention and intervention do not occur.

## Reading to Learn

Students who do not “learn to read” during the first three years of school experience enormous difficulty when they are subsequently asked to “read to learn.” Teaching students to read by the end of third grade is the single most important task assigned to elementary schools. During the first three years of schooling, students “learn to read.” That is, they develop the capacity to interpret the written symbols for the oral language that they have been hearing since birth. Starting in fourth grade, schooling takes on a very different purpose, one that in many ways is more complex and demanding of higher-order thinking skills. If efficient reading skills are not developed by this time, the English language, history, mathematics, current events, and the rich tapestries of literature and science become inaccessible.

In addition, a strong body of evidence shows that most students who fall behind in reading skills never catch up with their peers and become fluent readers. They fall further and further behind in school, become frustrated, and drop out at much higher rates than their classmates. They find it difficult to obtain rewarding employment and are effectively prevented from drawing on the power of education to improve and enrich their lives. Researchers speak of this syndrome as the “Matthew Effect” — the rich get richer and the poor get poorer.

Most Americans know how central reading is to education. According to a 1994 poll conducted by Peter D. Hart Research Associates, nearly 70 percent of teachers believe that reading is the “most important” skill for children to learn. Two years earlier, the same polling firm reported that 62 percent of parents believed that reading was one of the most important skills for their children to master. Both teachers and parents ranked reading as more critical than mathematics and computer skills. In other words, there is general agreement among researchers and the public that all children must learn to read early in their academic careers.

## The Challenges of Illiteracy

More students fail to learn to read by the end of the third grade than many people imagine. Indeed, it is no exaggeration to say that all schools encounter students who fall into this category and that all schools should have plans for addressing the special needs of these students.

In its 1994 Reading Assessment, the National Assessment of Education Progress (NAEP), a federally supported program that tracks the performance of American students in core academic

subjects, reported that more than four out of 10 fourth-graders (42 percent) in American schools were reading at a “below basic” level. This means that they could not understand “uncomplicated narratives and high-interest informative texts.” NAEP also reported that such illiteracy persists in the higher grades. The report found that nearly one-third (31 percent) of eighth-graders and nearly one-third (30 percent) of twelfth-graders are also reading at a “below basic” level. The latter figures probably understate the problem, because many poor readers drop out of school before twelfth grade.

Other researchers have come to similar conclusions regarding how widespread students’ reading problems really are. National longitudinal studies have measured the ability of children to recognize individual words in text. Their data suggest that more than one child in six (17.5 percent) will encounter a problem in learning to read during the crucial first three years of school. Further evidence comes from the sharp rise in the number of students who are diagnosed as learning disabled or are referred to special education because they cannot read at the proper grade level.

In contrast to popular belief, reading failure is not concentrated among particular types of schools or among specific groups of students. To the contrary, students who have difficulty reading represent a virtual cross-section of American children. They include rich and poor, male and female, rural and urban, and public and private school children in all sections of the country. According to the NAEP assessment, for example, nearly one-third (32 percent) of fourth graders whose parents graduated from college are reading at the “below basic” level.

In short, the failure of a substantial number of students to learn to read during the critical first three years of school is a national problem—one that confronts every community and every school in the country.

## **A Common Stumbling Block: Phonemic Awareness**

Whatever the reason children fail to read by the end of the third grade, most non-readers share a common problem. They have not developed the capacity to recognize what reading experts call phonemes. Phonemes are the smallest units of speech—the basic building blocks of speaking and writing. The word “cat,” for example, contains three phonemes: the /k/, /a/, and /t/ sounds. Phonemes are often identical to individual letters, but not always. The word “ox,” for example, has two letters but three phonemes: the /o/, /k/, and /s/ sounds.

Researchers have demonstrated that accomplished readers are adept at recognizing phonemes and putting them together to construct words and phrases. They do this quickly, accurately, and automatically. The absence of this critical linguistic skill makes it difficult for children to decode and read single words, much less sentences, paragraphs, and whole stories. Teaching phonemic awareness and discrimination among phonemes is imperative for all students.

## **Solutions in the Classroom**

Teaching beginners to read must be highly purposeful and strategic. Effective techniques have been developed for helping students, including those with learning disabilities, to develop phonological awareness, word recognition, and other advanced skills required for reading.

Phonological awareness activities build on and enhance children’s experiences with written (e.g., print awareness) and spoken language (e.g., playing with words). A beginning reader with successful phonological awareness and knowledge of letters ostensibly learns how words are represented in print.

Intervention for learners who have difficulty with phonological awareness must be early, strategic, systematic, and carefully designed. It must be based on a curriculum that recognizes and balances the importance of both phonics instruction and the appreciation of meaning.

For children who have difficulty reading, effective reading instruction strategies should be used to build phonological awareness and alphabetic understanding. These strategies should be explicit, making phonemes prominent in children’s attention and perception. For example, teachers can model specific sounds and in turn ask the children to produce the sounds. In addition, opportunities to engage in phonological awareness activities should be plentiful, frequent, and fun.

Instructional strategies should consider the characteristics that make a word easier or more difficult to read. These include: the number of phonemes in the word; phoneme position in words (initial sounds are easier); phonological properties of words (e.g., continuants, such as /m/, are easier than stop sounds, such as /t/); and phonological awareness dimensions, including blending sounds, segmenting words, and rhyming.

Many early readers will require greater teacher assistance and support. Using a research-based strategy known as scaffolding, teachers should provide students with lots of instructional support in the beginning stages of reading instruction, and gradually reduce the support as students learn more about reading skills. The ultimate goal is for students to read on their own without the help of a teacher.

## **A Balanced Approach**

Unfortunately, it is not always easy for teachers to recognize students with reading difficulties. When they do, teachers sometimes find themselves caught between conflicting schools of thought about how to treat reading disabilities. One school of thought gives considerable attention to the teaching of phonics in the early stages of reading. Another school of thought emphasizes the whole language approach. Should teachers rely on phonics instruction, whole language instruction, or a combination of the two?

The U.S. Department of Education and the National Institute of Child Health and Human Development (NICHD) have supported the review of hundreds of studies done in recent years on reading instruction and disabilities. This body of research suggests that the relatively recent swing away from phonics instruction to a singular whole language approach is making it more difficult to lift children with learning disabilities out of the downward learning spiral and, in fact, may impede the progress of many students in learning to read with ease.

Few dispute the value of giving children opportunities to write, surrounding children with good literature, and generally creating a rich literate environment for students. But for many children this is not enough. Such children will have continued difficulty with reading unless they master the decoding skills associated with phonics instruction.

Research makes clear that children do not learn to read the way they learn to talk. Speech is a natural human capacity, and learning to talk requires little more than exposure and opportunity. In contrast, written language is an artifact, a human invention, and reading is not a skill that can be acquired through immersion alone. Beginning readers benefit from instruction that helps them understand that the words they speak and hear can be represented by written symbols — and that letters and the sounds associated with them, when combined and recombined, form words — just as they benefit from experiences that make reading fun.

California’s experience with a chosen reading approach is instructive. A decade ago, the state became a leader in the movement to embrace whole language instruction. However, as a result of low reading scores, a task force was formed and has recently adopted a more balanced reading approach that includes building phonological awareness along with the reading of meaningful and engaging texts.

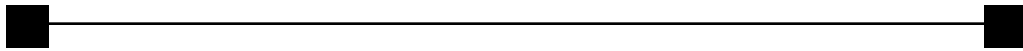
Research indicates that reading can be taught effectively with a balanced approach that uses the best of both teaching approaches. Such an approach incorporates phonics instruction with the rich literacy environments advocated by whole language instruction.

## **Reading: The Key to Success**

As already discussed, reading is the gateway to learning. Facility to understand and use written language has always been a prerequisite to the efficient acquisition of knowledge, and it is becoming increasingly important in today’s information society. In the past, it may have been possible for persons who were illiterate to obtain a good job, support a family, and live a comfortable life, but those days are gone. Children who do not learn to read today can expect to live on the margins of society in every way.



# Scope & Sequence





## Lesson 1

### Letter **a**

- letter recognition
- short **a** sound
- recognizing and forming uppercase and lowercase **a**

## Lesson 2

### Letter **b**

- letter recognition
- beginning and ending letter **b** sound
- sound of **ba**
- recognizing and forming uppercase and lowercase **b**

## Lesson 3

### Letter **d**

- letter recognition
- letter **d** sound
- sound of **dă**
- recognizing and forming uppercase and lowercase **d**

## Lesson 4

### Letter **o**

- letter recognition
- beginning sound of short **o**
- recognizing and forming uppercase and lowercase **o**
- sound of **lő**
- words with short **o** in the middle
- formation of **ba, bo, do, dad**

## Lesson 5

### Letter **c**

- letter recognition
- sound of letter **c**
- words beginning with **c** and **că**
- recognizing and forming uppercase and lowercase **c**
- formation of **co, ca**

## Lesson 6

### Letter **e**

- letter recognition
- sound of short **e**
- words with **ě** in the middle
- matching phrases to pictures
- beginning sounds **dě** and **bě**
- word recognition and matching
- recognizing and forming uppercase and lowercase **e**
- matching letter to pictures starting with **ě**

## Lesson 7

### Letter **f**

- letter recognition
- sound of **f**
- beginning sounds **f, fă, fě**
- recognizing and forming uppercase and lowercase **f**
- reading and writing “make-up words”
- reading and writing short sentences

## Lesson 8

### Letter **g**

- letter recognition
- beginning sounds **g, gă, gő**
- words beginning and ending in **g**
- auditory discrimination from word list
- recognizing and forming uppercase and lowercase **g**
- matching letter to pictures starting with **g**
- reading and writing “make-up words”
- reading and writing short sentences

## Lesson 9

### Letter **i**

- letter recognition
- beginning sound of short **i**
- words with short **i** in the middle
- beginning consonant sounds
- middle vowel sounds
- recognizing and forming uppercase and lowercase **i**
- matching letter to pictures starting with **i**

## Lesson 10

### Letter **h**

- letter recognition
- beginning sounds **h, hă, hě, hǒ, hĩ**
- recognizing and forming uppercase and lowercase **h**
- reading and writing “make-up words”
- matching letter to pictures starting with **h**
- adding **s** to make plurals
- capital letter at beginning and period at end of sentence
- matching pictures to phrases

## Lesson 11

### Letter **u**

- letter recognition
- beginning sounds of **ũ, dũ, fũ, bũ, cũ, gũ**
- words with **ũ** in the middle
- recognizing and forming uppercase and lowercase **u**
- matching letter to pictures with **ũ** in the middle
- matching pictures to words

## Lesson 12

### Letter **t**

- letter recognition
- beginning and ending sound of **t**
- recognizing and forming uppercase and lowercase **t**
- matching letter to pictures starting with **t**
- reading and writing “make-up words”
- reading and printing sentences
- matching pictures to phrases
- recognition and printing **ta, te, ti, to, tu**

## Lesson 13

### Letter **n**

- letter recognition
- sound of **n, nă**
- matching pictures to words
- recognizing and forming uppercase and lowercase **n**

- matching letters to words starting with **n**
- spelling words to match pictures
- completing sentences with correct word
- printing words and phrases from copy
- identifying pictures starting with **ne, ni, nu, no**
- identifying pictures starting with **an, en, in, un**

## Lesson 14

### Letter **k**

- letter recognition
- beginning sounds **k, kĩ, kě**
- matching pictures to phrases
- recognizing and forming uppercase and lowercase **k**
- printing letters and words with **k**
- reading “make-up words”
- reading and printing sentences

## Lesson 15

### Letter **l**

- letter recognition
- beginning sounds **l, lă, lě, lĩ, lõ, lũ**
- ending sound of **l**
- recognizing and forming uppercase and lowercase **l**
- printing letters and words
- completing sentences with correct word
- reading “make-up words”

## Lesson 16

### Letter **m**

- recognizing and forming uppercase and lowercase **m**
- completing sentences with correct word
- spelling words to match pictures
- reading “make-up words”
- matching pictures to beginning sounds **ma, me, mi, mo, mu**
- reading and printing words and phrases from copy

## Lesson 17

### Letter **p**

- recognizing and forming uppercase and lowercase **p**
- beginning sounds of **pa, pe, pi, po, pu**
- matching pictures to words
- matching letters to words starting with **p**
- reading “make-up words”
- spelling words to match pictures
- printing words and phrases from copy
- completing sentences with correct word

## Lesson 18

### Letter **r**

- recognizing and forming uppercase and lowercase **r**
- matching letters to words starting with **r**
- reading “make-up words”
- beginning sounds of **ra, re, ri, ro, ru**
- matching pictures to words
- completing sentences with correct word
- spelling words to match pictures
- printing words and phrases from copy

## Lesson 19

### Letter **s**

- recognizing and forming uppercase and lowercase **s**
- matching letters to words starting with **s**
- beginning sounds of **sa, se, si, so, su**
- matching pictures to phrases
- recognizing ending sound of **s**
- printing letters, words, and phrases
- completing sentences with correct word

## Lesson 20

### Letter **q**

- recognizing and forming uppercase and lowercase **q, qu, qui**
- matching letters to words starting with **qu**
- match pictures to words
- reading and writing sentences

## Lesson 21

### Letter **j**

- recognizing and forming uppercase and lowercase **j**
- matching letters to words starting with **j**
- matching pictures to words
- completing sentences with correct word
- matching pictures to phrases
- beginning sounds of **ja, je, ji, jo, ju**
- spelling words to match pictures
- printing words and phrases from copy

## Lesson 22

### Letter **v**

- recognizing and forming uppercase and lowercase **v**
- matching letters to words starting with **v**
- spelling words to match pictures
- matching pictures to words and phrases
- beginning sounds of **va, ve, vi, vo, vu**
- completing sentences with correct word
- printing words and phrases from copy
- spelling words to match pictures

## Lesson 23

### Letter **w**

- recognizing and forming uppercase and lowercase **w**
- matching letters to words starting with **w**
- reading “make-up words”
- matching pictures to words and phrases
- printing words from copy
- completing sentences with correct word
- spelling words to match pictures
- reading and printing sentences

## Lesson 24

### Letter **y**

- recognizing and forming uppercase and lowercase **y**
- printing letters and words
- matching letters to words starting with **y**
- matching pictures to words and phrases

- completing sentences with correct word
- spelling words to match pictures

## Lesson 25

### Letter **z**

- recognizing and forming uppercase and lowercase **z**
- matching letters to words starting with **z**
- matching pictures to words
- reading “make-up words”
- recognizing words that end in **z**
- printing letters and words
- completing sentences with correct word
- printing phrases from copy

## Lesson 26

### Letter **x**

- recognizing and forming uppercase and lowercase **x**
- matching letters to words starting with **x**
- reading “make-up words”
- matching pictures to phrases, sentences, words
- words ending in **x**
- completing sentences with correct word
- spelling words to match pictures
- printing phrases from copy

## Lesson 27

### Consonant digraph **th**

- rule for beginning consonant digraph **th**
- matching picture to starting sound of **th**
- printing uppercase/lowercase **th**
- reading words/sentences
- identifying puzzle words and phrases
- rhyming and spelling
- reading and printing sentences from copy

## Lesson 28

### Consonant digraph **th**

- recognize **th** at the beginning or end of a word
- matching pictures to sentences

- printing sentences from copy
- reading “make-up” words
- puzzle words/phrases
- rhyming
- crossword puzzle with missing vowel

## Lesson 29

### Consonant digraph **ch**

- rule for consonant digraph **ch**
- matching pictures to sound
- using capital letters for names
- printing uppercase/lowercase **ch**
- proper nouns
- reading sentences
- matching words/pictures
- matching puzzle words and phrases
- spelling

## Lesson 30

### Consonant digraph **wh**

- rule for consonant digraph **wh**
- identify capital and lowercase letters
- identify nonsense words
- create nonsense words from sounds
- printing sentences from copy
- spelling
- use of question mark (?) and words to identify question sentences

## Lesson 31

### Review **th, ch, wh**

- picture/word review
- picture to sound
- printing
- auditory discrimination from word list
- spelling
- puzzle/“make-up” words and sentences
- recognizing words starting with **ch** within sentences

## Lesson 32

### Consonant digraph **sh**

- rule for beginning consonant digraph **sh**
- printing practice with capital and lowercase **sh**
- picture/word match
- puzzle/make-believe words and phrases
- word search
- printing sentences from copy
- rhyming
- spelling

## Lesson 33

### Consonant digraph **sh**

- rule for **sh** endings
- printing practice with and lowercase **sh**
- picture/beginning sound
- sentences to match picture
- rhyming
- alphabetize
- print sentences from copy
- identify sh at end of word

## Lesson 34

### Review consonant digraphs **th, ch, wh, sh**

- picture/sound identification
- printing/identifying ending sound
- word/picture identification
- auditory discrimination from word list
- spelling
- printing from copy

## Lesson 35

### Silent **e: a e**

- rule for silent **e: a e**
- picture to sound
- diacritical marking
- short/long **a** contrast
- picture/sentence match
- puzzle/make-believe words and phrases
- spelling
- sentence completion
- word identification without pictures

## Lesson 36

### Consonant blend **bl**

- rule for blend **bl**
- picture to sound
- printing practice with capital and lowercase **bl**
- printing from copy
- picture to sentence match
- spelling
- word to picture match
- puzzle/make-believe words and phrases
- beginning blend choice

## Lesson 37

### Consonant blend **br**

- rule for blend **br**
- picture to sound
- printing practice with capital and lowercase **br**
- word identification – diacritical marking
- word/picture identification of sound
- sentence to picture match
- puzzle/make-believe words and sentences
- spelling
- sentence completion
- printing sentence from copy

## Lesson 38

### Consonant blend **cl**

- rule for blend **cl**
- picture to sound
- printing practice with capital and lowercase **cl**
- word/picture identification for printing
- beginning blend printing/spelling
- picture to word match
- puzzle/make-believe words and phrases
- printing sentence from copy

## Lesson 39

### Consonant blend **cr**

- rule for consonant blend **cr**
- picture to sound
- printing practice with capital and lowercase **cr**
- picture to word match
- printing beginning sounds
- word/picture identification for printing
- alphabetize
- sentence completion
- puzzle/make-believe words and phrases
- spelling

## Lesson 40

### Review consonant blends **cr, cl, br, bl**

- word/picture identification
- auditory discrimination from word list
- puzzle/make-believe words and phrases
- spelling – fill in beginning and ending sounds
- sentence printing from copy

## Lesson 41

### Silent **e: ī ē**

- rule for silent **e: ī ē**
- word/picture identification
- diacritical marking
- word/picture match
- sentence/picture match
- puzzle/make-believe words and phrases
- spelling

## Lesson 42

### Consonant blend **dr** – question sentences

- rule for consonant blend **dr**
- word/picture identification
- practice printing with capital and lowercase **dr**
- word/picture match
- printing beginning sounds for picture
- choice of beginning sounds
- puzzle/make-believe words and phrases

- rule for question marks and sentences
- review of question words and use of question marks
- spelling
- rhyming

## Lesson 43

### Consonant blend **fl**

- rule for consonant blend **fl**
- practice printing with capital and lowercase **fl**
- beginning sounds identified
- printing beginning sounds
- alphabetical order
- sentence completion
- puzzle/make-believe words and phrases
- sentence printing from copy

## Lesson 44

### Review silent **e: ā ē** and **ī ē** with single consonant beginnings

- review silent **e** rule
- diacritical marking
- picture/word identification
- printing – place in columns
- word/picture match
- auditory discrimination from word list
- spelling
- sentence completion

## Lesson 45

### Review silent **e: ā ē** and **ī ē** with consonant blend beginnings

- review silent **e** rule
- picture to sound – diacritical markings
- printing – place in columns
- word/picture match
- auditory discrimination from word list
- spelling
- sentence completion from pictures
- sentence completion – original



## Lesson 46

### Ending **ck**

- rule for **ck** ending
- picture/sound identification
- placement of sound within word
- picture/sentence match
- rhyming
- alphabetical order
- puzzle/make-believe words and phrases
- spelling

## Lesson 47

### Ending **ing**

- rule for **ing** ending
- picture to sound
- word identification
- picture to word match
- picture/sentence identification and printing
- word completion
- sentence completion
- printing
- auditory discrimination from word list

## Lesson 48

### Review short and long vowels

- short vowel identification
- long vowel identification
- word/picture match
- puzzle/make-believe words and phrases
- auditory discrimination for word list
- word comprehension from sentence
- spelling

## Lesson 49

### Silent **e: o e** – filling in sentences

- rule of silent **e: o e**
- word/picture identification
- printing short and long vowel words - diacritical marking
- word ending choice from pictures
- auditory discrimination from word list

- sentence completion
- rhyming
- puzzle and make believe words
- printing from copy

## Lesson 50

### Consonant blend **gr**

- rule for consonant blend **gr**
- word/picture match
- practice printing capital and lowercase **gr**
- beginning sound identification
- word/picture match
- printing (spelling) beginning sounds from picture
- alphabetical order
- sentence completion
- puzzle/make-believe words and phrases
- word search

## Lesson 51

### Consonant blend **gl**

- rule for consonant blend **gl**
- word/picture match
- practice printing capital and lowercase **gl**
- beginning sound identification
- alphabetical order
- ending sound identification
- auditory discrimination from word list
- sentence completion
- printing sentence from copy

## Lesson 52

### Consonant blend **sp** – beginning and ending

- rule for consonant blend **sp**
- word/picture match – beginning **sp**
- practice printing **sp** with capital
- word/picture match – ending **sp**
- sentence/picture match
- puzzle/make-believe words and phrases
- spelling and rhyming
- printing sentence from copy

## Lesson 53

Consonant digraph ending **tch** and **ch**

- rule for consonant digraph **tch** and **ch**
- word/picture identification of sound
- word/picture match
- discrimination of **ch** and **tch**
- puzzle/make-believe words and phrases
- spelling
- auditory discrimination from word list
- crossword puzzle
- sentence printing from copy

## Lesson 54

Review short vowels and silent **e**: **ā ē, ī ē, ō ē**

- vowel identification
- diacritical marking
- change words from short to long vowel sounds
- words in columns – long **o, i, a**
- word/picture match
- word/sentence match
- rhyming

## Lesson 55

Silent **e**: **ū ē**

- review silent **e** rule
- word/picture identification
- print words to match pictures – copy
- sentence completion
- puzzle/make-believe words and phrases
- spelling
- separate columns for long vowel sounds
- auditory discrimination from word list

## Lesson 56

Review short and long vowels with blends

- word/picture identification
- beginning or end sound identification
- sentence completion
- rhyming
- printing question sentence from copy

## Lesson 57

Review short and long vowels with consonant single and blend beginning

- beginning sound identification/word/picture
- sentence completion
- printing sentence from copy

## Lesson 58

Consonant endings **nd, nt** – nouns

- rule for consonant endings **nd, nt**
- word/picture identification
- printing
- consonant ending discrimination
- auditory discrimination from word list
- rule for nouns – person, thing
- noun identification
- noun recognition of name from sentences
- noun recognition of place from sentences
- word/picture comprehension choice

## Lesson 59

Consonant ending **ng** – noun review

- word/picture identification
- printing
- ending sound identification from pictures
- auditory discrimination from word list
- noun identification
- sentence/picture comprehension choice
- rhyming
- printing sentence from copy

## Lesson 60

Consonant ending **nk** – writing question sentences

- rule for consonant ending **nk**
- word/picture identification
- printing
- ending discrimination
- auditory discrimination from word list
- sentence completion
- rhyming

- yes/no to question sentences
- printing choice of question sentence

## Lesson 61

Review consonant blends **ng**, **nk**, **nd**, **nt**

- word endings identification
- auditory discrimination from word list
- noun identification
- printing
- spelling
- alphabetical order

## Lesson 62

Consonant blends **sc** and **sk** beginnings

- rule for consonant blends **sc** and **sk**
- word/picture identification – **sc**
- printing
- word/picture identification – **sk**
- auditory discrimination from word list
- picture/sentence comprehension
- nouns – sentence identification
- sentence comprehension, completion and identification from picture

## Lesson 63

Consonant blend **sk** endings

- rule for consonant blend **sk** ending
- work/picture identification
- printing
- word/picture match
- auditory discrimination from word list
- rhyming
- word/picture identification
- spelling
- sentence/picture comprehension
- alphabetical order

## Lesson 64

Consonant blend **mp** endings – sentences

- rule for consonant blend **mp** endings
- picture/word identification
- printing
- word/picture discrimination
- auditory discrimination

- rhyming
- rule for description of sentence structure
- exclamation sentences
- question sentences
- statement sentences
- printing choice of sentences from copy

## Lesson 65

Consonant ending **lp** – question sentences

- picture/word association
- printing
- picture/word discrimination
- printing choice from pictures – punctuation – question mark – period
- introduction to action words
- writing from copy with choice of action words
- spelling
- auditory discrimination from word list

## Lesson 66

Consonant ending **lk** – vocabulary

- rule for consonant ending **lk**
- picture/word discrimination
- spelling choice for sentence completion and comprehension
- auditory discrimination from word list
- word/picture match
- spelling – ending sounds
- picture/sentence comprehension
- printing sentences from copy – punctuation

## Lesson 67

Review endings **sk**, **mp**, **lp**, **lk** with short vowels

- picture/ending sound identification
- printing
- spelling
- auditory discrimination from word list
- sentence completion
- alphabetical order

## Lesson 68

Review consonant blends

- word/picture identification
- beginning or ending sound discrimination
- spelling
- alphabetical order
- sentence completion
- rhyming
- writing sentence from copy

## Lesson 69

Beginning consonant blend **pl** – pronouns

- rule for consonant blend **pl**
- word/picture identification
- practice printing **pl** with capital and lowercase letters
- picture/word beginning sound identification
- picture/word match
- alphabetical order
- Review noun rule
- rule – pronoun
- read sentences – change from noun to pronoun
- write sentence from copy – identify pronoun

## Lesson 70

Review beginning consonant blends

- picture/beginning sound identification
- printing
- noun identification
- pronoun identification
- creative sentence making

## Lesson 71

Double vowels – **ai**

- rule for double vowels – **ai**
- picture/sound identification
- word/picture match
- print rhyming words from copy
- puzzle/make-believe words and phrases
- sentence completion

- spelling
- printing sentence from copy

## Lesson 72

Consonant blends with **ai**

- picture/sound identification
- printing
- puzzle/make-believe words and phrases
- picture/word and sound discrimination
- sentence/picture match
- sentence completion
- alphabetical order

## Lesson 73

Consonant blend beginnings **pr, tr** – quotation marks

- rule for consonant blend beginnings **pr** and **tr**
- picture/word sound discrimination
- printing
- pictures/choice of beginning sounds
- word/picture match
- rule for quotation marks.
- read sentences
- print sentences using quotation marks

## Lesson 74

Consonant blend beginning **sl**

- rule for consonant blend **sl**
- picture/word sound discrimination
- practice printing letters – capital and lowercase
- picture/beginning sound association
- picture/word match
- spelling
- puzzle/make-believe words and phrases
- create puzzle words

## Lesson 75

Consonant blend beginning **sm**

- rule for consonant blend **sm**
- picture/word sound discrimination

- practice printing letters – capital and lowercase
- word/picture match
- sentence/picture match
- rhyming
- quotation marks
- spelling
- alphabetical order

## Lesson 76

Consonant blend **sn**

- rule for consonant blend **sn**
- picture/word sound discrimination
- practice printing letters – capital and lowercase
- word/picture match
- sentence/picture match
- rhyming
- picture/sentence comprehension
- auditory discrimination from word list

## Lesson 77

Review of consonant blends and digraphs

- pictures/sound discrimination
- auditory discrimination from word list
- auditory discrimination identifying ending sounds

## Lesson 78

Double vowels – **ea**

- rule for double vowels **ea**
- picture/sound identification
- picture – printing and diacritical marking
- picture/word match
- puzzle/make-believe words and phrases
- rhyming
- sentence completion
- spelling
- printing sentence from copy

## Lesson 79

Double vowels – **ee**

- rule for double vowels **ee**
- picture/sound identification

- picture – printing and diacritical marking
- picture/word match
- rhyming
- puzzle/make-believe words and phrases
- sentence/picture match
- spelling
- printing sentence from copy

## Lesson 80

Beginning **qu** – picture sequence

- rule for **qu**
- picture/sound identification
- practice printing with capital and lowercase
- picture/word match
- rhyming
- sentence/picture match
- picture sequence

## Lesson 81

Beginning blend **scr** – picture sequence

- picture/sound identification
- practice printing with capital and lowercase
- picture/word match
- printing sentence from copy – quotation marks
- spelling
- sentence sequence
- yes/no questions

## Lesson 82

Review of double vowels – beginning blends

- picture/sound identification
- auditory discrimination from word list
- spelling
- picture/sentence comprehension
- sentence completion

## Lesson 83

Double vowels – **oa**

- review double vowel rule – include **oa**
- picture/sound identification
- printing – diacritical marking

- word/picture match
- rhyming
- puzzle/make-believe words and phrases
- sentence comprehension/pictures
- spelling
- printing sentence from copy

## Lesson 84

Beginning blend **fr**

- rule for beginning blend **fr**
- picture/sound identification
- practice printing with capital and lowercase
- picture/word match
- rhyming
- puzzle/make-believe words and phrases
- printing for sentence completion
- spelling
- yes/no sentence
- printing sentence from copy

## Lesson 85

Consonant endings **lt, lf**

- rule for consonant ending **lt** and **lf**
- picture/sound identification
- reading – sentence comprehension
- auditory discrimination
- spelling
- printing – punctuation
- picture/sentence match

## Lesson 86

Consonant ending **ft** – following directions

- rule for consonant ending **ft**
- picture/sound identification
- printing
- word ending sound identification
- auditory discrimination from word list
- picture/sentence comprehension
- follow directions
- word/picture match

## Lesson 87

Review consonant endings

- pictures/sound identification
- sentence completion
- rhyme/picture
- auditory discrimination from word list
- spelling

## Lesson 88

Review long and short vowel sounds

- picture/sound identification
- change word from short to long – diacritical marking
- column choice for words
- sentence completion

## Lesson 89

Consonant blend beginnings **spr, spl**

- rule for consonant blend beginnings **spr, spl**
- picture/sound identification
- practice printing with capital and lowercase
- picture/sound discrimination
- word to word match
- read sentences from copy – print quotation marks
- alphabetical order
- sentence sequence for story

## Lesson 90

Consonant blend beginning **st**

- rule for consonant blend beginning **st**
- picture/sound identification
- practice printing with capital and lowercase
- picture/word match
- rhyming
- puzzle/make-believe words and phrases
- sentence completion
- yes/no choice
- spelling

## Lesson 91

Consonant blend review – **tch, sp, ft**

- ending sound identification
- printing
- picture/sentence comprehension match
- read sentences – vocabulary comprehension
- rhyming
- yes/no choice
- printing sentence from copy

## Lesson 92

Consonant blend ending **st**

- rule for consonant blend ending **st**
- printing
- picture/sound identification
- auditory discrimination from word list
- rhyming
- reading sentences – vocabulary enrichment
- spelling
- sentence completion

## Lesson 93

Review consonant endings – **tch, sp, st, lt, lf, ft**

- picture/sound identification
- auditory discrimination from word list
- sentence completion
- rhyming
- spelling – end sounds
- sentence choice to match picture

## Lesson 94

Consonant blends **tw, sw**

- picture/sound identification
- puzzle/make-believe words and sentences
- printing sentence from copy
- sentence completion
- yes/no choice
- spelling

## Lesson 95

Review consonant beginnings **tw, sp, st, spl, spr, qu**

- picture/sound identification
- auditory discrimination from word list
- sentence completion
- rhyming
- spelling
- yes/no choice
- alphabetical order
- print sentences – quotation marks

## Lesson 96

Review endings **lf, ft, ng, nk, lk, lp, sk, sh**

- picture/sound discrimination
- sentence completion
- alphabetical order
- spelling
- could be/no way
- columns for endings
- read sentences – vocabulary development

## Lesson 97

Vowel plus **r: ar**

- rule for vowel plus **r: ar**
- picture/sound identification
- practice printing with lowercase
- sentence/picture match – **ar** recognition
- rhyming
- puzzle/make-believe words and phrases
- read sentences – vocabulary development
- word search

## Lesson 98

Vowel plus **r: or**

- rule for vowel plus **r: or**
- picture/sound identification
- practice printing with lowercase
- sentence/picture match – **or** recognition
- puzzle/make-believe words and phrases
- read sentences – vocabulary development
- sentence completion
- printing sentences – capitals/punctuation

## Lesson 99

Review vowel plus **r: ar, or**

- picture/sound identification
- practice printing
- sentence completion
- alphabetical order
- spelling
- could be/no way
- read sentences – vocabulary development
- auditory discrimination from word list

## Lesson 100

Review vowel plus **r: ar**

- picture/sound identification
- spelling
- sentence completion
- sentence/picture match – identify **ar**
- puzzle/make-believe words and phrases
- auditory discrimination from word list
- read sentences – vocabulary development

## Lesson 101

Review vowel plus **r: or**

- picture/sound identification
- spelling
- sentence completion
- alphabetical order
- yes/no choice
- read sentences – vocabulary development
- crossword puzzle

## Lesson 102

Vowel plus **r: er, ir, ur**

- rule for vowel plus **r: er, ir, ur**
- sound identification from written word
- printing
- picture/sentence match – **er** sound identification
- puzzle/make-believe words and phrases
- read sentences – vocabulary development
- could be/no way

## Lesson 103

Vowel plus **r: ir**

- review rule for vowel plus **r: ir**
- sound identification from written word
- printing
- picture/sentence match – **ir** sound identification
- puzzle/make-believe words and phrases
- read sentences – vocabulary development
- auditory discrimination

## Lesson 104

Vowel plus **r: ur**

- review rule for vowel plus **r: ur**
- printing
- picture/sentence match – **ur** sound identification
- puzzle/make-believe words and phrases
- read sentences – vocabulary development
- sound identification

## Lesson 105

Review vowel plus **r: er, ir, ur**

- picture/sound association
- sentence completion
- printing
- sentence/picture match – sound identification
- words in column
- rhyming
- auditory discrimination from word list
- could be/no way

## Lesson 106

Review vowel plus **r: ar, or**

- picture/sound association
- sentence completion
- alphabetical order
- picture/sentence match
- words in columns
- yes/no
- rhyming



## Lesson 107

Review all vowels plus **r**

- picture/sound association
- sentence completion
- alphabetical order
- rhyming
- picture/sentence match
- word/picture match

## Lesson 108

Plurals – **s**

- rule for plurals – **s**
- singular and plural identification
- spelling
- picture/phrase match
- sentence completion
- pictures – choice of plurals or singular

## Lesson 109

Plurals – **es**

- rule for plurals – **es**
- spelling
- picture/phrase match
- sentence completion
- pictures – choice of plurals or singular

## Lesson 110

Plurals – **y** into **ies**

- rule for **y** into **ies**
- spelling
- picture – plural identification
- phrase/picture match
- sentence completion
- pictures – choice of plurals or singular

## Lesson 111

Review plurals – **s, es, ies**

- plural identification
- spelling
- word identification with plurals
- sentence/picture match – identify plurals

## Lesson 112

Review double vowels – **ee**

- review rule for double vowels – **ee**
- picture/sound identification
- print/diacritical markings
- word/picture match
- rhyming
- puzzle/make-believe words and phrases
- sentence comprehension
- spelling
- alphabetical order

## Lesson 113

Review double vowels – **ee, oa** – apostrophe

- picture/sound association
- printing – diacritical markings
- sentence completion
- spelling
- rhyming
- rule for apostrophe – possession
- sentence exchange – single possession
- sentence exchange – plural possession

## Lesson 114

Review double vowels – **ai, ea**

- picture/sound association
- column printing
- sentence completion
- spelling
- review apostrophe rule
- sentence exchange – single possession
- sentence exchange – plural possession

## Lesson 115

Review all double vowels

- picture/sound association
- printing – diacritical markings
- sentence completion
- puzzle/make-believe words and phrases
- spelling

## Lesson 116

### Digraph **ay**

- rule for digraph **ay**
- picture/sound association
- printing
- rhyming
- puzzle/make-believe words and phrases
- sentence comprehension
- spelling
- alphabetical order

## Lesson 117

### Digraph **ey**

- rule for digraph **ey**
- picture/sound association
- printing – diacritical marking
- read sentences – vocabulary development
- rhyming
- puzzle/make-believe words and phrases
- alphabetical order

## Lesson 118

### Review digraphs **ay, ey** – apostrophe

- review digraph rule – **ay, ey**
- word/sound association
- sentence completion
- picture/word match
- spelling
- review apostrophe rule
- print sentence exchange for single possession
- print sentence exchange for plural possession

## Lesson 119

### Diphthong **ow**

- rule for diphthong **ow**
- word/sound association
- picture/word match
- sentence completion
- auditory determination from word list
- printing from copy

## Lesson 120

### Diphthong **ou**

- rule for both sounds of **ou**
- picture/sound association
- sentence completion
- printing sentences from copy – identify punctuation

## Lesson 121

### Review digraphs **ay, ey**

- picture/sound association
- word/picture match
- spelling
- sentence completion
- noun identification
- sentence sequence
- alphabetical order
- picture/sentence match – **ay, ey** identified
- auditory discrimination from word list
- make-believe sentences

## Lesson 122

### Review digraphs **ay, ey**; diphthongs **ow, ou**

- picture/word association
- spelling
- sentence completion
- word/picture match – sound identification
- auditory discrimination from word bank
- make-believe phrase

## Lesson 123

### Digraphs **aw, au** – proper nouns – creative writing

- rule for digraphs **aw, au**
- picture/sound association
- picture/word match
- word/sound association
- spelling
- sentence completion
- printing – punctuation
- creative writing

- sentence printing – proper nouns
- make-believe phrase

## Lesson 124

Digraph **ew**

- rule for digraph **ew**
- picture/sound association
- picture/word match
- spelling
- sentence completion
- review proper nouns
- rule for common noun
- common nouns in sentences
- printing sentences – quotation marks
- auditory discrimination
- make-believe phrase

## Lesson 125

Diphthong **oy**

- rule for diphthong **oy**
- picture/sound association
- spelling
- word/picture match
- sentence completion
- proper and common noun identification
- quotation marks
- alphabetical order
- printing
- auditory discrimination from word list

## Lesson 126

Review digraphs **aw, au, ew**; diphthong **oy**

- picture/sound association
- picture/word match
- auditory discrimination from word list
- sentence completion
- printing
- rhyming

## Lesson 127

Diphthong **oi**

- rule for diphthong **oi**
- picture/sound association
- picture/word match

- printing
- sentences – sound identification
- make-believe phrases
- spelling
- sentences – vocabulary development
- printing – punctuation

## Lesson 128

Review diphthongs **ow, ou**; digraphs **ay, ey**

- picture/sound association
- sentence completion
- alphabetical order
- rhyming
- sentence/picture match
- printing – punctuation
- auditory discrimination from word list

## Lesson 129

Review digraphs **aw, au, ew**

- picture/sound association
- sentence completion
- picture/word match
- sentences – quotation marks
- auditory discrimination from word list
- spelling
- make-believe phrases

## Lesson 130

Review **ow, ou**

- picture/sound association
- picture/word match
- spelling
- sentences – sound discrimination
- make-believe phrase
- sentences – punctuation
- auditory discrimination from word list

## Lesson 131

Review diphthongs **oy, oi**

- picture/sound association
- picture/word match
- spelling
- auditory discrimination from word list
- sentences – sound discrimination

- sentence/picture match
- rhyming
- printing/punctuation

## Lesson 132

Letter **y** as in **cry**

- rule for letter **y** as in **cry**
- picture/sound association
- spelling
- word/picture match
- read sentences – vocabulary development
- rhyming
- sentence completion
- auditory discrimination from word list
- printing

## Lesson 133

Letter **y** as in **baby**

- rule for Letter **y** as in **baby**
- picture/sound association
- spelling
- word/picture match
- read sentences – vocabulary development
- rhyming
- sentence completion
- auditory discrimination from word list
- printing sentence

## Lesson 134

Review Letter **y** as in **cry, baby**

- review letter **y** sounds
- picture/sound association
- column printing
- sentence completion
- capitalization – proper nouns
- spelling
- auditory discrimination from word list

## Lesson 135

Vowel digraph – special **oo** as in **book**

- rule for vowel digraph – **oo** as in **book**
- picture/printing

- read sentences/sound association
- printing
- auditory discrimination from word list
- rhyming
- read sentences – vocabulary development

## Lesson 136

Vowel digraph – special **oo** as in **tooth**

- Rule for vowel digraph – special **oo** as in **tooth**
- picture/printing
- read sentences/sound association
- printing
- auditory discrimination from word list
- rhyming
- read sentences – vocabulary development
- printing sentence from copy

## Lesson 137

Review all digraphs/diphthongs

- spelling
- sentence/picture match
- common nouns

## Lesson 138

Review letter **y** – long **i** and **e**

- spelling
- sentence completion
- rhyming
- auditory discrimination from word list

## Lesson 139

Silent letter **w**

- rule for silent **w**
- picture/word association
- spelling
- printing
- sentences/word identification
- auditory discrimination from word list
- picture description
- make-believe phrase

## Lesson 140

### Silent letter **k**

- rule for silent **k**
- picture/word association
- spelling
- printing
- make-believe phrase
- auditory discrimination
- sentences – word identification
- picture description

## Lesson 141

### Silent letter **b**

- rule for silent **b**
- picture/word association
- spelling
- printing
- make-believe phrase
- auditory discrimination from word list
- sentences – word identification
- word discrimination

## Lesson 142

### Review silent letters **b, k, w**

- word identification
- word/picture match
- spelling
- auditory discrimination from word list
- sentence/picture match
- identify silent letters
- letter writing

## Lesson 143

### Silent letter **g**

- rule for silent **g**
- printing
- spelling
- word discrimination
- sentence/picture match
- auditory discrimination from word list
- spelling
- picture description
- questions

## Lesson 144

### Silent **gh**

- rule for silent **gh**
- word/picture association
- spelling
- phrase match
- auditory discrimination from word list
- sentence/picture match
- puzzle picture

## Lesson 145

### Review silent letters – **w, k, b, gn, gh**

- word/picture identification
- column printing
- auditory discrimination from word list
- word identification
- story comprehension
- creative sentence writing

## Lesson 146

### **le** endings

- rule for words ending in **le**
- word/picture identification
- printing
- word/picture match
- sentence/word identification
- make-believe phrase
- sentence completion
- story comprehension

## Lesson 147

### Words with **all**

- rule for words with **all**
- word/picture association
- printing
- word/picture match
- spelling
- sentence/word identification
- make-believe phrases
- sentence/comprehension
- story comprehension
- creative sentence writing

## Lesson 148

Syllables – double consonants

- rule for double consonants
- word/picture identification
- printing
- sentence/word discrimination

## Lesson 149

Syllables – compound words

- rule for syllables with compound words
- word/picture identification
- printing compound words
- word-parts match
- sentences word identification
- make-believe phrase
- word identification
- compound word identification

## Lesson 150

Syllables – consonant between vowels

- rule for syllables
- syllable recognition
- printing
- sentences/syllable recognition
- auditory discrimination from word list
- make-believe phrases
- sentences – punctuation
- picture sequence

## Lesson 151

Review syllables

- compound word identification
- word/picture match
- sentence completion
- creative sentences using compound words
- creative sentences using double consonants

## Lesson 152

Suffix **ing** – prepositions

- signal for word ending with ing
- word/picture match
- spelling

- sentence completion – base word
- rule for prepositions
- picture/identify prepositional phrases

## Lesson 153

Special soft **c**

- rule for soft **c**
- reading/printing
- word/picture match
- spelling
- sentences/word identification
- sentence completion
- review noun rule
- identify nouns in sentences
- creative writing of nouns

## Lesson 154

Special soft **g**

- rule for soft **g**
- reading/printing
- word/picture match
- spelling
- column printing
- alphabetical order
- make-believe phrases
- sentences/word identification
- picture sequence

## Lesson 155

Review ending **ing**, soft **c**, soft **g**

- base word completion
- sentence completion
- picture/word choice
- sentence completion
- sentence sequence
- creative sentence

## Lesson 156

Non-phonetic **alk**, **ph** – contractions

- rule for **ph**
- picture/word identification
- printing
- word/picture match

- spelling
- sentence completion
- rule for words with **alk**
- picture/word
- read sentences/vocabulary development
- rule for contractions
- words for contractions
- creative use of contractions

## Lesson 157

Non-phonetic **old, ost, olt**

- rule for non-phonetic word parts – **old, ost, olt**
- picture/word identification
- printing
- word/picture match
- read sentences/vocabulary development
- action verbs
- sentence completion
- sentence/picture match – action verb identified
- creative action verb

## Lesson 158

Non-phonetic **ild, ind**

- rule for non-phonetic word parts – **ild, ind**
- picture/word identification
- printing
- spelling
- sentence completion
- nouns: proper, common
- pronouns
- verbs
- creative sentences

## Lesson 159

Review non-phonetic word parts – **alk, old, ost, olt, ind, ild**

- picture/word match
- printing
- spelling
- picture/word completion choice
- sentence completion
- crossword puzzle
- auditory discrimination

## Lesson 160

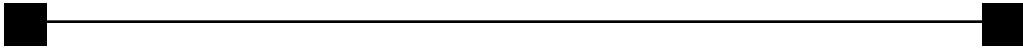
Review all

- spelling
- plurals
- double vowels
- silent **e**
- picture/word match
- diacritical markings
- double consonants
- syllables
- compound words
- soft **c** and **g**
- picture/word match





# Teacher's Lessons





# Lesson 1 - Short a

## Overview:

- Introduce the alphabet through the Alphabet Story
- Use child's name to emphasize the importance of letters in forming words
- Learn to follow directions for marking pictures
- Introduce the letter **a**—its name, sound, and shape—through pictures
- Identify words that begin with the sound of **a**
- Print both capital and lowercase **a**

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet Story
- Alphabet Poem
- White board
- Alphabet flow chart
- Reader 1: *Ann's Cat*

## Teaching Tips:

Introduce and demonstrate the words **top**, **bottom**, **left**, **right**, **circle** and **x**; paper **top to bottom**, **left to right**.

Emphasize auditory skills for correct reproduction of letter sounds. Identify child's hand preference, proper position of holding a pencil, and proper position of holding hands on the paper.

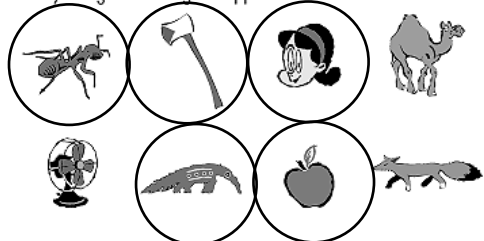
## Introduction to Workbook Activities:

Read the alphabet story (see the Table of Contents for the page number) and explain the need for letters to make words. Explain how letters are used to make names. The alphabet is necessary in learning to read.


Read the alphabet poem and display the illustration that goes with each letter.

LESSON 1  
Letter a

① Put a circle around the pictures that start with the sound of **a** as in Andy Alligator eating an apple.




② Look at the pictures of words with the sound of short **a** in the middle of the word. Say the words.



Māx fān bāt mād

③ Underline the short **a** in the middle of the word. Say the sound of short **a** as in Andy Alligator.



bāt dād pān rān

Each day recite the alphabet through all 26 letters. The emphasis is on the letter name rather than sequence. Recognition of both capital and lowercase letters is more important at this time.

Discuss **Rule 1**: Every word must have a vowel in it. Discuss **Rule 2**: If there is only one vowel in a word, it is usually used as a short-vowel sound. Teach the letter **a**—the recognition of the letter, its name, its sound, and its printed form. Study the pictures used to identify the short sound of the letter **a**.

Pictures: **apple**, **add**, **alligator**, **astronaut**, **anteater**

Emphasize the short **a** sound, and have the child imitate as a single sound and as it is used at the beginning of each of the picture words.

Lines on the board should be noted as **top**, **middle**, and **bottom**. Point out the starting and ending lines for the letter **a**.

**Activity 1.** Do these activities together. Have the student recognize the pictures and repeat so the beginning sound is distinct. Student will put a circle around the pictures that start with the sound of **a**.

Pictures: **ant, ax, Ann, camel**  
**fan, anteater, apple, fox**

**Activity 2.** Student is to identify the short **a** sound in the MIDDLE of the word.

Pictures: **Max, fan, bat, mad**

**Activity 3.** Student will underline the short **a** in the middle of the word. Say the sound of short **a**. Refer to original words if necessary for comparison.

Pictures: **bat, dad, pan, ran**

**Activities 4 & 5.** Review the letters of the alphabet. Begin printing of capital **A**. Use the board for demonstration of all printing. Have the student note beginning strokes and each additional stroke. They need to be aware of the letter's placement on the lines.

**Activity 6.** Begin printing of lowercase **a**.

**Activity 7.** Identify the difference between the capital **A** and lowercase **a**.

**Activity 8.** Practice in printing capital and lowercase **a**.

**Activity 9.** Print an **a** under the pictures that start with the sound of **a**.

Pictures: **ant, anteater, alligator, bear**  
**ax, fox, dog, astronaut**


**Activity 10.** Creative drawing using words with short **a**. Directions are to print the letter and color specific parts.

Color words: **black, red**


LESSON 1  
Letter a

1 Review the alphabet.


2 Look at the capital A. Trace over the lines. Follow the numbers and lines to make the letter.




3 Look at the lower case a. Trace over the lines. Start at the top of the curve and circle around. Lift the pencil to start the straight line down.



4 Put a circle around the capital A. Put an x on the lower case a.




5 Practice printing the capital A and lower case a on the lines below.




3

LESSON 1  
Letter a

6 Print an a under the pictures that start with the short a sound.

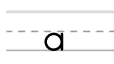


a a a



a a

7 Draw a picture of an ant eating an apple. Print an a under the picture. Color the ant BLACK. Color the apple RED.



4

# Lesson 2 - Letter b

## Overview:

- Reread Alphabet Story
- Recite the alphabet through all 26 letters
- Introduce consonant **b** and teach the sound
- Identify words that start with sound of **b**
- Teach both capital and lowercase **b** for printing

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Reader 1: *The Bug Bag*

## Teaching Tips:

Introduce the consonant **b**. Make sure that a vowel does not follow the sound of **b**. It is a quick sound where the lips barely meet. Do not let the sound of **b** become **bu** or **be**.

## Introduction to Workbook Activities:

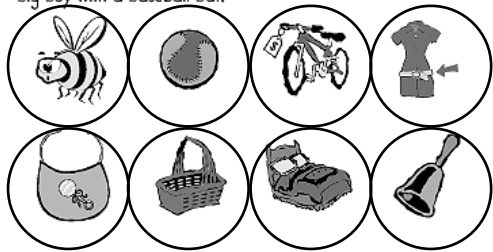
Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Introduce the consonant **b**—its name, sound, and shape. Do all of these activities together. Have the student recognize the pictures and repeat the word so the beginning sound is distinct.


Pictures: **ball, bathtub, Bible, bat, bottle, bag**

LESSON 2  
Letter b

① Put a circle around the pictures that start with the sound of b as in big boy with a baseball bat.




② Underline the sound ba you hear in the words below the pictures.



bat      bag      band      bank

③ Put a circle around the pictures whose words end with the b sound.



bathtub      cab      horse      box

6

**Activity 1.** Student is to recognize the pictures and repeat the words so the beginning sound is distinct. Student will put a circle around the pictures that start with the sound of **b**.

Pictures: **bee, ball, bike, belt  
bib, basket, bed, bell**

**Activity 2.** Combine **b** with short **a** sound. Underline the **ba** sound for each picture.

Pictures: **bat, bag, band, bank**

**Activity 3.** Student is to identify the sound of **b** at the end of each picture word.

Pictures: **bathtub, cab, horse, box**

**Activities 4 & 5.** Review the alphabet. Begin printing of capital **B**. Use the board for demonstration of all printing. Have the student note beginning strokes and each additional stroke. They need to be aware of the letter's placement on the lines.

**Activity 6.** Begin printing lowercase **b**. Emphasize the need for starting both capital and lowercase with the straight line down first.

**Activity 7.** Distinguish between capital and lowercase **b**. Circle the capital **B**. Put an **X** on the lowercase **b**. Ignore the letter **a**.

**Activity 8.** Practice printing capital and lowercase **b**.

**Activity 9.** Do the activities together. Have the student recognize the pictures and become aware of the sound of **ba**. Print **ba** under the appropriate pictures.


Pictures: **basket, bat, ax, bag**  
**band, boat, boy, bath**

**Activity 10.** Creative drawing to use the letter **b**. Follow directions in printing capital and lowercase **b**.


LESSON 2  
Letter b

4 Review the alphabet.


5 Look at the capital B. Trace over the lines. Follow the numbers and lines to make the letter.




6 Look at the lower case b. Trace over the lines. Follow the numbers and lines to make the letter.



7 Put a circle around the capital B. Put an x on the lower case b.




8 Practice printing the capital B and lower case b on the lines below.




7

LESSON 2  
Letter b

9 Print ba under the pictures that start with the sound of ba as in bat.




ba ba ba



ba ba

10 Draw a picture of Big Boy Bob playing baseball. Put a bat in Bob's hands. Print b under Bob's blue bat. Put a capital B under Big Boy Bob.



8

# Lesson 3 - Letter d

## Overview:

- Review consonant **b** and vowel **a**
- Introduce the consonant **d**
- Teach recognition of capital and lower-case **d**
- Teach the beginning sound of **da**

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Reader 1: *Dad's Cat*

## Teaching Tips:

Introduce the consonant **d**. Encourage students to blend the consonant and the short vowel together quickly instead of continuing to sound out each letter separately. Teach the printing of the letter **d** with the half circle first, then adding the straight line as the second stroke. This eliminates the reversal of **d** and **b**.

## Introduction to Workbook Activities:

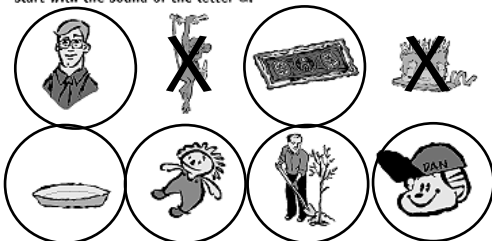
Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Introduce the consonant **d**—its name, sound, and shape. Do all of these activities together. Have the student recognize the pictures and repeat the words so the beginning sound is distinct.


Pictures: **dad, dog, desert, doll, desk**

LESSON 3  
Letter d

① Put a circle around the pictures that start with the sound of **d** as in Dandy Doll dries the dishes. Put an **x** on the pictures that do not start with the sound of the letter **d**.



② Circle the words under the pictures that begin with the sound of **da**.



③ Circle the letters you hear as the beginning sound of the word.

do	do	cl	do	ro	fi
dance		dad		dagger	
ce	de	do	du	do	do

10

**Activity 1.** Student is to recognize each picture and repeat it so the beginning sound is distinct. Student will put a circle around the pictures that start with the sound of **d** and an **X** over those that do not.

Pictures: **dad, monkey, dollar, cake dish, doll, dig, Dan**

**Activity 2.** Teach blending of consonants with vowels. Review the rule: ONE VOWEL IN A WORD USUALLY HAS THE SHORT SOUND. Do this activity together. Emphasize the sound **da** at the beginning of the word.

Pictures: **fish, dad, doctor, dam**

**Activity 3.** The student will listen for the words that begin with **da**. Overemphasize the sound of **da**. Student will have a choice of three other double letter beginnings. Put a circle around the correct one.

Words: **dance, dad, dagger**

**Activities 4 & 5.** Review the alphabet. Begin printing of capital **D**. Use the board for demonstration of all printing. Have the students follow the stroke formation of the letter.

**Activity 6.** Begin printing lowercase **d**. Make sure the student begins the formation with a partial circle first, followed by a straight line down.

**Activity 7.** Identify the difference between the capital and lowercase **d**. Put a circle around the capital **D**. Put an **X** on the lowercase **d**.

**Activity 8.** Practice in printing capital and lowercase **d**.

**Activity 9.** Identify pictures and words beginning with the sound of **d**.

Pictures: **doctor, bus, dog, ant**  
**desk, add, dentist, dad**

**Activity 10.** Identify the sound of **da**. Print **da** on the lines where appropriate.

Pictures: **dam, duck, damp, Dan**

**Activity 11.** Student will count the number of sets of the combined sound of **da**.

**Activity 12.** Creative discussion of words that begin with the sound of **d**.

LESSON 3  
Letter d

4 Review the alphabet.

5 Look at the capital D. Trace over the lines. Follow the numbers and lines to make the letter.

6 Look at the lower case d. Trace over the lines. Follow the numbers and lines.

7 Put a circle around the capital D. Put an x on the lower case d.

8 Practice printing the capital D and lower case d on the lines below.

LESSON 3  
Letter d

9 Put a circle around the words starting with the sound of d.  
Trace and write the first letter for each picture.

10 Print da under the pictures that start with the sound of da.

11 How many words begin with the sound of da? 3

12 Can you think of other words that begin with the sound of d?



# Lesson 4 - Short o

## Overview:

- Review alphabet and the importance of letters in the formation of words
- Review the rule of having one vowel in a word, and if only one, it makes a short vowel sound
- Introduce the vowel **o**—its name, sound, and shape through pictures
- Teach printing of capital and lowercase **o**
- Identify words starting with the short **o** sound
- Identify words with the short **o** in the middle
- Identify words that start with the sounds of **lo**

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Reader 1: *Don's Big Dog*

## Teaching Tips:

Remember to identify each new letter as a consonant or a vowel as it is introduced. In using the alphabet flow chart, introduce the Vowel Family. Take time for the student to hear the short **o** sound at the beginning and middle of the word. Emphasize that each word must have a vowel.

## Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

LESSON 4  
Letter o

1 Put a circle around the pictures that start with the sound of **o** as in Ollie Octopus eating olives.

2 Put a circle around the words with the **o** in the middle of the word.

ducks log box Bob

hog doll cob dog

14

Introduce the vowel **o**—its name, sound, and shape. Have the student recognize the pictures and repeat the word so the beginning sound is distinct.

Pictures: **olive, octopus, ostrich, otter, ox**

**Activity 1.** Student is to recognize each picture and repeat the word so the beginning sound is distinct. Student will put a circle around the pictures that start with the vowel sound of **o**.

Pictures: **ostrich, off, olive, legs octopus, ox, mouse, otter**

**Activity 2.** Do these activities together. Student is to identify the short **o** in the MIDDLE of the word.

Pictures: **ducks, log, box, Bob, hog, doll, cob, dog**

**Activities 3 & 4.** Review the alphabet. Review the vowel sound of **o**. Begin printing of capital and lowercase **o**. Use the board for demonstration of all printing. Have the student note the way the circle is formed, starting from the top right. They need to be aware of the letter's placement between the lines for both capital and lowercase.

**Activity 5.** Print **o** under the pictures that START with the short sound of **o**.

Pictures: **otter, ostrich, tree, octopus fish, olive, bucket, ox**

**Activity 6.** Combine **l** with short **o**. Review short vowel rule. Circle the letters that make the sound of **lo** in each word below.

Words: **map, log, lock, long**

**Activity 7.** Teacher and student must work together to identify the pictures. Put a circle around the short **o** in the MIDDLE of the word.

Pictures: **frog, lock, camel, dog hot, dig, top, jog**

**Activity 8.** Practice printing letters **ba**.

**Activity 9.** Practice printing the consonant before the vowel – **bo** and **do**.

**Activity 10.** Practice printing the word **dad**.

LESSON 4  
Letter o

1 Review the alphabet.

2 Practice printing the letter o. Follow the numbers and lines to make the letter. Print a capital O and a lower case o on the lines below.

3 Print an o under each picture that starts with the short sound of o.

4 Circle the letters that make the sound of lo in each words below.

map log lock long

15

LESSON 4  
Letter o

7 Put a circle around each picture that has a short o in the middle.

8 Practice printing the letters ba.

9 Practice printing the consonant before the vowel o.

10 Practice printing the word dad.

16

# Lesson 5 - Letter c

## Overview:

- Review the entire alphabet using the alphabet flow chart
- Review the names and sounds for the alphabet letters: **a, b, d, o**
- Introduce the consonant **c**. With all the letters, emphasize the words **consonant** or **vowel**
- Teach the letter **c**—its name, sound, and shape
- Review Phonics Rules of vowels
- Identify words that begin with **c, ca, co**

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Reader 1: *Cal's Cap*

## Teaching Tips:

Continue emphasizing the importance of the letters in the alphabet. Create excitement with the recognition of beginning reading.

## Introduction to Workbook Activities:

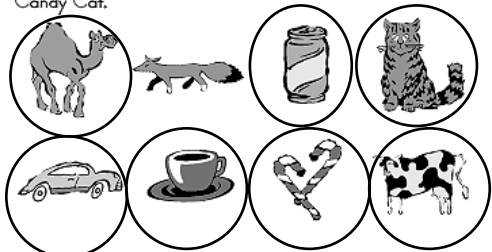
Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Introduce the consonant **c**—its name, sound, and shape. Student must recognize the pictures and repeat the word so the beginning sound is distinct. Have the students think of other things that begin with the sound of **c**.

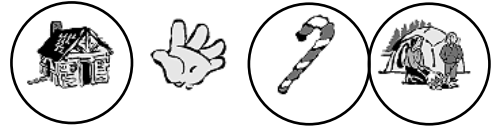
Pictures: **cake, cup, cat, cap, candle, candy**

LESSON 5  
Letter c

1 Put a circle around the pictures that start with the sound of c as in Candy Cat.



2 Circle the pictures that begin with the sound of ca.



3 Circle the letters that make the beginning sound you hear in each word.

do **ca** fi    **ca** qu mo    ni bo **ca**    la ba **ca**

**Activity 1.** Student is to recognize the pictures and repeat the words so the beginning sound is distinct. Student will put a circle around the pictures that start with the sound of **c**.

Pictures: **camel, fox, can, cat, car, cup, candy, cow**

**Activity 2.** Combine **c** with short **a** sound. Circle the pictures that begin with the sound of **ca**.

Pictures: **cabin, hand, candy, camp**

**Activity 3.** Identification of beginning consonant **c** combined with vowel **a**.

Pictures: **cap, cat, cabbage, cab**

**Activities 4 & 5.** Review the entire alphabet, then begin printing capital **C** and lowercase **c**. Note should be taken as to placement and spacing of the letter **c**.

**Activity 6.** Distinguish between capital **C** and lowercase **c**. Put a circle around the capital **C**. Put an **X** on the lowercase **c**. Say the names of the other letters but do not mark them.

**Activity 7.** Identification of sound **ca**. Put a circle around the letter groups.

**Activity 8.** Count the number of sets of letters making the sound of **ca**.

**Activity 9.** Do the activities together. Have the student recognize the pictures and become aware of the sound **co**. Have student print **co** under the appropriate pictures.

Pictures: **cob, cabbage, cod, collar, cot, cup, cop, cotton**

All activities including sounding of letters must be done together. Review the Vowel Rule. Have student print the beginning consonant **c** and vowel **a** under each appropriate picture.

Pictures: **cab, calf, bat, can, cup, fan, camel, cabbage**

LESSON 5  
Letter c

4 Review the alphabet.

5 Practice printing the capital C and lower case c on the lines below.

6 Put a circle around the capital C. Put an x on the lower case c.

7 Put a circle around the letters that make the sound of ca.

8 Count the sets of letters making the sound of ca. 6

LESSON 5  
Letter o

9 Put a circle around the picture that starts with the given sound. Write the beginning sounds on the lines below the circled pictures.

# Lesson 6 - Short Vowel e

## Overview:

- Review the names and sounds for the alphabet letters: **a, b, d, o, c**
- Introduce vowel **e**
- Teach recognition of capital **E** and lowercase **e**
- Recognize duplicate words for matching.
- Identify beginning consonant sounds of words with short **a, o, e**
- Introduce made-up funny phrases

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Reader 1: *Ben*

## Teaching Tips:

Continue reciting the alphabet using the flow chart. Point out where the individual letters are arranged in the alphabet. Always follow the same steps in introducing a new letter.

## Introduction to Workbook Activities:


Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the Short Vowel Rule. Reinforce the value of vowels in a word. Again, do all of the activities together. Have the student recognize the pictures and repeat them, emphasizing the **e** sound.

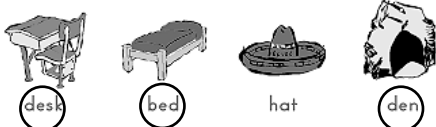
Pictures: **elk, engine, Ed, elbow, elephant**

LESSON 6  
Letter e


1 Put a circle around each picture that begins with the sound of e as in Eddie Elephant sat on the edge.



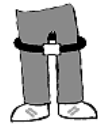
2 Circle the words under the pictures that have a short e sound in the middle.



3 Read the puzzle phrases.



elephant on a bed



belt on legs

22

**Activity 1.** Student is to recognize the pictures and repeat the words so the beginning sound is distinct. Student will put a circle around the pictures that start with the vowel sound **e**.

Pictures: **football, Ed, elephant, envelope, elk, ostrich, elbow, engine**

**Activity 2.** Review the vowel sound **e**. Note that some of the pictures may have a different vowel sound than the short **e**. Circle the words under the pictures that have a short **e** sound in the MIDDLE of the word.

Pictures: **desk, bed, hat, den**

**Activity 3.** Student must realize that all of the phrases or sentences are made up for fun reading. Read the funny phrase and enjoy the humor.

**Activity 4.** Student is to recognize the pictures and repeat the words so the beginning sound is distinct. Student will circle the picture starting with the sound of **de**.

Pictures: **den, dentist, lamb, elephant, dish, desk, cat, desert**

**Activity 5.** Student is to recognize the pictures and repeat the words so the beginning sound is distinct.

Pictures: **Beth, doll, mad, bed**  
**Ben, legs, belt, beg**

**Activity 6.** Student is to identify identical words in each square. Draw a line from the words that match.

Words: **dad, Ed, elephant, bed**  
**tent, Ted, cot, dot**

**Activities 7 & 8.** Review the alphabet, then begin printing capital **E** and lowercase **e**. Note should be taken as to placement and spacing of the letter **e**.

**Activity 9.** Identify the letter **e** at the beginning of the word. Print **e** under each picture that starts with the short vowel sound **e**.

Pictures: **elephant, Ed, can, engine**

**Activity 10.** Review the vowel sound **e**. Note that some of the pictures will have different vowel sounds than the short **e**. Student is to circle the pictures that have the sound of short **e** in the MIDDLE of the word.

Pictures: **bed, Ben, fan, pen**

**Activity 11.** Practice writing the first consonant and adding a short **e** to **be** and **de**.

LESSON 6  
Letter e

4 Put a circle around the pictures that start with the sound of de.

5 Put a circle around the pictures that start with the sound of be.

6 Draw a line to the words that are alike.

dad	Ed	tent	dot
Ed	bed	Ted	cot
elephant	elephant	cot	tent
bed	dad	dot	Ted

23

LESSON 6  
Letter e

7 Review the alphabet.

8 Practice printing the letter e. Follow the numbers and lines to make the letter. Print a capital E and a lower case e on the lines below.

9 Print an e under each picture that starts with the short vowel sound e.

10 Put a circle around each picture that has a short e sound in the middle.

11 Practice writing the first consonant and adding a short e.

be de

24

# Lesson 7 - Letter f

## Overview:

- Review the names and sounds for the alphabet letters: **a, b, d, o, c, e**
- Review the Vowel Rules
- Introduce the letter **f**—its name, sound, and shape through pictures

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Fox*

## Teaching Tips:

Use Alphabet flashcards to review the letters taught in the previous lessons. Encourage the student to print on the board from dictation. Encourage them to print from memory each of the previous letters. Encourage them to add a vowel to a beginning consonant. Have them make the sounds they have written. Make it a game to have the student print one letter and the teacher adds another to create a beginning sound. When learning to sound the letter **f**, encourage the student to place the top teeth just over the lower lip and use a breath to form the sound. The sound of **f** is soft and voiceless.

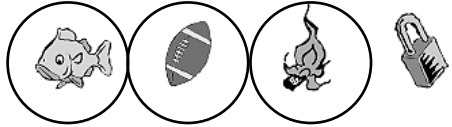
## Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Introduce the consonant **f**. Review the names and sounds for the letters previously

LESSON 7  
Letter f

1 Put a circle around the pictures that start with the sound of f as in Freddie Fish.



2 Circle the words that start with the sound of fā.

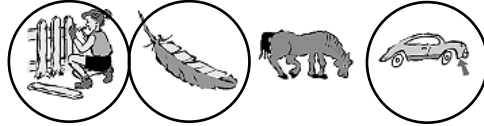
duck fan candle family fat

3 Circle the letters that make the beginning sound you hear in each word.

fox cot fed fan

fo ca co ca co to fe de af ca fa go

4 Put a circle around each picture that starts with the sounds of fā.



5 Put a circle around the letters that make the sound of fā.

fa da fa ba fa fa

6 Read the sentences.

Bab fed a cat. Dad fed the cat.

26

learned. Have the student recognize the pictures and repeat the word so the beginning sound is distinct. Study the pictures used to identify the consonant sound of **f**. Have the student think of other things that begin with the sound of **f**.

Pictures: **family, fish, frog, fork, fan, feather, fox**

**Activity 1.** Student is to recognize each picture and repeat the word so the beginning sound is distinct. Student will circle the pictures starting with the consonant **f**.

Pictures: **fish, football, fire, lock**

**Activity 2.** Direct the student how to look at the beginning of a word and determine its sound. Student is to circle the words that START with the sound of **fa**.

Words: **duck, fan, candle, family, fat**

**Activity 3.** Student has the choice of three consonant/vowel beginnings. Student is to circle the letters that make the BEGINNING SOUNDS you hear in each word.

Words: **fox, cot, fed, fan**

**Activity 4.** Recognize each picture and repeat the word so the beginning sound is distinct. Student will put a circle around each picture that starts with the sound of **fe**.

Picture: **fence, feather, horse, fender**

**Activity 5.** Distinguish between beginning consonants plus the vowel **a**. Student will circle the letters that make the sound of **fa**.

**Activity 6.** Sight words: the **a** must be taught. Student will read the sentences.

**Bab fed a cat. Dad fed the cat.**

**Activities 7 & 8.** Review the alphabet, then begin printing capital **F** and lowercase letter **f**. Emphasize the spacing and formation of the letter when printing.

**Activity 9.** Distinguish between capital **F** and lowercase **f**. Put a circle around the capital **F**. Put an **X** on the lowercase **f**. Read the other letters in between, but do not mark them.

**Activity 10.** Circle the words below the pictures that START with the consonant **f**.

Pictures: **frog, fiddle, fork, ducks**

**Activity 11.** Discuss making up words when the first alphabet was being formed. Talk about sliding letters together to make words. Make a game out of sounding out make-up words. Practice printing on the white board first. Then have the student print the make-up word after he has learned to pronounce it. At this time the teacher can determine if further drill is required.

Make-up Words: **feb, fab, fef, fof**

**Activity 12.** Identify the pictures and words. Discuss the sound of the FIRST consonant plus a vowel. Print the first consonant and vowel on the lines.

Pictures: **fat, fan, fad, fender**

**Activity 13.** Discuss the puzzle sentences and the fun in reading. Student will trace and then print the puzzle sentence on the lines below.

Puzzle Sentence: **Ed fed a bed.**

LESSON 7  
Letter f

7 Review the alphabet.

8 Practice printing the capital F and lower case f on the lines below.

9 Put a circle around the capital F. Put an x on the lower case f.

10 Circle the words below the pictures that start with the consonant f.

11 Write and sound out the make-up words below.

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LESSON 7  
Letter f

12 Practice printing the first consonant, followed by a vowel.

13 Read and trace the puzzle sentence, then write it on the lines below.

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# Lesson 8 - Letter g

## Overview:

- Review consonants: **b, d, c, f**
- Review vowels and Vowel Rule: **a, o, e**
- Introduce the consonant **g**—its name, sound, and shape through pictures

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Van*

## Teaching Tips:

Use the alphabet flow chart and flashcards as a tool for review. Have the student select certain letters from a stack, say the sound of the letter, and then print it on the white board. Continue review by picking out a vowel card and two consonants cards to make a real or make-up word. Help the student decide if it is a real word.


## Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

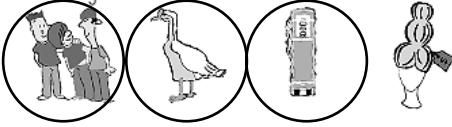
Review the alphabet. Introduce the letter **g**—the name, sound, and shape. The hard sound is the only **g** taught in this lesson. Demonstrate on the white board the formation of the letter **g** with the tail below the line and under the circle of the **g**. Have the student recognize the pictures and repeat the word so the beginning sound is distinct.

LESSON 8  
Letter g

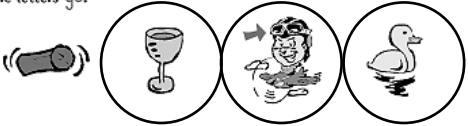
① Put a circle around each picture that begins with the sound of g as in Gary Goat loves garbage.



② Put a circle around each picture that begins with the sound of the letters gō.



③ Put a circle around each picture that begins with the sound of the letters gō.



④ Look where the g comes in the following words. Put a circle around the g if it comes at the end of the word.

bag fed gag cog dog fat

⑤ Circle the words your teacher says.

bed	can	cab	God	gas	bag
-----	-----	-----	-----	-----	-----

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Pictures: **goose, gift, goat, gorilla, gate**

**Activity 1.** Identify the pictures so the sound of g is distinct. Student will circle the pictures that START with the sound of **g**.

Pictures: **goose, gorilla, dog, golf**

**Activity 2.** Use the white board to demonstrate the beginning sound of **ga**. Have the student put a circle around each picture that STARTS with the sound of the letters **ga**.

Pictures: **gang, gander, gas, wig**

**Activity 3.** Have the student put a circle around each picture that STARTS with the sound of the letters **go**.

Pictures: **log, goblet, goggles, gosling**

**Activity 4.** Discuss the placement of the letter **g** in the following words. Read the words. Put a circle around the **g** if it comes at the END of the word.

Words: **bag, fed, gag, cog, dog, fat**

**Activity 5.** Read one word from each of the boxes. Student is to circle the correct word

then print on the white board and read each word.

Words: **bed, can, cab**  
**God, gas, bag**

**Activities 6 & 7.** Review the alphabet. Discuss the beginning and the formation of the letter **g**. Have the students follow the numbers for directional clues. Print capital **G** and lowercase **g** on the lines below. Emphasize the tail of the letter **g** which extends below the line.

**Activity 8.** Student will distinguish between the capital **G** and lowercase **g**. He will also recognize letters other than **g**. Put a circle around the capital **G**. Put an **X** on the lowercase **g**.

**Activity 9.** Practice printing **g** under each picture that STARTS with the sound of **g**.

Pictures: **girl, game, gate, boat**  
**cat, golf, gift, goat**

**Activity 10.** Discuss the pictures with the student. Identify the pictures and be aware of the vowel sound following the **g**. Practice printing the letter **g** followed by a vowel.

Pictures: **gander, gas, gift, girl**

**Activity 11.** Use the white board to print the make-up words first. Have the student sound out, read, and then write each make-up word.

Make-up Words: **gac, gaf, dag, gat**

**Activity 12.** Read the puzzle sentence and write it on the lines below.

Sentence: **Dad fed an egg.**

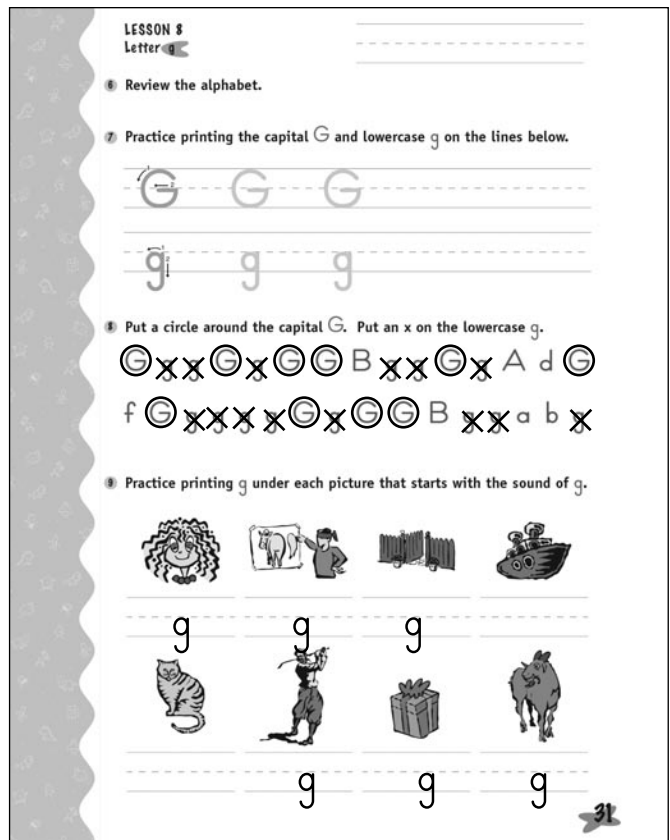
LESSON 8  
Letter **g**

6 Review the alphabet.

7 Practice printing the capital **G** and lowercase **g** on the lines below.

8 Put a circle around the capital **G**. Put an **x** on the lowercase **g**.

9 Practice printing **g** under each picture that starts with the sound of **g**.

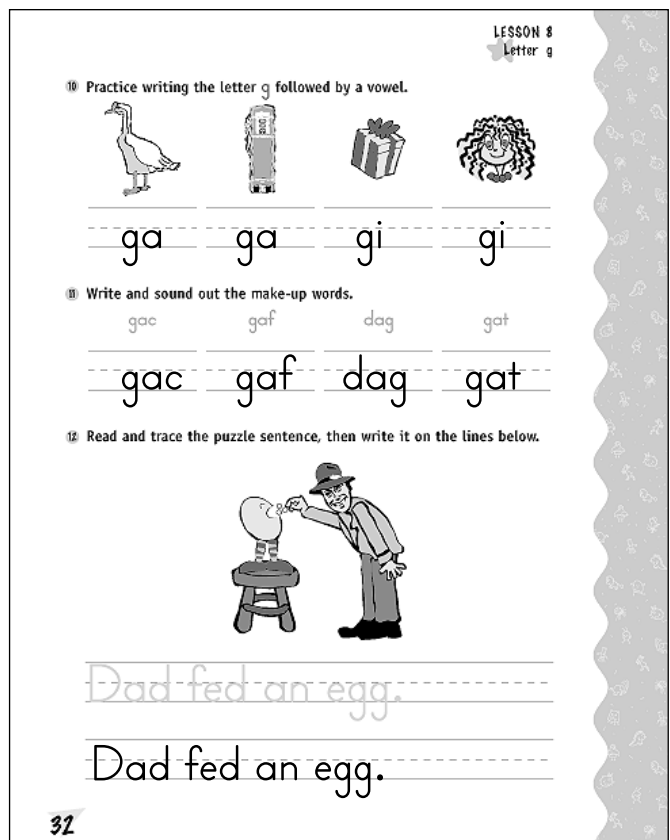


LESSON 8  
Letter **g**

10 Practice writing the letter **g** followed by a vowel.

11 Write and sound out the make-up words.

12 Read and trace the puzzle sentence, then write it on the lines below.



# Lesson 9 - Letter i

## Overview:

- Review consonants and vowels
- Introduce the letter **i**
- Use of the letter **I** as a word
- Use of the lowercase letter **i** at the beginning and middle of a word

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Twins*

## Teaching Tips:

Care must be taken to distinguish between the sound of **i** and **e**. Review the alphabet. Introduce the letter **i**—the name, sound, and shape. Also mention that the capital **I** can be used as a word. Demonstrate on the white board the formation of the letter **i** in both capital and lowercase form. Note that the dot is the second stroke on the lowercase **i**. Have the student recognize the pictures and repeat the word so the beginning sound is distinct.

Pictures: **inchworm**, **ill**, **iguana**, **igloo**, **insect**

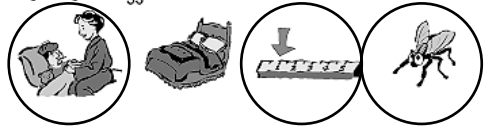
## Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

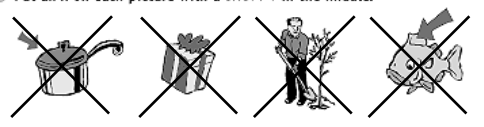
Review the alphabet. Introduce the letter **i**—the name, sound, and shape. Have the student recognize the pictures and repeat the word so the beginning sound is distinct.

LESSON 9  
Letter i


1 Put a circle around each picture with a short **i** sound at the beginning as in **I**ggie Inchworm itches.



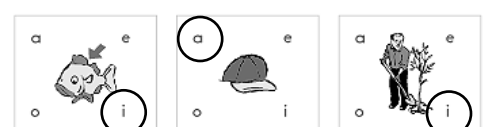
2 Put an **x** on each picture with a short **i** in the middle.



3 Circle the letter you hear that makes the beginning sound.



4 Circle the letter that makes the middle vowel sound you hear.



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**Activity 1.** Study the pictures so the student recognizes the beginning sound of **i**. Discuss the meanings of all the pictures. Student will circle pictures that begin with the sound of short **i**.

Pictures: **ill**, **bed**, **inch**, **insect**

**Activity 2.** Study the pictures. Student must be able to hear the short **i** in the middle of the word. Demonstrate on the white board the placement of vowels used in the middle. Have the student put an **X** on the pictures with short **i** in the MIDDLE.

Pictures: **lid**, **gift**, **dig**, **fin**

**Activity 3.** Identify the pictures within each square. Have the student choose and circle the letter that is at the BEGINNING of the word.

Pictures: **dish**, **gift**, **bed**

**Activity 4.** Identify the pictures within each square. Have the student choose and circle the vowel sound that is in the MIDDLE of the word.

Pictures: **fin**, **cap**, **dig**

**Activities 5 & 6.** Review the alphabet. Have the student follow the numbers for directional clues. Practice printing the capital **I** and lowercase **i**.

**Activity 7.** Study the pictures to identify the sound of **i**. Student will print **i** under each picture that STARTS with the vowel sound **i**.

Words: **igloo, iguana, ill, insect**

**Activity 8.** Discuss the capital **I** used as a word as it stands alone. Student will read the phrases and print them on the lines below. Teach the sight word **do**.

Phrases: **I did**                      **I do**

**Activity 9.** Use the white board for practice in recognizing beginning sounds. The student will practice printing and saying the letters below. Use short vowel sounds.

<b>ba</b>	<b>be</b>	<b>bi</b>	<b>bo</b>
<b>da</b>	<b>de</b>	<b>di</b>	<b>do</b>
<b>fa</b>	<b>fe</b>	<b>fi</b>	<b>fo</b>
<b>ga</b>	<b>ge</b>	<b>gi</b>	<b>go</b>

**Activity 10.** Read together with the teacher. Use diacritical markings on the vowels to indicate the short vowel sound. Use flashcards and the white board to demonstrate the beginning consonant, middle vowel and an additional consonant to finish the word.

<b>da</b>	<b>de</b>	<b>di</b>	<b>do</b>	<b>fo</b>
<b>fa</b>	<b>fe</b>	<b>fi</b>	<b>ga</b>	<b>go</b>

**Activity 11.** Read the words together. Mark each short vowel. Print the words on the white board for review.

Words: **Dan, God, dig, dog, fed**  
**rib, fell, fin, bag, Bob**

LESSON 9  
Letter **i**

1 Review the alphabet.

2 Practice printing the vowel **i**. Follow the numbers and lines to make the letter. Print a capital **I** and a lower case **i** on the lines below.

3 Print **i** under each picture that starts with the vowel sound **i**.

4 The capital **I** can stand alone and make a word. It has the long **ī** sound that you hear in the word **eye**. Read the phrases below and write them on the lines below.

I did                      I do

I did                      I do

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LESSON 9  
Letter **i**

5 Practice printing and saying the sounds the letters make.

ba	be	bi	bo
ba	be	bi	bo
da	de	di	do
da	de	di	do
fa	fe	fi	fo
fa	fe	fi	fo
ga	ge	gi	go
ga	ge	gi	go

6 Read together with your teacher. Mark each short vowel with the sign that tells you the vowel is short.

dă	dē	dī	dō	fō
fă	fē	fī	gă	gō

7 Read the words together. Mark each short vowel **ă** **ē** **ī** **ō**.

Dăn	Gōd	dīg	dōg	fēd
rīb	fēll	fīn	băg	Bōb

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# Lesson 10 - Letter h

## Overview:

- Review the names and sounds for letters that have been studied
- Review Vowel Rule
- Introduce the consonant **h**—its name, sound, and shape

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *Hal Fell*

## Teaching Tips:

Review Vowel Rules. When teaching a new letter, be sure the student has a chance to print it on the white board and review its sound.

## Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the alphabet. Introduce the letter **h**—its name, sound, and shape. Have the student identify the pictures and repeat the word so the beginning sound is distinct.

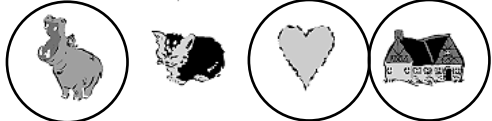
Pictures: **hockey, horn, hog, horse, hat**

**Activity 1.** Identify the pictures. Student will circle the pictures that START with the **h** sound.

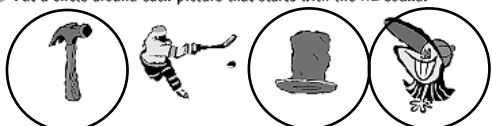
Pictures: **hippo, kitten, heart, house**

LESSON 10  
Letter h


1 Put a circle around each picture that starts with the h sound.



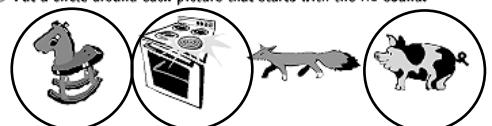
2 Put a circle around each picture that starts with the hō sound.



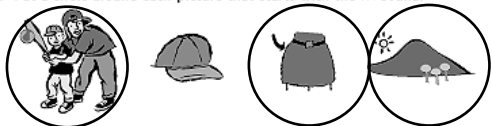
3 Put a circle around each picture that starts with the hē sound.



4 Put a circle around each picture that starts with the hō sound.



5 Put a circle around each picture that starts with the hī sound.



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**Activity 2.** Identify the pictures. Review the vowel sounds that follow a consonant. Have the student put a circle around each picture that STARTS with sound of **ha**.

Pictures: **hammer, hockey, hat, happy**

**Activity 3.** Identify the pictures. Review the vowel sounds. Have the student put a circle around each picture that STARTS with the sound of **he**.

Pictures: **helmet, hen, wheel, hedge**

**Activity 4.** Identify the pictures. Review the vowel sounds. Have the student put a circle around each picture that STARTS with the sound of **ho**.

Pictures: **hobbyhorse, hot, fox, hog**

**Activity 5.** Identify the pictures. Review the vowel sounds. Have the student put a circle around each picture that STARTS with the sound of **hi**.

Pictures: **hit, cap, hip, hill**

**Activities 6 & 7.** Review the alphabet. Discuss the beginning and the formation of the letter **h**. Have the student follow the numbers for directional clues. Print capital **H** and lowercase **h** on the lines below.

**Activity 8.** Distinguish between capital **H** and lowercase **h**. Put a circle around the capital **H**. Put an **X** on the lowercase **h**. Read the other letters in between, but do not mark them.

**Activity 9.** Identify the pictures. Student will print **h** under each picture that STARTS with the sound of **h**.

Pictures: **hand, horse, dog, house**  
**hat, bag, hammer, hamster**

**Activity 10.** Read the make-up words. Use flashcards and the white board to reinforce the concept of sounding letters.

Make-up Words: **hab, hef, hib, hom**

**Activity 11.** Study the pictures. Student is to identify the beginning consonant to complete the spelling word below the pictures. Print the beginning consonant so the spelling words match the pictures.

Pictures: **dad, hog, bag, bed**

**Activity 12.** Discuss adding the letter **s** to show the plural form of a word. Student will add **s** at the end of each word to show more than one thing.


LESSON 10  
Letter h

1 Review the alphabet.

2 Practice printing the capital H and the lower case h on the lines below.

3 Put a circle around the capital H. Put an x on the lower case h.

4 Look at the pictures. Print h under each picture that starts with the sound of h.




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LESSON 10  
Letter h

10 Read the make-up words.


hab hef hib hom

11 Put in the beginning letter to make a word to match the picture.




dad hog bag bed

12 Look at the pictures. Add s at the end to show more than one thing.



hog bed fan dog



hogs beds fans dogs

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**Activity 13.** Read the sentences. Have the student trace and then print them on the lines below. Remind the student that the sentence must begin with a capital letter and end with a period. Identify the period (.)

Sentences: **Ed fed the dog.**  
**Bob had a bed.**

**Activity 14.** Read each puzzle sentence and draw a line to the picture it matches.

Sentences: **Bob had a hot dog.**  
**Dad hid a hog.**  
**Ed fed a cab.**

**Activity 15.** Identify the beginning consonant-vowel or vowel-consonant combination. Print the letters under each picture.

Pictures: **cab, bad, can, dot,**  
**cob, Bob, add, cot**

**Activity 16.** Draw a picture of your home.

LESSON 10  
Letter h

13 Read the sentences. Trace, then print them on the lines below. The beginning of a sentence must have a capital letter. This (.) is a period. Put a period at the end of the sentence.

Ed fed the dog.

Ed fed the dog.

Bob had a bed.

Bob had a bed.

14 Read each puzzle sentence and draw a line to the picture it matches.

Bob had a hot dog.





Dad hid a hog.





Ed fed a cab.

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LESSON 10  
Letter h

15 Look at the pictures. Print the first two letters under each picture.

			
cab	bad	can	dot
ca	ba	ca	do

			
cob	Bob	add	cot
co	Bo	ad	co

16 Draw a picture of your home.

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