



Adaptable Curriculum

Level 3

Foundational reading can be difficult to teach to a child. By following the *Link And Read Adaptable Method*, your teaching will be transformed and your child's learning process will be simplified!

Frances Walker-McCampbell, M.Ed.

Link And Read Adaptable Curriculum

Level 3 • Grade 1

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www.linkandread.com



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Reading Pretest Instructions (cont.)

Evaluation Note: After you begin teaching you will use the easy evaluation guide found at the end of each reading lesson to determine when your child should be moved to the next instructional level.

Scoring Symbols (plus & minus):

The + and – symbols are the two scoring symbols that are written by each letter, word, or letter combination as your child attempts to read through the pretest. The + symbol means that your child read each test item correctly **without any help at all**. The – symbol means that your child **did not successfully read each test item alone**. As your child attempts to complete the pretest, put the (+ or –) score symbol on the line by each test item. Remember, your child should be able to **read each test item correctly without any prompting or help** to receive a + score.

Giving The Test

Setting For The Pretest:

- The best setting for the test is your child’s favorite, most comfortable place to play and read.
- You will need a table in that area.
- Be sure your child is settled and comfortable, and then follow the instructions below for the test.

Testing: Put the test paper on the table in front of your child, and then begin giving the test by saying: “Look at the letters and words on this paper. We are going to play a reading game today. I’m going to point to a letter or a word, and then you read it to me. It’s alright if you don’t know the answer. We will learn it together on another day.”

Next, begin by using your pencil to point to a letter, and then say: “Look at this letter. Can you read it to me?” (pause) Now, put a + or – on the line by the letter that you asked your child to read.

Testing Process: Repeat this same ‘point and ask’ process as you guide your child to read each letter, word, or letter combination until you have finished the pretest. If your child gets tired, finish the test later.

Scoring The Pretest To Determine Reading Lesson Level:

1. If your child missed any of the letters or words on list one, start at the beginning of Level 1 with lesson #1.
2. If your child missed any of the letters or words on list two, start at the beginning of Level 2 with lesson #1.
3. If your child missed any of the letters or words on list three, start at the beginning of Level 3 with lesson # 1.

*Use this guide to determine your child’s lesson level before beginning to teach.

Begin Lessons: After the pretesting is done and you are ready, begin teaching on your child’s lesson level. You may move as fast as he or she successfully learns letters and words or as slowly as is needed. Don’t worry if your child is moving at a slower pace. Learning happens in different ways for different children. Be consistent with your teaching and activities and keep moving forward each time your child is ready.

Remember, reteaching at each level is always very profitable!

Reading Pretest For *Link And Read* Lessons

Student Goal: For list one, successfully read the letters and words on the list.
 For lists two and three, read the letters and words correctly included on those lists.
Teacher: As your child reads, put a + if the test items were read correctly or a – if they were not read correctly.

1	a _____ b _____ c _____ d _____ e _____ f _____ g _____ hi _____ in _____ j _____ k _____ l _____ m _____ no _____ o _____ p _____ q _____ r _____ so _____ t _____ up _____ v _____ we _____ x _____ y _____ z _____	2	blow _____ br _____ bee _____ crab _____ dr _____ frog _____ tr _____ flat _____ glad _____ gr _____ pl _____ pr _____ sled _____ sm _____ sp _____ st _____ choo _____ sh _____ the _____ bat _____ wh _____ wrap _____ know _____ after _____ claw _____ how _____	3	top _____ saw _____ dew _____ moon _____ tenth _____ school _____ screech _____ splash _____ pat _____ straw _____ throw _____ going _____ every _____ just _____ see _____ spray _____ some _____ day _____ stop _____ high _____ toy _____ bye _____ fly _____ could _____ raw _____ tea _____
Scoring	1. If your child missed any of the letters or words on list one, start at the beginning of Level 1 with lesson #1. 2. If your child missed any of the letters or words on list two, start at the beginning of Level 2 with lesson #1. 3. If your child missed any of the letters or words on list three, start at the beginning of Level 3 with lesson # 1 *Use this guide to determine your child’s lesson level, then circle the level below. My child’s lesson level is: Level #1 • Level #2 • Level #3				

Directions For The Simplified Teaching Guide

In the *Link And Read Curriculum*, all of the lessons have been simplified and written for you. The simplified teaching guide includes essential lesson components that were condensed, then divided into five sections. For your understanding, we have included explanations below for each section of the lesson guide. You may view the guide format on the next page.

Information section: Fill in the information blanks in the tan box at the top of the simplified teaching guide.	
Lesson Flow ↓	To ensure that the lesson is taught in order, follow the five lesson flow steps from top to bottom.
Note: We have written the lessons for you to follow during your teaching. Fill in the top tan section with your child's information first, and then follow the directions in the other sections while teaching your daily lessons.	
Section 1: Adapt Your Child's Lesson: • Lesson Setting: Will your child be taught alone or with a group? Circle the lesson setting. • Learning Preferences: Identify and circle your child's learning preferences to be used in the lesson activities. • Targeted Lesson Adjustment: What specific need, strength, or skill of your child's should be supported in today's study? • Pacing: Because children learn at different speeds, you may easily pace your lesson instruction if needed. • Lesson Item: What is the high interest toy or item to be used for today's hands-on activity?	
Section 2: Knowledge: Ask various questions to learn what your child already knows about the concept that you are going to teach. Next, discuss the new knowledge that you will teach in today's lesson with your child. Evaluating your child's known knowledge, and then linking it to today's new knowledge is critical for moving him or her up to the next level of learning.	
Section 3: Steps To Follow For Completing The Lesson: • Simplified Guide: Follow the simplified guide steps to direct you through the lesson. • Lesson Starter: Use your toy or item to create interest in your child about today's reading lesson. 1. One of the best ways to create high interest or curiosity in your child is to ask a question. Exp: Can you guess how many apple seeds are in this apple? Will you help me look for seeds inside of the apple today? 2. During your reading hands-on activity, refer to possible answers to your question while you teach the apple craft. 3. As you teach, ask your child to share his or her ideas with you about possible answers to the question. 4. Conclude your lesson by helping your child count the number of seeds in the apple to find the answer to the question. • Orthographic Mapping Exercise: Guide your child through the orthographic lesson exercise for the listed lesson words.	
Section 4: Hands-On Activity: • Follow the hands-on activity directions in section 4 on the activities page.	
Section 5 Close, Review, And Evaluate: The evaluations are to be done at the bottom of each activities page. Close And Review: Close by asking your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's lesson concept. ☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.. ☹ Today's concept was partially explained. Take a long break, and then reteach the lesson later. ? Today's concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.	

The Simplified Teaching Guide

Lesson Flow ↓	Lesson #: • Lesson Focus: Teacher's Simplified Guide: Child's Name: Age:
1. Adjust Your Child's Lesson	1. Adapt Your Child's Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ Circle your child's learning preferences that you will use for today's lesson activities: ☺ ☹ (SM) (TA) ✍ ☺ Targeted Lesson Adjustment: Which of your child's strengths, skills, or needs should be supported in today's study? Pacing: What teaching pace is needed for this lesson? What is the high interest toy or item to be used for today's hands-on activity?
2. Knowledge	2. Known Knowledge: New knowledge to be taught:
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: <div>Remember, all of the reading lesson steps have been written for you. You will only need to fill in section one with your personal comments to tailor your child's reading lesson.</div> <div>As you teach each lesson, remember to read the bold text in the yellow boxes out loud.</div> <p>A. Before starting, use your toy or item to create interest in your child about today's reading lesson.</p> <p>B. Use the simplified guide activity mat to complete complete the hands-on lessons.</p> <p>You may add any additional notes as you teach.</p> <p>• Orthographic Mapping: Guide your child through the Orthographic Mapping exercise for the listed lesson words.</p>
4. Hands-On Activity	4. Hands-on Activity: Follow the hands-on activity directions explained in section 4 on the activities page.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept. ☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today's lesson concept was partially explained. Take a long break, then reteach the lesson later. ? Today's concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.
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Preparation Lesson For Orthographic Mapping

Sign in to your student account to watch video # 2 for this skill.

Orthographic Mapping For Reading Fluency

Orthographic mapping is the process where we remember words by linking the phonemes (individual sounds) with the graphemes (letters). Letters are the written or graphic representation of sounds. This process of linking the smallest individual sounds (phonemes) together with letters is called orthographic mapping. Because this process is how children learn to read, it is the most successful teaching method that parents and teachers can use in their reading lessons.

Before you begin teaching, practice the *Link & Read* Orthographic Mapping steps with a few words following the directions on the next page. Use your simplified guide for this exercise. To give a reward, you may use the blue counters to tally the number of new words learned.

Note: The purple sound bars along with the blue counters are on page 220 in the resource section. You will use the words included in each lesson for your orthographic word mapping.

Look at the word.
Listen to the word.
Snap for each sound heard in the word.


Map the word by putting a square over each sound heard.

Graph the word by writing the letters on the solid line. Next, read your word.

Building Blocks For Orthographic Mapping

Directions For Orthographic Mapping Using The Simplified Guide

Link & Read Orthographic Mapping Directions


 **Parental Help:**
If you are not using a white board for your lesson, print a copy of the simplified guide. Put your paper copy in a plastic sleeve so that your child can use a water marker to write the word on the solid line at the bottom of the guide. Before starting the lesson, put the letters for the word on the baseline, and then continue teaching by following the lesson steps below.

- The steps in the Link & Read Orthographic Mapping exercise below are:**
- 1. **Identify the word:** Listen to the word as it is read, and then say it out loud.
 - 2. **Snap the sounds in the word:** Snap your fingers for each individual sound heard.
 - 3. **Map the word:** Put a purple bar under each phoneme (sound) as you say the sound.
 - 4. **Graph the word:** Write the letter(s) for each sound (phoneme) heard on the solid line below.
 - 5. **Read the word:** Next, read your word out loud.
 - 6. **Conversation:** Guide your child into a purposeful conversation using the new word.
 - 7. **Storytelling:** Help your child use today's word to create and tell a very short story.
- Example Story Starter Question:** If you were captain of this ship, where would you be going?

Orthographic Mapping Guide

Did you hear and snap the sounds?

How many purple sound bars did you need?



sh	i	p
1	2	3

On this solid line, write each sound heard in the new word, and then read the word.

ship

Easily Teach Your Child New Words With Orthographic Mapping.

Orthographic Mapping Practice

Skill 1 • Consonant Blends

Sign in to your student account to watch video # 8 for this skill.

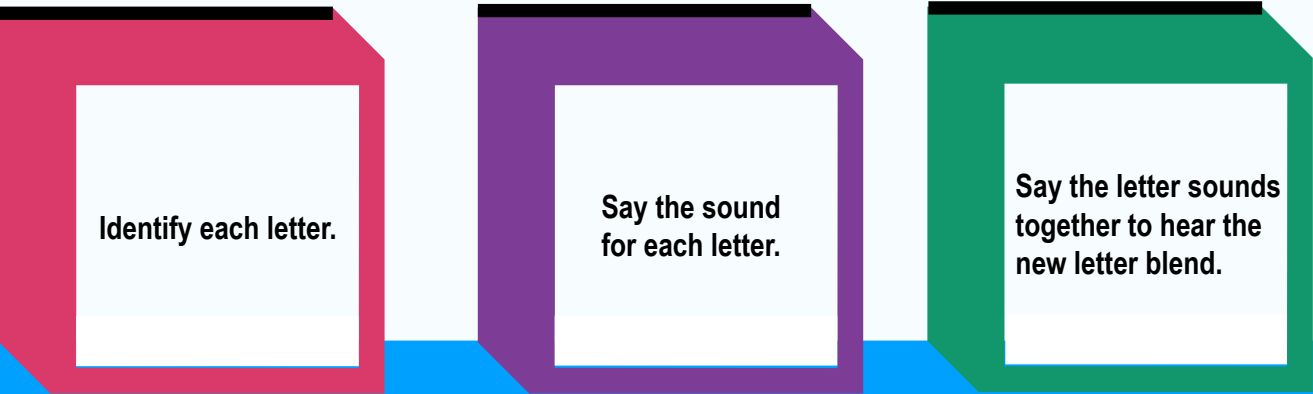
Rule: The English alphabet is made of 26 letters called consonants and vowels.
Each letter of the Alphabet has a unique sound

A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. The most common beginning consonant blends include: bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp and st.

Blends can also occur at the end of words as in the word “past”.

Note: The underline baseline bars are on page 220, and the simplified guide is on page 230 and 231.

Orthographic Mapping: Guide your child through the lesson word mapping exercise.



Building Blocks For Using Consonant Blends

Directions For Skill 1

Rule: The English alphabet is made of 26 letters called consonants and vowels.
Each letter of the Alphabet has a unique sound.

Parent: On the holding spot, put the alphabet letters needed for today’s lesson.

- Activity:**
1. On the holding spot, look at the letters for today’s blend.
 2. Touch those two letters with your finger. Now, pull both letters down onto the first two blanks on the baseline.
 3. Trace over the letters with your finger, and then say the name for each letter.
 4. These two letters make the letter blend_____. Listen as I say the sound of the letter blend. Now, you say the sound of the letter blend.
 5. Can you name something that starts with this letter blend?
 6. Look at this picture. Can you think of a word to go with the picture?
 7. Next, pull down the other letters to spell the word for your picture.
 8. Let’s Link And Read: Let me help you put the letters in order to spell your new word. The new word reads_____.
Can you say the new word?
 9. What is the meaning of your word? Can you use your word in a sentence?
 10. Let’s put the red bar under the baseline to underline the vowel that you used.
Note: There may be more than one vowel in the word.

Critical Thinking Skills Questions:
Again, what is the meaning of today’s new word?
What sentence did you create with your new word?

Orthographic Mapping:
Guide your child through the word mapping exercise for the lesson words.

Consonant Blends

Lesson Flow ↓	Lesson # 1 • Consonant blend “br” • The “br” blend sounds like the beginning of bracelet. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ ☺☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “b” and “r”. New knowledge to be taught: The letter blend “br” sounds like the beginning of the word bracelet.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: In the last lesson we learned that when two letters are together or blended they make a different sound. If we blend “b” and “r” together it sounds like the beginning of the word bracelet. Today we will learn about the “br” blend. Can you say bracelet? Now, say the “br” sound? Look at these two letters again. They are “b” and “r”. We say these two letters together because they are a blend. Can you say the sound for “br” for me again? Let’s look at this gray “br” blend below. I will trace over the gray blend with my finger. Now, you trace over the other black letter blends with your finger. Can you say the sound again for “br”?
	Look at the gray letter blends again. I’ll use my pencil to write over the first gray letters. These letters stand for the blended sound of “br”. Now use your pencil to write over the other two letter blends. Tell me the name and sound of this letter blend?
	<div style="font-size: 48px; font-weight: bold; letter-spacing: 10px;">br br br</div>


3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “b”, “r”, “a”, and “n” at the top of the activity mat. • Say: Tap the letter “b” with your finger. Pull it down in front of you. • Touch the letter “r”. Now, pull it down in front of you. • Use your finger to trace over the letter blend “br”. Say the blended sound for the “br” letters. • Touch the letter “a” at the top of the mat. Pull it down. What sound does the letter “a” make? • Say the sound of the letter “n” that you learned earlier. Next, pull it down in front of you. Let’s Link And Read: • Let’s put the letter blend “br” here, then put the letter “a” beside it. Now, put the letter “n” last. • Say the sound for the “br” blend. Say the sound for the letter “a”. Next, say the sound for the letter “n”. • Put the four sounds together. How do these letters sound together? They sound like bran. • The linking letters read bran. Bran is the outer covering of grain that is used to add fiber to some foods. Sometimes, we eat bran cereal or bran muffins. Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “bran”.
	4. Hands-on-Activity: Blend ‘br’ Bracelet. ✋✋ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: three different colors of yarn, paper plate, crayons ✋ Parent only for the beginning steps: 1. Select three different colors of yarn, then braid them into three lengths at least 12 inches long. 2. Tie the ends of the three braids together. 3. Attach the tied end of the braids to some other object for support. ✋✋ Parental help needed for the following steps: 4. Braid the three colorful pieces of yarn to make your bracelet. 5. To hold your bracelet together, tie the ends of yarn together. 6. Make a “br” charm by cutting a round shape from a paper plate. 7. Write “br” on your charm. Punch a tiny hole in the charm to hold the yarn. 8. Tie the charm on your bracelet with another short piece of yarn. 9. Wear your bracelet around your wrist, and then share it with your family.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(✋✋) Family Enrichment Discussion Questions: Often bracelets are given as gifts as a symbol of a close relationship. Who invented bracelets?



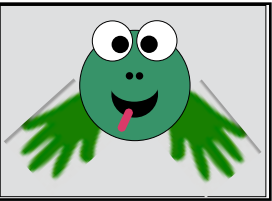
Lesson Flow	Lesson # 2 • Consonant blend “cl” • The “cl” blend sounds like the beginning of clock. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	<div>1. Adapt Your Child’s Lesson:</div> <div>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺</div> <div>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</div> <div>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</div> <div>_____</div> <div>Pacing: What teaching pace is needed for this lesson? _____</div> <div>_____</div> <div>What is the main toy or item to be used for today’s hands-on activity? _____</div>
2. Knowledge	<div>2. Known knowledge: Review and evaluate known knowledge for the letters “c” and “l”.</div> <div>New knowledge to be taught: The letter blend “cl” sounds like the beginning of the word clock.</div>
3. Steps To Follow For Completing The Lesson	<div>3. Lesson steps to follow for completing the lesson:</div> <div>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</div> <div>Say: You’ve learned that two letters together create a new sound. Today, we will blend “c” and “l” together during your lesson. The letter blend “cl” sounds like the beginning of the word clock. Can you say the word</div> <div>Look again at these two letters. They are “c” and “l”. They are a blend, so we say these two letters together. Now, say the blended sound for “cl” again.</div> <div>“Look at the “cl” blend again. I will trace over it with my finger. Listen as I say the sound for “cl”. Use your finger to trace over the black letter blends while saying the sound after each blend.”</div>
	<div>Look at the gray letters below again. I’ll use my pencil to write over the first blend. These letters stand for the blended sound of “cl”. Now, use your pencil to write over the other gray letters. What are the two letters in this blend? Say the sound of ther blend “cl” again.</div>
	<div>cl cl cl</div>

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued) Word Builder Activities</div> <div>Before beginning, put the letters “c”, “l”, “α”, and “p” at the top of the activity mat, then say:</div> <div>• Touch the letter “c”. Pull it down in front of you. Tap the letter “l”. Pull it down in front of you.</div> <div>• Trace over the letters “c” and “l” with your finger. What sound does the letter blend “cl” make?</div> <div>• Touch the letter “α”. Pull it down in front of you. What sound does the letter “α” make?</div> <div>• Pull down the letter “p”. What sound does the letter “p” make?</div> <div>• Put the two letters “c” and “l” together. Say the sound for the “cl” letter blend.</div> <div>Let’s Link And Read:</div> <div>• Pull down the letter blend “cl”. Next, pull down the letters “α” and “p”.</div> <div>• Put the letter blend “cl” first. Put the letter “α” next to it. Now, put the letter “p” last.</div> <div>• Can you say the sounds of the four letters together? Sound each letter as you read.</div> <div>• Yes, when these four letters are linked, they make the sound of clap.</div> <div>• The linking letters read clap. Can you clap your hands?</div> <div>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “clap”.</div>
	<div>4. Hands-on-Activity: Blend “cl” Clock Face ☺☺ Parental help needed.</div> <div>Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺</div> <div>School supplies are needed, as well as these items: white paper plate, green and blue colored construction paper, a brad</div> <div>☺ Parent only for the beginning steps:</div> <div>1. Draw a black line around the inner circle of the paper plate.</div> <div>2. Punch a hold in the center of the paper plate or clock face.</div> <div>☺☺ Parental help needed for the following steps:</div> <div>3. Use a marker to color the outer fluted border of the white paper plate.</div> <div>4. Write the numbers around the clock face (inner circle) for the hours in the day.</div> <div>5. Cut two strips of construction paper (one green and one blue). Make one strip shorter than the other.</div> <div>6. Cut a pointed shape at each end of the strips of construction paper.</div> <div>7. Put the two hands (strips of construction paper) on the clock.</div> <div>8. Punch the brad through the ends of the strips to fasten them to the center of the clock face.</div> <div>9. Write the letter blend “cl” any place on the clock face.</div> <div>10. Turn the hands of the clock as you say the time.</div> <div>11. Share your clock with your family.</div> <div>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “clap”.</div>
5. Close, Review, & Evaluate	<div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div>☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> <div>☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> <div>❓ Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div>
	<div>(☺☺) Family Enrichment Discussion Questions: Why do we use a clock? Are there different kinds of clocks?</div> <div>What was one of the first clocks ever used?</div>


Lesson Flow	Lesson # 3 • Consonant blend “dr” • The “dr” blend sounds like the beginning of drip. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	<p>1. Adapt Your Child’s Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</p> <p>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<p>2. Known knowledge: Review and evaluate known knowledge for the letters “d” and “r”.</p> <p>New knowledge to be taught: The letter blend “dr” sounds like the beginning of drip.</p>
3. Steps To Follow For Completing The Lesson	<p>3. Lesson steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: We’ve learned that when two letters are together or blended they make a different sound. If we blend “d” and “r” together it sounds like the beginning of the word “drip”. Today we will learn about the “dr” blend. Can you say drip? Now, say the “dr” sound?</p> <p>Look at these two letters again. They are “d” and “r”. We say these two letters together because they are a blend. Can you say the sound for “dr” again?</p> <p>Let’s look at the gray “dr” blend below. I will trace over the gray blend with my finger. Now, you trace over the other gray letters with your finger. Can you say the sound again for “dr”?</p>
	<p>I’ll use my pencil to write over the gray “dr” blend. Pick up your pencil and write over the other ‘dr’ blends.</p> <p>What is the word you learned today that starts with “dr”? Say the sound of the “dr” blend again.</p>
	<div style="font-size: 100px; opacity: 0.5; text-align: center;">dr dr dr</div>

3. Steps To Follow For Completing The Lesson (cont.)	<p>3. (section 3 continued) Word Builder Activities</p> <p>Before beginning, put the letters “d”, “r”, “i”, and “p” at the top of the activity mat.</p> <ul style="list-style-type: none"> • Say: Tap the letter “d” with your finger. Pull it down in front of you. • Touch the letter “r”. Now, pull it down in front of you. • Use your finger to trace over the letter blend “dr”. Say the blended sound for the “dr” letters. • Touch the letter “i” at the top of the mat. Pull it down. What sound does the letter “i” make? • Say the sound of the letter “p” that you learned earlier. Pull it down in front you you. <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Let’s put the letter blend “dr” here, and then put the letter “i” beside it. Now, put the letter “p” last. • Say the sound for the “dr” blend. Next, say the sound for the letter “i”. Say the sound for the letter “p”. • Say the four sounds together. How do they sound? They sound like “drip”. • The linked letters read “drip”. Can you use your finger to drip some water on your plate? <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “drip”.</p>
	<p>4. Hands-on-Activity: Blend “dr” Drip Art ✋✋ Parental help needed.</p> <p>Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺</p> <p>School supplies are needed, as well as these items: craft paint, plastic spoons, white copy paper</p> <p>✋ Parent only for the beginning steps:</p> <ol style="list-style-type: none"> 1. Put craft paint, several spoons, and white paper on your work surface. <p>✋✋ Parental help needed for the following steps:</p> <ol style="list-style-type: none"> 2. Dip your spoon into one color of paint. 3. Drip drops of your paint onto your paper. 4. Put another color of paint on your spoon, and then drip more drops on your paper to make a colorful design. 5. Continue to drip drops of colored paint on the paper until you have finished your design. 6. What does your drip art look like? 7. Share your drip art with your family and friends. Explain the meaning of your drip art. 
5. Close, Review, & Evaluate	<p>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p>☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>
	<p>(✋✋) Family Enrichment Discussion Questions: Look at the faucet above. The water is dripping out of it. Ask your family if they have left a water faucet dripping all night, and then ask someone to tell you why?</p>






Lesson Flow	Lesson # 4 • Consonant blend “fr” • The “fr” blend sounds like the beginning of frog. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	<p>1. Adapt Your Child’s Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</p> <p>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<p>2. Known knowledge: Review and evaluate known knowledge for the letters “f” and “r”.</p> <p>New knowledge to be taught: The letter blend “fr” sounds like the beginning of the word frog.</p>
3. Steps To Follow For Completing The Lesson	<p>3. Lesson steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: You’ve learned that two letters together create a new sound. Today, we will blend “f” and “r” together during your lesson. The letter blend “fr” sounds like the beginning of the word frog. Can you say the word frog? Say the “fr” blend again for me.</p> <p>Look again at these two letters. They are “f” and “r”. They are a blend, so we say these two letters together. Now, say the blended sound for “fr” again.</p> <p>“Look at the “fr” blend again. I will trace over it with my finger. Listen as I say the sound for “fr”. Use your finger to trace over the gray letter blends while saying the sound after each blend.”</p>
	<p>I will write over the gray letter blend with my pencil. Now, it’s your turn to use your pencil to write over the other “fr” blends. What is the word you learned that starts with “fr”? Say the sound of this blend again.</p>
	<div>frfrfr</div>

3. Steps To Follow For Completing The Lesson (cont.)	<p>3. (section 3 continued) Word Builder Activities</p> <p>Before beginning, put the letters “f”, “r”, “o”, and “g” at the top of the activity mat, then say:</p> <ul style="list-style-type: none"> • Touch the letter “f”. Pull it down in front of you. Tap the letter “r”. Pull it down in front of you. • Trace over the letters “f” and “r” with your finger. What sound does the letter blend “fr” make? • Touch the letter “o”. Pull it down in front of you. What sound does the letter “o” make? • Pull down the letter “g”. What sound does the letter “g” make? • Put the two letters “f” and “r” together. Say the sound again for the “fr” letter blend. <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Pull down the letter blend “fr”. Next, pull down the letters “o” and “g”. • Put the letter blend “fr” first. Put the letter “o” next to it. Now, put the letter “g” last. • Can you say the sounds of the four letters together? Sound each letter as you read. • Yes, when these four letters are linked, they make the sound of frog. • The linking letters read frog. A frog is an amphibian that hops and makes funny, different noises. <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “frog”.</p>
	<p>4. Hands-on-Activity: Blend “fr” Friendly Frog ✋✋ Parental help needed.</p> <p>Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺</p> <p>School supplies are needed, as well as these items: green construction paper, red construction paper, white paper, black construction paper</p> <p>✋ Parent only for the beginning steps:</p> <ol style="list-style-type: none"> 1. Cut a large circle from the green construction paper for the frog’s face. <p>✋✋ Parental help needed for the following steps:</p> <ol style="list-style-type: none"> 2. Lay your hand flat on two sheets of green construction paper, then trace around your hand. 3. Cut out your green handprints for the frog’s feet. 4. Cut two white circles from the middle of the paper plate and glue on the green face. 5. Cut black pupils and glue them on the white circles for eyes. 6. Cut a large, open mouth from the black paper and glue it on. 7. Cut a long, red tongue from the red paper and glue it on the mouth. 8. Color two black dots for the nose. 9. For the feet, glue your paper hands under the frog’s green body. 10. Share your friendly frog with others. What sound does your friendly frog make? <div>  </div>
5. Close, Review, & Evaluate	<p>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p>☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>
	<p>(✋✋) Family Enrichment Discussion Questions: Frogs absorb water through their skin. They don’t need to drink water! Do you think they get thirsty? How far can a frog jump? Can you jump that far?</p>


Lesson Flow	Lesson # 5 • Consonant blend “gl” • The “gl” blend sounds like the beginning of glass. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	<p>1. Adapt Your Child’s Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</p> <p>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<p>2.</p> <p>Known knowledge: Review and evaluate known knowledge for the letters “g” and “l”.</p> <p>New knowledge to be taught: The letter blend “gl” sounds like the beginning of the word glass.</p>
3. Steps To Follow For Completing The Lesson	<p>3. Lesson steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: You’ve learned that two letters together create a new sound. Today, we will blend “g” and “l” together during your lesson. The letter blend “gl” sounds like the beginning of the word glasses. Can you say the word glasses? Say the “gl” blend again for me.</p> <p>Look again at these two letters. They are “g” and “l”. They are a blend, so we say these two letters together. Now, say the blended sound for “gl” again.</p> <p>“Look at the gray “gl” blend again. I will trace over it with my finger. Listen as I say the sound for “gl”. Use your finger to trace over the black letter blends while saying the sound after each blend.”</p> <hr/> <p>I will write over the gray letter blend with my pencil. Now, it’s your turn to use your pencil to write over the other “gl” blends. What is the word you learned that starts with “gl”? Say the sound of this blend again.</p> <div> <div>gl</div> <div>gl</div> <div>gl</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	<p>3. (section 3 continued)</p> <p>Word Builder Activities</p> <p>Before beginning, put the letters “g”, “l” “a”, and “s” at the top of the activity mat, then say:</p> <ul style="list-style-type: none"> • Touch the letter “g”. Pull it down in front of you. Tap the letter “l”. Now, pull it down in front of you. • Trace over the letters “g” and “l” with your finger. What sound does the letter blend “gl” make? • Touch the letter “a”. Pull it down. What sound does the letter “a” make? • Pull down the letter “s”. What sound does the letter “s” make? <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Put the letter blend “gl” first. Next, put the letter “a”. Now, put the letter “s” last. • Can you say the sounds of the four letters together? Sound each letter as you read. • Yes, when these four letters are linked, they sound like glass. The sound is correct, but we need to spell the word correctly. Let’s add another “s” to the end of these letters, because the word glass is spelled with an extra letter “s”. Your letters now spell the word glass. • Today’s linking letters read glass. A window is made of glass. Do you drink juice from a glass? <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “crab”.</p>
4. Hands-On Activity	<p>4. Hands-on-Activity: “gl” Glitter Glasses ✋✋ Parental help needed.</p> <p>Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺</p> <p>School supplies are needed, as well as these items: two white paper plates, glitter crayons</p> <p>Say: For today’s activity, we are going to make a pair of glasses. If we take the word glass and add the letters “es” to it, we will make another new word pronounced glasses. People wear glasses to see better.</p> <p>✋ Parent only for the beginning steps:</p> <ol style="list-style-type: none"> 1. Look at the picture of the circle shaped glasses. There is a rectangular section between the round lenses. 2. Using a stiff paper plate, cut two circles leaving the rectangular section between them to fit your child’s face. 3. Cut out the center of the white circles so that your child can see through the glasses. <p>✋✋ Parental help needed for the following steps:</p> <ol style="list-style-type: none"> 4. Now, cut two long arms from the stiff paper plate for the side arms of the glasses. 5. Glue the side arms onto the backs of the round circles. 6. Color your glasses with your glitter crayons. Use as many colors as you like! 7. Wear your glasses and show them to all your friends and family. <div>  </div>
5. Close, Review, & Evaluate	<p>5.</p> <p>Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p>☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p> <p>(✋✋) Family Enrichment Discussion Questions: The first eyeglasses were worn over the nose or held with one’s hand. What type of eyeglassses did Benjamin Franklin wear? What new type of eyeglasses did he invent? ☺</p>

Lesson Flow	Lesson # 6 • Consonant blend “pr” • The “pr” blend sounds like the beginning of pretzel. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☐ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “p” and “r”. New knowledge to be taught: The letter blend “pr” sounds like the beginning of the word pretzel.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: You’ve learned that two letters together create a new sound. Today, we will blend “p” and “r” together during your lesson. The letter blend “pr” sounds like the beginning of the word pretzel. Can you say the word pretzel? Say the “pr” blend again for me. Look again at these two letters. They are “p” and “r”. They are a blend, so we say these two letters together. Now, say the blended sound for “pr” again. “Look at the “pr” blend again. I will trace over it with my finger. Listen as I say the sound for “pr”. Use your finger to trace over the gray letter blends while saying the sound after each blend.”
	I will write over the gray letter blend with my pencil. Now, it’s your turn to use your pencil to write over the other “pr” blends. What is the word you learned that starts with “pr”? Say the sound of this blend again.
	<div>pr pr pr</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “p”, “r”, “e”, and “t” at the top of the activity mat, then say: • Touch the letter “p”. Pull it down in front of you. Tap the letter “r”. Pull it down in front of you. • Trace over the letters “p” and “r” with your finger. What sound does the letter blend “pr” make? • Touch the letter “e”. Pull it down in front of you. What sound does the letter “e” make? • Pull down the letter “t”. What sound does the letter “t” represent? Let’s Link And Read: • Pull down the letter blend “pr”. Next, pull down the letters “e and t”. • Put the letter blend “pr” first. Put the letter “e” next to it. Now, put the letter “t” last. • Can you say the sounds of the four letters together? Sound each letter as you say them. • Yes, when these four letters are linked, they make the sound of pret. Pret is not a word, so let’s add some more letters to make a word. Put the letters pret first, then add “z”, “e”, and “l” at the end. • Now, the linking letters read pretzel. Can you say pretzel? Have you eaten a pretzel before? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “pretzel”.	
	4. Hands-On Activity	4. Hands-on-Activity: “pr” Clay Pretzel  Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: clay (any color), a baked pretzel, sheet of colored paper  Parent only for the beginning steps: 1. Show the pretzel. Ask: Does this look like someone’s folded arms? 2. Come stand in front of the mirror and touch your shoulders. 3. Do your arms remind you of the shape of this pretzel?  Parental help needed for the following steps: 4. Put the baked pretzel where you can see it. 5. Roll the clay into a very long worm shape at least 12 inches long. 6. Fold it over to look like the pretzel from the store. 7. Lay the clay pretzel on your piece of colored paper. 8. During your family discussion time, discuss the story (legend) of the pretzel with your family. 
5. Close, Review, & Evaluate	5.	Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	() Family Enrichment Discussion Questions: A pretzel reminds you of your folded arms. What is the story or legend of the pretzel? Can you find out who made the first pretzel?	


Lesson Flow	Lesson # 7 • Consonant blend “sm” • The “sm” blend sounds like the beginning of smell. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s” and “m”. New knowledge to be taught: The letter blend “sm” sounds like the beginning of the word smell.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Remember, when two letters are together or blended they make a different sound. Today, we will blend “s” and “m” together. The letters “sm” sound like the beginning of the word smell. Can you say smell? Look at these two letters again. They are “s” and “m”. We say these two letters together because they are a blend. What is the blended sound for “sm”? Look at the gray letters. Watch as I trace over them with my finger. Can you say the sound again for “sm”? Now, you use your finger to trace over the other letter blends, then say the sound for “sm” after each blend.
	Look at the gray letter blend below. I’ll use my pencil to write over the gray letters. These letters stand for the blended sound of “sm”. Now, use your pencil to write over the other letter blends. What is the name and sound of this letter blend?
	<div>sm sm sm</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s”, “m”, “e”, and “l” at the top of the activity mat. • Say: Tap the letter “s” with your finger. Pull it down in front of you. • Touch the letter “m”. Now, pull it down in front of you. • Use your finger to trace over the letter blend “sm”. Say the blended sound for the letters “sm”. • Touch the letter “e” at the top of the mat. Pull it down. What sound does the letter “e” make? • Say the sound of the letter “l” that you learned earlier. Pull it down in front you you. Let’s Link And Read: • Let’s put the letter blend “sm” here, and then put the letter “e” beside it. Now, put the letter “l” last. • Say the sound for the “sm” blend. Say the sound for the letter “e”. Next, say the sound for the letter “l”. • How do these letters sound? Yes, they sound like “smell”. • The word “smell” has two of the letter “l” on the end, so let’s add another “l”. Link all four letters together. • The linked letters read “smell”. We smell with our noses. Are there flowers in your yard that you can smell? Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “smell”.
	4. Hands-on-Activity: “sm” Smell ☺☺ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: cupcake paper backing cup, water markers, green paper ☺ Parent only for the beginning steps: 1. Flatten the paper backing cup on the table. ☺☺ Parental help needed for the following steps: 2. Clip around the outer edge of the paper baking cup to make flower petals. 3. Color the center of your flower with a yellow marker or crayon. 4. Write “sm” on the yellow flower center. 5. Cut the main stem from your green paper. 6. Next, cut the green branches or leaves from your green paper. 7. Glue the flower onto the top of the green main stem. 8. Glue the branches or leaves onto the sides of the main stem. 9. Show your flower to others. Does your flower smell or have a fragrance? Describe how you think your flower would smell if it were real. <div>  </div>
	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned. (☺☺) Family Enrichment Discussion Questions: People can smell millions of different smells! Smells can bring back memories. Describe two smells that you remember.


Lesson Flow	Lesson # 8 • Consonant blend “sp” • The “sp” blend sounds like the beginning of spot. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s” and “p”. New knowledge to be taught: The letter blend “sp” sounds like the beginning of the word spot.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Remember, when two letters are together or blended they make a different sound. Today, we will blend “s” and “p” together. The letters “sp” sound like the beginning of the word spot. Can you say spot? Look at these two letters again. They are “s” and “p’. We say these two letters together because they are a blend. What is the blended sound for “sp”? Look at the gray letters. Watch as I trace over them with my finger. Can you say the sound again for “sp”? Now, you use your finger to trace over the other letter blends. Say the sound for “sp” after each blend.
	Look at the gray letter blend below. I’ll use my pencil to write over the gray letters. These letters stand for the blended sound of “sp”. Now, use your pencil to write over the other letter blends. What is the name and sound of this letter blend?
	<div>sp sp sp</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s”, “p”, “o”, and “t” at the top of the activity mat, then say: • Touch the letter “s”. Pull it down in front of you. • Trace over the letter “s” with your finger. What sound does the letter “s” make? • Touch the letter “p”. Pull it down in front of you. What sound does the letter “p” make? • Put the two letters together. Say the sound for the letter blend “sp”. • Can you name something that starts with the “sp” sound? You may use other items for encouragement Link And Read: • Pull down the letter blend “sp”. Next, pull down the letter “o”. What sound does it make? • Put the letter blend “sp” first. Now, put the letter “o” next to it. • Put the letter “t” last. What sound does the letter “t” make? • Say the four sounds together. Yes, when these four letters are linked, they make the sound of spot. • The linking letters read spot. A spot is a small round or roundish mark, differing in texture or color from the surface around it. Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “spot”.
	4. Hands-on-Activity: “sp” Spot Shapes ☺☺ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: sponges, wooden clothes pins, craft paint, white paper, small bowls, paper towels ☺ Parent only for the beginning steps: 1. Prepare several colors of craft paint, then put them in small bowls. 2. Cut the sponges into different shapes, then clip the clothes pins on them for handles. ☺☺ Parental help needed for the following steps: 3. Put one piece of paper on the table for your art project. 4. Lightly dip a sponge into the paint, then dab a spot or two to make shape prints on your paper. 5. Now, create pictures or designs using your different printed spots. 6. Repeat the process using different colors until you are finished with your art project. 7. Set your spot prints aside to dry. 8. Write “sp” on your printed paper. 9. Show your printed spot shapes to your friends and family.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(☺☺) Family Enrichment Discussion Questions: Sponges are usually found in the sea. They are the world’s simplest animals. How do sponges eat? Why do we use sponges with liquids?

Lesson Flow	Lesson # 9 • Consonant blend “sc” • The “sc” blend sounds like the beginning of scab. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	<p>1. Adapt Your Child’s Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</p> <p>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<p>2. Known knowledge: Review and evaluate known knowledge for the letters “s” and “c”.</p> <p>New knowledge to be taught: The letter blend “sc” sounds like the beginning of the word scab.</p>
3. Steps To Follow For Completing The Lesson	<p>3. Lesson steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: You’ve learned that two letters together create a new sound. Today, we will blend “s” and “c” together during your lesson. The letter blend “sc” sounds like the beginning of the word scab. Can you say the word scab? Say the “sc” blend again for me.</p> <p>Look again at these two letters. They are “s” and “c”. They are a blend, so we say these two letters together. Now, say the blended sound for “sc” again.</p> <p>“Look at the “sc” blend again. I will trace over it with my finger. Listen as I say the sound for “sc”. Use your finger to trace over the other letter blends while saying the sound after each blend.”</p>
	<p>I will write over the gray letter blend with my pencil. Now, it’s your turn to use your pencil to write over the other “sc” blends. What is the word you learned that starts with “sc”? Say the sound of this blend again.</p>
	<div>SCSCSC</div>

3. Steps To Follow For Completing The Lesson (cont.)	<p>3. (section 3 continued) Word Builder Activities</p> <p>Before beginning, put the letters “s”, “c”, “a”, and “b” at the top of the activity mat, then say:</p> <ul style="list-style-type: none"> • Touch the letter “s”. Pull it down in front of you. Tap the letter “c”. Pull it down in front of you. • Trace over the letters “s” and “c” with your finger. What sound does the letter blend “sc” make? • Touch the letter “a”. Pull it down in front of you. What sound does the letter “a” make? • Now, pull down the letter “b”. What sound does the letter “b” make? • Put the two letters “s” and “c” together. Say the sound for the “sc” letter blend. <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Pull down the letter blend “sc”. Next, pull down the letters “a” and “b”. • Put the letter blend “sc” first. Put the letter “a” next to it. Now, put the letter “b” last. • Can you say the sounds of the four letters together? Sound each letter as you read. • Yes, when these four letters are linked, they make the sound of scab. • The linking letters read scab. A scab is a natural covering that your skin makes to cover a cut or scratch. <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “scab”.</p>
	<p>4. Hands-on-Activity: “sc” Banaid Art ☺☺ Parental help needed.</p> <p>Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺</p> <p>School supplies are needed, as well as these items: white paper, crayons or markers, one bandaid</p> <p>☺ Parent only for the beginning steps:</p> <ol style="list-style-type: none"> 1. Get one bandaid for this drawing. <p>☺☺ Parental help needed for the following steps:</p> <ol style="list-style-type: none"> 2. Draw a picture of you playing. 3. If you fell and scratched your knee, how would it look? 4. Draw a picture of your skinned knee. 5. While your skin is healing, your body makes a scab to protect it. 6. You can help keep the scratch clean by covering it with a bandaid. 7. Stick your bandaid over the picture of your scratched knee. 8. Show your bandage picture to your family and friends. 9. About how long does it take for a scratch to heal? Ask your family what they think. <div>  </div>
5. Close, Review, & Evaluate	<p>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p>☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>
	<p>(☺☺) Family Enrichment Discussion Questions: A scab is your skin’s way of making a natural bandaid to cover a scratch or wound. Have you ever scratched your knee or cut your skin? Did you have a scab on that spot?</p>

Lesson Flow	Lesson # 10 • Consonant blend “sk” • The “sk” blend sounds like the beginning of skip. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s” and “k”. New knowledge to be taught: The letter blend “sk” sounds like the beginning of skip.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson Say: You’ve learned that two letters together create a new sound. Today, we will blend “s” and “k” together during your lesson. The letter blend “sk” sounds like the beginning of the word “skip”. Do you know how to skip? Say the “sk” blend again for me. Look again at these two letters. They are “s” and “k”. They are a blend, so we say these two letters together. Now, say the blended sound for “sk” again. “Look at the “sk” blend below. I will trace over it with my finger. Listen as I say the sound for “sk”. Use your finger to trace over the gray letter blends while saying the sound after each blend.”
	I will write over the gray letter blend with my pencil. Now, it’s your turn. Use your pencil to write over the other “sk” blend. What is the word you learned that starts with “sk”? Say the sound of this blend again.
	<div style="font-size: 100px; opacity: 0.5; text-align: center;">sk sk sk</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s”, “k”, “i”, and “n” at the top of the activity mat. • Say: Tap the letter “s” with your finger. Pull it down in front of you. • Touch the letter “k”. Now, pull it down in front of you. • Use your finger to trace over the letter blend “sk”. Say the blended sound for the “sk” letters. • Touch the letter “i” at the top of the mat. Pull it down. What sound does the letter “i” make? • Say the sound of the letter “p” that you learned earlier. Pull it down in front you you. Let’s Link And Read: • Pull down the letter blend “sk”. Next, pull down the letter “i”. What sound does it make? • Put the letter blend “sk” first. Now, put the letter “i” next to it. • Put the letter “p” last. Now, say the four sounds together. • Yes, when these four letters are linked, they make the sound of “skip”. • The linked letters read “skip”. Do you have a jump rope? How many times can you skip with your rope? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “skip”.
	4. Hands-on-Activity: “sk” Skip Rope Picture ✋✋ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: a piece of yarn, white paper <div> <div> ✋ Parent only for the beginning steps: 1. Put the colored paper, yarn, and school supplies on your work surface. ✋✋ Parental help needed for the following steps: 2. Draw a picture of yourself skipping rope. 3. Glue the yarn on your paper to show how you use your jumping rope. 4. Now, draw and color your background to show where you like to skip rope. 5. Share your rope jumping picture with your friends. </div> <div>  </div> </div> Fun Idea: Ask your friends if they want to have a rope skipping contest to see who can jump the longest.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(✋✋) Family Enrichment Discussion Questions: Skipping rope has been popular for many years. There are various forms of rope jumping including: single freestyle and double dutch. What type of rope jumping do you like?

Skill 2 • Associating Consonant Blends With Pictures

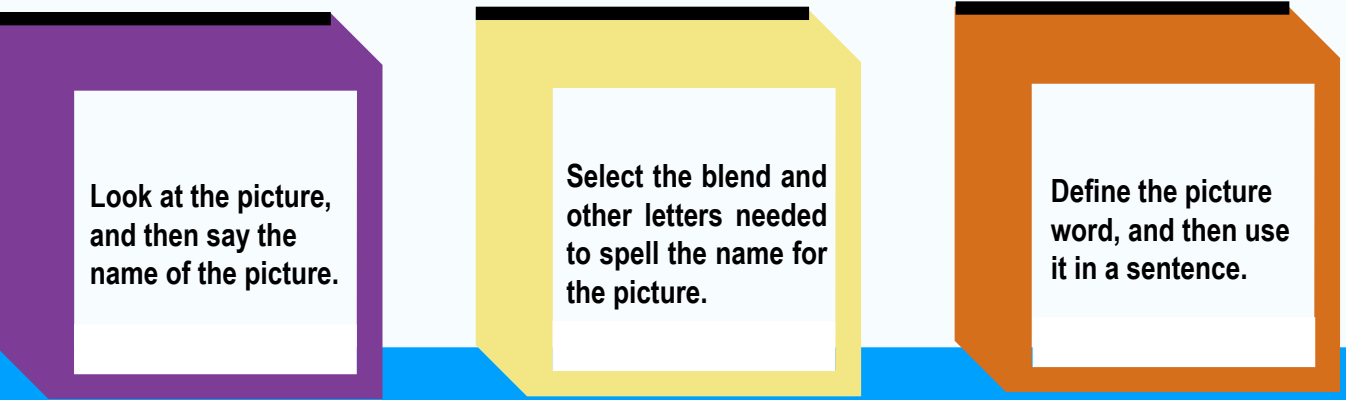
Sign in to your student account to watch video # 8 for this skill.

Linking Consonant Blends And Picture Words

Rule: A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend.

The most common beginning consonant blends include:
bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sk, sl, sm, sp and st.

Note: The simplified guide is on page 230 - 231.
The consonant blend picture cards are on page 232.



Building Blocks For Associating Consonant Blends With Pictures

Directions For Skill 2 • Lesson 11

Linking Consonant Blends And Picture Words

Parent: Using the simplified guide, scramble today's letters on the holding spot, and then use your card stand to display different pictures from page 232 as you go through the picture blend association activity. Continue until you've used all the activity pictures.

Student Goal: Put the letters on the baseline to spell the word that names the picture, and then use the picture word in a sentence.

- Activity:**
1. Look at the picture on the card stand.
 2. What do you see? Can you say the name of the picture?
 3. Now, pull down the letter blend and the other letters needed to spell the picture word.
 4. What blend did you use to spell the picture word? Say the sound of the blend for me.
 5. Can you explain the meaning of your new word?
 6. Next, use your word in a short sentence.
 7. Show your family today's picture word. Ask them to use your new word in a sentence.

Critical Thinking Skills: Define your picture word, and then use it in a sentence.

Parent / Teacher Note: You may add as many of your own pictures as you would like to expand this activity.

Orthographic Mapping:
Guide your child through the word mapping exercise for the lesson words.

Associating Consonant Blends With Pictures

Skill 3 • Long And Short Vowels

Sign in to your student account to watch video # 10 for this skill.

Vowels

Rule: Any sound that a letter makes that is not a consonant sound is a vowel.

- What are the vowels? There are five English vowels: **a, e, i, o, u**, and sometimes **y**.
- Each vowel has two sounds. Those sounds are short and long.
- The vowel sounds have symbols written above the letters to show their sounds.
Example: The short sound mark is “ă” as in apple. The long sound mark is “ā” as in acorn.

Identify each vowel.

Say the sound for the short vowel.


Say the sound for the long vowel.

Building Blocks For Using Vowels

Directions For Skill 3

Learning Long And Short Vowels

Activity:

 **Parent:** On the holding spot, put the red vowel baseline bars along with the letters needed to spell today's words. On the lesson sheet, cut off the pictures, and then choose one at a time to be spelled. Now, let your child paste the correct pictures on the vowel sheet.

1. Let's look at today's picture. What is the name of this picture? Display the word picture on your card stand.
2. Now, look at today's vowel on the holding spot. Pull down the vowel onto the baseline, and then say the name for the vowel.
3. The vowel makes the sound of _____. Listen as I say the sound of the vowel. Now, you say the sound of the vowel for me.
4. Is the vowel sound for today's picture word short or long?
5. Name something else that starts with today's vowel sound.
6. From the holding spot, pull down the other letters needed to spell your picture word?
7. After you spell your picture word, put the red bar under the baseline to underline the vowel that you used.
8. Now, read your new word. Can you use your word in a sentence?
9. Next, point to the word under each letter and tell me if the letter is a consonant or a vowel.

Critical Thinking Skills Questions:

Can you tell me the meaning of today's word? Can you create a sentence with your new word?

Orthographic Mapping:

Guide your child through the word mapping exercise for the lesson words.














Learning Long And Short Vowels

abcdefghijklmnopqrstuvwxyz


Lesson 12 • Vowel Sounds For “a”


The two vowel sounds for the letter “a” are: ă as in jam and ā as in skate.

Lesson Flow	Lesson # 12 • Vowel “a” • The two sounds for the letter “a” are: ă as in jam and ā as in skate. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	<div>1. Adapt Your Child’s Lesson:</div> <div>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹☹</div> <div>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</div> <div>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</div> <div>Pacing: What teaching pace is needed for this lesson? _____</div> <div>What is the main toy or item to be used for today’s hands-on activity? _____</div>
2. Knowledge	<div>2. Known knowledge:</div> <div>Review and evaluate the beginning sound of the letter “a” that you learned earlier.</div> <div>New knowledge to be taught:</div> <div>Today, we will learn that the letter “a” represents more than one sound.</div> <div>The two sounds of vowel “a” are: the short ‘ă’ sound as in jam and the long ‘ā’ sound as in skate.</div>
3. Steps To Follow For Completing The Lesson	<div>3. Lesson steps to follow for completing the lesson:</div> <div>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</div> <div>Link to new Knowledge:</div> <div>In your earlier lessons you learned the sound for the letter “a”. It is the sound of “ă” as in jam. Can you say the sound of “ă” again for jam? Today, we will learn that the letter “a” has another sound.</div> <div>Look at the letter “a” again. The long vowel sound says the name of the letter. Listen to the other sound for “a”. It is the sound of “ā” as in skate. Can you say skate? Skates are worn to slide across ice or to roll across a wooden floor. Have you been on skates before?</div> <div>Watch me trace over the two gray vowels below with my finger. You trace over the two gray vowels with your finger and say their sounds. The vowel marks (short “ă” and long “ā”) over the letters show their sound.</div> <div>I will write over the first vowels below. Now, use your pencil to write over the other vowels. Remember to add the vowel marks. Say the sounds for the vowels. What two sounds did you learn for the letter “a”?</div> <div>ă ā a a</div>


3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued) Word Builder Activities</div> <div>In the yellow sections, say the lesson words out loud that are printed in bold as you teach your children. The two vowel sounds for the letter “a” are: ă as in jam and ā as in skate.</div> <div>Before beginning, put the “ă” and “ā” vowel letters at the top of the activity mat, and then say:</div> <ul style="list-style-type: none"> • Touch the short letter vowel “ă”. Pull it down in front of you. • Trace over the vowel “ă” with your finger. Say the short vowel sound for “ă”. It sounds like jam. • Touch the long vowel “ā”. Pull it down in front of you. The long vowel “ā” sounds like skate. • Can you name something that starts with the short vowel sound of “ă”? • Name something that starts with the long vowel sound of “ā”. <div>Let’s Link And Read:</div> <div>Before beginning, put the letters “j”, “a”, and “m”, at the top of the activity mat, and then say:</div> <ul style="list-style-type: none"> • Let’s make a new word using the short vowel that you learned today. • Pull down the letter “j”. What sound does the “j” make? • Next, pull down the vowel letter “ă”. What sound does the short “ă” make? • Pull down the letter “m”. Say the sound for “m”. • Let’s spell the word “jam”. What is the first letter you need for “jam”? • Now, add the vowel “ă”. Add the letter “m”. Can you pronounce the word “jam”? • Link the three letters on the baseline. Can you read your new word? • Yes, the linked letters read “jam”. <div>Jam is made from fruit. We usually eat jam at breakfast time. Do you like jam? What flavor do you like?</div> <div>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “jam”.</div>
4. Hands-On Activities	<div>4. Hands-On Activity: Letter vowel “ă” and “ā”  Parental help needed.</div> <div>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  </div> <div>Cut out the pictures below for the two vowel sounds “ă” and “ā” for today’s letter activity. On the next page, glue the pictures beside the correct vowels, and then write the vowels on the practice lines.</div>
5. Close, Review, & Evaluate	<div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div>  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div>  Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div>  Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div>
Cut Out Pictures	<div>     </div>


Paste the two short “ă” pictures and the two long “ā” pictures by the correct letters below.





Practice writing your letters on the lines below. Add the short “ă” and long “ā” vowel marks above your letters.














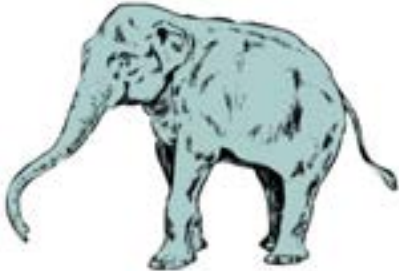







a b c d e f g h i j k l m n o p q r s t u v w x y z

Lesson 13 • Vowel Sounds For “e”

The two vowel sounds for the letter “e” are: “ě” as in bed and “ē” as in key.

Lesson Flow	Lesson # 13 • Vowel “e” • The two sounds for the letter “e” are: “ě” as in bed and “ē” as in key. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate the beginning sound ot the letter “e” that you learned earlier. Today’s new knowledge to be learned: Today, we will learn that the letter “e” represents more than one sound. The vowel “e” represents these sounds: the short “ě” sound as in bed and the long “ē” sound as in key.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Link to new Knowledge: Earlier you learned the short sound for the letter “e”. It is the sound of “ě” heard in the word “bed”. Today, you will learn that the letter “e” has another sound. Again, can you say the short “ě” sound for me? Look at the letter “e” again. Now, listen to the long sound of “ē”. It is the sound of “ē” heard in key. Can you say key? A key is used to unlock a door lock or some other lock. The long vowel sound says the name of the letter. Now, say the sound for the long “ē” again. Today’s vowel sounds are: “ě” as in bed and “ē” as in key. The vowel marks (short “ě” and long “ē”) over the letters show their sound. Watch as I trace over the first two gray vowels with my finger. Now, you trace over the same gray vowels with your finger. Pick up your pencil and trace over the last two gray vowels. Be sure to add the vowel marks. What two vowel sounds did you learn for the letter “e”? Can you say those sounds for the vowel “e” again? <div>ě ē e e</div>

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued) Word Builder Activities</div> <div>In the yellow sections, say the lesson words out loud that are printed in bold as you teach your children. The two vowel sounds for the letter “e” are: “ě” as in bed and “ē” as in key.</div> <div>Before beginning, put the “ě” and “ē” vowel letters at the top of the activity mat, and then say:</div> <div> <ul style="list-style-type: none"> • Touch the short letter vowel “ě”. Pull it down in front of you. • Trace over the vowel “ě” with your finger. Say the short vowel sound for “ě”. It is the sound in “bed” . • Touch the long vowel “ē”. Pull it down in front of you. The long vowel “ē” sounds like key. • Can you name something that starts with the short vowel sound of “ě”? • Name something that starts with the long vowel sound of “ē”. </div> <div>Let’s Link And Read:</div> <div>Before beginning, put the letters “b”, “ě”, and “d” at the top of the activity mat, and then say:</div> <div> <ul style="list-style-type: none"> • Let’s make a new word using the short vowel that you learned today. • Pull down the letter “b”. What sound does the “b” make? • Next, pull down the vowel letter “ě”. What sound does the short “ě” make? • Pull down the letter “d”. Say the sound for “d”. • Let’s spell the word “bed”. What is the first letter you need for the word “bed”? • Now, add the vowel “ě”. Add the letter “d”. Can you pronounce the word “bed”? • Link the three letters on the baseline. Can you read your new word? • Yes, the linked letters read “bed”? </div> <div>A bed is where we sleep at night. There are many types of beds, but they all are used for rest and sleep.</div> <div>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “bed”.</div>
4. Hands-On Activities	<div>4. Hands-On Activity: Letter vowel “ě” and “ē”  Parental help needed.</div> <div>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  </div> <div>Cut off the bottom section of this page.</div> <div>For today’s letter activity, cut out the pictures below for the two vowel sounds “ě” and “ē”. On the next page, glue the pictures beside the correct vowels, and then write the vowels on the practice lines.</div>
5. Close, Review, & Evaluate	<div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div>  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div>  Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div>  Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div>
Cut Out Pictures	<div>     </div>

<div>Paste the two short “ě” pictures and the two long “ē” pictures by the correct letters below.</div> <div>   </div> <div>Practice writing your letters on the lines below. Add the short “ě” and long “ē” vowel marks above your letters.</div> <div>   </div>

abcdefghijklmnopqrstuvwxyz


Lesson 14 • Vowel Sounds For “i”


The two vowel sounds for the letter “i” are: “ī” as in fish and “î” as in nine.

Lesson Flow	Lesson # 14 • Vowel “i” • The two sounds for the letter “i” are: “ī” as in fish and “î” as in nine. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	<div>1. Adapt Your Child’s Lesson:</div> <div>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹</div> <div>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</div> <div>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</div> <div>Pacing: What teaching pace is needed for this lesson? _____</div> <div>What is the main toy or item to be used for today’s hands-on activity? _____</div>
2. Knowledge	<div>2. Known knowledge:</div> <div>Review and evaluate the beginning sound of the letter “i” that you learned earlier.</div> <div>Today’s new knowledge to be learned:</div> <div>Today, we will learn that the letter “i” represents more than one sound. The vowel “i” represents these sounds: the short “ī” sound as in fish and the long “î” sound as in nine.</div>
3. Steps To Follow For Completing The Lesson	<div>3. Lesson steps to follow for completing the lesson:</div> <div>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</div> <div>Link to new Knowledge:</div> <div>Earlier you learned the short sound for the letter “i”. It is the sound of “ī” as in fish. Today, you will learn that the letter “i” has another sound. Again, can you say the short “ī” sound for me?</div> <div>Look at the letter “i” again. Now, listen to the long sound of “î”. It is the sound of “î” as in nine. Can you say nine? Nine is the number that comes before ten. Can you count to nine? Remember, the long vowel “î” sound says the name of the letter. Now, say the sound for the long “î” again.</div> <div>Today’s vowel sounds are: “ī” as in fish and “î” as in nine. The vowel marks (short “ī” and long “î”) over the letters show their sound. Watch as I trace over the first two gray vowels with my finger. Now, you trace over the same gray vowels with your finger.</div> <div>Use your pencil to write over the last two gray vowels. Be sure to add the vowel marks. What two vowel sounds did you learn for the letter “i”? Can you say those sounds for the vowel “i” again?</div> <div><div><div></div><div></div><div></div><div></div></div></div>

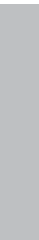
3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued)Word Builder Activities</div> <div>In the yellow sections, say the lesson words out loud that are printed in bold as you teach your children. The two vowel sounds for the letter “i” are: “i” as in fish and “I” as in nine.</div> <div>Before beginning, put the “i” and “I” letters at the top of the activity mat, and then say:</div> <div><div>• Pull down the short vowel “i” to the baseline.</div><div>• Trace over the vowel “i” with your finger. What sound does the short vowel “i” make?</div><div>• Touch the long vowel “I”. Pull it down in front of you. What sound does the long vowel “I” make?</div><div>• Can you name another item that starts with the short vowel sound of “i”?</div><div>• Name something else that starts with the long vowel sound of “I”.</div></div> <div>Let’s Link And Read:</div> <div>Before beginning, put the “f”, “i”, “s”, and “h” letters at the top of the mat, and then say:</div> <div><div>• Let’s make a new word using these letters and the vowels that you learned.</div><div>• Pull down the letter “f”. What sound does it make?</div><div>• Next, pull down the vowel “i”. Say the sound for the short vowel “i”.</div><div>• Last, pull down the first letter “s”, and then pull down the last letter “h”.</div><div>• Let’s spell the word “fish”. What is the first letter that you need for the word “fish”?</div><div>• Now, add the vowel “i”. Now, add the letter “s”. Last, add the letter “h”.</div><div>• When these four letters are linked, they make the word “fish”.</div><div>• The linked letters read “fish”.</div></div> <div>Fish live in the water. There are many different kinds of fish. Some live in rivers and lakes. Some fish live in the ocean. Have you been fishing before? Did you catch a fish?</div> <div>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “fish”.</div>	
	4. Hands-On Activities	<div>4. Hands-On Activity:Letter vowel “i” and “I”<div><div><div></div><div></div><div></div></div>Parental help needed.</div></div> <div>Circle your child’s learning preferences that you plan to use with today’s activity: <div><div></div><div></div><div></div><div>(SM)</div><div>(TA)</div><div></div><div></div></div></div> <div>To be used with today’s letter activity, cut out the pictures below for the two vowel sounds “i” and “I”. On the next page, glue the pictures beside the correct vowels, and then write the vowels on the practice lines.</div>
	5. Close, Review, & Evaluate	<div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div><div>☺</div> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> <div><div>☹</div> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> <div><div>?</div> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div>

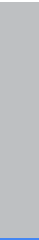
Paste the two short “i” pictures and the two long “I” pictures by the correct letters below.





Practice writing your letters on the lines below. Add the short “i” and long “I” vowel marks above your letters.





Lesson Flow

1. Adapt Your Child's Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson

Lesson # 15 • Vowel “o” • The two sounds for the letter “o” are: “ō” as in sock and “ō” as in cone.
Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

1. Adapt Your Child’s Lesson:
Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹
Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍
☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?

Pacing: What teaching pace is needed for this lesson? _____
What is the main toy or item to be used for today’s hands-on activity? _____

2. Known knowledge: Review and evaluate the beginning sound ot the letter “o” that you learned earlier.
Today’s new knowledge to be learned: Today, we will learn that the letter “o” represents more than one sound. The vowel “o” represents these sounds: the short “ō” sounds like sock and the long “ō” sounds like cone.

3. Lesson steps to follow for completing the lesson:
Before starting, use your toy or item to create interest in your child about today’s reading lesson.
Link to new Knowledge:
Earlier you learned the short sound for the letter “o”. It is the sound of “ō” heard in sock. Today, you will learn that the letter “o” has another sound. Again, can you say the short “ō” sound for me?

Look at the letter “o” again. Now, listen to the long sound of “ō”. It sounds like the “ō” sound heard in cone. Can you say cone? A cone can be used to hold ice cream. Now, say the sound for the long “ō” again.

Today’s vowel sounds are: “ō” as in sock and “ō” as in cone. The vowel marks (short “ō” and long “ō”) over the letters show their sound. Watch as I trace over the first two gray vowels with my finger. Now, you trace over the same gray vowels with your finger.

Pick up your pencil and write over the two last gray vowels. Be sure to add the vowel marks. What two vowel sounds did you learn for the letter “o”? Can you say those sounds for the vowel “o” again?

ō ō o o

Lesson Flow

1. Adapt Your Child's Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson

Lesson # 15 • Vowel “o” • The two sounds for the letter “o” are: “ō” as in sock and “ō” as in cone.
Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

1. Adapt Your Child’s Lesson:
Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹
Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍
☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?

Pacing: What teaching pace is needed for this lesson? _____
What is the main toy or item to be used for today’s hands-on activity? _____

2. Known knowledge: Review and evaluate the beginning sound ot the letter “o” that you learned earlier.
Today’s new knowledge to be learned: Today, we will learn that the letter “o” represents more than one sound. The vowel “o” represents these sounds: the short “ō” sounds like sock and the long “ō” sounds like cone.

3. Lesson steps to follow for completing the lesson:
Before starting, use your toy or item to create interest in your child about today’s reading lesson.
Link to new Knowledge:
Earlier you learned the short sound for the letter “o”. It is the sound of “ō” heard in sock. Today, you will learn that the letter “o” has another sound. Again, can you say the short “ō” sound for me?

Look at the letter “o” again. Now, listen to the long sound of “ō”. It sounds like the “ō” sound heard in cone. Can you say cone? A cone can be used to hold ice cream. Now, say the sound for the long “ō” again.

Today’s vowel sounds are: “ō” as in sock and “ō” as in cone. The vowel marks (short “ō” and long “ō”) over the letters show their sound. Watch as I trace over the first two gray vowels with my finger. Now, you trace over the same gray vowels with your finger.

Pick up your pencil and write over the two last gray vowels. Be sure to add the vowel marks. What two vowel sounds did you learn for the letter “o”? Can you say those sounds for the vowel “o” again?

ō ō o o

<div>3. Steps To Follow For Completing The Lesson (cont.)</div>	<div> <div>3. (section 3 continued)Word Builder Activities</div> <div> In the yellow sections, say the lesson words out loud that are printed in bold as you teach your children. The two vowel sounds for the letter “o” are: “ö” as in sock and “ō” as in cone. </div> <div> Before beginning, put the “ö” and “ō” letters at the top of the mat, and then say: <ul style="list-style-type: none"> • Touch the short vowel “ö”. Pull it down in front of you. • Trace over the vowel “ö” with your finger. What sound does the short vowel “ö” make? • Touch the long vowel “ō”. Pull it down in front of you. What sound does the long vowel “ō” make? • Can you name something that has the short vowel sound of “ö” in it? • Name something that had the long vowel sound of “ō” in it. </div> <div> Let’s Link And Read: Before beginning, put the letters “s”, “o”, “c”, and “k” at the top of the mat, and then say: <ul style="list-style-type: none"> • Let’s make a new word using these letters and the vowel sounds that you learned. • Let’s spell the word “sock”. • First, pull down the letter “s”. What sound does “s” make? • Next, pull down the vowel “ö”. Say the sound for the short vowel “ö”. • Now, add the letter “c”. Last, pull down the letter “k”. • When these four letters are linked, they spell the word “sock”. Can you say sock? • The linked letters read “sock”. A sock is a piece of clothing that you wear on your foot. </div> <div> Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “sock”. </div> </div>
<div>4. Hands-On Activities</div>	<div> <div> 4. Hands-On Activity:Letter vowel “ö” and “ō” </div> <div> (SM) (TA) </div> <div> Parental help needed. </div> </div> <div> Circle your child’s learning preferences that you plan to use with today’s activity: </div> <div> For today’s letter activity, cut out the pictures below for the two vowel sounds “ö” and “ō”. On the next page, glue the pictures beside the correct vowels, and then write the vowels on the practice lines. </div>
<div>5. Close, Review, & Evaluate</div>	<div> <div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div> Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. <div> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div> </div>
<div>Cut Out Pictures</div>	<div> </div>

Paste the two short “ö” pictures and the two long “ō” pictures by the correct letters below.

ö

ō

Practice writing your letters on the lines below. Add the short “ö” and long “ō” vowel marks above your letters.

ö














ö

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

Lesson 16 • Vowel Sounds For “u”

The two vowel sounds for the letter “u” are: “ŭ” as in bug and “ū” as glue.

Lesson Flow	Lesson # 16 • Vowel “u” • The two sounds for the letter “u” are: “ŭ” as in bug and “ū” as in glue. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate the beginning sound ot the letter “u” that you learned earlier. Today’s new knowledge to be learned: Today, we will learn that the letter “u” represents more than one sound. The vowel “u” represents these sounds: the short “ŭ” sounds like bug and the long “ū” sounds like glue.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Link to new Knowledge: In your earlier lessons you learned the sound for the letter “u”. It is the sound of “ŭ” as in bug. Can you say the sound of “ŭ” again for bug? Today, we will learn that the letter “u” has another sound. Look at the letter “u” again. The long vowel sound says the name of the letter. Listen to the other sound for “u”. It is the sound of “ū” as in glue. Can you say glue? We use glue to stick things together. Watch me trace over the first two gray vowels with my finger. You trace over the same two gray vowels with your finger. The vowel marks (short “ŭ” and long “ū”) over the letters show their sound. I will write the vowel marks over the first two gray vowels below. Now, use your pencil to write the vowel moraks over the last two gray vowels. Next, say the two sounds that you learned for the vowel “u” today. <div> <div>ŭū</div> <div>u u</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> </div> <p>In the yellow sections, say the lesson words out loud that are printed in bold as you teach your children. The two vowel sounds for the letter “u” are: “ü” as in bug and “ū” as in glue.</p> <p>Before beginning, put the “ü” and “ū” letters at the top of the activity mat, and then say:</p> <ul style="list-style-type: none"> • Touch the vowel “ü”. Pull it down in front of you. • Trace over the vowel “ü” with your finger. What sound does the short vowel “ü” make? • Touch the vowel “ū”. Pull it down in front of you. What sound does the long vowel “ū” make? • Name something that starts with the short vowel sound of “ü”? • Can you say a another word that starts with the long vowel sound of “ū”. <p>Let’s Link And Read: Before beginning, put the “b”, “u”, and “g” letters at the top of the activity mat, and then say:</p> <ul style="list-style-type: none"> • Let’s make a new word using these letters and the vowel sounds that you learned. • Let’s spell the word “bug”. • Pull down the letter “b”. What sound does it make? • Next, pull down the letter “ū”. Say the sound for “ū”. • Now, pull down the letter “g”. Say the sound for the letter “g”. • When these four letters are linked, they spell the word “bug”. • The linked letters read “bug”. A bug is a tiny little animal. It is an insect. Our picture shows a ladybug. <p>Have you seen a ladybug before?</p> <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “bug”.</p>
4. Hands-On Activities	<div> <div>4. Hands-On Activity:</div> <div>Letter vowel “ü” and “ū”</div> <div>  Parental help needed. </div> </div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  </p> <p>For today’s letter activity, cut out the pictures below for the two vowel sounds “ü” and “ū”. On the next page, glue the pictures beside the correct vowels, and then write the vowel letters on the practice lines.</p>
5. Close, Review, & Evaluate	<div> <div>5.</div> <div> Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. </div> <div> Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. </div> <div>  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div>  Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div>  Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div>
Cut Out Pictures	<div>     </div>

Paste the two short “**ü**” pictures and the two long “**ū**” pictures by the correct letters below.

ü

ū

Practice writing your letters on the lines below. Add the short “**ü**” and long “**ū**” vowel marks above your letters.

u

u
















Lesson 17 • Vowel Sounds For “y”

The letter “y” is one of those “tricky” letters in our language. Typically, when the letter “y” is at the beginning of a word, it is a consonant.

When the vowel “y” is read, we hear two different sounds. The two “y” vowel sounds heard sound like long “e” and long “i”.

Lesson Flow ↓	Lesson # 17 • Vowel “y” • The two “y” vowel sounds heard sound like long “e” and long “i”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ ☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate the sound of the letter “y” that you learned in your alphabet lessons. Today’s new knowledge to be learned: Today, we will learn about the letter “y” vowel sounds. The vowel “y” has two different sounds. At the end of the word donkey, the long “e” sound is heard, and at the end of the word fly, the long “i” sound is heard. Remember that the letter “y” can be a vowel with two different sounds. We will practice those sounds in today’s lesson.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Link to new Knowledge: In your earlier lessons you learned the sound for the letter “y”. It is the sound heard in the beginning of yellow. Can you say yellow? Today, we will learn that the letter “y” can be a vowel with two different sounds. Look at the letter “y” again. When we say the word fly, we hear the “y” vowel sound. It sounds like the long “i” sound. Listen as I say the word “fly” again. Do you hear the long “i” sound in the word “fly”? Now, listen to the word “donkey”. The “y” vowel at the end of the word “donkey” sounds like the long “e” vowel sound. Do you hear the long “e” sound at the end of the word “donkey”? Can you say the two sounds of the vowel “y” for me? Watch me trace over the first two letters with my finger. Now, you trace over the same two letters with your finger. Remember, the letter “y” can be a vowel where we hear two different sounds. _____ I will write over the first “y” below. Now, use your pencil to write over the other letters. Again, the letter “y” can be a vowel with two different sounds. Can you say the two sounds for the vowel “y” for me? _____ <div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities			
	In the yellow sections, say the lesson words out loud that are printed in bold as you teach your children. When the vowel “y” is read, we hear two different sounds. The vowel sounds heard sound like long “e” and long “i”. Before beginning, put the “y” letter at the top of the activity mat, and then say: • Touch the vowel “y”. Pull it down in front of you. Trace over the vowel “y” with your finger. • Point to the picture of the donkey. Tell me what you see? What “y” vowel sound do you hear? • Look at the word “fly”. Can you say fly? What “y” vowel sound is at the end of this word? • Can you name something else that has a “y” vowel sound in it? Look at the other pictures. Let’s Link And Read: Before beginning, point to the pictures on the bottom of this page, and then say: • Let’s create a story to go with one of your pictures below. • Select one picture, and then tell me what you think is happening in the picture? • Use your own words to make up a story about your picture. • How will your story end? • Tell me story. That was a very good story. I enjoyed hearing you tell it. • Let’s link and read. I have some letters to show you. They are “f”, “l”, and “y”. Put them on the baseline. • Look at these three letters together. Can you read this word? • Yes, the linked letters read “fly.” A plane can fly in the sky. Have you been on a plane before? • What vowel sound do you hear at the end of the word “fly”? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “fly”.			
4. Hands-On Activities	4. Hands-On Activity:	“y” Vowel Pictures	 Parental help needed.	Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  
For today’s letter activity, cut out the pictures below that represent the two “y” vowel sounds. On the next page, glue the pictures in the correct box with their vowel sounds. Next, write the letters on the practice line. The pictures below are of a bunny, a monkey, a butterfly, and the sky. Can you hear the “y” vowel sound at the end of each word?				
5. Close, Review, & Evaluate	5.	Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.		
	Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.  Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later.  Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.			
Cut Out Pictures	 Fly			 Sky

Paste the “y” vowel pictures in the correct boxes below.

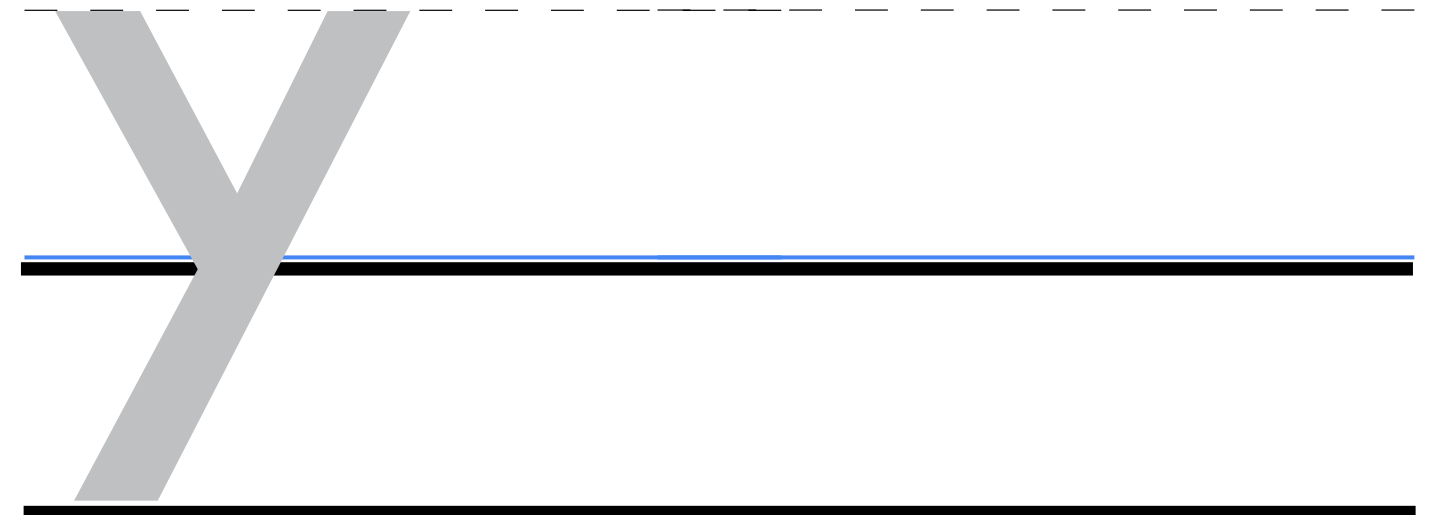
Long “e” Sound for the vowel “y”

Long “i” sound for the vowel **y**”

Long “e” sound for the vowel “y”

Long “i” sound for the vowel **y**”

Practice writing the letter “y” below.



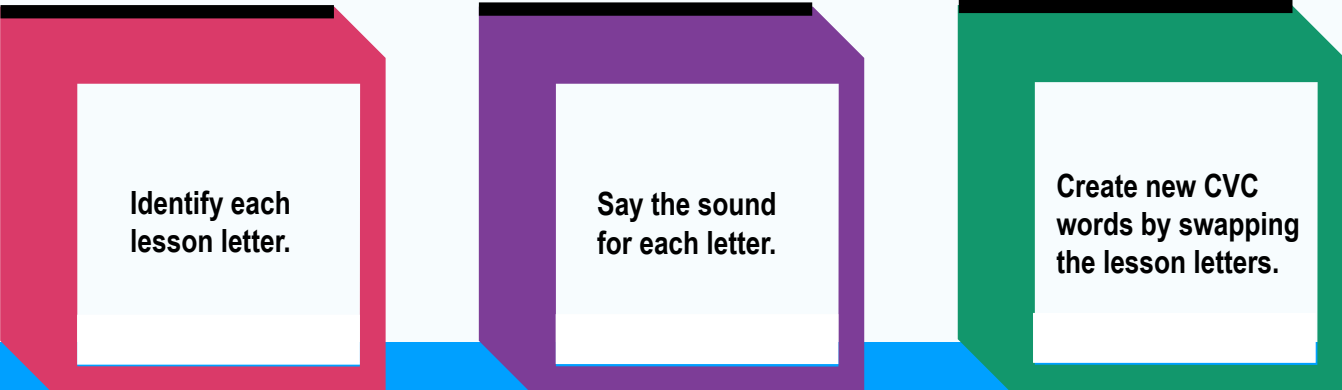
Skill 4 • Creating CVC Words

Sign in to your student account to watch video # 10 for this skill.

Creating CVC Words

Rule: A CVC word includes these three sounds: a consonant, a vowel, and a consonant.

Note: The vowel lesson cards are on page 233.



Building Blocks For Spelling Words Using Vowel Sounds

Directions For Skill 4 • Lesson 18

Creating CVC, CVCC, And CCVC Words

Activity:

1. Look at the CVC words on the lesson picture.
2. Next, look at the letters on the holding spot. What letters do you need to spell your first CVC word?
3. Touch those letters, and then pull them down onto the baseline.
4. Link And Read: Link your letters together on the baseline by putting them on the correct spaces.
5. Next, read your new word out loud. What is the meaning of your CVC word? If you need help, ask your teacher.
Teacher's Note: Using the critical thinking skills verb list, ask your child several questions to encourage a simple discussion using the new CVC word.
6. After you finish spelling the first CVC word, put the red bar under the baseline to underline the vowel that you used.
7. Now, push your letters back up onto the holding spot.
8. Select new letters to spell the next CVC word found on your lesson picture.
9. Last, let's point to the word under each letter on the baseline. As we do, tell me whether the letter is a consonant or a vowel.

Critical Thinking Skills Questions:

During your teaching, use the critical thinking skills verb list to ask your child several questions to encourage simple discussions.

Continue with the *Link And Read* CVC word activities through this skill set.

Practice Creating Words With Vowel Sounds

Skill 5 • Digraphs

Sign in to your student account to watch video # 12 for this skill.

Digraphs

Rule: A digraph is made of two letters that work together to make a single sound.
The letters can be vowels or consonants.
Some digraphs are: **ch, sh, th, tw, wh, wr**

Identify each letter.

Say the sound
for each letter.

Say the letters
together to hear
the new sound
of the digraph.

Building Blocks For Using Digraphs

Directions For Skill 5

Digraphs

Activity:

1. On the holding spot, look at the letters for today's digraph.
2. Touch the two letters with your finger. Now, pull both letters down onto two blanks on the baseline.
3. Trace over the letters with your finger, and then say the name for each letter.
4. These two letters make the digraph sound of _____. Listen as I say the sound of the digraph. Now, you say the sound of the digraph.
5. Can you name something that starts with the sound of this digraph?
6. Look at this picture. Can you think of a word to go with the picture?
7. Now, pull down the other letters to spell the word for your picture.
8. Let's Link And Read: Let me help you put the letters together to spell your new word.
The new word reads _____. Say the new word for me.
9. Can you explain the meaning of your word? Now, use your word in a sentence.
10. Let's put the red bar under the baseline to underline the vowel that you used.
Note: There may be more than one vowel in the word.
11. Next, let's point to the label under each letter on the baseline. As we do, tell me whether the letter is a consonant or a vowel.

Critical Thinking Skills Questions:


Again, what is the meaning of today's new word? What sentence did you create with your new word?

Orthographic Mapping For Reading Fluency:

Guide your child through the word mapping exercise for today's lesson words.

Working With Digraphs

Lesson Flow	Lesson # 19 • Digraph “ch” • The “ch” digraph sounds like the beginning of cheese. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1.Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☹️ 😊 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “c” and “h”. New knowledge to be taught: The letter blend “ch” sounds like the beginning of cheese.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Today we will learn a new letter rule about digraphs. A digraph is made of two letters that work together to make a new single sound. When we say the letters “c” and “h” together, they sound like the beginning of cheese. Can you say cheese? Have you eaten cheese before? Look at the digraph “ch” again. When we say them together, they make the “ch” sound. Can you say the “ch” sound again for me? Remember today’s new rule. When these two letters are together, it is a digraph. Look at the first digraph below. Watch as I trace over it with my finger. Now, use your finger to trace over the other two digraphs while saying the sound for “ch”.
	Look at the first gray digraph below. I’ll use my pencil to write over it. These letters stand for the digraph “ch”. Use your pencil to write over the other two digraphs. Say the sounds of the digraphs as you write.
	<div style="font-size: 4em; letter-spacing: 0.5em;">ch ch ch</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “c”, “h”, “s” and three of the letter “e” at the top of the mat, and then say: • Pull down the letters “c” and “h”. Put them together. Listen to the new sound for “ch”. • Let’s practice the new sound for “ch”. The “ch” sounds like the beginning of “cheese”. • These two letters are a digraph. They go together to make the new “ch” sound. • The word “cheese” starts with the digraph “ch”. Let’s Link and read: • Put the “ch” digraph on the baseline. • Pull down two of the letter “e”. Put them after the “ch” digraph on the baseline. • Next, pull down the letter “s” and put it after the “ch” digraph. • Now, pull down the other “e” and put it at the end of your letters. • Can you read the word? Let’s say the sounds in the word together. • Again, read the word for me. Yes, the word is “cheese”. Have you eaten cheese before? Did you like it? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “cheese”.
	4. Hands-on-Activity: 🖐️🖐️ Parental help needed. “ch” Cheese Spread Treat Circle your child’s learning preferences that you plan to use with today’s activity: 👁️ 👂 🖐️ (SM) (TA) ✍️ 😊 School supplies are needed, as well as these items: rice cake, cheese spread, carrot sticks, two raisons 🖐️ Parent only for the beginning steps: 1. Put the rice cake, cheese spread, carrot sticks, and raisons on your work surface. 🖐️ Parental help needed for the following steps: 2. Put the cheese spread all over your rice cake. 3. Put carrot sticks on the top for hair. 4. Stick the two raisons on for the eyes. 5. Use your finger to make an impression in the cheese spread for the mouth. 6. Eat your cheese spread treat with a big smile! 7. If you want to share, make more of your cheese spread treats, and then share them with your family and friends. <div style="text-align: right;">  </div>
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. 😊 Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. 😐 Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(🖐️🖐️) Family Enrichment Discussion Questions: Cheese is very tasty. There are at least 1,800 different kinds of cheese in the world. Do you have a favorite cheese? Ask your family to explain how cheese is made.

Lesson Flow ↓	Lesson #20 • Digraph “sh” • The “sh” digraph sounds like the beginning of shell. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s” and “h”. New knowledge to be taught: The digraph “sh” sounds like the beginning of shell.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Remember, when two letters are together they make a new sound. Let’s put “s” and “h” together. The letters “sh” are a digraph. The digraph sounds like the beginning of shell. Can you say shell? Look at these two letters again. They are “s” and “h”. We say these two letters together because they are a digraph. What is the sound for the digraph “sh”? Look at the first gray letters. Watch as I trace over them with my finger. Can you say the sound for the digraph “sh”? Now, you use your finger to trace over the other digraphs, then say the sound for “sh”.
	Look at the first gray digraph below. I’ll use my pencil to write over the gray letters. These letters stand for the sound of “sh”. Now, use your pencil to write over the other digraphs. What is the sound of this digraph?
	<div style="font-size: 48px; text-align: center; color: gray;">sh sh sh</div>

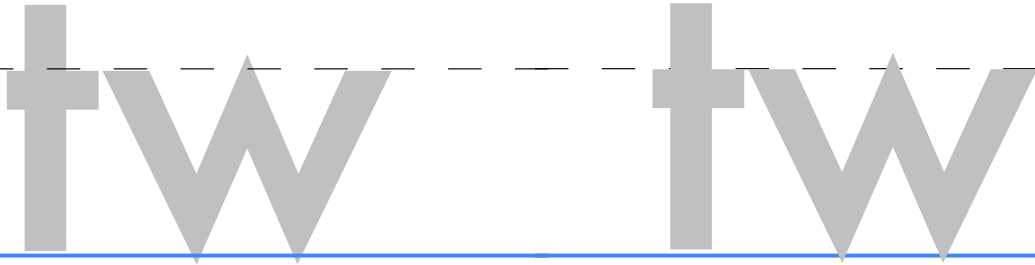
3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s”, “h”, “e”, and two of the letter “l” at the top of the mat, and then say: • Touch the letter “s”. Pull it down in front of you. • Trace over the letter “s” with your finger. What sound does the letter “s” make? • Touch the letter “h”. Pull it down in front of you. What sound does the letter “h” make? • Put the two letters together. Say the sound for the digraph “sh”. • Can you name something that starts with the “sh” sound? Let’s Link And Read: • Pull down the digraph “sh”. What sound does it make? Put it on the baseline. • Pull down the letter “e”. Put it on the baseline. Pull down the two “l” letters and put them on the baseline. • Let’s read the word. Say the sounds of the letters together. What is the word? • Yes, when these five letters are linked, the linked letters read “shell”. • A shell is the hard outer covering of an animal. In the sea, there are seashells that come in many different shapes. Have you seen a seashell before? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “shell”.
	4. Hands-on-Activity: “sh” Seashell Fish ✋✋ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: clay, colored paper, black paper ✋ Parent only for the beginning steps: 1. Put the clay and colored paper on your work surface. ✋✋ Parental help needed for the following steps: 2. Form your clay into the shape of a shell. 3. Use your pencil point to make ridges on your shell shape. 4. Cut an eye from the black paper, and then stick it on your shell fish. 5. Cut a mouth shape out of your colored paper, and then stick it on the fish. 6. Draw the mouth line on the mouth area. 7. Cut fins out of the colored paper, and then press them on your fish. 8. Cut a tail fin out of your colored paper, and then press it on the back of your fish. 9. Share your shell fish with your family and friends. 10. Can your seashell fish talk? What would he say to your family?
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(✋✋) Family Enrichment Discussion Questions: Clam, snails, and turtles have outer shells. Shells are traveling houses to protect the animals as they move about. Have you seen an animal with a shell home before?





Lesson Flow ↓	Lesson #21 • Digraph “th” • The “th” digraph sounds like the beginning of thorn. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “t” and “h”. New knowledge to be taught: The digraph “th” sounds like the beginning of thorn.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Remember, when two letters in a digraph are together they make a new sound. Today, we will put “t” and “h” together. The digraph “th” sounds like the beginning of the word “thorn”. Can you say thorn? Look at these two letters again. They are “t” and “h”. We say these two letters together because they are a digraph. What is the sound for the digraph “th”? Look at the first gray letters. Watch as I trace over them with my finger. Can you say the sound again for “th”? Now, use your finger to trace over the other digraphs. Say the sound for “th” after each digraph.
	Look at the gray digraph below. I’ll use my pencil to write over the letters. These letters stand for the sound of the digraph “th”. Use your pencil to write over the other digraphs. What is the sound for this digraph?
	<div style="text-align: center; font-size: 48px; letter-spacing: 20px;"> th th th </div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “t”, “h”, “o”, “r,” and “n” at the top of the activity mat, and then say: • Touch the letter “t”. Pull it down in front of you. What sound does the letter “t” make? • Trace over the letter “h” with your finger. Pull it down. What sound does the letter “h” make? • Pull down the letter “o”, and then the letter “r”. Say the sound for each letter. • Now, pull down the letter “n”. Say the sound for this letter. • Look at today’s “th” digraph again. Say the sound for the digraph “th” again. • Can you name something that starts with the “th” sound? Let’s Link And Read: • Put the digraph “th” on the baseline first. • Next, put the letter “o”, and then put the letter “r”. Put the letter “n” last. • Now, say the letter sounds together. These letters sound like the word “thorn”. • Look at these five letters. These letters spell “thorn”. • The linked letters read “thorn”. A thorn is a sharp, hard outgrowth on a plant. It will stick your hand if you bump it. OUCH! Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “thorn”.
	4. Hands-on-Activity: “th” Thorn-Rose Art ✋✋ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: 2 or 3 very long strips of red paper 2 1/2 inches wide, one green pipe cleaner, one piece of green paper ✋ Parent only for the beginning steps: 1. Cut the red paper into long strips 2 1/2 inches wide. ✋✋ Parental help needed for the following steps: 2. Glue the ends of the red paper strips together to get one long paper strip. 3. Starting on one end, roll the red paper loosely to make a rosebud. 4. As you roll your paper, add bits of glue on one side of the paper to secure it. 5. While rolling your paper, put one end of your green pipe cleaner into the glued side of the rose for the stem. 6. After rolling the paper, pinch down the glued side onto the pipe cleaner to secure your stem. 7. Cut leaves from your green paper, and then glue them on the stem for the leaves. 8. Look at your red rose. Have you noticed that you have no thorns to stick you!
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(✋✋) Family Enrichment Discussion Questions: Roses have many thorns on the stem. They are hard and sharp and hurt very badly if you bump one. Ask your family if they can think of other plants that have thorns on them.

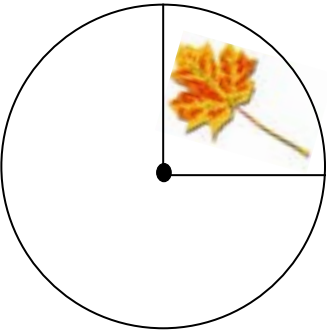


Lesson Flow ↓	Lesson #22 • Digraph “tw” • The “tw” digraph sounds like the beginning of twig. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “t” and “w”. New knowledge to be taught: The digraph “tw” sounds like the beginning of twig.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: We’ve learned that when two letters are together they make a new sound. If we put “t” and “w” together it sounds like the beginning of the word “twig”. Today, we will learn about the “tw” digraph. Can you say twig? Now, say the “tw” sound? Look at these two letters again. They are “t” and “w”. We say these two letters together because they are a digraph. Can you say the sound for “tw” again? Let’s look at this gray “tw” digraph. I will trace over the gray digraph with my finger. Now, you trace over the other gray digraphs with your finger. Can you say the sound again for “tw”?
	I’ll use my pencil to write over the gray “tw” digraph. Now, use your pencil to write over the other “tw” digraph. What is the word you learned today that starts with “tw”? Say the sound of the “tw” digraph again.
	

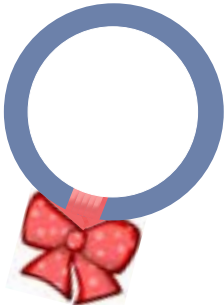
3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “t”, “w,” “i”, and “g” at the top of the activity mat. • Say: Tap the letter “t” with your finger. Pull it down in front of you. • Touch the letter “w”. Now, pull it down in front of you. • Use your finger to trace over the digraph “tw”. Say the sound for the “tw” digraph. • Touch the letter “i” at the top of the mat. Pull it down. What sound does the letter “i” make? • Say the sound of the letter “g” that you learned earlier. Pull it down in front you you. Let’s Link And Read: • Let’s put the digraph “tw” here, and then put the letter “i” beside it. Now, put the letter “g” last. • Say the sound for the “tw” digraph. Say the sound for the letter “i”. Next, say the sound for the letter “g”. • Now, say the sounds for all the letters together. What sound do the letters make? They sound like “twig”. • The linked letters read “twig”. A twig is a young shoot or small branch of a plant. Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “twig”.
	4. Hands-on-Activity: “tw” Twig Crayon Rubbing  Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: white copy paper, a twig from your yard, crayons ✋ Parent only for the beginning steps: 1. Put the twig, paper, and crayons on your work surface. ✋ Parental help needed for the following steps: 2. Lay the twig on your paper. 3. Fold over the piece of paper to cover your twig. 4. Use your crayon to rub your paper very hard. 5. Keep rubbing the paper until you can see a very good outline of your twig. 6. Open your paper, and then flatten the paper to see your twig rubbing. 7. Now, use other crayons to color a design around your twig crayon rubbing. 8. What color theme did you use to go with your twig? 9. Share your twig with your friends and family. 
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(✋✋) Family Enrichment Discussion Questions: A twig is a young shoot of a woody plant. Ask your family to tell you about woody plants. What are the names of some of them? Do you have any in your yard?

Lesson Flow	Lesson #23 • Digraph “wh” • The “wh” digraph sounds like the beginning of wheel. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “w” and “h”. New knowledge to be taught: The digraph “wh” sounds like the beginning of the word wheel.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: You’ve learned that two letters together create a new sound. Today, we will put “w” and “h” together during your lesson. The digraph “wh” sounds like the beginning of wheel. Can you say the word wheel? Say the “wh” digraph sound again for me. Look again at these two letters. They are “w” and “h”. They are a digraph, so we say these two letters together. Now, say the sound for the digraph “wh” again. “Look at the “wh” digraph again. I will trace over it with my finger. Listen as I say the sound for “wh”. Use your finger to trace over the other gray digraph while saying the “wh” sound.”
	Watch as I write over the first gray digraph with my pencil. Now, use your pencil to write over the other “wh” digraph. What is the word you learned that starts with “wh”? Say the sound of this digraph again.
	<div style="font-size: 48px; text-align: center; color: gray;">wh wh</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “w”, “h”, “e”, “e”, and “l” at the top of the activity mat, and then say: • Touch the letter “w”. Pull it down in front of you. Tap the letter “h”. Pull it down in front of you. • Trace over the letters “w” and “h” with your finger. What sound does the digraph “wh” make? Note: The digraph “wh” is a “wind” sound rather than a “wha” sound. Let’s try to make a “wh” wind sound. • Touch the two “e” letters. Pull them down in front of you. What sound does the letter “e” make? • Pull down the letter “l”. What sounds do the letter “l” make? • Put the letters “w” and “h” together. Make the wind sound for the “wh” digraph again. Let’s Link And Read: • Put the digraph “wh” on the line. Put the two “e” letters next to it. Now, put the letter “l”. • Can you say the sounds of the five letters together? • Yes, when these five letters are linked, they make the sound of “wheel”. • The linked letters read “wheel”. A wheel is round and can be rolled. Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “wheel”.
	4. Hands-on-Activity: “wh” Four Seasons Wheel ☺☺ Parental help needed. Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺ School supplies are needed, as well as these items: two white paper plates, one brad ☺ Parent only for the beginning steps: 1. Cut the two round sections from the paper plates. Put the two round sections together and punch a small hole through the center. ☺☺ Parental help needed for the following steps: 2. Cut a V shape out of one side of one paper circle leaving a V cutout. 3. On the other paper circle, use a pencil to divide it into four sections. 4. On that same circle, color a symbol in each section for every season of the year. 5. Put the circle with the V cutout on top of the other circle. 6. Push your brad through the middle hole in the circles to hold them together. 7. Now turn your top weather wheel to see the weather designs. 8. Share your four seasons weather wheel with others. Lesson Question: What season are we in now?
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
	(☺☺) Family Enrichment Discussion Questions: There are many types of wheels. They can be used for transportation as well as many other things. We used a wheel to make your craft. How many types of wheels can you name?



Lesson Flow	Lesson #24 • Digraph “wr” • The “wr” digraph sounds like the beginning of wreath. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	<div>1. Adapt Your Child’s Lesson:</div> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍</p> <p>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<div>2. Known knowledge:</div> <p>Review and evaluate known knowledge for the letters “w” and “r”.</p> <p>New knowledge to be taught: The digraph “wr” sounds like the beginning of wreath.</p>
3. Steps To Follow For Completing The Lesson	<div>3. Lesson steps to follow for completing the lesson:</div> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: Remember, two letters of a digraph make a new sound. Today, we will put “w” and “r” together. The letters “wr” sound like the beginning of the word “wreath”. Can you say wreath? A wreath is a decorated circle that can be used in decorating for special occasions.</p> <p>Look at the digraph letters again. They are “w” and “r”. We say these two letters together because they are a digraph. What is the sound for the digraph “wr”?</p> <p>Look at the first gray digraph. Watch as I trace over it with my finger. Can you say the sound again for “wr”? Now, you use your finger to trace over the other “wr” digraph, and then say the sound for “wr”.</p>
	<p>Look at the first gray digraph below. I’ll use my pencil to write over it. The sound of this digraph is “wr”. Now, use your pencil to write over the other digraph. Next, say the sound of the “wr” digraph?</p>
	<div> <div>wr</div> <div>wr</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <p>Before beginning, put the letters “w”, “r”, “e”, “a”, “i”, and “h” at the top of the activity mat, then say:</p> <ul style="list-style-type: none"> • Touch the letter “w”. Pull it down in front of you. • Trace over the letter “w” with your finger. What sound does the letter “w” make? • Touch the letter “r”. Pull it down in front of you. What sound does the letter “r” make? • Put the two letters together. Say the sound for the digraph “wr”. • Can you name something that starts with the “wr” sound? <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Put the letter “w” on the baseline. • Now, put the “r” next. • Now, put the letter “e” on the baseline. • Put the letter “t” next, and then add the letter “h” last. Say the sound for the six letters together. • Yes, when these six letters are linked, they make the sound of “wreath”. • The linked letters read “wreath”. A wreath is a decorative circle or ring hung for decoration. <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “wreath”.</p>
	<div>4. Hands-On Activity</div> <div>“wr” Wreath Decoration</div> <p>☞☞ Parental help needed.</p> <p>Circle your child’s learning preferences that you plan to use with today’s activity: 👁 👂 ✋ (SM) (TA) ✍ ☺</p> <p>School supplies are needed, as well as these items: one paper plate, colored paper, a ribbon.</p> <p>☞ Parent only for the beginning steps:</p> <ol style="list-style-type: none"> 1. Cut the inner circle out of the paper plate. <p>☞☞ Parental help needed for the following steps:</p> <ol style="list-style-type: none"> 2. Cut your colored paper into long strips about 2 inches wide. 3. Wrap and glue the colored paper around the ring of your paper plate. 4. Use your ribbon to make a bow to go on your wreath. 5. Give your decorative wreath so someone. 6. Be sure to add a happy note to go with your wreath. 7. Tell your family about your gift that you gave. <p>Fun Activity:</p> <p>When you are away from home, look for a wreath on someone’s door.</p> <div>  </div>
5. Close, Review, & Evaluate	<div>5.</div> <p>Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p>☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>
	<p>☞☞ Family Enrichment Discussion Questions: Wreaths were made many, many years ago as decorations. They are usually round and have greenery, ribbon, or fabric on them. Do you have a wreath in your house?</p>

Lesson Flow ↓	Lesson #25 • Digraph “ph” • The “wr” digraph sounds like the beginning of photo. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	<div>1. Adapt Your Child’s Lesson:</div> <div>Will your child be taught alone or with a group? Circle the lesson setting. 😊 😊 😊</div> <div>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 👋 (SM) (TA) ✍️</div> <div>☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</div> <div>_____</div> <div>Pacing: What teaching pace is needed for this lesson? _____</div> <div>_____</div> <div>What is the main toy or item to be used for today’s hands-on activity? _____</div>
2. Knowledge	<div>2. Known knowledge: Review and evaluate known knowledge for the letters “p” and “h”.</div> <div>New knowledge to be taught: The digraph “ph” sounds like the beginning of photo.</div>
3. Steps To Follow For Completing The Lesson	<div>3. Lesson steps to follow for completing the lesson:</div> <div>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</div> <div>Say: For today’s digraph, we will put “p” and “h” together. The digraph “ph” is very different. The letter “p” sounds like the letter “f” in this digraph. A very long time ago, the Greek people needed the sound of “f” in their language, so they used a similar “p” for their “f” sound. Our language still uses this “p” sound in some of our words like photo. The “ph” in photo makes the “f” sound at the beginning of the word. Can you say photo? A photo is a picture taken by a camera. Remember, “ph” begins with the “f” sound.</div> <div>Look at the digraph letters again. They are “p” and “h”. We put these two letters together because they are a digraph. What is the sound for the digraph “ph”? Which letter did we pronounce using the “f” sound?</div> <div>Look at the first gray digraph. Watch as I trace over it with my finger. Can you say the sound again for “ph”? Now, you use your finger to trace over the other “ph” digraph, then say the sound for this digraph.</div>
	<div>Look at the first gray digraph below. I’ll use my pencil to write over it. The sound of this digraph is “ph”. Now, use your pencil to write over the other digraph. Next, say the sound of the “ph” digraph?</div>
	<div>ph ph</div>

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued) Word Builder Activities</div> <div>Before beginning, put the letters “p”, “h”, “o”, “t”, and “o” at the top of the activity mat, then say:</div> <ul style="list-style-type: none"> • Touch the letter “p”. Pull it down in front of you. • Trace over the letter “p” with your finger. What sound does the letter “p” make in the alphabet? • Touch the letter “h”. Pull it down in front of you. What sound does the letter “h” make? • Remember, the letter “p” has the sound of “f” for this digraph. • Put the two letters “p” and “h” together. Now, say the sound for the “ph” digraph. • Can you name something that starts with the “ph” digraph sound? <div>Let’s Link And Read:</div> <ul style="list-style-type: none"> • Pull down the letter “o”. It sounds like “o” in oats. • Now, pull down the “t”. What sound does the letter “t” make? • Put the digraph “ph” on the baseline. Put the letter “o” next to it, and then put the letter “t”. • Now, we need the other letter “o” to make this new word. • Can you sound out this new word? Remember, the “ph” digraph begins with the “f” sound in this word. • Yes, the linked letters read “photo”. A photo is a picture taken with a camera. <div>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “photo”.</div>
	<div>4. Hands-on-Activity: “ph” Photo Frame Parental help needed.</div> <div>Circle your child’s learning preferences that you plan to use with today’s activity: 👁️ 👂 👋 (SM) (TA) ✍️ ☺️</div> <div>School supplies are needed, as well as these items: one paper plate, a small photo of your child</div> <div> Parent only for the beginning steps: <ol style="list-style-type: none"> 1. Put the paper plate, school supplies, and the photo on your work surface. </div> <div> Parental help needed for the following steps: <ol style="list-style-type: none"> 2. Before beginning, draw a rectangular shape on the middle of the paper plate. 3. Use your scissors to cut out your rectangular frame. 4. Next, color pictures around the edge of your paper frame. <div>My frame has strawberries around it. I love strawberries!</div> <ol style="list-style-type: none"> 5. What would you like to draw around your frame? Draw any pattern that you want. 6. Now, glue your photo in the center of your decorated frame. 7. Share your photo with your family and friends. </div> <div> </div>
5. Close, Review, & Evaluate	<div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div> <input type="radio"/> 😊 Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div> <input type="radio"/> 😐 Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div> <input type="radio"/> ? Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div>
	<div>() Family Enrichment Discussion Questions: A photo is taken with a camera. Ask someone to explain how a camera works. Taking photos is fun. Go on a family photo hunt to take pictures of birds, animals, or flowers.</div>

Skill 6 • Digraph Picture Association Activity

Sign in to your student account to watch video # 12 for this skill.

Digraph Picture Activity

Rule:

A digraph is made of two letters that work together to make a single sound. The letters can be vowels or consonants.

Student Goal: Put the digraph and letters on the baseline to spell the word that names the picture, and then use the picture word in a sentence

The digraph picture cards on page 234.

Orthographic Mapping:

Guide your child through the word mapping exercise for the lesson words.

Look at the picture,
and then say the
name of the picture

Select the digraph
and the other letters
needed to spell the
name of the picture.

Define the picture
word, and then use
it in a sentence.

Building Blocks For Digraph Picture Association

Directions For Skill 6 • Lesson 26

Linkins Words With Digraphs With Pictures

Parent: Scramble today's letters on the holding spot, and then use your card stand to display different pictures as you go through the digraph picture association activity.

Student Goal: Put the digraph and letters on the baseline to spell the word that names the picture, and then use the picture word in a sentence

- Activity:**
1. Look at the picture on the card stand.
 2. What do you see? Can you say the name of the picture?
 3. Now, pull down the digraph and the other letters needed to spell the picture word.
Say the sound of the digraph for me.
 4. What digraph did you use to spell the picture word? Say the sound of the digraph for me.
 5. Can you explain the meaning of the picture word?
 6. Next, use your word in a short sentence.
 7. Tell your family about today's picture word. Ask them if they can use your new word in a sentence.

Critical Thinking Skills Questions: After your lesson, can you use the digraphs that you learned today to create more new words? Now, use your new words in sentences.

Orthographic Mapping For Reading Fluency:

Guide your child through the word mapping exercise using today's lesson words..

Working With Digraphs And Pictures

Skill 7 • Picture Reading For Comprehension

Sign in to your student account to watch video # 9 for this skill.

Reading Comprehension

Reading comprehension is critical for becoming a fluent reader. Successful reading is not just saying the words and letters; it is being able to recall what was read, showing understanding by discussing the text, and applying what was learned.

Picture Reading

As one of the beginning foundational activities, we use picture reading to encourage children to develop visual thinking and analysis. During a picture reading activity, students also learn to use observation skills, discover clues and details, and form conclusions to predict outcomes. Picture reading is a fun activity that promotes confidence in children.

What do you see in the picture?

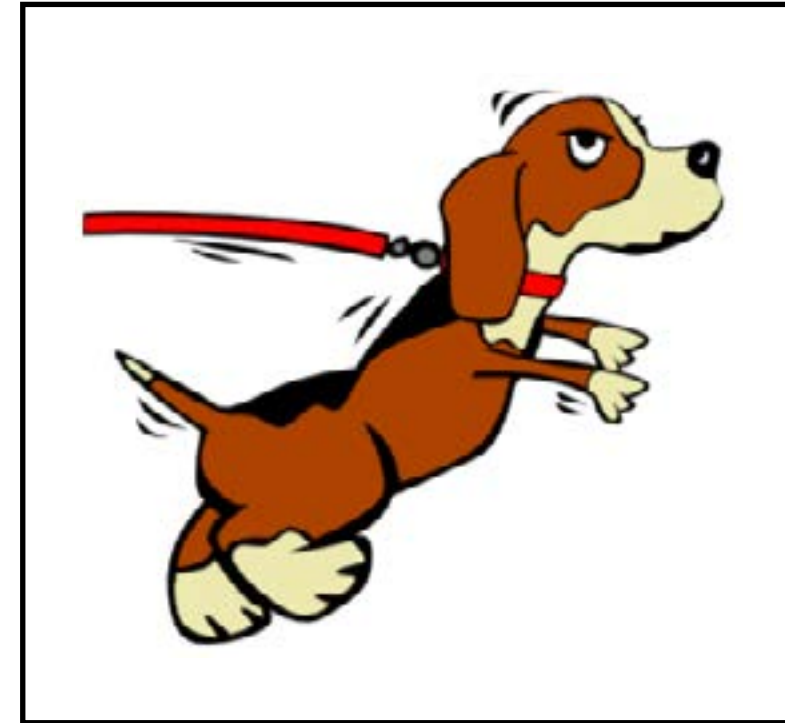
**List your words
to describe what
you see.**

Using your word list, tell what is happening in the picture.

Building Blocks For Reading Comprehension

Picture Reading For Comprehension • Lesson 27

Look at the dog. Use your words to tell what you think is happening in this picture.



Let's link your words together to create a story. Look at the picture again, and then use your words to make up a story about the picture. I will write your words on the lines below, and then we will read your story together.

A blank handwriting practice sheet. It features three sets of horizontal lines for writing practice. Each set includes a solid top line, a dashed middle line, and a solid bottom line. A green arrow is positioned at the start of the top dashed line of the first set, pointing to the right. A red octagon is located at the bottom right corner of the page.

Picture Reading For Comprehension • Lesson 28

Look at the children in this picture. What are they doing? Use your words to describe what you see.

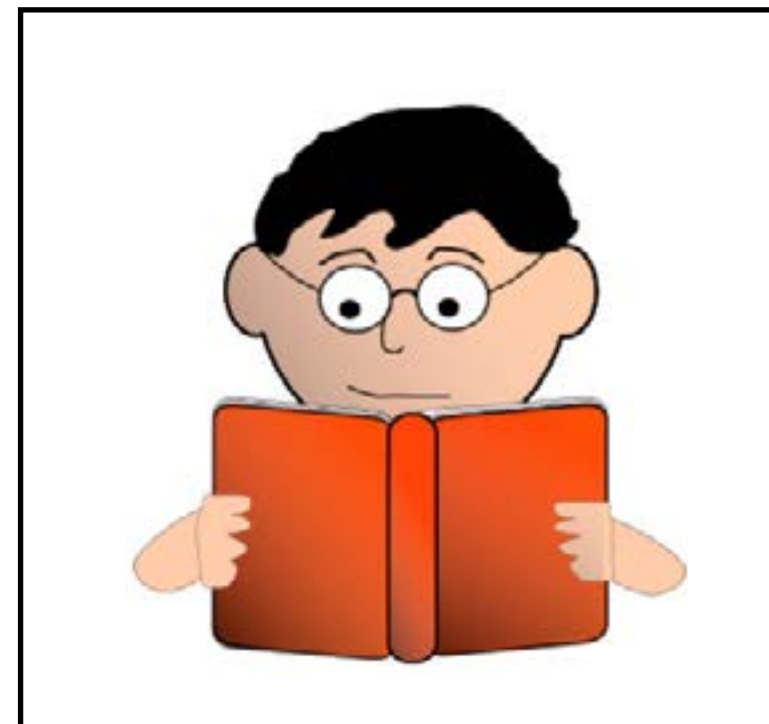


Let's link your words together to create a story. Look at the picture again, and then use your words to make up a story about the children. I will write your words on the lines below, and then we will read your story together.

A blank handwriting practice sheet. It features four sets of horizontal lines for writing practice. Each set includes a solid top line, a dashed middle line, and a solid bottom line. A green arrow points right from the top left, and a red arrow points left from the bottom right.

Picture Reading For Comprehension • Lesson 29

Look at the boy. What do you think he is reading? Can you use your words to describe the topic of his book?



Let's link your words together to create a story. Look at the picture again, and then use your words to make up a story about the boy. I will write your words on the lines below, and then we will read your story together.

[illegible]

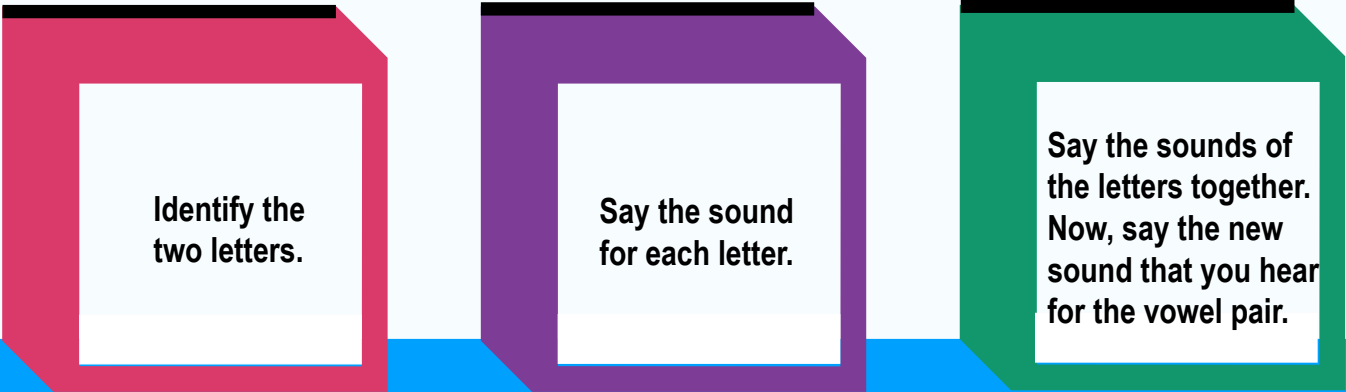
Skill 8 • Vowel Pairs

Sign in to your student account to watch video # 17 for this skill.

What Is A Vowel Pair?

A vowel pair contains two letters that make one sound. When two letters are paired together they are a vowel pair that makes one new sound.

Some vowel pairs are: ai, aw, ay, oy, ea, ei, ie, ew, ie, oa, oi, oo, ow, ee



Building Blocks For Using Vowels Pairs

Directions For Skill 8

Vowel Pairs

Activity:

Parent: On the the simplified guidet, put the red baseline bars along with the letters needed to spell today's words. Choose the words for today's lesson to go with the matching lesson pictures.

1. Let's look at today's picture. What is the name of this picture? Display the word picture on your card stand.
2. Now, look at today's letters on the holding spot. Pull down the letters onto the baseline needed for the vowel pair. Next, say the letters in the vowel pair.
3. The vowel pair makes the sound of _____. Listen as I say the sound of the vowel pair. Now, you say the sound of this vowel pair for me.
4. From the holding spot, pull down the other letters needed to spell your picture word?
5. After you spell your picture word, put the red bar under the baseline to underline the vowel pair that you used.
6. Now, read your new word. Can you use your word in a sentence?
7. Next, point to the word under each letter and tell me if the letter is a consonant or a vowel pair.

Critical Thinking Skills Questions:

Can you tell me the meaning of one of today's words? Now, create a sentence with your new word.

Orthographic Mapping For Reading Fluency:

Guide your child through the word mapping excercise using today's lesson words.










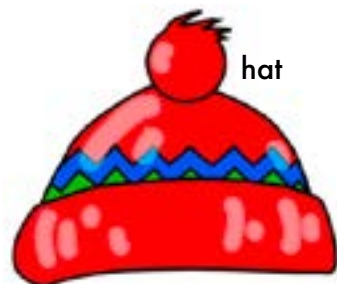
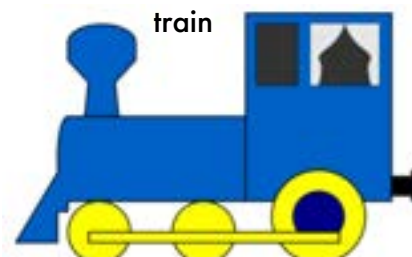
Using Vowel Pairs

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

Lesson 30 • Vowel Sounds For “ai”

The vowel pair “ai” sound is like the word “rain.”

Lesson Flow	Lesson #30 • Vowel Pair “ai” • The vowel pair “ai” sounds like the word “rain”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☐ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ What is the main toy or item to be used for today’s hands-on activity? _____
	2. Knowledge 2. Known knowledge: Review your child’s knowledge of the letters “a” and “i”. New knowledge to be taught: The two letters “a” and “i” spoken together make one sound because they are a vowel pair.
	3. Steps To Follow For Completing The Lesson 3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Begin by saying: Today, we will learn a new letter rule. When two vowels are paired together they make a new sound. When we say the vowels “a” and “i” together, the sound is like the word “rain.” Can you say rain? Now, say the “ai” sound that you heard in the word rain. Describe what happens when it rains outside? Look at these two letters again. They are “a” and “i”. We say these two letters together because they are a vowel pair. Can you say the sound for “ai”? What is the word you learned today that includes “ai”? Look at the gray “ai” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ai” again? Now, trace over the other vowel pairs with your finger. Watch me write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray “ai” vowel pairs. Say the sound for “ai” after you write over each vowel pair. <div>ai ai ai</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities		
	Note: Use the cutout letters for the activity mat lessons.		
4. Hands-On Activity	Before beginning, put the letters “a” and “i” at the top of the activity mat, then say:		
	<ul style="list-style-type: none">• Touch the letter “a”. Pull it down in front of you. What sound does the letter “a” make?• Trace over the letter “i” with your finger, then pull it down. Say the sound for the letter “i”.• Now, let’s put the two vowels together. These letters make the vowel pair “ai”.• Can you say the sound for “ai” ? It sounds like the “ai” in rain.		
	Let’s Link And Read:		
	Before beginning, pull the letters “a” and “i” down, then say:		
5. Close, Review, & Evaluate	<ul style="list-style-type: none">• These two letters make the vowel pair “ai”. Can you say the sound for “ai” again?• Let’s make a new word. Put the “ai” vowel pair on the baseline.• I’ll give you three more letters. The letters are: “t”, “r”, and “n”.• Say the sounds of the letters as I hand them to you.• Let’s put the letter “t” first, then add the “r” next. Now, add the vowel pair “ai”. Let’s put the “n” last.• Link and read: Link the letters together and read the new word. Yes, the word is “train”.• Have you been on a train before? Tell me about your train ride.• Trains are big and noisy. How are trains used?• Ask your family to tell you more about trains.		
	Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “train”.		
Cut Out The Pictures	4. Hands-On Activity: Vowel Pair “ai”  Parental help needed.		
	Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) 		
Cut Out The Pictures	<ul style="list-style-type: none">• Practice writing the vowel pair “ai” on the lines on the next page.• Cut out two “ai” pictures from below, then glue them in the two boxes at the top of the next page.• Think of something else that contains the vowel pair “ai”, then color a picture of it in the big box on the next page.		
	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.		
Cut Out The Pictures	Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.		
	<div> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> <div> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> <div> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div>		
Cut Out The Pictures	<div> rain</div> <div> hat</div> <div> train</div>		

Practice writing the vowel pair “ai” on the line below.

ai

Paste two “ai” vowel pair pictures in the boxes below.

Think of something else that contains the vowel pair “**ai**”. Color a picture of it in this box.

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

Lesson 31 • Vowel Pair “aw”

The vowel pair “aw” is the sound heard in saw.

Lesson Flow

Lesson #31 • Vowel Pair “aw” • The vowel pair “aw” is the sound heard in “saw”.

Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

1. Adapt Your Child’s Lesson

1. Adapt Your Child’s Lesson:

Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹☹

Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍

☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?

Pacing: What teaching pace is needed for this lesson? _____

What is the main toy or item to be used for today’s hands-on activity? _____

2. Knowledge

2. Known knowledge:

Review your child’s knowledge of the letters “a” and “w”.

New knowledge to be taught:

The two letters “a” and “w” spoken together make one sound because they are a vowel pair.

3. Steps To Follow For Completing The Lesson

3. Lesson steps to follow for completing the lesson:

Before starting, use your toy or item to create interest in your child about today’s reading lesson.

Begin by saying:












Do you remember our new rule about vowel pairs? When two vowels are paired together they make a new sound. When we say the vowels “a” and “w” together, the sound is like the word “saw.” Can you say saw? Say the “aw” sound that you heard in the word saw. A saw is a tool used for cutting wood, metal, or other materials. Does someone in your family have a saw?


Look at these two letters again. They are “a” and “w”. We say these two letters together because they are a vowel pair. Can you say the sound for “aw”? What is the word you learned today that includes “aw”?

Look at the gray “aw” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “aw” again? Now, trace over the other vowel pair with your finger.

I’ll write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray vowel pair. Say the sound for “aw” after you write over each vowel pair.

awaw

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued) Word Builder Activities</div> <div>Note: Use the cutout letters for the activity mat lessons.</div> <div>Before beginning, put the letters “a” and “w” at the top of the activity mat, and then say:</div> <ul style="list-style-type: none"> • Touch the letter “a”. Pull it down in front of you. What sound does the letter “a” make? • Trace over the letter “w” with your finger, and then pull it down. Say the sound for the letter “w”. • Now, let’s put the two vowels together. These letters make the vowel pair “aw”. • Can you say the sound for “aw”? It sounds like “aw” in the word saw. <div>Let’s Link And Read:</div> <div>Before beginning, pull the letters “a” and “w” down, then say:</div> <ul style="list-style-type: none"> • These two letters make the vowel pair “aw”. Can you say the sound for “aw” again? • Let’s make a new word. • I’ll give you one more letter. The letter is “s”. • Say the sound of the letter “s” as I hand it to you. • Let’s put the letter “s” on the baseline first. Now, add the vowel pair “aw” after it. • Link and read: Link the letters together and read the new word. Yes, the word is “saw”. • Have you seen a saw before? • Ask your family to tell you about how a saw is used. When it is being used, does it make a noise? <div>Orthographic Mapping:</div> <div>Guide your child through the mapping excercise for the lesson word “saw”.</div>
4. Hands-On Activities	<div>4. Hands-On Activity: Vowel Pair “aw”  Parental help needed.</div> <div>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </div> <ul style="list-style-type: none"> • Practice writing the vowel pair “aw” on the lines of the next page. • Cut out two “aw” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “aw”. Color a picture of it in the big box on the next page.
5. Close, Review, & Evaluate	<div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> <div> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> <div> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div>
Cut Out The Pictures	<div> saw</div> <div> duck</div> <div> paw and claw</div>

<div>Practice writing the vowel pair “aw” on the line below.</div> <div></div> <div>Paste your two “aw” vowel pair pictures in the boxes below.</div> <div></div> <div>Think of something else that contains the vowel pair “aw”. Color a picture of it in the box below.</div> <div></div>
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abcdefghijklmnopqrstuvwxyz

Lesson 32 • Vowel Pair “ay”

The vowel pair “ay” is the sound heard in hay.

Lesson Flow ↓	Lesson 32 • Vowel Pair “ay” • The vowel pair “ay” is the sound heard in hay. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ What is the main toy or item to be used for today’s hands-on activity? _____
	2. Knowledge 2. Known knowledge: Review your child’s knowledge of the letters “a” and “y”. New knowledge to be taught: The two letters “a” and “y” spoken together make one sound because they are a vowel pair.

3. Steps To Follow For Completing The Lesson

3. Lesson steps to follow for completing the lesson:
Before starting, use your toy or item to create interest in your child about today’s reading lesson.
Begin by saying:
Remember, when two vowels are paired together they make a new sound. When we say the vowels “a” and “y” together, the sound is like the word “hay.” Can you say hay? Now, say the “ay” sound that you heard in the word hay. Hay is a grass or other plants grown, cut, and dried to be fed to livestock.

Look at these two letters again. They are “a” and “y”. We say these two letters together because they are a vowel pair. Can you say the sound for “ay”? What is the word you learned today that includes “ay”?













Look at the gray “ay” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ay” again? Now, trace over the other vowel pairs with your finger.

I will write over the first gray “ay” vowel pair with my pencil, then you write over the other gray vowel pair.

ay ay

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<div>3. Steps To Follow For Completing The Lesson (cont.)</div>	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <div>Note: Use your letters for the activity mat lessons.</div> <div> Before beginning, put the letters “a” and “y” at the top of the activity mat, then say: <ul style="list-style-type: none"> • Touch the letter “a”. Pull it down in front of you. What sound does the letter “a” make? • Trace over the letter “y” with your finger, then pull it down. Say the sound for the letter “y”. • Now, let’s put the two vowels together. These letters make the vowel pair “ay”. • Can you say the sound for “ay”? It sounds like “ay” in the word “hay”. </div> <div> Let’s Link And Read: Before beginning, pull the letters “a” and “y” down, and then say: <ul style="list-style-type: none"> • These two letters make the vowel pair “ay”. Can you say the sound for “ay” again? • Let’s make a new word. • I’ll give you another letter. The letter is “h”. • Say the sound of the letter as I hand it to you. • Let’s put the letter “h” first on the baseline, and then add the vowel pair “ay” last. • The letters are together. Now, read the new word. Yes, the word is “hay”. • Have you seen hay before? It is a grass used to feed livestock. • Hay grows in a big field. It is cut and dried before being fed to animals. • Ask someone in your family to tell you about feeding hay to livestock. </div> <div> Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “hay”. </div> </div>
<div>4. Hands-On Activities</div>	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “ay”</div> <div>   Parental help needed. </div> <div> Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  </div> <ul style="list-style-type: none"> • Practice writing the vowel pair “ay” on the lines on the the next page. • Cut out two “ay” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “ay”. Color a picture of it in the big box on the next page. </div>
<div>5. Close, Review, & Evaluate</div>	<div> <div>5.</div> <div> Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. </div> <div> Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. </div> <div>  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div>  Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div>  Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div>
<div>Cut Out The Pictures</div>	<div>  <div>hay</div>  <div>ball</div>  <div>tray</div> </div>

Practice writing the vowel pair “ay” on the line below.

ay

Paste your two “ay” vowel pair pictures in the boxes below.

Think of something else that contains the vowel pair “ay”. Color a picture of it in the box below.

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

Lesson 33 • Vowel Pair “oy”

The vowel pair “oy” sounds like the word boy.

Lesson Flow

1. Adapt Your Child's Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson

Lesson 33 • Vowel Pair “oy” • The vowel pair “oy” is heard in the word “boy”.

Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

1. **Adapt Your Child’s Lesson:**

Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹☹

Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍

☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?

Pacing: What teaching pace is needed for this lesson? _____

What is the main toy or item to be used for today’s hands-on activity? _____

2. **Known knowledge:** Review your child’s knowledge of the letters “o” and “y”.

New knowledge to be taught:

The two letters “o” and “y” spoken together make one sound because they are a vowel pair.

3. Lesson steps to follow for completing the lesson:

Before starting, use your toy or item to create interest in your child about today’s reading lesson.

Begin by saying:

Remember, when two vowels are paired together they make a new sound. When we say the vowels “o” and “y” together, the sound is like the word “boy.” Can you say boy? Now, say the “oy” sound that you heard in the word “boy”. A boy is a child. Do you have a brother or another boy in your family?










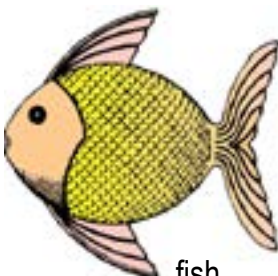
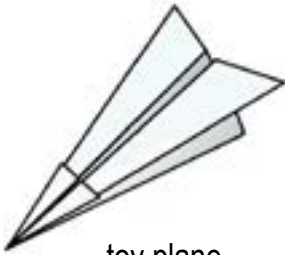
Look at these two letters again. They are “o” and “y”. We say these two letters together because they are a vowel pair. Can you say the sound for “oy”? What is the word you learned today that includes “oy”?

Look at the gray “oy” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “oy” again? Now, trace over the other vowel pair with your finger.

I will write over the first gray “oy” vowel pair with my pencil, then you write over the other gray vowel pair.

oy

oy

<div>3. Steps To Follow For Completing The Lesson (cont.)</div>	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <div> <p>Before beginning, put the letters “o” and “y” at the top of the mat, and then say:</p> <ul style="list-style-type: none"> • Touch the letter “o”. Pull it down in front of you. What sound does the letter “o” make? • Trace over the letter “y” with your finger, and then pull it down. Say the sound for the letter “y”. • Now, let’s put the two letters together. These letters make the vowel pair “oy”. • Can you say the sound for “oy”? It sounds like “oy” in the word boy. </div> <div> <p>Let’s Link And Read:</p> <p>Before beginning, pull the letters “o” and “y” down, and then say:</p> <ul style="list-style-type: none"> • These two letters make the vowel pair “oy”. Can you say the sound for “oy” again? • Let’s make a new word. • I’ll give you another letter. The letter is “b”. • Say the sound of the letter as I hand it to you. • Let’s put the letter “b” first on the baseline, and then add the vowel pair “oy” last. • Link the letters together and read the new word. Yes, the word is “boy”. • A boy is a male child. Is there a boy in your family or your group of friends? • Do you study or play games with the boy that you know? </div> <div> <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “boy”.</p> </div> </div>
<div>4. Hands-On Activities</div>	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “oy”</div> <div>  Parental help needed. </div> <div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </p> <ul style="list-style-type: none"> • Practice writing the vowel pair “oy” on the lines of the next page.. • Cut out two “oy” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “oy”. Color a picture of it in the big box on the next page. </div> </div>
<div>5. Close, Review, & Evaluate</div>	<div> <div>5.</div> <div> <p>Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p> </div> </div>
<div>Cut Out The Pictures</div>	<div> <div>  <div>boy</div> </div> <div>  <div>fish</div> </div> <div>  <div>toy plane</div> </div> </div>

Practice writing the vowel pair “oy” on the line below.

oy

Paste your two “oy” vowel pair pictures in the boxes below.

Think of something else that contains the vowel pair “oy”. Color a picture of it in the box below.

abcdefghijklmnopqrstuvwxyz

Lesson 34 • Vowel Pair “ea”

The vowel pair “ea” is the sound heard in “leaf”.

Lesson Flow ↓	Lesson #34 • Vowel Pair “ea” • The vowel pair “ea” is the sound heard in leaf. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review your child’s knowledge of the letters “e” and “a”. New knowledge to be taught: The two letters “e” and “a” spoken together make one sound because they are a vowel pair.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, ask your question to create curiosity in your child about today’s study. Begin by saying: Do you remember our new rule about vowel pairs? When two vowels are paired together they make a new sound. When we say the vowels “e” and “a” together, it is the sound you hear in the word “leaf.” Can you say leaf? Again, say the “ea” sound that you heard in the word “leaf”. A leaf is found on a tree, bush, or other plant. A leaf is the outgrowth of the tree or plant. Where can you find a leaf near your home? Look at these two letters again. They are “e” and “a”. We say these two letters together because they are a vowel pair. Can you say the sound for “ea”? What is the word you learned today that includes “ea”? Look at the gray “ea” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ea” again? Now, trace over the other vowel pair with your finger.
	I’ll write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray vowel pair. Say the sound for “ea” after you write over each vowel pair.
	<div>ea ea</div>

Practice writing the vowel pair “ea” on the line below.

ea

Paste your two “ea” vowel pair pictures in the boxes below.

Think of something else that contains the vowel pair “ea”. Color a picture of it in the box below.

3. (section 3 continued)

Word Builder Activities

Before beginning, put the letters “e” and “a” at the top of the mat, and then say:

- Touch the letter “e”. Pull it down in front of you. What sound does the letter “e” make?
- Now, trace over the letter “a” with your finger, and then pull it down. Say the sound for the letter “a”.
- Let’s put the two vowels together. These letters make the vowel pair “ea”.
- Can you say the sound for “ea”? The “ea” sound is the sound you hear in the word leaf.

Let's Link And Read:

Before beginning, put the letters “e” and “a” on the baseline, and then say:

- These two letters make the vowel pair “ea”. Can you say the sound for “ea” again?
- Let’s make a new word. Put the “ea” vowel pair on your mat.
- I’ll give you two more letters. The letters are “l” and “f”.
- Say the sound of the letters as I hand them to you.
- Now, put the letter “l” on the baseline first. Now, add the vowel pair “ea” after it. Last, add the letter “f”.
- Let’s Link and read: Can you read the new word? Yes, the word is “leaf”.
- Can you find a leaf in your yard.
- Put the leaf between two pieces of paper. Take your crayon and color on the top piece of paper.
- You have created a leaf crayon rubbing. Look at your leaf. Can you see the veins in the leaf?





Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “leaf”.

4. Hands-On Activity:

Vowel Pair “ea”



Parental help needed.

Circle your child's learning preferences that you plan to use with today's activity:    (SM) (TA) 

- Practice writing the vowel pair “**ea**” on the line on the next page.
- Cut out two “**ea**” pictures from below, and then glue them in the two boxes on the next page.
- Think of something else that contains the vowel pair “**ea**”. Color a picture of it in the big box on the next page.

5.

Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.

Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept.

- 😊 Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.
- 😐 Today's lesson concept was **partially explained**. Take a long break, then reteach the lesson later.
- ❓ Today's concept **was not learned**. Use a variety of lesson items to reteach the concept later until it is learned.

Cut Out The Pictures



bean



leaf



rabbit

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

Lesson 35 • Vowel Pair “ie”

The vowel pair “ie” sounds like the sound in the word “pie”.

Lesson 35 • Vowel Pair “ie” • The vowel pair “ie” is the sound heard in pie.

Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

Lesson Flow

1. Adapt Your Child’s Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson

1. Adapt Your Child’s Lesson:
 Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹
 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍
 ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?

 Pacing: What teaching pace is needed for this lesson? _____

 What is the main toy or item to be used for today’s hands-on activity? _____

2. Known knowledge: Review your child's knowledge of the letters “i” and “e”.

New knowledge to be taught:
 The two letters “i” and “e” spoken together make one sound because they are a vowel pair.

3. Lesson steps to follow for completing the lesson:

 Before starting, use your toy or item to create interest in your child about today’s reading lesson.












 Begin by saying:
Do you remember our new letter rule? When two vowels are paired together they make a new sound. When we say the vowels “i” and “e” together, it is the sound we hear in the word “pie.” Can you say pie”? Now, say the “ie” sound that you heard in the word “pie”. Have you eaten a piece of pie before? Was it good?

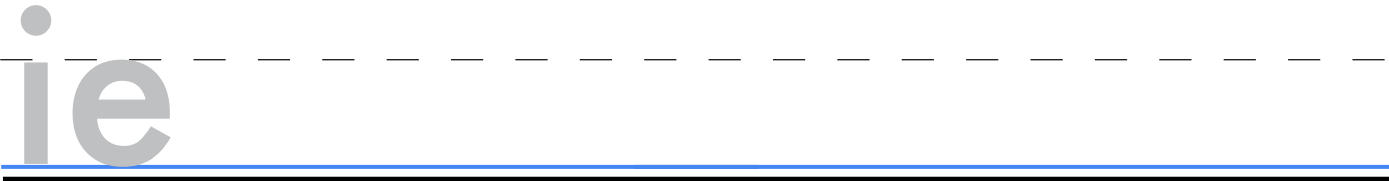
Look at these two letters again. They are “i” and “e”. We say these two letters together because they are a vowel pair. Can you say the sound for “ie”? What is the word you learned today that includes “ie”?”

Look at the first gray “ie” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ie” again? Now, trace over the other vowel pairs with your finger.

Watch me write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray “ie” vowel pairs. Say the sound for “ie” after you write over each vowel pair.

ieieie

3. Steps To Follow For Completing The Lesson (cont.)	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> </div> <p>Before beginning, put the letters “i” and “e” at the top of the lesson mat, and then say:</p> <ul style="list-style-type: none"> • Pull down the letter “i” in front of you. What sound does the letter “i” make? • Trace over the letter “e” with your finger, then pull it down. Say the sound for the letter “e”. • Now, let’s put the two vowels together. These letters make the vowel pair “ie”. • Can you say the sound for “ie”? It sounds like the “ie” in the word “pie”. • Put the vowel pair up on the holding spot. <p>Link And Read:</p> <ul style="list-style-type: none"> • Let’s make a new word. Pull down the “ie” vowel pair again. • Can you say the sound for “ie” again? • Here is one more letter. This letter is “p”. • Say the sound of the letter “p” as I hand it to you. <ul style="list-style-type: none"> • Let’s Link and read: • Let’s put the letter “p” on the baseline first. Next, put the vowel pair “ie”. • The linked letters spell a new word. Can you read the word? Yes, the word is “pie”. • What kind of pie have you eaten before? Describe how it tasted. • What is your favorite kind of pie? Does someone in your family back pies? <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “pie”.</p>
4. Hands-On Activities	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “ie”</div> <div>  Parental help needed. </div> </div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </p> <ul style="list-style-type: none"> • Practice writing the vowel pair “ie” on the lines on the next page. • Cut out two “ie” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “ie”. Color a picture of it in the big box on the next page.
5. Close, Review, & Evaluate	<div> <div>5.</div> <div> Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. </div> <div> Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today’s concept. </div> <div>  Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div>  Today's lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div>  Today's concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div>
Cut Out The Pictures	<div>  <div>truck</div>  <div>pie</div>  <div>tie</div> </div>












<div>Practice writing the vowel pair “ie” on the line below.</div> <div>  </div>
<div>Paste two “ie” vowel pair pictures in the boxes below.</div> <div> <div></div> <div></div> </div>
<div>Think of something else that contains the vowel pair “ie”. Color a picture of it in the box below.</div> <div> <div></div> </div>

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

Lesson 36 • Vowel Pair “ew”

The vowel pair “ew” is the sound you hear in the word “stew”.

Lesson Flow	Lesson #36 • Vowel Pair “ew” • The vowel pair “ew” is the sound heard in the word “stew”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 🖐 (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review your child’s knowledge of the letters “e” and “w”. New knowledge to be taught: The two letters “e” and “w” spoken together make one sound because they are a vowel pair.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson Begin by saying: What do you need to make a vowel pair? When two vowels are paired together they make a new sound. When we say the vowels “e” and “w” together, it is the sound you hear in the word “stew.” Can you say stew? Again, say the “ew” sound that you heard in the word “stew”. A stew is made of vegetables, meat, fish or other foods. It is cooked using a long simmer or by stewing. Look at these two letters again. They are “e” and “w”. We say these two letters together because they are a vowel pair. Can you say the sound for “ew”? What is the word you learned today that includes “ew”? Look at the gray “ew” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ew” again? Now, trace over the other vowel pair with your finger.
	I’ll write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray vowel pair. Say the sound for “ew” after you write over each vowel pair.
	<div>ewew</div>

3. Steps To Follow For Completing The Lesson (cont.)	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> </div> <p>Before beginning, put the letters “e” and “w” at the top of the lesson mat, and then say:</p> <ul style="list-style-type: none"> • Pull down the letter “e” in front of you. What sound does the letter “e” make? • Trace over the letter “w” with your finger, and then pull it down. Say the sound for the letter “w”. • Now, let’s put the two vowels together. These letters make the vowel pair “ew”. • Can you say the sound for “ew”? It sounds like the “ew” in the word “stew”. • Put the vowel pair back up on the holding spot. <p>Link And Read:</p> <ul style="list-style-type: none"> • Let’s make a new word. Pull down the “ew” vowel pair again. • Can you say the sound for “ew” again? • Here are two more letters. The letters are “s” and “i”. • Say the sounds of the letters “s” and “i” as I hand them to you. <ul style="list-style-type: none"> • Let’s Link and read: • Put the letters “s” and “i” on the baseline first. Next, put the vowel pair “ew”. • The linked letters spell a new word. Can you read the word? Yes, the word is “stew”. • Have you eaten stew before? Describe how it tasted. • Does someone in your family make stew? <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “stew”.</p>
4. Hands-On Activities	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “ew”</div> <div>  Parental help needed. </div> </div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </p> <ul style="list-style-type: none"> • Practice writing the vowel pair “ew” on the lines on the next page. • Cut out two “ew” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “ew”. Color a picture of it in the big box on the next page.
5. Close, Review, & Evaluate	<div> <div>5.</div> <div> <div>Close And Review:</div> <div>Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> </div> </div> <div> <div>Evaluate For Advancement:</div> <div>Circle the symbol that indicates your child’s understanding of today’s concept.</div> </div> <div> <div></div> <div>Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> </div> <div> <div></div> <div>Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> </div> <div> <div></div> <div>Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div> </div>
Cut Out The Pictures	<div> <div>  <div>bicycle</div> </div> <div>  <div>stew</div> </div> <div>  <div>screw</div> </div> </div>










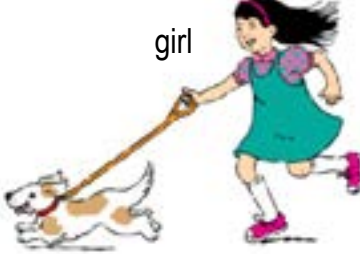

<div>Practice writing the vowel pair “ew” on the line below.</div> <div> <div>ew</div> </div>
<div>Paste your two “ew” vowel pair pictures in the boxes below.</div> <div> <div></div> <div></div> </div>
<div>Think of something else that contains the vowel pair “ew”. Color a picture of it in the box below.</div> <div> <div></div> </div>

abcdefghijklmnopqrstuvwxyz

Lesson 37 • Vowel Pair “ir”

The vowel pair “ir” is the sound heard in the word “bird”.

Lesson Flow ↓	Lesson #37 • Vowel Pair “ir” • The vowel pair “ir” is the sound heard in the word “bird”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ What is the main toy or item to be used for today’s hands-on activity? _____
	2. Knowledge 2. Known knowledge: Review your child’s knowledge of the letters “i” and “r”. New knowledge to be taught: The two letters “i” and “r” spoken together make one sound because they are a vowel pair.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Begin by saying: Do you remember our new rule about vowel pairs? When two vowels are paired together they make a new sound. When we say the vowels “i” and “r” together, it is the vowel pair sound heard in the word “bird.” Can you say bird? Say the “ir” sound that you heard in the word bird. A bird is an animal with feathers that lays eggs and can fly. Look at these two letters again. They are “i” and “r”. We say these two letters together because they are a vowel pair. Can you say the sound for “ir”? What is the word you learned today that includes “ir”? Look at the first gray “ir” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ir” again? Now, trace over the other vowel pairs with your finger.
	I’ll write over the first gray vowel pair with my pencil. Use your pencil to write over the other gray vowel pairs. Say the sound for “ir” after you write over each vowel pair.
	<div>irir</div>

<div>3. Steps To Follow For Completing The Lesson (cont.)</div>	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <div> Before beginning, put the letters “i” and “r” at the top of the lesson mat, and then say: <ul style="list-style-type: none"> • Pull down the letter “i” in front of you. What sound does the letter “i” make? • Trace over the letter “r” with your finger, and then pull it down. Say the sound for the letter “r”. • Now, let’s put the two vowels together. These letters make the vowel pair “ir”. • Can you say the sound for “ir”? It sounds like the “ir” in the word “bird”. • Put the vowel pair back up on the holding spot. </div> <div> Link And Read: <ul style="list-style-type: none"> • Let’s make a new word. Pull down the “ir” vowel pair again. • Can you say the sound for “ir” again? • Here are two more letters. The letters are “b” and “d”. • Say the sounds of the letters “b” and “d” as I hand them to you. </div> <div> <ul style="list-style-type: none"> • Let’s Link and read: • Put the letter “b” on the baseline first. Now, put the vowel pair “ir”. Last, put the letter “d”. • The linked letters spell a new word. Can you read the word? Yes, the word is “bird”. • Do you have birds in your yard? Do you hear them sing? • Can you recognize any of the birds? </div> <div> Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “bird”. </div> </div>
<div>4. Hands-On Activities</div>	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “ir”</div> <div>  Parental help needed. </div> </div> <div> Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  </div> <ul style="list-style-type: none"> • Practice writing the vowel pair “ir” on the lines on the next page. • Cut out two “ir” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “ir”. Color a picture of it in the large box on the next page.
<div>5. Close, Review, & Evaluate</div>	<div> <div>5.</div> <div> Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. </div> <div> Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. <div>  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.  Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.  Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div> </div>
<div>Cut Out The Pictures</div>	<div>  <div>bird</div>  <div>girl</div>  <div>kite</div> </div>

<div>Practice writing the vowel pair “ir” on the line below.</div> <div> <div>ir</div> </div>
<div>Paste your two “ir” vowel pair pictures in the boxes below.</div> <div> <div></div> <div></div> </div>
<div>Think of something else that contains the vowel pair “ir”. Color a picture of it in the box below.</div> <div> <div></div> </div>

Lesson Flow

1. Adapt Your Child's Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson

Lesson #38 • Vowel Pair “oa” • The letter “oa” is the sound heard in boat.
Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

1. Adapt Your Child’s Lesson:
Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹
Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍
☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?
Pacing: What teaching pace is needed for this lesson? _____
What is the main toy or item to be used for today’s hands-on activity? _____

2. Known knowledge: Review your child’s knowledge of the letters “o” and “a”.
New knowledge to be taught:
The two letters “o” and “a” spoken together make one sound because they are a vowel pair.

3. Lesson steps to follow for completing the lesson:
Before starting, use your toy or item to create interest in your child about today’s reading lesson.
Begin by saying:
Can you tell me the new letter rule you learned? Yes, when two vowels are paired together they make a new sound. When we say the vowels “o” and “a” together, it is the sound we hear in the word “boat.” Can you say boat”? Say the “oa” sound again for me. Have you ridden in a boat before? Was it fun?
Look at these two letters again. They are “o” and “a”. We say these two letters together because they are a vowel pair. Can you say the sound for “oa”? What is the word you learned today that includes “oa”?
Look at the first gray “oa” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “oa” again? Now, trace over the other vowel pair with your finger.
I will write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray “oa” vowel pair. Say the sound for “oa” after you write over each vowel pair.

o a o a

Lesson Flow

1. Adapt Your Child's Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson










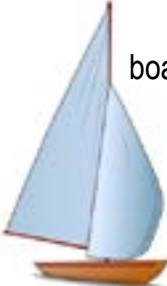

Lesson #38 • Vowel Pair “oa” • The letter “oa” is the sound heard in boat.
Teacher’s Simplified Guide: Child’s Name: _____ Age: _____


1. Adapt Your Child’s Lesson:
Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹
Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍
☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?
Pacing: What teaching pace is needed for this lesson? _____
What is the main toy or item to be used for today’s hands-on activity? _____

2. Known knowledge: Review your child’s knowledge of the letters “o” and “a”.
New knowledge to be taught:
The two letters “o” and “a” spoken together make one sound because they are a vowel pair.

3. Lesson steps to follow for completing the lesson:
Before starting, use your toy or item to create interest in your child about today’s reading lesson.
Begin by saying:
Can you tell me the new letter rule you learned? Yes, when two vowels are paired together they make a new sound. When we say the vowels “o” and “a” together, it is the sound we hear in the word “boat.” Can you say boat”? Say the “oa” sound again for me. Have you ridden in a boat before? Was it fun?
Look at these two letters again. They are “o” and “a”. We say these two letters together because they are a vowel pair. Can you say the sound for “oa”? What is the word you learned today that includes “oa”?
Look at the first gray “oa” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “oa” again? Now, trace over the other vowel pair with your finger.
I will write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray “oa” vowel pair. Say the sound for “oa” after you write over each vowel pair.

o a o a


3. Steps To Follow For Completing The Lesson (cont.)	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <div> <p>Before beginning, put the letters “o” and “a” at the top of the lesson mat, and then say:</p> <ul style="list-style-type: none"> • Pull down the letter “o” in front of you. What sound does the letter “o” make? • Trace over the letter “a” with your finger, and then pull it down. Say the sound for the letter “a”. • Now, let’s put the two vowels together. These letters make the vowel pair “oa”. • Can you say the sound for the vowel pair “oa”? It sounds like the “oa” in the word “boat”. • Put the vowel pair back up on the holding spot. <p>Link And Read:</p> <ul style="list-style-type: none"> • Let’s make a new word. Pull down the “oa” vowel pair again. • Can you say the sound for “oa” again? • Here are two more letters. The letters are “b” and “t”. • Say the sounds of the letters “b” and “t” as I hand them to you. <p>• Let’s Link and read:</p> <ul style="list-style-type: none"> • Put the letter “b” on the baseline first. Next, put the vowel pair “oa”. Last, put the letter “t”. • The linked letters spell a new word. Can you read the word? Yes, the word is “boat”. • Have you been in a boat before? Was it fun? • Describe your trip in the boat. <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “boat”.</p> </div> </div>
4. Hands-On Activities	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “oa”</div> <div>  Parental help needed. </div> </div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </p> <ul style="list-style-type: none"> • Practice writing the vowel pair “oa” on the lines on the next page. • Cut out two “oa” pictures from below, then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “oa”. Color a picture of it in the big box on the next page.
5. Close, Review, & Evaluate	<div> <div>5.</div> <div> <p>Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p> </div> </div>
Cut Out The Pictures	<div> <div>bananas</div> <div>  </div> <div>boat</div> <div>  </div> <div>coat</div> <div>  </div> </div>












<div> <div>Practice writing the vowel pair “oa” on the line below.</div> <div>  </div> </div>
<div> <div>Paste two “oa” vowel pair pictures in the boxes below.</div> <div> <div></div> <div></div> </div> </div>
<div> <div>Think of something else that contains the vowel pair “oa”. Color a picture of it in the box below.</div> <div></div> </div>


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

Lesson 39 • Vowel Pair “oo”

The vowel pair “oo” is the sound you hear in the word “moon”.

Lesson Flow	Lesson #39 • Vowel Pair “oo” • The vowel pair “oo” is the sound heard in “moon”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review your child’s knowledge of the letters “o”. New knowledge to be taught: The two letters “o” and “o” spoken together make one sound because they are a vowel pair.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Begin by saying: What is the rule about vowel pairs? When two vowels are paired together they make a new sound. When we say the vowels “o” and “o” together, it is the sound you hear in the word “moon.” Can you say moon? Again, say the “oo” sound that you heard in the word “moon”. The moon is about 1/4 the size of the Earth. It is a cratered, dusty ball of rock in the Solar System. Look at these two letters again. They are “o” and “o”. We say these two letters together because they are a vowel pair. Can you say the sound for “oo”? What is the word you learned today that includes “oo”? Look at the gray “oo” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “oo” again? Now, trace over the other vowel pair with your finger. I’ll write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray vowel pair. Say the sound for “oo” after you write over each vowel pair. <div>  </div>

<div>3. Steps To Follow For Completing The Lesson (cont.)</div>	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <div> <p>Before beginning, put the two letters “o” and “o” at the top of the activity mat, then say:</p> <ul style="list-style-type: none"> • Pull down the first letter “o” in front of you. What sound does the letter “o” make? • Trace over the other letter “o” with your finger, then pull it down in front of you. • Now, let’s put the two letter vowels together. These letters make the vowel pair “oo”. • Can you say the sound for “oo”? It sounds like the “oo” in the word “moon”. • Push the vowel pair back up on the holding spot. <p>• Let’s Link and read:</p> <p>Before beginning, pull down the two “o” letters, and then say:</p> <ul style="list-style-type: none"> • Remember, these two letters make the vowel pair “oo”. Can you say the sound for “oo” again? • Let’s make a new word. • Here are two more letters. The letters are “m” and “n”. Say the sound of the letters as I hand them to you. • Let’s put the letter “m” on the baseline. Next, put the “oo” vowel pair next. Now, put the letter “n” last. • Can you read the new word. Yes, the word is “moon”. • The linked letters read “moon”. • Have you watched the moon at night? What did you see? Did it change colors? • Ask your family to show you the different phases of the moon. <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “moon”.</p> </div> </div>
<div>4. Hands-On Activities</div>	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “oo”</div> <div>  Parental help needed. </div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </p> <ul style="list-style-type: none"> • Practice writing the vowel pair “oo” on the lines on the next page. • Cut out two “oo” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “oo”. Color a picture of it in the big box on the next page. </div>
<div>5. Close, Review, & Evaluate</div>	<div> <div>5.</div> <div> <p>Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p> </div> </div>
<div>Cut Out The Pictures</div>	<div> <div>  <p>pencil</p> </div> <div>  <p>moon</p> </div> <div>  <p>loon</p> </div> </div>

<div>Practice writing the vowel pair “oo” on the line below.</div> <div>  </div>
<div>Paste your two “oo” vowel pair pictures in the boxes below.</div> <div> <div></div> <div></div> </div>
<div>Think of something else that contains the vowel pair “oo”. Color a picture of it in the box below.</div> <div></div>

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

Lesson 40 • Vowel Pair “ee”

The vowel pair “ee” sounds like the sound at the end of the word “bee”.

Lesson Flow

1. Tailor Your Child's Lesson

2. Knowledge

3. Steps To Follow For Completing The Lesson

Lesson #40 • Vowel Pair “ee” • The vowel pair “ee” is the sound heard in “bee”.

Teacher’s Simplified Guide: Child’s Name: _____ Age: _____

1. Adapt Your Child’s Lesson:

Will your child be taught alone or with a group? Circle the lesson setting. ☹️ 😊 😊

Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️

☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?

Pacing: What teaching pace is needed for this lesson? _____

What is the main toy or item to be used for today’s hands-on activity? _____

2. Known knowledge: Review your child’s knowledge of the letter “e”.

New knowledge to be taught:

The two letters “e” and “e” spoken together make one sound because they are a vowel pair.

3. Lesson steps to follow for completing the lesson:

Before starting, use your toy or item to create interest in your child about today’s reading lesson.

Begin by saying:

Can you tell me the new letter rule you learned? Yes, when two vowels are paired together they make a new sound. When we say the vowels “e” and “e” together, it is the sound we hear at the end of the word “bee.” Can you say bee? Say the “ee” sound again for me. A bee is a flying insect. Bees collect pollen and nectar. Some bees make honey and others don’t. Have you ever been stung by a bee? OUCH!









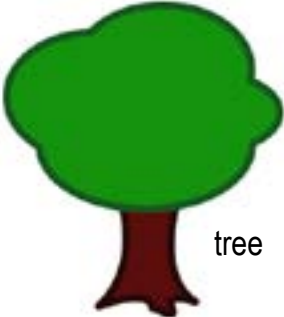


Look at these two letters again. They are “e” and “e”. We say these two letters together because they are a vowel pair. Can you say the sound for “ee”? What is the word you learned today that includes “ee”?

Look at the first gray “ee” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ee” again? Now, trace over the other vowel pair with your finger.

I will write over the first gray vowel pair with my pencil. Now, use your pencil to write over the other gray “ee” vowel pair. Say the sound for “ee” after you write over each vowel pair.

ee

ee

<div>3. Steps To Follow For Completing The Lesson (cont.)</div>	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <div> Before beginning, put the letters “e” and “e” at the top of the lesson mat, and then say: <ul style="list-style-type: none"> • Pull down the letter “e” in front of you. Now, pull down the second letter “e”. • Trace over one letter “e” with your finger. What sound does the letter “e” make? • Now, let’s put the two “e” letters together. These letters make the vowel pair “ee”. • Can you say the sound for “ee”? It sounds like the “ee” in the word “bee”. • Put the “ee” vowel pair back up on the holding spot. </div> <div> Link And Read: <ul style="list-style-type: none"> • Let’s make a new word. Pull down the “ee” vowel pair again. • Can you say the sound for “ee” again? • Here is one more letter. The letter is “b”. • Say the sounds of the letter “b” as I hand it to you. </div> <div> <ul style="list-style-type: none"> • Let’s Link and read: • Put the letter “b” on the baseline first. Now, put the vowel pair “ee” next. • The linked letters spell a new word. Can you read the word? Yes, the word is “bee”. • Do you have bees in your yard? Do they make a buzzing sound? • Some bees make honey. Have you eaten honey before? • Ask your family if there is a bee hive near your home that you can visit. </div> <div> Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “bee”. </div> </div>
<div>4. Hands-On Activities</div>	<div> <div>4. Hands-On Activity:</div> <div>Vowel Pair “ee”</div> <div>  Parental help needed. </div> <div> Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA)  </div> <ul style="list-style-type: none"> • Practice writing the vowel pair “ee” on the lines on the next page. • Cut out two “ee” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “ee”. Color a picture of it in the big box on the next page. </div>
<div>5. Close, Review, & Evaluate</div>	<div> <div>5.</div> <div>Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</div> <div>  Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div>  Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div>  Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div>
<div>Cut Out The Pictures</div>	<div> <div>  <div>tree</div> </div> <div>  <div>chair</div> </div> <div>  <div>bee</div> </div> </div>










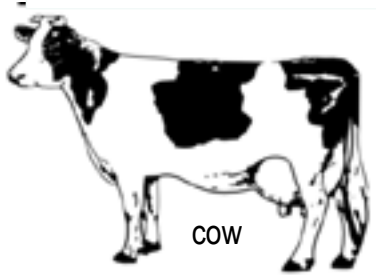

<div>Practice writing the vowel pair “ee” on the line below.</div> <div> <div>ee</div> </div>
<div> <div>Paste two “ee” vowel pair pictures in the boxes below.</div> <div> <div></div> <div></div> </div> </div>
<div> <div>Think of something else that contains the vowel pair “ee”. Color a picture of it in the box below.</div> <div> <div></div> </div> </div>


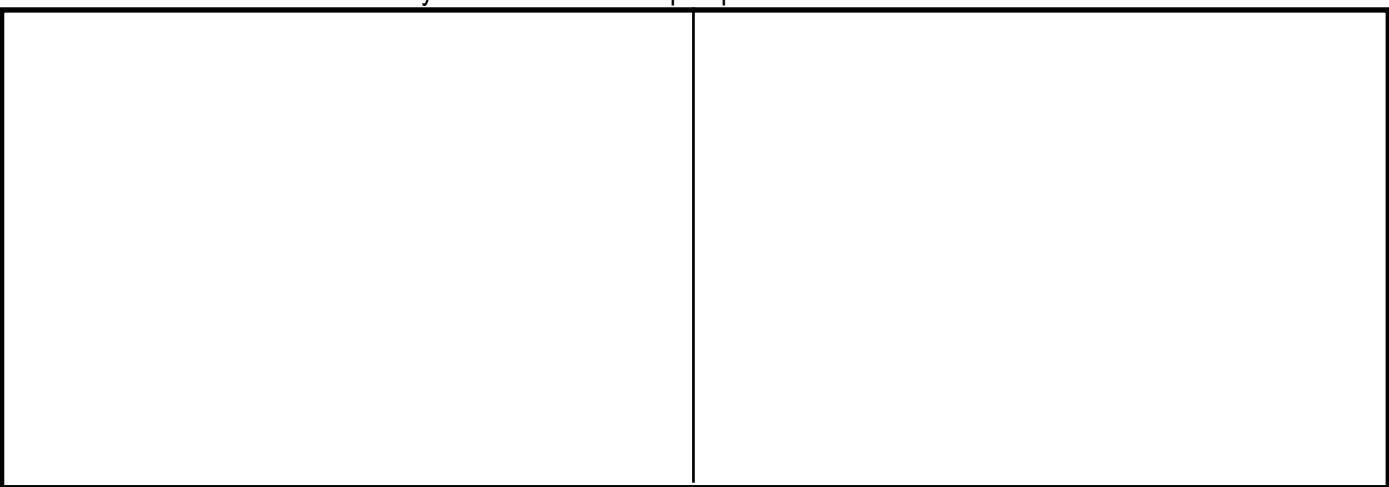
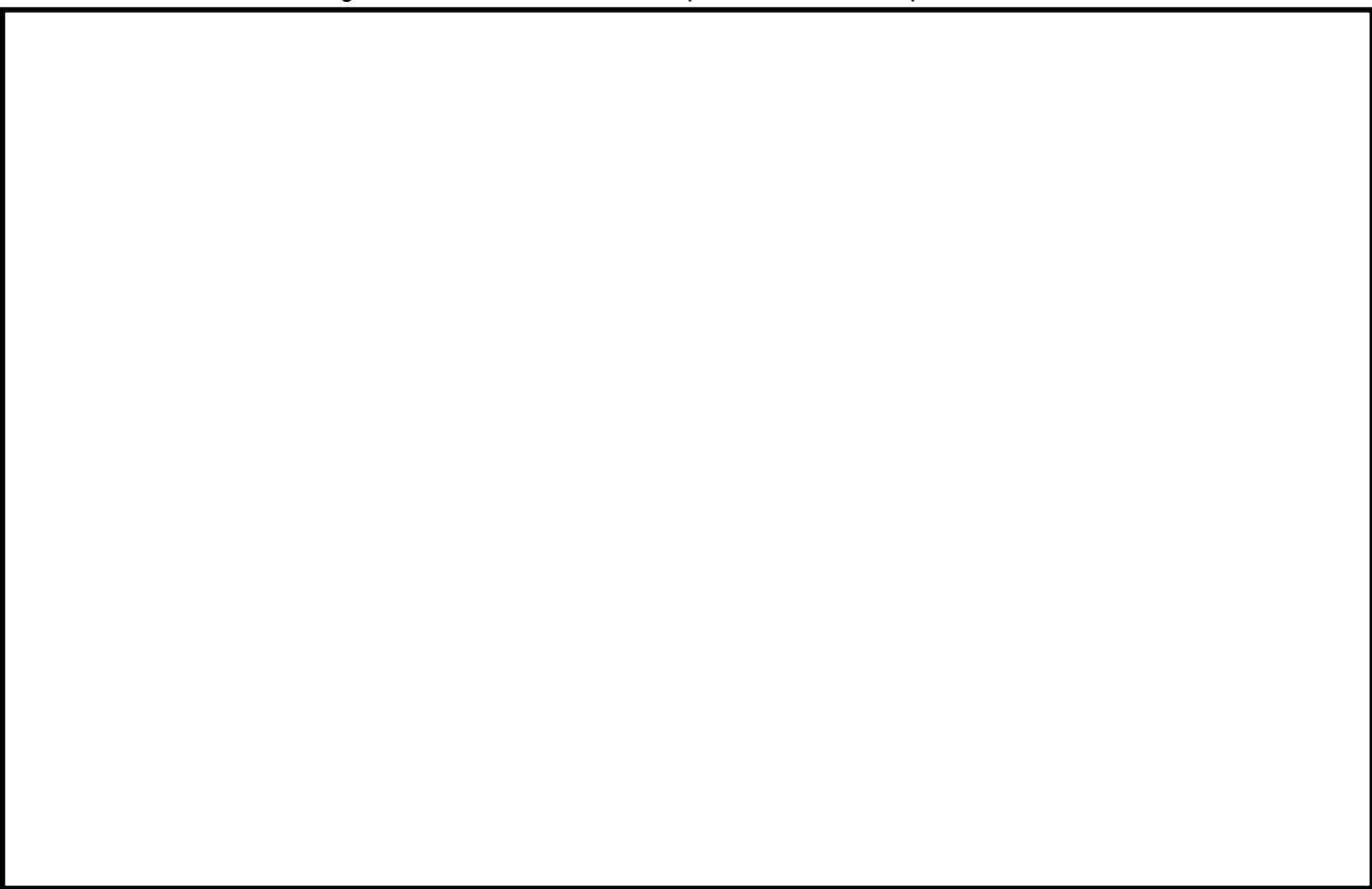


Lesson 41 • Vowel Pair “ow”

The vowel pair “ow” is the sound heard in the word “cow”.

Lesson Flow ↓	Lesson #41 • Vowel Pair “ow” • The vowel pair “ow” is the sound heard in “cow”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____	
	1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ What is the main toy or item to be used for today’s hands-on activity? _____
		2. Knowledge
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Begin by saying: When two vowels are paired together they make a new sound. When we say the vowels “o” and “w” together, it is the vowel pair sound heard in the word “cow.” Can you say cow? Say the “ow” sound that you heard in the word “cow”. A cow is a large farm animal. Cows graze or eat grass in a field. Some cows give milk. Look at these two letters again. They are “o” and “w”. We say these two letters together because they are a vowel pair. Can you say the sound for “ow”? What is the word you learned today that includes “ow”? Look at the first gray “ow” vowel pair below. Watch as I trace over it with my finger. Can you say the sound for “ow” again? Now, trace over the other vowel pair with your finger.	
	I’ll write over the first gray vowel pair with my pencil. Use your pencil to write over the other gray vowel pairs. Say the sound for “ow” after you write over each vowel pair.	
	<div>owow</div>	

3. Steps To Follow For Completing The Lesson (cont.)	<div> <div> 3. (section 3 continued) </div> <div> Word Builder Activities </div> </div> <p>Before beginning, put the letters “o” and “w” at the top of the activity mat, and then say:</p> <ul style="list-style-type: none"> • Pull down the letter “o” in front of you. What sound does the letter “o” make? • Trace over the letter “w” with your finger, and then pull it down. Say the sound for the letter “w”. • Now, let’s put the two letters together. These letters make the vowel pair “ow”. • Can you say the sound for “ow”? It sounds like the “ow” in the word “cow”. • Put the vowel pair back up on the holding spot. <ul style="list-style-type: none"> • Let’s make a new word. Pull down the “ow” vowel pair again. • Can you say the sound for “ow” again? • Here is one more letter. The letter is “c”. • Say the sound for the letter “c” as I hand it to you. <ul style="list-style-type: none"> • Let’s Link and read: • Put the letter “c” on the baseline first. Now, put the vowel pair “ow”. • The linked letters spell a new word. Can you read the word? Yes, the word is “cow”. • Have you seen a cow before? What sound did he make? • Do you like to drink milk? Some cows make milk. <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “cow”.</p>
4. Hands-On Activities	<div> <div> 4. Hands-On Activity: </div> <div> Vowel Pair “ow” </div> <div>  Parental help needed. </div> </div> <p>Circle your child’s learning preferences that you plan to use with today’s activity:    (SM) (TA) </p> <ul style="list-style-type: none"> • Practice writing the vowel pair “ow” on the lines on the next page. • Cut out two “ow” pictures from below, and then glue them in the two boxes on the next page. • Think of something else that contains the vowel pair “ow”. Color a picture of it in the large box on the next page.
5. Close, Review, & Evaluate	<div> <div> 5. </div> <div> Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. </div> </div> <p>Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept.</p> <p> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>
Cut Out The Pictures	<div> <div>  </div> <div>  </div> <div>  </div> </div> <div> <div>owl</div> <div>COW</div> <div>basket</div> </div>

<div> <div> Practice writing the vowel pair “ow” on the line below. </div> <div>  </div> </div>
<div> <div> Paste your two “ow” vowel pair pictures in the boxes below. </div> <div>  </div> </div>
<div> <div> Think of something else that contains the vowel pair “ow”. Color a picture of it in the box below. </div> <div>  </div> </div>

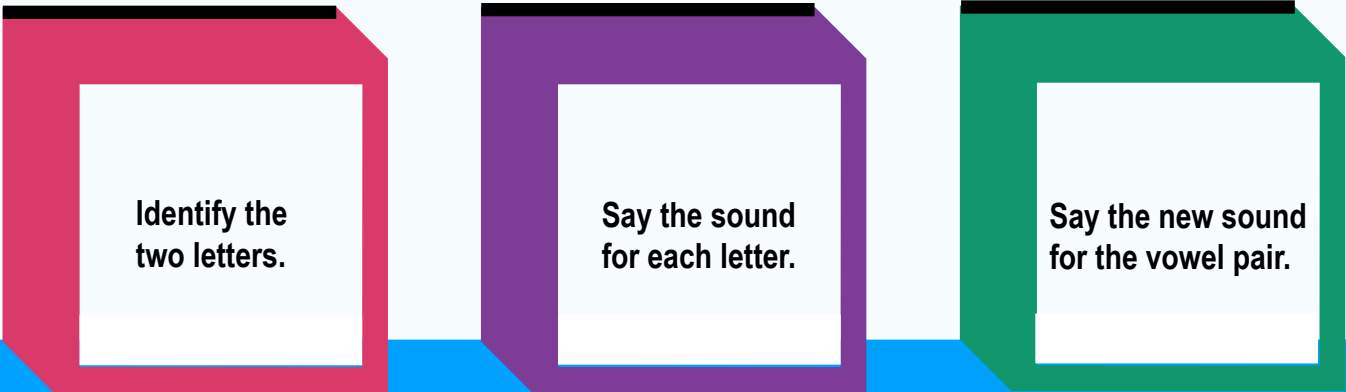
Skill 9 • Vowel Pairs Practice

Sign in to your student account to watch video # 17 for this skill.

Vowel Pairs

Rule: A vowel pair contains two letters that make one sound. When two letters are paired together they are a vowel pair that makes one new sound

Note: The underline vowel bars are on page 220, and the red vowel cut out letters are on page 227.



Building Blocks For Using Vowel Pairs

Directions For Skill 9 • Lesson 42

Vowel Pairs

Note: Use the simplified guide in the resource section for the vowel pairs practice.

- Activity:** **Parent:**
On the holding spot, put the red baseline bars along with the letters needed to spell today's words. Choose "rain", "saw", "hay", "boy", "leaf", "pie", "bird", "boat", "moon", "bee", or "cow" from the lessons to go with today's practice.
1. Let's look at today's picture. What is the name of this picture? Display the word picture on your card stand.
 2. Now, look at today's letters on the holding spot. Pull down the letters onto the baseline needed for the vowel pair. Next, say the letters in the vowel pair.
 3. The vowel pair makes the sound of _____. Listen as I say the sound of the vowel pair. Now, you say the sound of this vowel pair for me.
 4. From the holding spot, pull down the other letters needed to spell your picture word?
 5. After you spell your picture word, put the red bar under the baseline to underline the vowel pair that you used.
 6. Now, read your new word. Can you use your word in a sentence?
 7. Next, point to the word under each letter and tell me if the letter is a consonant or a vowel pair.

Critical Thinking Skills Questions:
Can you tell me the meaning of today's word? Can you create a sentence with your new word?

Orthographic Mapping For Reading Fluency:
Guide your child through the word mapping exercise using today's lesson words.

Working With Vowel Pairs

Skill 10 • Spelling Scrambler • Lesson 43

Sign in to your student account to watch video # 11 for this skill.

Spelling Scrambler

Student Goal: Unscramble the letters to spell the word that goes with the word clue.

Bonus Fun: See page 235 for extra fun playing Spelling-Go-Round.

🖐️ **Parent:**

Put the letters needed to spell the word on the holding spot of the paper on the next page.
 Next, scramble the letters. Now, give a word clue by giving the definition of the word to your child.
 You may use the word in a sentence, or tell how it looks, or what it does for your clue.

Activity:

- Listen to my clue about your word. Now, unscramble the letters to spell the word that goes with the clue I gave you.
- Let's Link And Spell:
 Next, pull down the letters needed to spell your word.
- Remember to snap the sounds you hear, map the sounds with the purple bars, and then graph the sounds by putting the letters on the baseline to spell the word.
- Can you pronounce the new word? Can you explain the meaning of your new word? Let's use your new word in a short sentence.
- Write a "1" in each score box for each word that you spelled correctly. When you've spelled all five words, add up your number score.

Bonus Points: Earn "5" extra points by putting a vowel baseline bar under the vowel of one of your new words.

Spelling-Go-Round: On page 235 is the **Spelling-Go-Round** game for extra fun and practice.

Listen to the word clue.

Now, look at the scrambled letters for your word.

Pull down the letters needed to spell your new word.

Spelling Building Blocks



Spelling Scrambler

Score:
 1 per word
 Bonus = 5

Bonus

Total

🖐️ **Parent:** Put the letters needed to spell the picture word on the holding spot, and then scramble the letters. Next, display each picture on your card stand.
Student Goal: Unscramble the letters to spell the words that match each picture.

- Listen to my clue about your word. Now, unscramble the letters to spell the word that goes with the clue I gave you.
- Let's Link And Spell:
 Next, pull down the letters needed to spell your word.
- Remember to snap the sounds you hear, map the sounds with the purple bars, and then graph the sounds by putting the letters on the baseline to spell the word.
- Can you pronounce the new word? Can you explain the meaning of your new word? Let's use your new word in a short sentence.
- Write a "1" in each score box for each word that you spelled correctly. When you've spelled all five words, add up your number score.

Bonus: Earn "5" extra points by putting a vowel baseline bar under the vowel of one of your new words

Skill 11 • Syllables • Lesson 44

Sign in to your student account to watch video # 14 for this skill.

Syllables

Rule: Words are broken into chunks called syllables (letters or groups of letters) that make one sound.
There are words with one syllable, and then there are words with multiple syllables.

Parent: If your simplified guide is being used in a plastic sleeve, use a water marker to write the words, and then underline the syllables. If not, use a separate piece of paper with a pencil to write and underline the syllables for today's words.

Note: The picture cards for this skill are on page 236.

Activity:

- 1. Look at the picture. Can you tell me what you see?
- 2. Let's read the new word under the picture together.
- 3. I'll write the word on the baseline. Now, let's read the word and underline each syllable or break heard in the word.
How many syllables did you underline?
- 4. Let's Read And Count Syllables: As we read the word, clap your hands for each break or syllable that you hear.
How many syllables did you count?
- 5. Can you tell me the meaning of today's new word?

Critical Thinking Skills Questions:

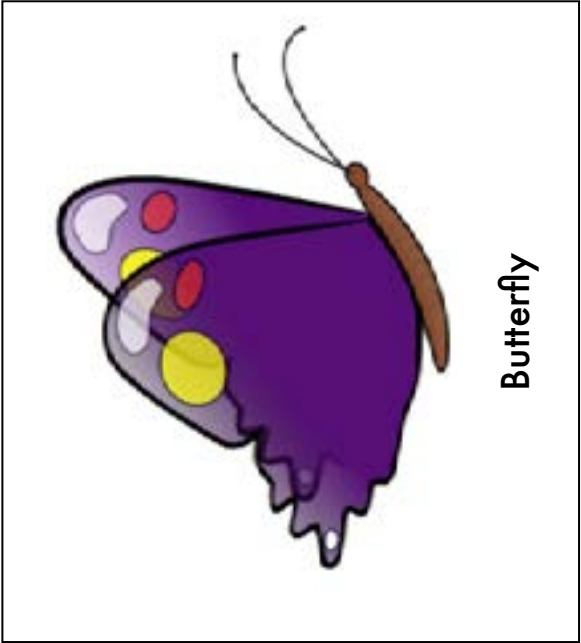
Again, think about the meaning of the new word. Can you create a sentence using your new word?

Look at the picture.

Read the new word
under the picture.

As you read the
new word, count
the syllables or
breaks that you
hear in the word.

Building Blocks For Counting Syllables



Butterfly

Let's Read And Count Syllables!



Syllables
Simplified Guide

Rule: Words are broken into chunks called syllables (letters or groups of letters) that make one sound.

Parent Note: Parent prompting will be needed to complete this activity. On the holding spot, put one picture needed for each syllable counting activity. More pictures are in the resources. If your simplified guide is being used in a plastic sleeve, use a water marker to write the words and then underline the syllables. If not, use a separate piece of paper with a pencil to write and underline the syllables for today's words.

Activity: 1. Look at the picture. Can you tell me what you see?

2. Let's read the new word under the picture together.

3. I'll write the word on the baseline. Now, let's read the word and underline each syllable or break heard in the word. How many syllables did you underline?

4. Let's Read And Count Syllables: As we read the word, clap your hands for each break or syllable that you hear. How many syllables did you count?

5. Can you tell me the meaning of today's new word?

Critical Thinking Skills Questions: Again, think about the meaning of the word. Can you make a sentence using your new word?

Skill 12 • Trigraphs

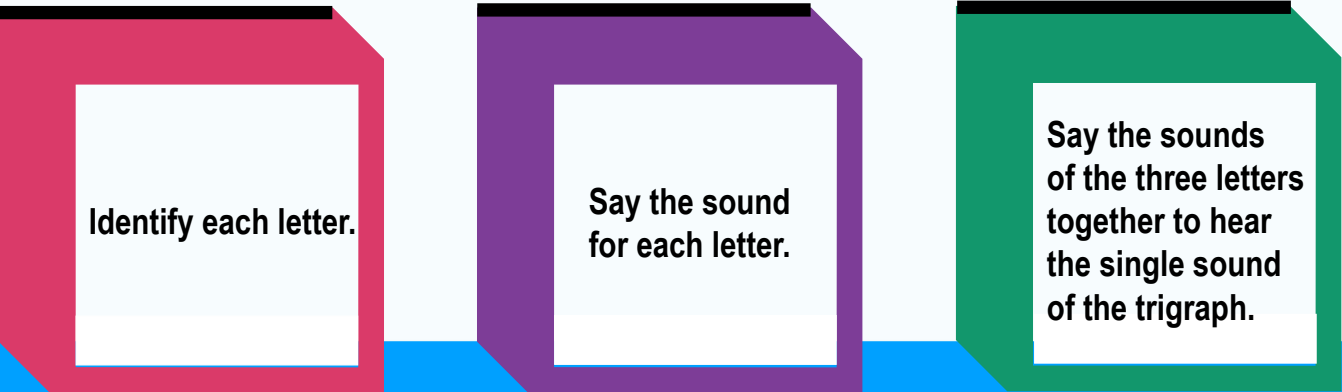
Sign in to your student account to watch video # 18 for this skill.

Trigraphs

Rule: A trigraph is made of three letters that work together to make a single sound.

Some trigraphs are: *nth, sch, scr, shr, spl, spr, str, thr*

Note: The trigraph activity picture cards are on page 224.



Building Blocks For Using Trigraphs

Directions For Skill 12

Trigraphs

Activity:

1. On the holding spot, look at the letters for today's trigraph.
2. Touch the three letters with your finger. Now, pull down the letters onto the first three blanks on the baseline.
3. Trace over the letters with your finger, and then say the name for each letter.
4. These three letters make the trigraph sound of _____. Listen as I say the sound of the trigraph.
Now, you say the sound of the trigraph.
5. Can you name something that starts with the sound of this trigraph?
6. Look at this picture. Can you think of a word to go with the picture?
7. Now, pull down the other letters needed to spell the word for your picture.
8. Let's Link And Read: Let me help you put the letters together to spell your new word. The new word reads _____.
Can you say the new word?
9. Can you explain the meaning of your word? Now, use your word in a sentence.
10. Let's put the red bar under the baseline to underline the vowel that you used. Note: There may be more than one vowel.
11. Next, let's point to the word under each letter on the baseline. As we do, tell me whether the letter is a consonant or a vowel.

Critical Thinking Skills Questions:


Again, what is the meaning of today's new word? What sentence did you create with your new word?




Orthographic Mapping For Reading Fluency:

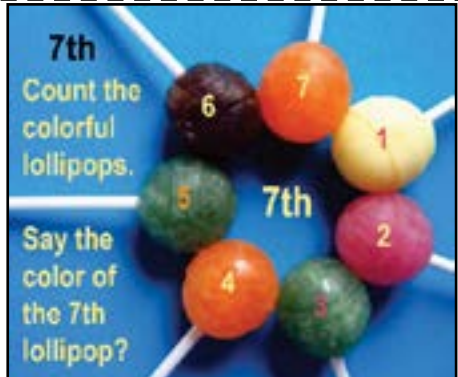
Guide your child through the word mapping exercise using today's lesson words.

Usng Trigraphs


Lesson Flow ↓	Lesson #45 • Trigraph “nth” • The trigraph “nth” is the sound heard in “tenth”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	<p>1. Adapt Your Child’s Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹☹</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️</p> <p>Ⓐ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<p>2. Known knowledge: Review and evaluate known knowledge for the letters “n”, “t”, and “h”.</p> <p>New knowledge to be taught: The trigraph “nth” sounds like the ending of the word “tenth”.</p>
3. Steps To Follow For Completing The Lesson	<div style="background-color: yellow; padding: 10px;"> <p>3. Lesson steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: Today we will learn another letter rule about triagraphs. A trigraph is made of three letters that work together to make a new sound. When we say the letters “n”, “t”, and “h” together, they sound like the ending of the word “tenth”. The digraph “nth” is at the end of the word “tenth”. Can you say the sound of “nth”?</p> <p>Look at the trigraph “nth” again. When we say the letters together, they make the “nth” sound. Say the “nth” sound again for me? Remember today’s new rule. When these three letters are together, it is a trigraph.</p> <p>Look at the first trigraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other trigraphs while saying the sound for “nth”.</p> </div> <hr style="border: 2px solid black;"/> <div style="background-color: yellow; padding: 10px;"> <p>Look at the first gray trigraph. I will write over it with my pencil. These letters stand for the trigraph “nth”. Use your pencil to write over the other trigraph. Say the sound of trigraph “nth” as you write.</p> </div> <div style="text-align: center; font-size: 48px; margin-top: 20px;"> nth nth </div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities		
	<p>Before beginning, put the letters "e", "n", "h" and two of the letter "t" at the top of the activity mat, and then say:</p> <ul style="list-style-type: none">Trace over the first letter "t" with your finger, and then pull it down. What sound does "t" make?Now, touch the letter "e". Pull it down in front of you. What sound does the letter "e" make?Next, touch the letter "n". What sound does the letter "n" make? Pull it down in front of you.Touch the letter "h". Pull the letter down in front of you. What sound does the letter "h" make?Now, let's put these three letters together. This is the digraph "nth". Can you say that new sound of "nth"? <p>Let's Make A New Word:</p> <ul style="list-style-type: none">We are going to make a new word. Put the letter "t" on the baseline first.Next, put the letter "e".Now, put the "nth" digraph last on the baseline. <p>Let's Link And Read:</p> <ul style="list-style-type: none">Can you read the new word?Yes, the new word spells "tenth".Can you count up to the tenth number for me? What is the last number? Yes, the number ten is the tenth number.Read the numbers, and then fill in the blank in this sentence. The last number is the _____ number. <div>12345678910</div> <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word "tenth".</p>		
4. Hands-On Activities	4. Hands-On Activity:	Trigraph "nth"	 Parental help may be needed.

5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.		
	<p>Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept.</p> <div> Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> <div> Today's lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> <div> Today's concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div>		

Create Your Own Trigraph Picture	
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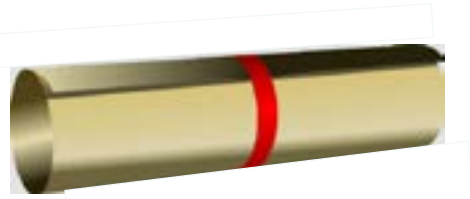
Lesson Flow	Lesson #45 • Trigraph “sch” • The “sch” sound is heard in the word “school”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. 😊 😊 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s”, “c”, and “h”. New knowledge to be taught: The trigraph “sch” sounds like the beginning of the word “school”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: A trigraph is made of three letters that work together to make a new sound. When we say the letters “s”, “c”, and “h” together, they sound like the beginning of the word “school”. The digraph “sch” is at the beginning of the word “school”. Can you say the sound for the digraph “sch” for me? When we say the letters together, they make the “sch” sound. Say the “sch” sound again for me? Remember today’s letter rule. When these three letters are together, it is a trigraph. Look at the first trigraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other trigraph while saying the sound for “sch”.
	Now, look at the first gray trigraph. I’ll use my pencil to write over it. These letters stand for the trigraph “sch”. Pick up your pencil and write over the other trigraph. Say the sound of the trigraph “sch” as you write.
	<div style="font-size: 100px; color: gray; text-align: center;">sch sch</div>

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued)</div> <div>Word Builder Activities</div> <p>Before beginning, put the letters ”s”, “c”, “h”, “l” and two of the letter ”o” at the top of the activity mat, and then say:</p> <ul style="list-style-type: none"> • Trace over the first letter “s” with your finger, and then pull it down. What sound does “s” make? • Now, touch the letter “c”. Pull it down in front of you. What sound does the letter “c” make? • Next, trace over the letter “h”. What sound does the letter “h” make? Pull it down in front of you. • Touch the letter “o”. Pull the letter down in front of you. What sound does the letter “o” make? • Next, trace over the letter “l”. What sound does the letter “l” make? Pull it down in front of you. • Now, let’s put these three letters together. This is the digraph “sch”. • Can you say that new sound of “sch”? It’s the sound you hear in the word “school”. <p>Let’s Make A New Word:</p> <ul style="list-style-type: none"> • Put the digraph “sch” on the baseline first. • Next, put the two “o” letters, and then put the letter “l” last. <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Can you read the new word? • Yes, the new word spells “school”. • Where do you go to school? • Tell your teacher about your classroom. • Describe some of the things you do in your school classroom. <p>Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “school”.</p>	
	4. Hands-On Activities	4. Hands-On Activity: Trigraph “sch” 🖐️🖐️ Parental help may be needed. Look at the “sch” picture at the bottom of the page. Now, color your own “sch” picture in the blank spot beside it. Explain the meaning of your picture to your teacher. Is your “sch” picture related to the school? Tell me how.
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. <div> 😊 Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div> 😐 Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div> ? Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div>
Create Your Own Trigraph Picture	<div>  </div>	


Lesson Flow ↓	Lesson #46 • Trigraph “scr” • The trigraph “scr” is the sound heard in scroll. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
	2. Knowledge 2. Known knowledge: Review and evaluate known knowledge for the letters “s”, “c”, and “r”. New knowledge to be taught: The trigraph “scr” sounds like the beginning of the word “scroll”.

3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: A trigraph is made of three letters that work together to make a new sound. When we say the letters “s”, “c”, and “r” together, they sound like the beginning of the word “scroll”. The digraph “scr” is at the beginning of the word “scroll”. Can you say the sound for the digraph “scr” for me? When we say the letters together, they make the “scr” sound. Say the “scr” sound again for me? Remember, today’s letter rule. When these three letters are together, it is a trigraph. Look at the first trigraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other trigraph while saying the sound for “scr”.
	Now, look at the first gray trigraph. I’ll use my pencil to write over it. These letters stand for the trigraph “scr”. Pick up your pencil and write over the other trigraph. Say the sound of the trigraph “scr” as you write.
	<div> <div>scr</div> <div>scr</div> </div>


3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) <div>Word Builder Activities</div> Before beginning, put the letters “s”, “c”, “r”, “o”, and two of the letter “l” at the top of the activity mat, and then say: • Touch the letter “s”. Pull it down in front of you. What is the sound for this letter? • Trace over the letter “c” with your finger, and then pull it down. What sound does “c” make? • Touch the letter “r”. Pull the letter down in front of you. Say the sound for the letter “r”. • When we put the three letters together, we hear a new sound. Can you say that new sound for “scr”? • Now, trace over the letter “o”, and then pull it down. What sound does “o” make? • Last, pull down the two “l” letters. Say the sound for “l” for me. Let’s make a new word. • Look at the “scr” digraph first. Now, here are your other letters to use. • Say the sounds of the letters “o” and “l” as I hand them to you. • First, put the trigraph “scr” on the baseline. Next, put the letters “o”, and then put the two “l” letters Let’s Link And Read: • Look a the letters. Can you read the new word? Yes, the new word spells “scroll”. • A scroll is used for writing a document. It is rolled up and can be made of parchment, leather, or papyrus. • You can make your own scroll from a piece of paper. Write words or color pictures on it before rolling it. Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “scroll”.
	4. Hands-On Activities <div>Trigraph “scr”</div> <div>✋✋ Parental help may be needed.</div> Look at the “scr” picture at the bottom of the page. Now, color your own “scr” picture in the blank spot beside it. Explain the meaning of your picture to your teacher. Is your “sc” picture related to the scroll? Tell me how.
	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.

Create Your Own Trigraph Picture	<div> <div></div> <div></div> </div> <div>  <div>Scroll</div> </div>
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Lesson Flow	Lesson #47 • Trigraph “shr” • The trigraph “shr” is the sound heard in shrub. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	<p>1. Adapt Your Child’s Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. 😊 😊😊</p> <p>Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 🖐 (SM) (TA) ✍</p> <p>🕒 Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today’s hands-on activity? _____</p>
2. Knowledge	<p>2.</p> <p>Known knowledge: Review and evaluate known knowledge for the letters “s”, “h”, and “r”.</p> <p>New knowledge to be taught: The trigraph “shr” sounds like the beginning of the word “shrub”.</p>
3. Steps To Follow For Completing The Lesson	<p>3. Lesson steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today’s reading lesson.</p> <p>Say: When we say the letters “s”, “h”, and “r” together, they sound like the beginning of the word “shrub”. The trigraph “shr” is at the beginning of the word “shrub”. Can you say the sound for the trigraph “shr”?</p> <p>When we say the letters together, they make the “shr” sound. Say the “shr” sound again for me? Remember, today’s letter rule. When these three letters are together, it is a trigraph.</p> <p>Look at the first trigraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other trigraph while saying the sound for “shr”.</p>
	<p>Now, look at the first gray trigraph. I’ll use my pencil to write over it. These letters stand for the trigraph “shr”. Pick up your pencil and write over the other trigraph. Say the sound of the trigraph “shr” as you write.</p>
	<div> <div>shr</div> <div>shr</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	<div> <div>3. (section 3 continued)</div> <div>Word Builder Activities</div> </div> <p>Before beginning, put the letters “s”, “h”, and “r” at the top of the lesson mat, and then say:</p> <ul style="list-style-type: none"> • Touch the letter “s”. Pull it down in front of you. • Trace over the letter “h” with your finger, then pull it down, also. • Touch the letter “r”. Pull the letter down in front of you. What sounds do these three letters make? • Now, let’s put the three letters together. This trigraph sounds like “shr”. Can you say that new sound? <p>Let’s Make A New Word:</p> <ul style="list-style-type: none"> • Let’s practice the new sound using the letters of the trigraph that you learned. • These three letters are a trigraph. They go together to make the new sound for “shr”. • The word “shrub” begins with the trigraph “shr”. • I’ll separate the letters. Now, you link the three letters again. What sound do they make together? “shr” • Put the “shr” trigraph on the baseline. Now, I’ll get a few new letters for you. • Say the sounds of these letters “u” and “b” as I hand them to you. <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Let’s put the trigraph “shr” down on the baseline first. Now, put your other letters on the baseline. • Link the letters together. Can you read the word? Yes, the word is “shrub”. • A shrub is a bush. Do you have a shrub in your yard? <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “shrub”.</p>	
	4. Hands-On Activities	<div> <div>4. Hands-On Activity:</div> <div>Trigraph “shr”</div> <div>🖐🖐 Parental help may be needed.</div> </div> <p>Look at the “shr” picture at the bottom of the page. Now, color your own “shr” picture in the blank spot beside it.</p> <p>Explain the meaning of your picture to your teacher. If your “shr” picture is related to the shrub, tell me how.</p>
	5. Close, Review, & Evaluate	<div> <div>5.</div> <div> <div>Close And Review:</div> <div>Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> </div> </div> <div> <div>Evaluate For Advancement:</div> <div>Circle the symbol that indicates your child’s understanding of today’s concept.</div> </div> <div> <div>😊</div> <div>Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</div> </div> <div> <div>😐</div> <div>Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later.</div> </div> <div> <div>?</div> <div>Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</div> </div>
Create Your Own Trigraph Picture	<div>  </div> <div>Shrub</div>	

Lesson Flow	Lesson #48 • Trigraph “spl” • The trigraph “spl” is heard at the beginning of “splash”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s”, “p”, and “l”. New knowledge to be taught: The trigraph “spl” sounds like the beginning of the word “splash”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: When we say the letters “s”, “p”, and “l” together, they sound like the beginning of the word “splash”. Say the sound for the digraph “spl” for me? Again, the digraph “spl” is heard at the beginning of “splash”. When we say these letters together, they make the “spl” sound. Say the “spl” sound again for me? Remember today’s letter rule. When these three letters are together, it is a trigraph. Look at the first trigraph below. Watch as I trace over it with my finger. Now, use your finger to trace over the other trigraph while saying the sound for “spl”.
	Look at the first gray trigraph. I’ll use my pencil to write over it. These letters are the trigraph “spl”. Now, use your pencil to write over the other trigraph. Say the sound of the trigraph “spl” as you write.
	<div>spl spl</div>



3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s”, “p”, and “l” at the top of the lesson mat, and then say: • Touch the letter “s”. Pull it down in front of you. Say the sound for this letter? • Trace over the letter “p” with your finger, and then pull it down. What sound does “p” make? • Touch the letter “l”. Pull the letter down in front of you, and then say the sound for the letter “l”. • When we put the three letters together, we hear a new sound. Can you say the new sound for “spl”? Let’s Make A New Word: • Let’s practice the new sound using the letters of the trigraph that you learned today. • These three letters are a trigraph. They go together to make the new sound “spl”. • The word “splash” begins with the trigraph “spl”. • I’ll separate the letters. Now, you link the three letters again. What sound do they make together? “spl” • Now, put the “spl” trigraph on your mat. Here are some new letters to use. They are “a” and “h”. • Say the sounds of these letters as I hand them to you. I’ll add another letter “s” for your word. Let’s Link And Read: • Let’s put the trigraph “spl” on the baseline first. Now, put the letters “a”, “s”, and “h” after the trigraph. • Link the letters together and then read the new word. Yes, the word is “splash”. • If a liquid is spilled or dropped, it hits something or someone and causes a splash. Look at the blue splash below. Do you think that would be a job to clean up? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “splash”.	
	4. Hands-On Activities	4. Hands-On Activity: Trigraph “spl” 🖐🖐 Parental help may be needed. Look at the “spl” picture at the bottom of the page. Now, color your own “spl” picture in the blank spot beside it. Explain the meaning of your picture to your teacher. How is your “spl” picture related to the picture of water?
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.
		Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture	<div>  <p>Splash</p> </div>	

Lesson Flow ↓	Lesson #49 • Trigraph “spr” • The trigraph “spr” sounds like the beginning of “spray”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____	
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. 😊 😊 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____	
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s”, “p”, and “r”. New knowledge to be taught: The trigraph “ spr ” sounds like the beginning of the word “spray”.	
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson.. Say: When we say the letters “s”, “p”, and “r” together, they sound like the beginning of the word “spray”. Can you say the sound for the digraph “spr”? The digraph “spr” is at the beginning of the word “spray”. When we say these letters together, they make the “spr” sound. Say the “spr” sound again for me. Remember, today’s letter rule. When these three letters are together, it is a trigraph. Look at the first trigraph below. I will trace over it with my finger. Now, you use your finger to trace over the other trigraph while saying the sound for “spr”.	
	Look at the first gray trigraph. I’ll use my pencil to write over it. These letters stand for the trigraph “spr”. Now, use your pencil to write over the other trigraph. Say the sound of the trigraph “spr” as you write.	
	<div style="font-size: 100px; opacity: 0.5; text-align: center;">spr spr</div>	

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s”, “p”, and “r” at the top of the lesson mat, and then say: • Touch the letter “s”. Pull it down in front of you. Say the sound for the letter “s” for me. • Trace over the letter “p” with your finger, and then pull it down. What sound does “p” make? • Touch the letter “r”. Pull the letter down in front of you, and then say the sound it makes. • Let’s put these three letters together. This trigraph makes the sound of “spr”. Can you say the new sound? • These letters make the new sound for “spr”. The word “spray” begins with the trigraph “spr”. • I’ll separate the letters. Now, you link the three letters again. What sound do they make together? “spr” Let’s Make A New Word: • Put the “spr” trigraph on the baseline. Here are two more letters for you to use. • Say the sounds of these letters “a” and “y” as I hand them to you. • Let’s put the trigraph “spr” on the line first. Now, put your other letters after the trigraph. Let’s Link And Read: • Link the letters together and then read the new word. • Can you read the word? Yes, the word is “spray”. • A spray is a jet of fine liquid forced into the air. Do you have a spray bottle at your house? • Would you like to color the spray bottle below? What liquid in in your spay bottle? Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “spray”.	
	4. Hands-On Activities	4. Hands-On Activity: Trigraph “spr” ✋✋ Parental help may be needed. Look at the “spr” picture at the bottom of the page. Now, color your own “spr” picture in the blank spot beside it. Explain what picture you colored to your teacher. Is your “spr” picture related to the spray bottle? Tell me now.
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. 😊 Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. 😐 Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture	<div style="text-align: right;">  </div>	

Lesson Flow ↓	Lesson #50 • Trigraph “str” • The trigraph “str” sounds like the beginning of “straw”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s”, “t”, and “r”. New knowledge to be taught: The trigraph “str” sounds like the beginning of the word “straw”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: When we say the letters “s”, “t”, and “r” together, they sound like the beginning of the word “straw”. The trigraph “str” is at the beginning sound of the word “straw”. Say the sound for the trigraph “str” for me? When we say these letters together, they make the “str” sound. Say the “str” sound again for me? Remember, today’s letter rule is when three letters are together, it is a trigraph. Look at the first trigraph below. Watch as I trace over it with my finger. Now, use your finger to trace over the other trigraph while saying the sound for “str”.
	Look at the first gray trigraph. I’ll use my pencil to write over it. These letters are the trigraph “str”. Now, use your pencil to write over the other trigraph. Say the sound of the trigraph “str” as you write.
	<div style="font-size: 100px; opacity: 0.5; text-align: center;">str str</div>

3. Steps To Follow For Completing The Lesson (cont.)	<div>3. (section 3 continued) Word Builder Activities</div> <p>Before beginning, put the letters “s”, “t”, and “r” at the top of the lesson mat, and then say:</p> <ul style="list-style-type: none"> • Touch the letter “s”. Pull it down in front of you. Say the sound for this letter? • Trace over the letter “t” with your finger, and then pull it down. What sound does “t” make? • Touch the letter “r”. Pull the letter down in front of you. Say the sound for the letter “r”. • When we put the three letters together, we hear a new sound. Can you say the new sound for “str”? <ul style="list-style-type: none"> • Let’s practice the sound. These three letters are a trigraph. They go together to make the sound for “str”. • The word “straw” begins with the trigraph “str”. • I’ll separate the letters. Now, you link the three letters again. What sound do they make together? <p>Let’s Make A New Word:</p> <ul style="list-style-type: none"> • Put the “str” digraph on the baseline. • Here are the letters “a” and “w”. Say the sounds of these letters as I hand them to you. • Let’s put the trigraph “str” first. Now, put the letters “a” and “w” after the trigraph. <p>Let’s Link And Read:</p> <ul style="list-style-type: none"> • Link the letters together. Can you read the new word? Yes, the word is “straw”. • A straw is a tube that lets you suck liquid from a container. The straw can be made of glass, plastic, or paper. Do you have a straw in your kitchen? <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “straw”.</p>
	<div>4. Hands-On Activities Trigraph “spr” Parental help may be needed.</div> <p>Look at the “spr” picture at the bottom of the page. Now, color your own “spr” picture in the blank spot beside it.</p> <p>Tell your teacher what picture you colored. Does your picture have a colorful straw?</p>
	<div>5. Close, Review, & Evaluate</div> <div>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</div> <div> Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. <div> ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div> ☹ Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div> ? Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div> </div>
Create Your Own Trigraph Picture	<div> <div>Straw</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	<div style="text-align: center;">Word Builder Activities</div> <p>Before beginning, put the letters “t”, “h”, and “r” at the top of the lesson mat, and then say:</p> <ul style="list-style-type: none"> • Touch the letter “t”. Pull it down in front of you. Say the sound for the letter “t” for me. • Trace over the letter “h” with your finger, then pull it down, also. What sound does “h” make? • Touch the letter “r”. Pull the letter down in front of you, and then say the sound it makes. • Let’s put these three letters together. This digraph sounds like “thr”. Can you say the new sound? • Let’s Practice Your New Sound. Pull down the letters for today’s lesson. • These letters go together to make the new sound for “thr”. These three letters are a trigraph. • The word “three” begins with the trigraph “thr”. • I’ll separate the letters. Now, you link the three letters again. What sound do they make together? • Link and read: • Put the “thr” digraph on the baseline. • I’ll give you two more letters. Say the sounds of these letters “e” and “e” as I hand them to you. • Let’s put the trigraph “thr” on the line first. Now, put your other letters. • Can you read the new word? Yes, the word is “three”. • Three is the third number we say when we are counting. • Count the balloons in the picture below. How many balloons are in the picture below? <p>Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “three”.</p> 		
	4. Hands-On Activities	4. Hands-On Activity: Trigraph “thr”	 Parental help may be needed.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. <div style="margin-top: 10px;"> <input checked="" type="radio"/> Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. </div> <div style="margin-top: 10px;"> <input type="radio"/> Today’s lesson concept was partially explained. Take a long break, then reteach the lesson later. </div> <div style="margin-top: 10px;"> <input type="radio"/> Today’s concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned. </div>		
Create Your Own Trigraph Picture	<div style="text-align: right; margin-right: 50px;">  </div>		

Skill 13 • Trigraph Picture Association Activity

Sign in to your student account to watch video # 18 for this skill.

Trigraphs Practice

Rule: A trigraph is made of three letters that work together to make a single sound.
Some trigraphs are: **nth, sch, scr, shr, spl, spr, str, thr**

Note: The trigraph activity picture cards to use for this skill are on page 237.

Look at the picture,
and then read the
name under it.

Select the trigraph and
the other letters needed
to spell the name of the
picture.

Define the picture
word, and then use
it in a sentence.

Building Blocks For Trigraph Picture Association

Directions For Skill 13 • Lesson 52

Trigraph Activity

Parent: Scramble today's letters on the holding spot, and then use your card stand to display different pictures as you go through the trigraph picture association activity.

Student Goal: Put the trigraph and letters on the baseline to spell the word that names the picture, and then use the picture word in a sentence

Activity:

1. Look at the picture on the card stand.
2. What do you see? Can you say the name of the picture?
3. Now, pull down the trigraph and the other letters needed to spell the picture word.
4. What trigraph did you use to spell the picture word? Say the sound of the trigraph for me.
5. Can you explain the meaning of the picture word?
6. Next, use your word in a short sentence.
7. Tell your family about today's picture word.
Ask them if they can use your new word in a sentence.

Orthographic Mapping For Reading Fluency:

Guide your child through the word mapping exercise using today's lesson words.

Working With Trigraphs

Skill 14 • Orthographic Mapping Practice

Sign in to your student account to watch video # 2 for this skill.

Orthographic Mapping Practice Using The Bingo Word List

How do we learn to read?

Orthographic Mapping is the process where we remember words by linking the phonemes (individual sounds) with the graphemes (letters). Letters are the written or graphic representation of sounds. This process of linking the smallest individual sounds (phonemes) together with letters is called Orthographic Mapping. Because this process is how children learn to read, it is the most successful teaching method that teachers can use in their reading lessons.

For the *Link & Read* Orthographic Mapping practice, follow the steps below:

- 1. **Identify the word:** Say the word out loud after hearing it read.
- 2. **Snap the sounds in the word:** Snap the individual sounds heard with your fingers.
- 3. **Map the word:** Put a purple dot above each phoneme as you hear the sound.
- 4. **Graph the word:** Write the letter(s) for each sound (phoneme) heard
- 5. **Read the word:** Next, write the whole word, and then read the word out loud.
- 6. **Conversation:** Lead your child into a purposeful conversation using the new word.
- 7. **Storytelling:** Guide your child into telling a short story using the lesson word.

Note: The purple sound bars are on page 220.

Look at the word.
Listen and snap for
each sound heard in
the word.

Map the word by
putting a dot over
each sound heard.

Graph the word by
putting the letters
needed to spell the
word on the baseline.

Building Blocks For Orthographic Mapping

Directions For Skill 14 • Lesson 53

Orthographic Mapping Practice Using The Bingo Word List

Below are high frequency words from the the Bingo game. Recognition of commonly used words is very important to becoming a fluent reader. The Orthographic Mapping method is the proven way to teach any new word. You will use this method to teach the words below.

For this excercise, use the simplified guide. If your child gets tired during the lessons, take breaks. Work on the word list for a number of days, and then go to the Bingo Game. You may return to this mapping excercise at any time to reteach any word.

get who be can we run came must eat soon
there the in and but no want not good am
one for not too it well to the on find
has all are at is did one them our but
was my she said with this into down in that

Keep rewards at your table to praise your child for learning each new word!

Orthographic Mapping For Reading Fluency!

Skill 15 • Word Bingo • Lesson 54

Bingo Word Game

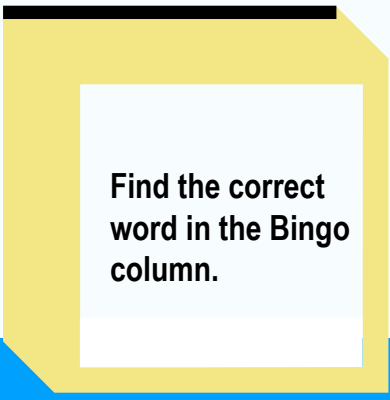
Bingo Word Game: Words on the Bingo card are high frequency words used most often in reading and writing. Some of the words that you will use today during your activity are: one, the, has, was, who, the, get, for, all, my, be, in, are, she, can, and, too, at, said, we, but, it, is, not, no, well, did, this, came, want, and, one, into, must, not, there, down, eat, good, on, our, get, in, soon, am, find, and but.

Directions: On the bingo game board, you may use small objects like “O” cereal for the playing pieces. The caller will read and say the name at the top of the column, and then say the word in that column. Next, put a playing piece on the word box. **Example:** Under “N” find the word “not”. If a child fills all of the word boxes (top to bottom, across, or diagonal), say BINGO! There are two different printed bingo cards to use with your children.

We also included a blank card for you to create another bingo game from your own word list. For your bingo card, make extra copies, and then put them in plastic sleeves. Next, write your words in the cards with a water marker.


Teachers, if you have card stock, use it for your Bingo cards. If not, you may glue the printed Bingo sheets inside of manila folders. Store your Word Bingo game boards in folders for future use.

- Print enough Bingo cards for all of the players and one for the caller.
- Use your copy of the Bingo card to call or say the words.
- During the Bingo game, the caller should say the sounds of the words as they are being read.
- Use contextual clues to help your child find the correct word.
- Give rewards to the winner as well as each player for participating.
- Next, help your child use some of the words in sentences.
- Play Word Bingo again and again in different settings using different rewards.



Bingo Building Blocks For Reading Fluency


Word Bingo

B	I	N	G	O
run	came	must	eat	soon
no	want	not	good	am
well	to		on	find
did	one	them	our	but
this	into	down	in	the

Word Bingo

B	I	N	G	O
get	who	be	can	we
there	the	in	and	but
one	for		too	it
has	all	are	at	is
was	my	she	said	not

Word Bingo

B	I	N	G	O
				

Skill 16 • Writing Sentences To Go With Pictures

Sign in to your student account to watch video # 13 for this skill.

What Is A Sentence?

Rule:

- A sentence is a group of words that are linked together and make sense.
- A sentence has a subject and a main verb to make a complete thought.
- Each sentence should start with a capital letter and end with a period.
- A sentence should include words from the four categories below. They are: who, what, where, and when.

Practice Making Sentences:

Look at the listed words in the four categories below.
 Select words from those categories to practice writing sentences on your tablet paper.

Who	What	Where	When
The girl	rolled	in the washer	on Saturday
My sweater	is floating	down the hill	last night
My boat	got lost	at the table	now
The dog	read his book	on the water	yesterday

Goal: Write a sentence about the picture using words from your word list.

Directions:

- Look at the picture.
- List a few words that describe what you see in the picture.
- Use words from your word list to write your sentences.

What do you see in the picture?

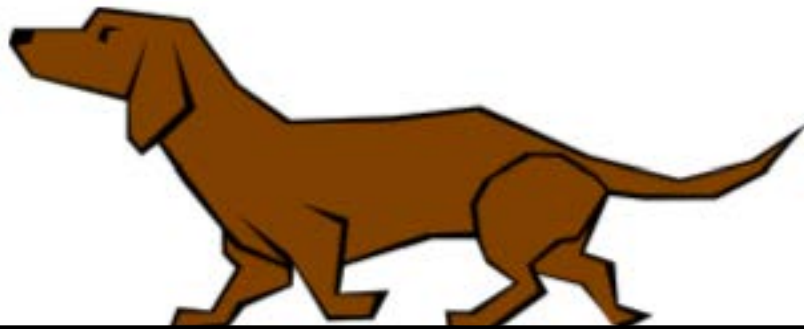
List some words to describe what is happening in the picture.

Use words from your word list to write a sentence.

Building Blocks For Writing A Sentence

Lesson Flow ↓	Lesson # 55 • Writing Sentences To Go With Pictures Teacher's Simplified Guide: Child's Name: _____ Age: _____
1. Adapt Your Child's Lesson	<p>1. Adapt Your Child's Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺</p> <p>Circle your child's learning preferences that you will use in today's lesson activities: 👁 👂 ✋ (SM) (TA) ✍</p> <p>☉ Targeted Lesson Adjustment: Which of your child's strengths, skills, or needs should be supported in today's study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today's hands-on activity? _____</p>
2. Knowledge	<p>2. Your Child's Known knowledge: Review how we created a word by linking a group of letters together.</p> <p>New knowledge to be taught: A group of words put together is called a sentence. A sentence must make sense.</p>
3. Steps To Follow For Completing The Lesson	<p>3. Steps to follow for completing the lesson:</p> <p>Before starting, use your toy or item to create interest in your child about today's reading lesson.</p> <p>Look at the picture. Describe what you see.</p> <p>What do you think is going to happen next in this picture?</p> <p>Tell me in your own words.</p> <p>Let's write your words on the holding section of your paper.</p> <p>On the lines, use your words to write a very short sentence.</p> <p>You may color more things in the box to complete the picture.</p> <p>Share your sentence and picture with others.</p>
4. Hands-On Activity	<p>4. Hands-on Activity: Writing A Simple Sentence. ✋✋ Parental help needed.</p> <ol style="list-style-type: none"> 1. Look at the picture. Describe what you see. 2. What do you think is going to happen next in this picture? 3. Write your words in the holding section of your paper. 4. Now, write a very short sentence on the lines. 5. Color more things in the box. Now, share your picture and sentence with others.
5. Close, Review, & Evaluate	<p>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept.</p> <p>☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today's lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today's concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>

Look at this picture. Can you describe what is happening? Write your words in the holding section below.



Holding Section: Write your words on the lines below that describe the picture.

Use your words to tell what is happening in the picture. I will help you write down your words on the line below.

→

→

→

Who is in the picture? Can you describe what he is doing? Write your words in the holding section below.



Holding Section: Write your words on the lines below that describe the picture.

Use your words to tell what is happening in the picture. I will help you write down your words on the line below.

→

→

→

Skill 17 • Capitals And Periods

Sign in to your student account to watch video # 19 for this skill.

Capitals And Periods

Capital letters are the large letters of the English alphabet.
 A capital letter is used at the beginning of each sentence.

A period is a dot put at the end of a sentence to show that you have finished writing.

Goal: Use words from the word list to write a short, simple sentence.

Directions:

- Look at the picture.
- List a few words that describe the picture.
- Use words from the word list to write your sentence.
- Remember to use a capital letter at the beginning of your sentence and a period at the end.
- You may color more items to go with your picture.
- Share your lesson with your family and friends.

Note: You may practice writing your capital letters by following the guide on pages 224 - 226.

A sentence needs a capital letter at the beginning and a period at the end.

Put a capital letter at the beginning of each sentence.

Put a period at the end of each new sentence to show that you have finished writing.

Building Blocks For Using Capitals And Periods

Lesson Flow ↓	Lesson # 58 • Using Capitals And Periods In Sentences Teacher's Simplified Guide: Child's Name: _____ Age: _____
1. Adapt Your Child's Lesson	1. Adapt Your Child's Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child's learning preferences that you will use in today's lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child's strengths, skills, or needs should be supported in today's study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today's hands-on activity? _____
2. Knowledge	2. Your Child's Known knowledge: Review writing a sentence. New knowledge to be taught: A sentence begins with a capital letter and ends with a period. Today, we will use a capital letter to begin a sentence and a period to end it. A period means the sentence is finished.
3. Steps To Follow For Completing The Lesson	3. Steps to follow for completing the lesson: <ul style="list-style-type: none"> • What do you see in the picture? Can you tell me some words to go with the picture? • Let's write your words on the holding section of your paper. • Today, we will learn a new rule about letters. • Rule: When we start a new sentence, we use a capital letter. When we end the sentence, we use a period to show that we have finished. A period acts like a stop sign. • When you write your sentence, remember to start it with a capital letter and end it with a period. • Let me help you write your sentence on the lines below the picture. • You may color more things to go with your picture. • Share your sentence and picture with your family.
4. Hands-On Activity	4. Hands-on Activity: Writing A Simple Sentence. ✋✋ Parental help needed. 1. Look at the picture. Describe what you see. Tell me some words that go with this picture. 2. Write your words in the holding section of your paper. 3. Now, use your words to write your sentence. 4. Remember to use a capital letter at the beginning of your sentence and a period at the end. 5. You may color more items to go with the picture. Share your lesson with your family and friends.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept. ☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today's lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today's concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.

What do you see in the picture? Can you tell me some words to go with this picture? Let's list your words.



Holding Section: Write your words on these lines below that describe the picture.

When we start a new sentence, we use a capital letter. When we end the sentence, we use a period to show that we have finished. A period acts like a stop sign. When you are ready to start your next sentence, use a capital letter. Now, let me help you write your sentence below.

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What do you think is happening in this picture? Let's write some of your words that describe what you see.



Holding Section: Write your words on these lines below that describe the picture.

When we start a new sentence, we use a capital letter. When we end the sentence, we use a period to show that we have finished. A period acts like a stop sign. When you are ready to start your next sentence, use a capital letter. Let me help you write your sentence on the lines below.

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Skill 18 • Prefixes

Sign in to your student account to watch video # 20 for this skill.

What is a prefix?

A prefix is a few letters at the beginning of a base word that change the meaning of the word.

Some prefixes are: **bi**, **tri**, **re**

Goal: Use words from your word list to write short, simple sentences about the pictures that have words with prefixes.

Directions:

1. Look at the picture. Discuss the meaning of prefix.
2. Describe what you see. Tell me some words that go with this picture.
3. List your words in the holding section of your paper.
4. Write your sentence. Remember to use a word with a prefix in your sentence.
5. Now, color balloons attached to the handlebars of the cycles.

Identify the base word.

Add a prefix at the beginning of the base word.


Tell the meaning of your new word.

Building Blocks For Writing Prefixes


Lesson Flow ↓	Lesson # 61 • Using Prefixes In Sentences Teacher's Simplified Guide: Child's Name: _____ Age: _____
1. Adapt Your Child's Lesson	1. Adapt Your Child's Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺ Circle your child's learning preferences that you will use in today's lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child's strengths, skills, or needs should be supported in today's study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today's hands-on activity? _____
2. Knowledge	2. Your Child's Known knowledge: Review how we made new words in the word building activity. New knowledge to be taught: A prefix is a few letters at the beginning of a base word that changes the meaning of the word. The word <u>b</u> icycle becomes <u>tr</u> icycle if we change the prefix before cycle from "bi" to "tri".
3. Steps To Follow For Completing The Lesson	3. Steps to follow for completing the lesson: <ul style="list-style-type: none"> • What do you see in the picture? Can you tell me some words to describe the picture? • Write your words on the holding section of your paper. • Today, we will learn a new rule about words. * Rule: A prefix is made of a few letters at the beginning of a base word that changes the meaning of the word. Example: If you read your lesson, you may have to <u>reread</u> it to learn more about the lesson. The word "read" was changed to "<u>reread</u>" when the prefix "re" was added at the beginning. The word means to read your lesson again. Your teacher may say: Reread your lesson to learn more. <ul style="list-style-type: none"> • When you are ready to write your sentence, remember to use a word with a prefix. • After you have finished writing, you may color more items to go in the box. • Share your sentence and picture with your family. Tell them the meaning of the prefix.
4. Hands-On Activity	4. Hands-on Activity: Using A Word With A Prefix In A Sentence ✋✋ Parental help needed. 1. Look at the picture. 2. Describe what you see. Tell me some words that go with this picture. 3. Write your words in the holding section of your paper. 4. Write your sentence. Remember to use a word with a prefix in your sentence. 5. You may color more items in the box to add to your picture.
5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept. ☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today's lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today's concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
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Look at the pictures below. Tell me some words that describe these two pictures.

Bicycle



Tricycle



Holding Section: Write your describing words on the lines below.


A prefix is made of a few letters at the beginning of a base word. It changes the meaning of the base word. In the pictures above, the word bicycle becomes tricycle because we changed the prefix from “bi” to “tri”. How many wheels are on the bicycle? Yes, two. “Bi” means two. How many wheels are on the tricycle? Yes, three. “Tri” means three. Now, write your sentence below. In your sentence, remember to use one word with a prefix.

Look at the pictures below. With your own words, explain the meaning of the two pictures.


Rewrite

Rewrite your story.

My cat is





My cat is yellow. He likes to play.



Redo

Redo your artwork by adding color.

Holding Section: Write your describing words on these lines.

A prefix is made of a few letters at the beginning of a base word. The prefix changes the meaning of the base word. In the story above, the word “write” becomes “rewrite”. The story about his cat was not finished, so he had to rewrite it to tell about his cat. The word “do” becomes “redo”. The art project needed color. She had to redo her art project by adding lots of color. Can you think of any time that you had to redo your work?

Skill 19 • Suffixes

Sign in to your student account to watch video # 20 for this skill.

What is a suffix?

A suffix is one or more letters at the end of a base word. It changes the meaning of the base word.

Some suffixes are: **ful**, **er**,

Goal: Use words from your word list to write short, simple sentences about the pictures that have words with suffixes.

Directions:

1. Look at the picture.
2. Describe what you see. Tell me some words that go with the picture.
3. Write your words in the holding section of your paper.
4. Discuss the meaning of suffix. In your sentence, use a word with a suffix.
5. Color more items in the box to go with your picture.

Identify the base word.

Add a suffix at the ending of your base word.

What is the meaning of your word?.

Building Blocks For Writing Suffixes

Lesson Flow	Lesson # 64 • Using Suffixes In Sentences
	Teacher's Simplified Guide: Child's Name: _____ Age: _____
1. Adapt Your Child's Lesson	<p>1. Adapt Your Child's Lesson:</p> <p>Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☺☺</p> <p>Circle your child's learning preferences that you will use in today's lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️</p> <p>☉ Targeted Lesson Adjustment: Which of your child's strengths, skills, or needs should be supported in today's study?</p> <p>_____</p> <p>Pacing: What teaching pace is needed for this lesson? _____</p> <p>_____</p> <p>What is the main toy or item to be used for today's hands-on activity? _____</p>
2. Knowledge	<p>2. Your Child's Known knowledge: Review how we made new words in the word building activity.</p> <p>New knowledge to be taught: A suffix is one or more letters at the end of a base word. The base word color has the suffix "ful" on the end. It changes the meaning of the word from color to full of color. .</p>
3. Steps To Follow For Completing The Lesson	<p>Steps to follow for completing the lesson:</p> <ul style="list-style-type: none"> • Look at the pictures? Tell me some words that describe what you see. • Now, write your words on the holding section of your paper. • Today, we will learn a new rule about words. • Rule: A suffix is one or more letters at the end of a base word. It changes the meaning of the word. The base word color has a suffix "ful" on the end. It changes the word color to mean full of color. The word colorful tells you that something is full of color. • Today, remember to use a word with a suffix when you write your sentence. • The baker's hat is white. Use your crayons to make it colorful. • You may add more colorful items in the other boxes to add to your pictures. • Share your picture with your family and friends.
4. Hands-On Activity	<p>4. Hands-on Activity: Using A Word With A Suffix In A Sentence 🖐️🖐️ Parental help needed.</p> <ol style="list-style-type: none"> 1. Look at the picture. 2. Describe what you see. Tell me some words that go with this picture. 3. Write your words in the holding section of your paper. 4. Discuss the meaning of suffix. In your sentence, use a word with a suffix. 5. Color more items in the box to add to your picture.
5. Close, Review, & Evaluate	<p>5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time.</p> <p>Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept.</p> <p>☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow.</p> <p>☹ Today's lesson concept was partially explained. Take a long break, then reteach the lesson later.</p> <p>❓ Today's concept was not learned. Use a variety of lesson items to reteach the concept later until it is learned.</p>
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Look at the pictures below. How are they alike or different? Tell me some words that describe what you see.

Baker



Colorful



Holding Section: Write your describing words on these lines.

A suffix is one or more letters at the end of a base word. It changes the meaning of the word. The base word color has a suffix “ful” on the end. It changes the word color to mean full of color. The word colorful tells you that the beach ball is full of color. The base word bake has been changed to baker with the suffix “er” at the end. A baker bakes cakes and bread in the oven. For today’s sentence, remember to use a word with a suffix.

Five sets of handwriting practice lines, each starting with a green arrow pointing right.



Look at the pictures below. How are they alike or different? Tell me some words that describe what you see.

Smiling



Frowning



Holding Section: Write your describing words on these lines.

A suffix is one or more letters at the end of a base word. It changes the meaning of the word. The base word “smile” has the suffix “ing” added to the end. The base word “frown” also has the suffix “ing” added at the end. Does it make you feel good when you are smiling? What are some things that make you smile? Tell them to your teacher. For today’s sentence, remember to use a word with a suffix.

Five sets of handwriting practice lines, each starting with a green arrow pointing right.



Skill 20 • Writing A Story

Sign in to your student account to watch video # 5 for this skill.

What is a story?

A story is the telling of an event or series of events. It may be a very simple, short story. Telling how you colored a picture is an example of a simple, short story.

Writing A Story

Goal: Use words from your word list to write a story about the children in the picture.

Directions:

1. Look at the picture. Tell me some words to describe what you see.
2. Now, write your words in the top yellow holding section of your paper.
3. Are the children playing together? What do you think they are doing?
4. Who caught the ball? Did someone make a shot into the basket?
5. Use your crayons to show us what you think happened in their ball game.

Talk about the story picture.

List words to describe what is happening in the picture.

Use words from your list to write a story. Remember, a story has a beginning, a middle, and an end.

Building Blocks For Writing A Story

Lesson Flow ↓	Lesson # 67 • Writing A Story Teacher's Simplified Guide: Child's Name: _____ Age: _____	
1. Adapt Your Child's Lesson	1. Adapt Your Child's Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child's learning preferences that you will use in today's lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child's strengths, skills, or needs should be supported in today's study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today's hands-on activity? _____	
2. Knowledge	2. Your Child's Known Knowledge: Review how to write a sentence. New knowledge to be taught: A story is the telling of an event or series of events. Telling me how you colored a picture is an example of a simple story. For today's lesson, you will write a story about the children that you see in the picture.	
3. Steps To Follow For Completing The Lesson	3. Steps to follow for completing the lesson: Today, you are going to write a simple story about the children in the picture. To help develop ideas for your simple story, let's answer these four questions: 1. Setting: Look at the two children in the picture. Where are they? 2. Issue: What do you think they are doing? Are the children playing together? Describe what is happening. 3. Situation: Is there a situation while they are playing? Are they each trying to catch the ball first? What do you think? Who will be the first to catch the ball to continue the game? 4. Solution: Did one of them get the ball to keep playing? Who caught the ball? What happened next? NOTE: This is just one idea of a story for this picture. You may write your own simple story using other ideas. Remember to use the four points above to help develop your own story. Don't forget to share your story with your friends and family.	
4. Hands-On Activity	4. Hands-on Activity:	Writing A Simple Sentence. 👏 Parental help needed. 1. Look at the picture. Tell me some words to describe what you see. 2. Now, write your words in the top yellow holding section of your paper. 3. Are the children playing together? What do you think they are doing? 4. Who caught the ball? Did someone make a shot into the basket? 5. Use your crayons to show us what you think happened in their ball game.
5. Close, Review, & Evaluate	5.	Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child's understanding of today's concept. ☺ Today's lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today's lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today's concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
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Write a few describing words on the lines below about the picture. Next, use your words to help write your simple story.



Describe what you see in the picture. What do you think is happening? What will happen next? Let me help you write your words on the lines below to create a simple story. Color more items around the children above after you finish.

[illegible]

Write a few describing words on the lines below about the picture. Next, use your words to help write your simple story.



Describe what you see in the picture. The children are orange. What do you think they really look like? What will happen next in their story? Let's use your words to write a simple story about the children above.

This image shows a full page of handwriting practice paper. It features five identical horizontal rows designed for letter formation. Each row is defined by three lines: a solid blue line at the top, a dashed black line in the middle, and another solid blue line at the bottom. The entire page is enclosed within a dark red border. There are no markings, text, or illustrations on the paper.

Skill 21 • Ending Blends, Digraphs, And Trigraphs

Review Practice For Blends, Digraphs, And Trigraphs

Lesson: Using Words With Ending Blends, Digraphs, And Trigraphs

Rule: Blends, digraphs, and trigraphs may be heard at the ends of words. Some of the ending letters in words that work together to make new sounds are, **ask, nch, nt, th, tch, and dge**.

Identify each letter.


Say the sound for each letter.

Say the letters together to hear their new sound.

Building Blocks For Using Ending Blends, Digraphs, And Trigraphs

Directions For Skill 21

Working With Ending Blends, Digraphs, Trigraphs, And Pictures

 **Parent:** On the holding spot, put the red baseline bars and the letters needed to spell today's picture words.

Activity:

1. On the holding spot, look at the letters for today's ending sounds.
2. Touch the letters with your finger. Now, pull down the letters onto the blanks on the baseline.
3. Trace over the letters with your finger, and then say the name for each letter.
4. These letters make the sound of _____. Listen as I say the sound for _____.
Now, you say the sound of _____ for me.
5. Can you name something that ends with this sound?
6. Look at this picture. Can you think of a word to go with the picture?
7. Now, pull down the other letters needed to spell the word for your picture.
8. **Let's Link And Read:**
Let me help you put the letters together to spell your new word. The new word reads_____.
Can you say the new word?
9. Can you explain the meaning of your word? Now, use your word in a sentence.
10. Let's put the red bar under the baseline to underline the vowel(s) that you used.
Note: There may be more than one vowel in some words.

Critical Thinking Skills Questions:


Again, what is the meaning of today's new word? What sentence did you create with your new word?


Orthographic Mapping For Reading Fluency:

Guide your child through the word mapping exercise using today's lesson words.

Working With Ending Blends, Digraphs, And Trigraphs



Lesson Flow ↓	Lesson # 70 • Ending Digraph “sh” • The ending digraph “sh” is the sound at the end of “fish”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____	
	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. 😊 😊 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____	
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “s” and “h”. New knowledge to be taught: The ending digraph “sh” sounds like the ending of the word “fish”.	
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Let’s review the letter rule about digraphs. A digraph can be heard at the end of a word. When we say the letters “s” and “h” together, they sound like the ending of the word “fish”. The digraph “sh” is at the end of the word “fish”. Can you say the sound of “sh”? Look at the digraph “sh” again. When we say the letters together, they make the “sh” sound. Say the “sh” sound again for me? Remember today’s new rule. When these two letters are together, it is a digraph. Look at the first digraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other digraphs while saying the sound for “sh”.	
	Look at the first gray digraph. I will write over it with my pencil. These letters stand for the digraph “sh”. Use your pencil to write over the other digraph. Say the sound of the digraph “sh” as you write.	
	<div style="font-size: 48px; text-align: center; letter-spacing: 20px;">sh sh sh</div>	

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “s” and “h” at the top of the lesson mat, and then say: • Trace over the first letter “s” with your finger, and then pull it down. What sound does “s” make? • Now, touch the letter “h”. Pull it down in front of you. What sound does the letter “h” make? • Now, let’s put these two letters together. This is the digraph “sh”. Can you say the new sound of “sh”? • The digraph “sh” is heard at the end of today’s word. Let’s Make A New Word: • I have the letters “f” and “i” for you to use in your new word. Say their sounds as I hand them to you. • First, put the letter “f” on the baseline. • Next, put the letter “i” on the line. • Last, put the “sh” digraph on the baseline. Let’s Link And Read: • Link the letters together. Can you read the new word? • Yes, the new word spells “fish”. • A fish swims in water. Some fish swim in fresh water, and some fish swim in ocean water. • Do you know the difference between fresh water and ocean water? • Look at the yellow and black fish below. Where do you think he lives and swims? Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “fish”.	
	4. Hands-On Activities	4. Hands-On Activity: Digraph “sh” ✋✋ Parental help may be needed. Look at the “sh” picture at the bottom of the page. Now, color your own “sh” picture in the blank spot. Describe your picture to your teacher. Is your “sh” picture related to the fish? How?
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. 😊 Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. 😐 Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture	<div style="text-align: center;">  </div>	



Lesson Flow	Lesson # 71 • Ending Digraph “th” • The ending digraph “th” is the sound heard in “teeth”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☹️ 😊 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters“t” and “h”. New knowledge to be taught: The ending digraph “th” sounds like the ending of the word “teeth”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Today we will learn another letter rule about digraphs. A digraph can be heard at the end of a word. When we say the letters “t” and “h” together, they sound like the ending of the word “teeth”. The digraph “th” is at the end of the word “teeth”. Can you say the sound of “th”? Look at the digraph “th” again. When we say the letters together, they make the “th” sound. Say the “th” sound again for me? Remember today’s new rule. When these two letters are together, it is a digraph. Look at the first digraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other digraphs while saying the sound for “th”.
	Look at the first gray digraph. I will write over it with my pencil. These letters stand for the digraph “th” . Use your pencil to write over the other digraph. Say the sound of the digraph “th” as you write.
	

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “t” and “h” at the top of the lesson mat, and then say: • Trace over the first letter “t” with your finger, and then pull it down. What sound does “t” make? • Now, touch the letter “h”. Pull it down in front of you. What sound does the letter “h” make? • Now, let’s put these two letters together. This is the digraph “th”. Can you say that new sound of “th”? • Sometimes a digraph is heard at the end of a word. Let’s Make A New Word: • We are going to make a new word. Put your first letter “t” on the baseline. • I have the letters “t”, “e”, and another “e” for you to use. Say their sounds as I hand them to you. • Next, put your two “e” letters on the baseline. • Now, put the “th” digraph last on the line. Let’s Link And Read: • Link the letters together. • Can you read the new word? • Yes, the new word spells “teeth”. • Look at the bunny below. How many front teeth does he have? • Do you have front teeth? How many do you have? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “teeth”.	
	4. Hands-On Activities	4. Hands-On Activity: Digraph “th” 🖐️🖐️ Parental help may be needed. Look at the “th” picture at the bottom of the page. Now, color your own “th” picture in the blank spot beside it. Explain the meaning of your picture to your teacher. Where did you get the idea for your “th” picture?
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺️ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. 😊 Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
		Create Your Own Trigraph Picture


Lesson Flow	Lesson # 72 • Ending Blend “nt” • The ending blend “nt” is the sound at the end of “tent”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “n” and “t”. New knowledge to be taught: The ending blend “nt” sounds like the ending of the word “tent”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Let’s review the letter rule about blends. A blend can be heard at the end of a word. When we say the letters “n” and “t” together, they sound like the ending of the word “tent”. The blend “nt” is at the end of the word “tent”. Can you say the sound of “nt”? Look at the blend “nt” again. When we say the letters together, they make the “nt” sound. Say the “nt” sound again for me? Remember today’s new rule. When these two letters are together, it is a blend. Look at the first blend below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other blends while saying the sound for “nt”.
	Look at the first gray blend. I will write over it with my pencil. These letters stand for the blend “nt”. Use your pencil to write over the other blend. Say the sound of the blend “nt” as you write.
	<div>nt nt nt</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “n” and “t” at the top of the lesson mat, and then say: • Trace over the first letter “n” with your finger, and then pull it down. What sound does “n” make? • Now, touch the letter “t”. Pull it down in front of you. What sound does the letter “t” make? • Now, let’s put these two letters together. This is the blend “nt”. Can you say the new sound of “nt”? • The blend “nt” is heard at the end of today’s word. Let’s Make A New Word: • I have the letters “t” and “e” for you to use in your new word. Say their sounds as I hand them to you. • Put your first letter “t” on the baseline. • Next, put the letter “e” on the line. • Last, put the “nt” blend on the baseline. Let’s Link And Read: • Link the letters together. Can you read the new word? • Yes, the new word spells “tent”. • A tent is used for camping and many other things. • Do you have a tent? Have you been in an outside tent before? • Have you made a tent in your home with a blanket? Where did you pretend that you were? Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “tent”.	
	4. Hands-On Activities	4. Hands-On Activity: Blend “sh”  Parental help may be needed. Look at the “nt” picture at the bottom of the page. Now, color your own “nt” picture in the blank spot. Is your “nt” picture related to the tent? Tell your teacher the meaning of your picture.
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture		



Lesson Flow	Lesson # 73 • Ending Blend “ch” • The ending blend “ch” is the sound at the end of “branch”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters “c” and “h”. New knowledge to be taught: The ending blend “ch” sounds like the ending of the word “branch”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Let’s review the letter rule about blends. A blend can be heard at the end of a word. When we say the letters “c” and “h” together, they sound like the ending of the word “branch”. The blend “ch” is at the end of the word “branch”. Can you say the sound of “ch”? Look at the blend “ch” again. When we say the letters together, they make the “ch” sound. Say the “ch” sound again for me? Remember today’s new rule. When these two letters are together, it is a blend. Look at the first blend below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other blends while saying the sound for “ch”.
	Look at the first gray blend. I will write over it with my pencil. These letters stand for the blend “ch”. Use your pencil to write over the other blend. Say the sound of the blend “ch” as you write.
	<div>ch ch ch</div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “c” and “h” at the top of the lesson mat, and then say: • Trace over the first letter “c” with your finger, and then pull it down. What sound does “c” make? • Now, touch the letter “h”. Pull it down in front of you. What sound does the letter “h” make? • Now, let’s put these two letters together. This is the blend “ch”. Can you say the new sound of “ch”? • The blend “ch” is heard at the end of today’s word. Let’s Make A New Word: • I have four letters “b”, “r”, “a”, and “n” for you to use in your word. Say their sounds as I hand them to you. • Put your first letter “b” on the baseline. Next, put the “r” on the line. • Now, put the letter “a” on the line, and then put the letter “n” on the baseline. • Last, put the “ch” blend on the baseline. Let’s Link And Read: • Link the letters together. Can you read the new word? • Yes, the new word spells “branch”. • A branch grows on a tree. Some grow on bushes. Do you have a branch in your yard? • The branch below is on olive branch. Do you see the olives growing on the branch? • Have you eaten an olive before? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “branch”.	
	4. Hands-On Activities	4. Hands-On Activity: Blend “ch”  Parental help may be needed. Look at the “ch” picture at the bottom of the page. Now, color your own “ch” picture in the blank spot. Is your “ch” picture colorful? Describe your “ch” picture to your teacher.
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture	<div>  </div>	

Lesson Flow	Lesson # 74 • Ending Digraph “tch” • The ending trigraph “tch” is the sound at the end of “watch”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☺ ☹☹ Circle your child’s learning preferences that you will use in today’s lesson activities: 👁 👂 ✋ (SM) (TA) ✍ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters, “t”, “c” and “h”. New knowledge to be taught: The ending blend “tch” sounds like the ending of the word “watch”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson.. Say: Let’s review the letter rule about blends. A digraph can be heard at the end of a word. When we say the letters “t”, “c”, and “h” together, they sound like the ending of the word “watch”. The digraph “tch” is at the end of the word “watch”. Can you say the sound of “tch”? Look at the digraph “tch” again. When we say the letters together, they make the “tch” sound. Say the “tch” sound again for me? Remember today’s new rule. When these two letters are together, it is a digraph. Look at the first blend below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other blends while saying the sound for “tch”.
	Look at the first gray blend. I will write over it with my pencil. These letters stand for the digraph “tch”.. Use your pencil to write over the other digraph. Say the sound of the digraph “tch” as you write.
	<div> <div>tch</div> <div>tch</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “t”, “c”, and “h” at the top of the lesson mat, and then say: • Trace over the first letter “t” with your finger, and then pull it down. What sound does “t” make? • Trace over the second letter “c” with your finger, and then pull it down. What sound does “c” make? • Now, touch the last letter “h”. Pull it down in front of you. What sound does the letter “h” make? • Now, let’s put these three letters together. This is the trigraph “tch”. Can you say the new sound of “tch”? • The trigraph “tch” is heard at the end of the word “watch”. Let’s Make A New Word: • I have two letters “w” and “a” for you to use in your word. Say their sounds as I hand them to you. • Put your first letter “w” on the baseline. Next, put the second letter “a” on the line. • Last, put the “tch” trigraph on the baseline. Let’s Link And Read: • Link the letters together. Can you read the new word? • Yes, the new word spells “watch”. • A watch is used to tell time? • Have you learned to tell time? • Can you anwer these next two questions? The long hand points to the _____ on the clock. The short hand points to the _____ on the clock. Orthographic Mapping: Guide your child through the mapping excercise for the lesson word “watch”.	
	4. Hands-On Activities	4. Hands-On Activity: Trigraph “tch” 🖐🖐 Parental help may be needed. Look at the “tch” picture at the bottom of the page. Now, think of a “tch” picture to draw and color. Is your “tch” picture related to the watch? Can you read the time on the watch below?
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. ☺ Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. ☹ Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture	<div>  </div>	

Lesson Flow	Lesson # 75 • Ending Digraph “dge” • The ending trigraph “dge” is the sound at the end of “badge”. Teacher’s Simplified Guide: Child’s Name: _____ Age: _____
1. Adapt Your Child’s Lesson	1. Adapt Your Child’s Lesson: Will your child be taught alone or with a group? Circle the lesson setting. ☹️ 😊 Circle your child’s learning preferences that you will use in today’s lesson activities: 👁️ 👂 🖐️ (SM) (TA) ✍️ ☉ Targeted Lesson Adjustment: Which of your child’s strengths, skills, or needs should be supported in today’s study? _____ Pacing: What teaching pace is needed for this lesson? _____ _____ What is the main toy or item to be used for today’s hands-on activity? _____
2. Knowledge	2. Known knowledge: Review and evaluate known knowledge for the letters, “d”, “g” and “e”. New knowledge to be taught: The ending blend “dge” sounds like the ending of the word “badge”.
3. Steps To Follow For Completing The Lesson	3. Lesson steps to follow for completing the lesson: Before starting, use your toy or item to create interest in your child about today’s reading lesson. Say: Let’s review the letter rule about blends. A blend can be heard at the end of a word. When we say the letters “b”, “d”, and “g” together, they sound like the ending of the word “badge”. The trigraph “dge” is at the end of the word “badge”. Can you say the sound of dge”? Look at the trigraph “dge” again. When we say the letters together, they make the “dge” sound. Say the “dge” sound again for me? Remember today’s new rule. When these three letters are together, it is a trigraph.. Look at the first trigraph below. Watch as I trace over it with my finger. Now, you use your finger to trace over the other trigraph while saying the sound for “dge”.
	Look at the first gray trigraph. I will write over it with my pencil. These letters stand for the trigraph “dge”. Use your pencil to write over the other trigraph. Say the sound of the trigraph “dge” as you write.
	<div> <div>dge</div> <div>dge</div> </div>

3. Steps To Follow For Completing The Lesson (cont.)	3. (section 3 continued) Word Builder Activities Before beginning, put the letters “d”, “g”, and “e” at the top of the lesson mat, and then say: • Trace over the first letter “d” with your finger, and then pull it down. What sound does “d” make? • Trace over the second letter “g” with your finger, and then pull it down. What sound does “g” make? • Now, touch the last letter “e”. Pull it down in front of you. What sound does the letter “e” make? • Now, let’s put these three letters together. This is the trigraph “dge”. Can you say the new sound of “dge”? • The trigraph “dge” is heard at the end of the word “badge”. Let’s Make A New Word: • I have two letters “b” and “a” for you to use in your word. Say their sounds as I hand them to you. • Put your first letter “b” on the baseline. Next, put the second letter “a” on the line. • Last, put the “dge” trigraph on the baseline. Let’s Link And Read: • Link the letters together. Can you read the new word? • Yes, the new word spells “badge”. • A badge is worn to show the person’s employer or??? • Have you seen a fireman with a badge? • Have you worn a badge? Orthographic Mapping: Guide your child through the mapping exercise for the lesson word “badge”.	
	4. Hands-On Activities	4. Hands-On Activity: Trigraph “dge”  Parental help may be needed. Look at the “dge” picture at the bottom of the page. It is a badge. This badge doesn’t have a number or name on it. Can you put a number and name on this badge? In the space below, design your own badge.
	5. Close, Review, & Evaluate	5. Close And Review: Ask your child to explain the lesson concept learned today. Allow for discussion time. Evaluate For Advancement: Circle the symbol that indicates your child’s understanding of today’s concept. 😊 Today’s lesson concept was clearly explained. The activity was completed. Go to the next lesson tomorrow. 😐 Today’s lesson concept was partially explained . Take a long break, then reteach the lesson later. ? Today’s concept was not learned . Use a variety of lesson items to reteach the concept later until it is learned.
Create Your Own Trigraph Picture	<div>  </div>	

Skill 22 • Making My Own Books

Sign in to your student account to watch video # 21 for this skill.

What is a book?

A book is someone’s written pages that are attached together on the left side for safe keeping and for reading. The book pages are usually fastened between two covers for protection.

Book covers may be made of many different materials. The cover may be decorated with artwork along with the title of the book.

Decide what type of book cover and design you want for your new book.

Gather the supplies needed to construct a book cover, and then complete your new cover design.

After completing your book cover, put the story pages inside of the cover.

Building Blocks For Making Books

Directions For Skill 22 • Lesson 76

Sign in to your student account to watch the video for this skill.

Making Books By Hand

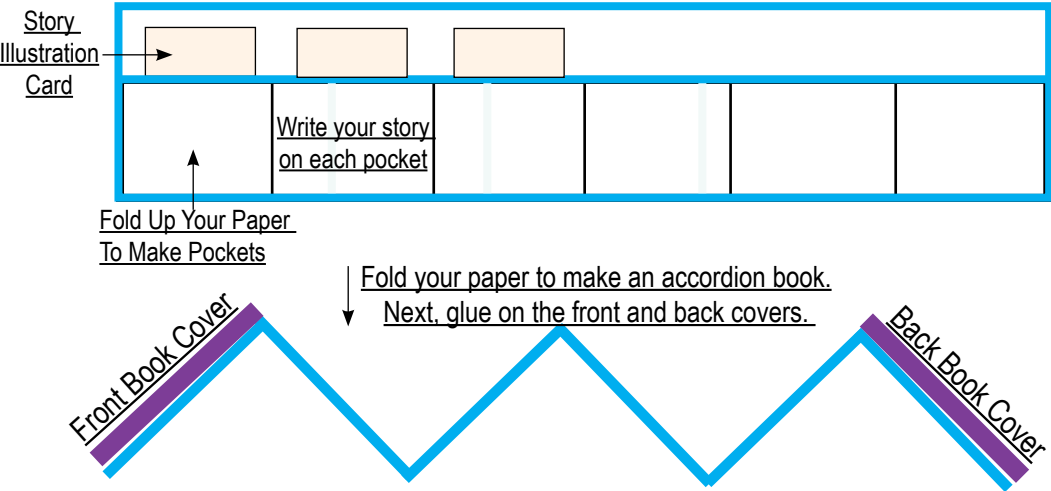
There are many ways to make a book by hand. On the next pages are a few ideas for creating books. Have fun making one or more of them. When you have finished, put your own handmade books in your library. You may think of other ways to create books. Remember, be as creative as you like when designing and making books by hand.



Ideas For Making My Own Books.
I love reading my books!

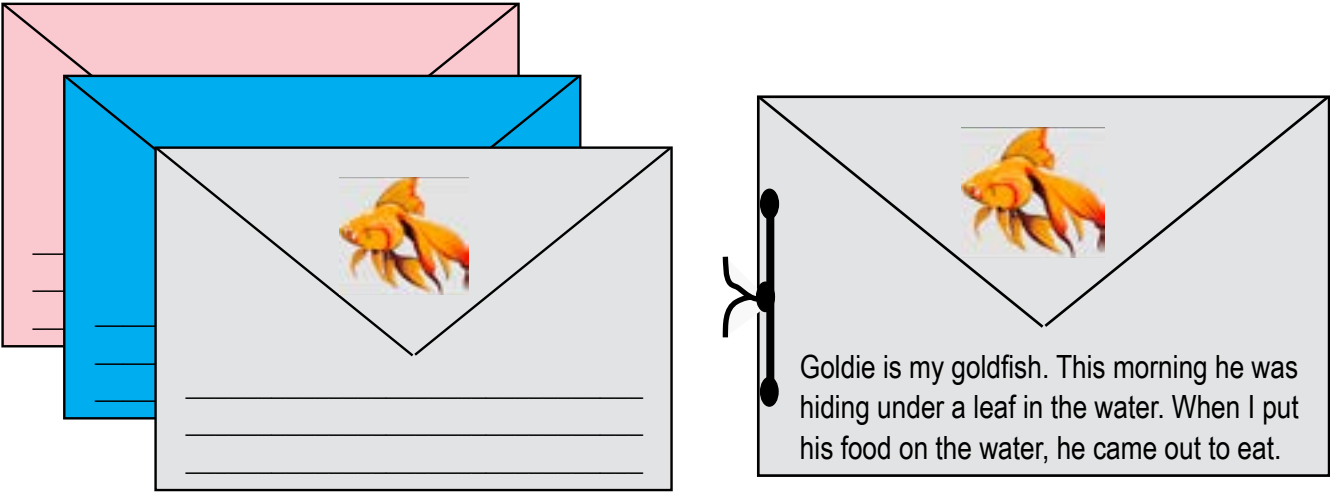
Accordion Book With Pockets • Lesson 77

Get a long piece of white paper. Fold the bottom half of the paper up to make pockets. Next, fold the long paper into an accordion pattern like the picture below. Put a thin line of glue at the pocket fold to secure the pocket. Write your story on the front of each pocket. Next, make story illustration cards for each story pocket. Using two pieces of stiff paper, design your accordion book covers. Glue the two covers onto the front and back of your book. Tie your accordion book together with a pretty cord or ribbon. Share this fun book with your friends and family.



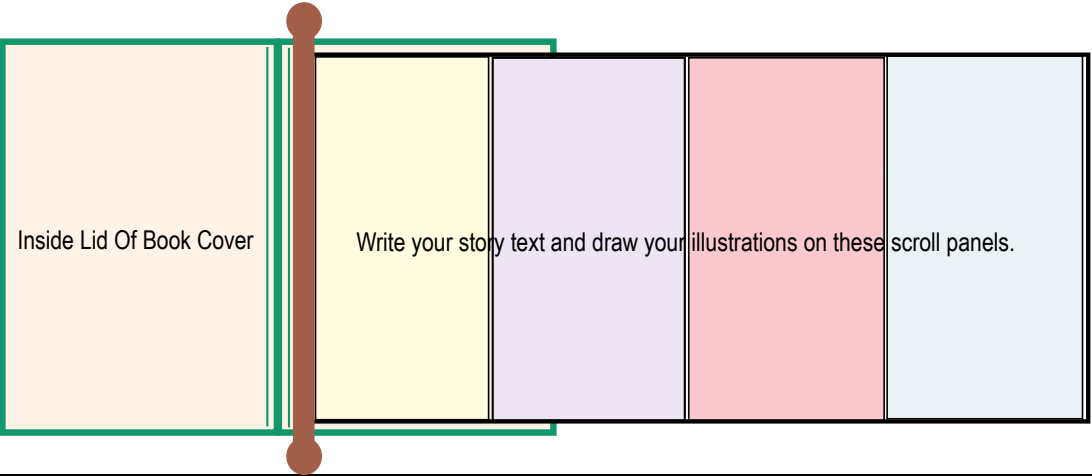
Envelope Book • Lesson 78

Get several colored envelopes for your book. Glue a picture of your story topic or subject on the flaps of the envelopes. Next, write your story on the outside of each envelope. Now, draw story illustration cards to put inside of each envelope. Cut two pieces of stiff paper to make your front and back book covers. Decorate the book covers with craft paint, crayons, or markers. Stack the envelopes in order along with your book covers. Use a paper punch to make two holes on the left side of your stacked envelope book. Tie your book together on the left side using a colorful cord, yarn, or ribbon. Put your illustration cards in the envelopes, and then enjoy reading your fun book with others.



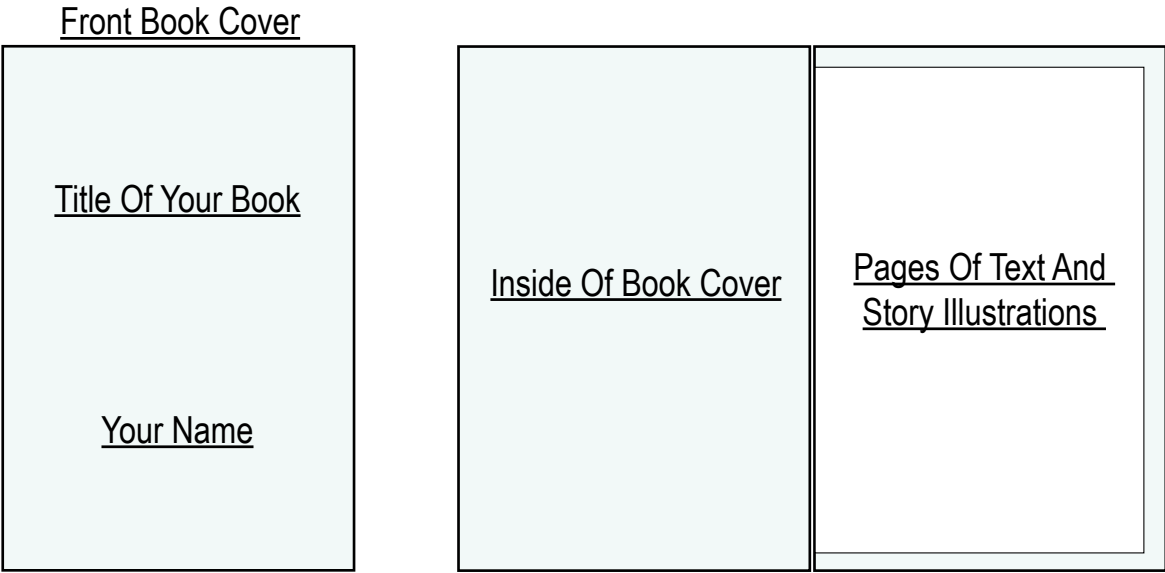
Book Scroll • Lesson 79

Get an empty cereal box measuring about 9 x 12 inches. On the front side of the box, cut out a section to make a door. Lift the section and fold back the door. It will be used for the front cover for your book. Next, decorate your box to reflect the theme or topic of your story. Punch a hole on the top of the box and one on the bottom of your box to hold a wooden dowel. Slide your wooden dowel through the holes. Glue two small wooden balls on the ends of the dowel to keep it secure. Get a long piece of paper for your scroll. Draw lines to separate sections or panels on your long paper scroll. Write your story and draw your illustrations on the scroll sections or panels. When you finish your story, glue the left end of the paper or beginning of your story to the dowel. Let it dry. Now, turn the dowel to roll your paper scroll into your story box. Close the front cover of your box. When it's time to read, pull the end of the scroll out and across your lap as you read each story section. After you've finished reading, turn the dowel to roll your scroll back into the story box to keep it safe. Have fun! You may make your story scroll as long as you'd like.



Decorated Folder Book • Lesson 80

Use a manila folder to make this book. First, write the title of your book on the front cover. Next, decorate your front and back covers. You may glue items onto the front and back covers or simply color them. Put your story pages inside of the folder. Punch two holes on the left side of your folder book using a paper punch. Now, tie your book together with a strong cord, string, or yarn.



Skill 23 • Writing My Own Book Reports

Sign in to your student account to watch video # 22 for this skill.

What Is A Book Report?

A book report is a written account that describes and evaluates a story. The report should include the title and author as well as a summary along with a discussion of the story.

What Is An Interpretive Book Report?

An interpretive book report is a report that includes art to help explain the message of the story. For your report, you may be creative and use any of your school supplies to make your art project.

Select a story to read for your book report.

Choose an art project that will help explain your book report.

Write your report, and then complete your art project.

Building Blocks For Writing Book Reports

Directions For Skill 23

Writing A Book Report

On the next four pages are book report templates for you to follow. You may also take parts of those book reports and use them with your own ideas. There are many ways to write about a book that you have read. Be sure to have fun as you create your book report.

What do you have in your school box for an art project? Try to be as creative as you can.

After you finish, show your book report to your friends and family. Can you describe how your art project helps explain the message in your interpretive book report?



Creating Art To Go With My Book Report

My Book Report Drawing

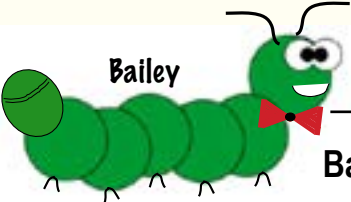
Name: _____ Date: _____

The title of the book that I read is _____.

It was written by _____.

My book was about _____

Bailey



Bailey says, “Draw a picture of your favorite part of the story.”

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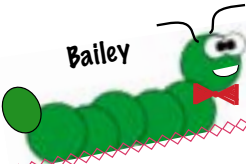
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Link And Read Curriculum • Level 3 • Lesson 82

My Book Report Poster

Book Title _____ Author _____ My Name _____

Bailey



Describe where the story takes place?

Who is your favorite character?

Why do you like this character?

What is the main theme of this story?

This story is about _____

What was your favorite part of the story?

Draw your favorite story scene in this box.

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My Book Report

Name: _____ Date: _____

Book Title: _____

Author: _____

This story is about _____

In the boxes below, write the three parts of the story.

Beginning: _____

Middle: _____

End: _____

I like this story because _____



My Book Report

Book Title _____ Author _____ Name _____

- Read your book.
- Fold over a piece of paper to make a book report folder.
- Write the title of the book that you read on the front.
- If you like, you may decorate the front of your report cover.

Note: Your book report will be half the size of regular paper.

Rate This Book

My Book Report

Book Title _____

5. On the inside left page,

• Describe where the setting of the book takes place.

• What was your favorite part of the story?

• Who was your favorite character and why?

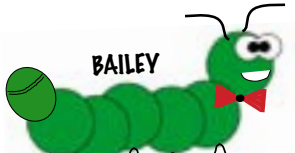
6. On the right inside page,

• Write a summary of the story.

• Would you recommend this book to a friend?

• Draw an illustration to help interpret or explain what happened in the story.

7. On the back page of your report, write your thoughts or evaluation of the book.



Bailey says, "remember to share a good book with friends."

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Skill 24 • Writing Stories For My Library

Sign in to your student account to watch video # 23 for this skill.

Writing My Own Stories For My Library

Creating stories is an extremely effective tool in your child’s growth and development. As you teach your reading lessons, encourage your children to write down their thoughts as often as possible.

Note: The story starter pictures for today’s lesson are on page 238.

Rule: A story is the telling of an event or series of events. Telling how you made a map is a story.

Lesson Steps: Before beginning your story, answer the four steps below. Write your answers on your tablet paper.

- 1. **Setting:** Look at the picture. Where is the place of your picture?
- 2. **Issue:** *In the picture, do you see a problem?*
- 3. **Situation:** Can you describe the problem that you see in the picture?
- 4. **Solution:** What was done to work out the the problem?

Lesson Completion: Write your story on the next page.

Look at the story
starter pictures.


Next, list words to
describe what you see
in your story picture.

Use words from your
list to write your story.
Remember, a story
has a beginning, a
middle, and an end.

Building Blocks For Writing My Own Stories

Story Writing For Children • Lesson 85

Rule: A story is the telling of an event or series of events. Telling how you made a finger painting is a story.

 **Parental help:** Put a selection of pictures on your stand, and then let your child select pictures for writing a story.

Say: **After you look at your pictures, follow steps 1 through 4. Use your words to write your story about the pictures**
Write your words on the lines below. If needed, you may write on the back of this paper. You may also use
your regular tablet paper. When you finish, we will read your story together.

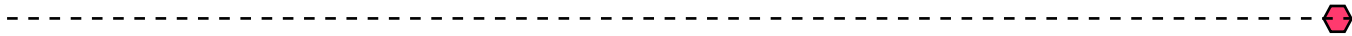
Review Known Knowledge: Review how to write a sentence.

Knowledge to be taught: A story is the telling of an event or series of events. Telling me how you painted a picture is an example of a story. For today’s lesson, you will write stories about the story starter pictures.

To help develop ideas for your simple story, let’s answer these four questions:

- 1. **Setting:** Look at the picture. Where is the place of your picture?
- 2. **Issue:** *In the picture, do you see a problem?*
- 3. **Situation:** Can you describe the problem that you see in the picture?
- 4. **Solution:** What was done to work out the the problem?

Title: _____



Skill 25 • Creating My Own Library

Sign in to your student account to watch video # 15 for this skill.

What Is A Library?

A library is a place where collections of books and other materials are kept for reading and research. The books and materials on the library shelves are organized or cataloged by topics.

Unlike a bookstore, a library does not sell books. Libraries loan books to their members for reading at home. Visit your library and become a member by getting a library card.

Home Library: You may create your own library at home of the books that you have written. There are many ways to create a small library or book collection. What do you have? Use it and be creative!

Decide on the type of library that you want to create. Your library may be on a shelf or in a simple box.

Decorate your new library shelf or box.

Write the book theme or topic on your new home library.

To organize your books, label the spine with the title of each book. Next, add your books to your library.

Building Blocks For Creating My Library

Directions For SKill 25

Making My Library

Decide on the type of library that you want to create. What are your favorite themes?

Collect what you have in your home to put in your library.

Your library may be on a shelf or in a decorated box.

You may use any container that you have to hold your collection of stories and books.

Decorate your new library shelf or box. Look in your school supplies, and then use those to decorate your box. You might want to glue things onto your library container.

Write the book theme or topic on your new home library container.

Decorate around the name to make the name stand out.

To organize your books, label the spine with the title of each book.

Add your books to your library according to the name of the book.

It's easy to find your books if they are in alphabetical order.

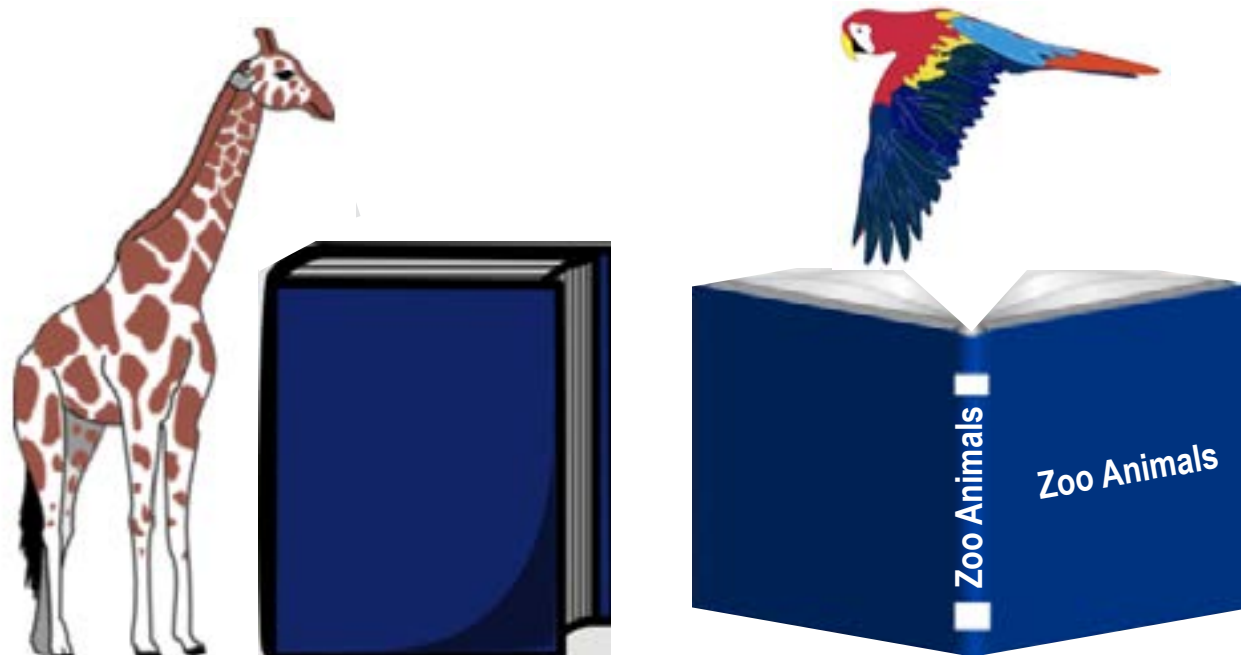
For example: Bugs, Caterpillars, Kites, Music, Painting, Plants, Recipes, Sewing, etc.

Creating My Own Library

I like to read the books in my library!

Organize Your Library

Write the title of each story on the spine of the book. Arrange the books by themes on your library shelves. Remember to put your book back on the shelf when you have finished reading.



Create A Book Collection

It isn't necessary to have shelves, or boxes, or bookcases to have a collection of books. Stack a few books that are about the same topic together. Next, put a toy or object that reflects the theme of your book collection with your books.



Bookcase Library

If you have a bookcase, you can use one shelf or all of your shelves to make a library. Remember to label your books, and then put them on the shelves to organize them by topic or theme.



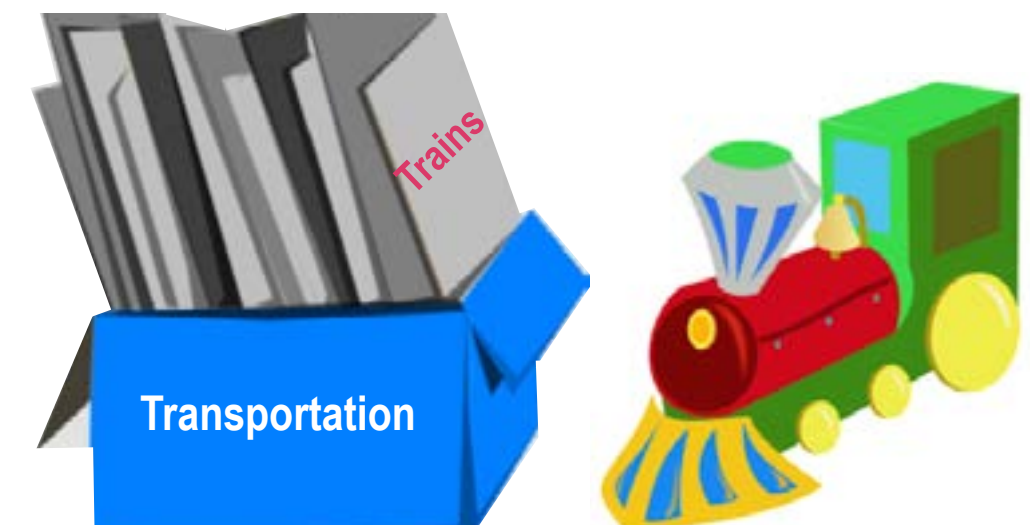
Book Shelf Library

On a book shelf, make a library of your favorite books. Organize them by writing the topic on the spine of each book.



Library In A Box

It's fun to use an empty box for a library book collection. Decorate the box with your crayons, or wrap it in colorful paper. Write your theme on your library box. Next, put a toy that goes with your topic. The box library below was made of stories that are preserved in folders. It isn't necessary to make a stiff book cover for each story that you write. However, it's important to keep your stories in a safe place so that you can regularly read them and enjoy them.



Skill 26 • Sharp Skills Using The Letter Changing Method • Module 1

Sign in to your student account to watch video # 6 for this skill.

Sharp Skills: The Value Of Using The Daily Sharp Skills Letter Changing Method

Completing the sharp skills modules will ensure reading security in your child. It is more profitable if you can complete one of these modules each day, but if you can't, try to complete one of them every other day. By completing a sharp skills module, you will sharpen your child's reading skills in the following areas:


- Improve lesson focus and attention span
 - Build confidence in reading
 - Improve writing skills
 - Develop critical thinking skills
- Build concentration
 - Develop vocabulary
 - Improve comprehension and memory
 - Develop analytical thinking skills

Create New Words Using The Letter Changing Method

Supplies Needed: The Simplified Guide, letters, and the word list on page 81. If you'd like, you may add pictures. You may also use the words from previous *Link & Read* lessons.

Student Goal:

The student will make new words by changing or rearranging their given letters.
The student will use word attack skills to spell and pronounce each new word.

 **Parental Help:** On the holding spot, put the letters needed to spell the word that you read to your child, and then guide your child through the letter changing lessons to make new words.

Steps to follow are:

- Show and read the new word to your child.
- Talk about the meaning of the word.
- Ask your child to pull down the letters onto the baseline needed to spell the word.
- Ask your child to say the sounds of the letters while spelling the word.
- Next, ask your child to pronounce the new word.
- Continue changing or rearranging the letters with your child to make and learn more new words.

Critical Thinking Skills:

Talk about the new words learned in today's lesson. Discuss the meanings of the words.
Ask your child to use two or more of the new words to make sentences.

Keep Your Child's Reading Skills Secure By Teaching The Sharp Skills Modules Daily.

Skill 27 • Sharp Skills Using Orthographic Mapping • Module 2

Sign in to your student account to watch video # 2 for this skill.

Sharp Skills: Use The *Link & Read* Orthographic Word Mapping Module To Learn New Words

Review: Orthographic mapping is the process where we remember words by linking the phonemes (individual sounds) with the graphemes (letters). Letters are the written or graphic representation of sounds. This process of linking the smallest individual sounds (phonemes) together with letters is called orthographic mapping. Because this process is how children learn to read, it is the most successful teaching method that parents and teachers can use in their reading lessons.

If you need to look at the mapping chart before beginning, it is on page 8. Remember to use the blue counters to tally the number of new words learned by your child. Next, give your reward along with your praise to your child.

Learn New Words Using Orthographic Mapping

Supplies Needed: The simplified guide, purple squares, blue counters, and the word list.
The blue counters and purple squares are on page 80, and word list is on page 81.

Student Goal:

The student will learn to read and pronounce new words by using the snap, map, and graph word mapping method.

 **Parental Help:**

If you are not using a white board for your lesson, print a copy of the simplified guide. Put your paper copy in a plastic sleeve so that your child can use a water marker to write on the solid line at the bottom of the guide. Before starting the lesson, put the letters on the baseline to spell the word for your child, and then continue teaching by following the lesson steps below.

The steps in the *Link & Read* Orthographic Mapping exercise below are:

- 1. Identify the word:** Look at the word on the baseline
Listen to the word as it is read, and then say it out loud.
 - 2. Snap the sounds in the word:** Snap your fingers for each individual sound heard.
 - 3. Map the word:** Put a purple square above each phoneme (sound) as you say the sound.
 - 4. Graph the word:** Write the letter(s) for each sound (phoneme) heard on the solid line below.
 - 5. Read the word:** Next, read your word out loud.
 - 6. Conversation:** Parent: Guide your child into a purposeful conversation using the new word.
 - 7. Storytelling:** Help your child use today's word to create and tell a very short story.
- Example Story Starter Question:** If you needed a map of your yard, how would you make it?

Critical Thinking Skills:

Think about the meaning of one new word that you learned in today's lesson. What does it mean?
Can you make a sentence using your new word? How many of your new words can you use in sentences?

Keep Your Child's Reading Skills Secure By Teaching The Sharp Skills Modules Daily.

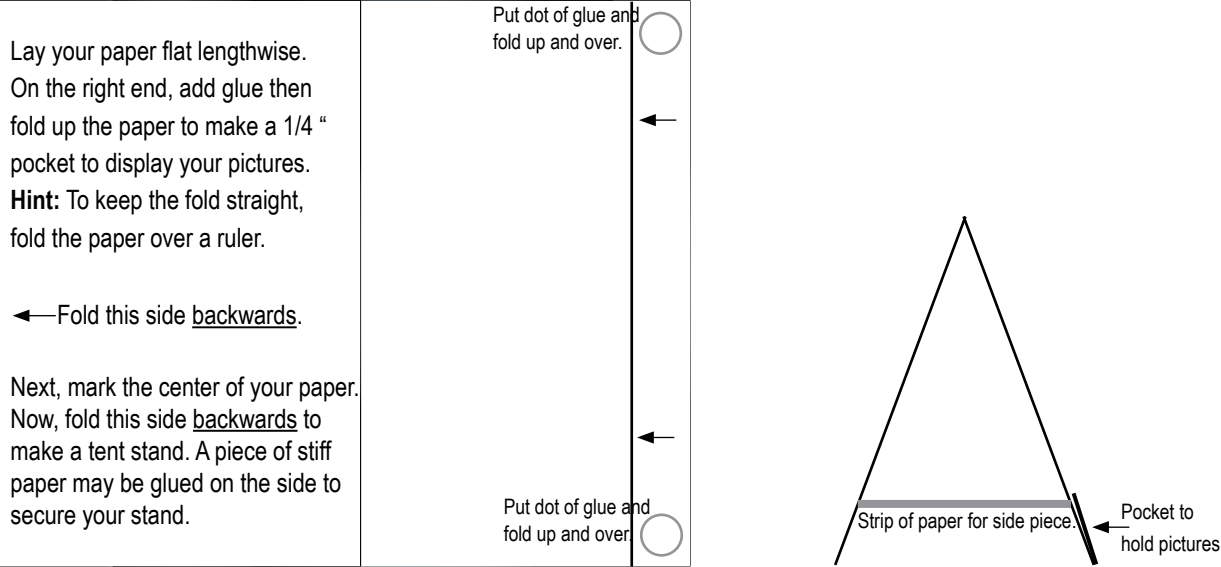
RESOURCE SECTION

<i>Link & Read Progress Report For Reading • Level 3</i>	😊	😐	?
Skill 1: Consonant Blends	3	2	1
Skill 2: Consonant Blends Activity	3	2	1
Skill 3: Long And Short Vowels	3	2	1
Skill 4: CVC Words	3	2	1
Skill 5: Digraphs	3	2	1
Skill 6: Digraphs Activity	3	2	1
Skill 7: Reading Comprehension	3	2	1
Skill 8: Vowel Pairs.	3	2	1
Skill 9: Vowel Pairs Practice	3	2	1
Skill 10: Spelling Scrambler	3	2	1
Skill 11: Syllables	3	2	1
Skill 12: Trigraphs	3	2	1
Skill 13: Trigraph Word Builder Activity	3	2	1
Skill 14: Orthographic Mapping Practice.	3	2	1
Skill 15: Word Bingo	3	2	1
Skill 16: Writing Sentences	3	2	1
Skill 17: Capitals And Periods	3	2	1
Skill 18: Prefixes	3	2	1
Skill 19: Suffixes	3	2	1
Skill 20: Writing Stories	3	2	1
Skill 21: Blends. Digraphs. Trigraphs	3	2	1
Skill 22: Making My Own Books	3	2	1
Skill 23: Writing Book Reports	3	2	1
Skill 24: Writing Stories For My Library	3	2	1
Skill 25: Creating My Home Library	3	2	1
Average Your Level Three Score: Add up your skills scores, and then divide them by 25 to get your average score for level three. Write your score in the score box.	75 is the top score.		
	Your Average Score		

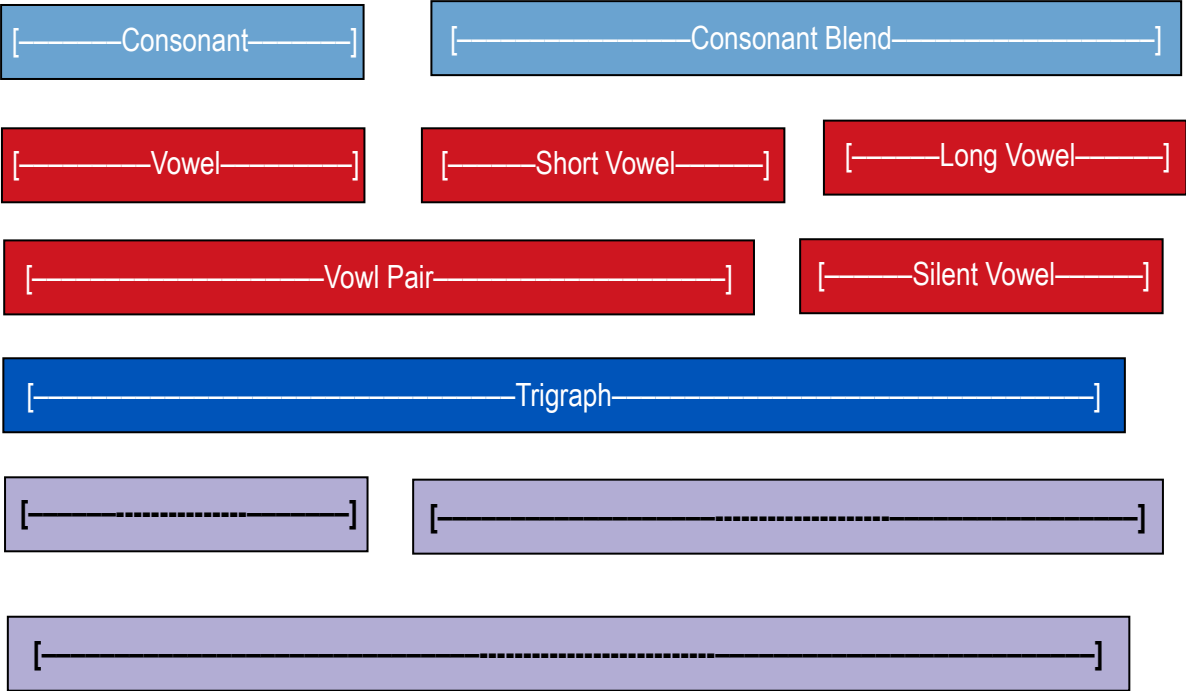
Picture Display Stand

Using one piece of strong paper, make a paper stand to display your lesson pictures during your teaching.

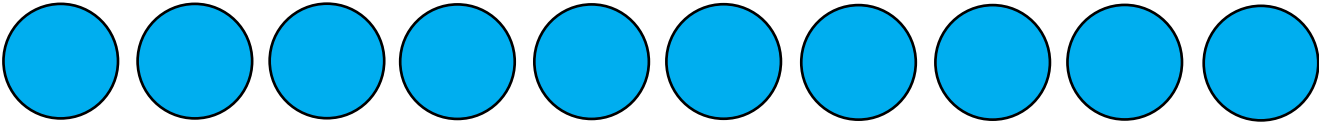
Suggestion: To have a strong display stand, I like to use a manila folder to make this teaching aid.



Underline Baseline Labels
 There are more baseline bars on page 244.

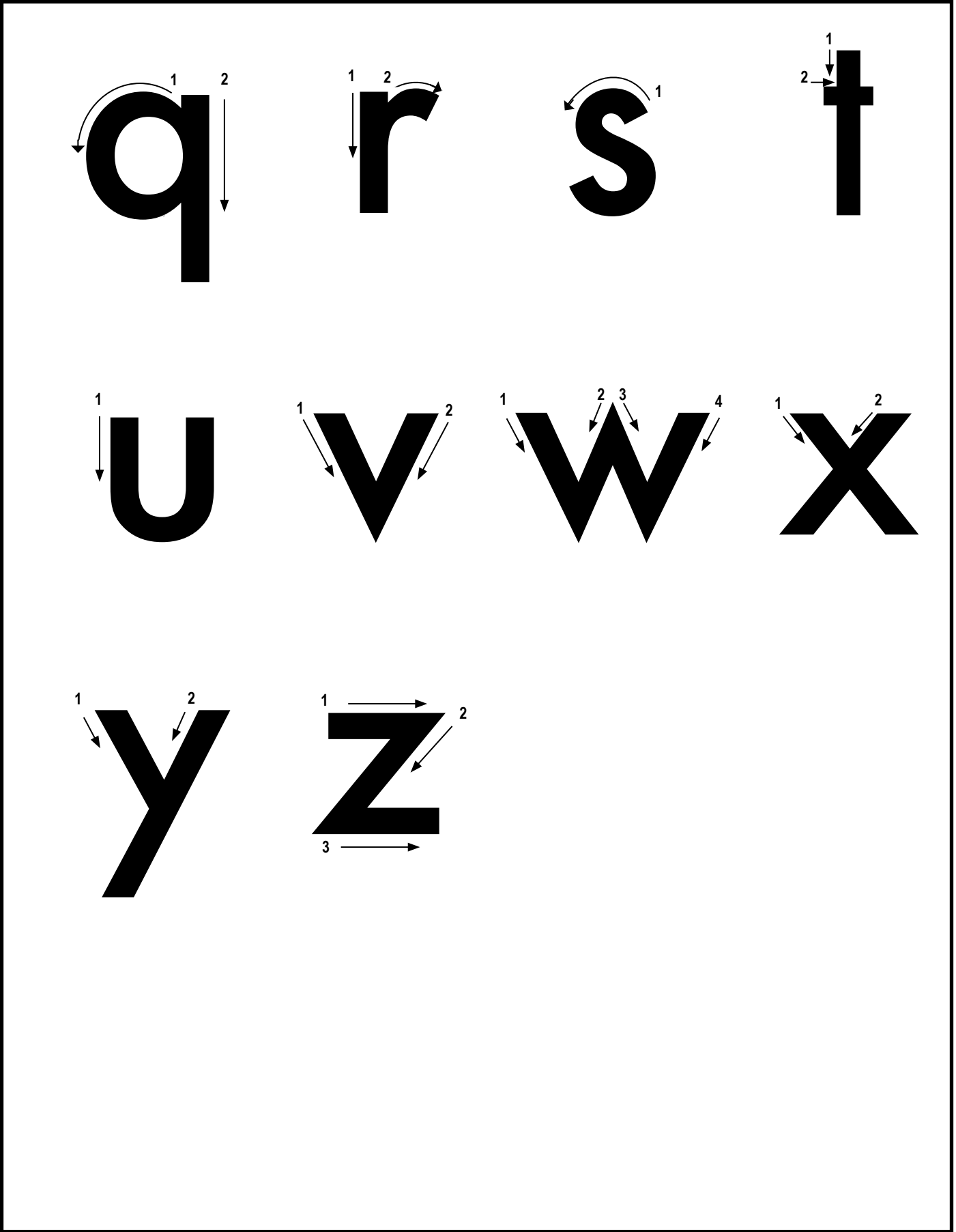
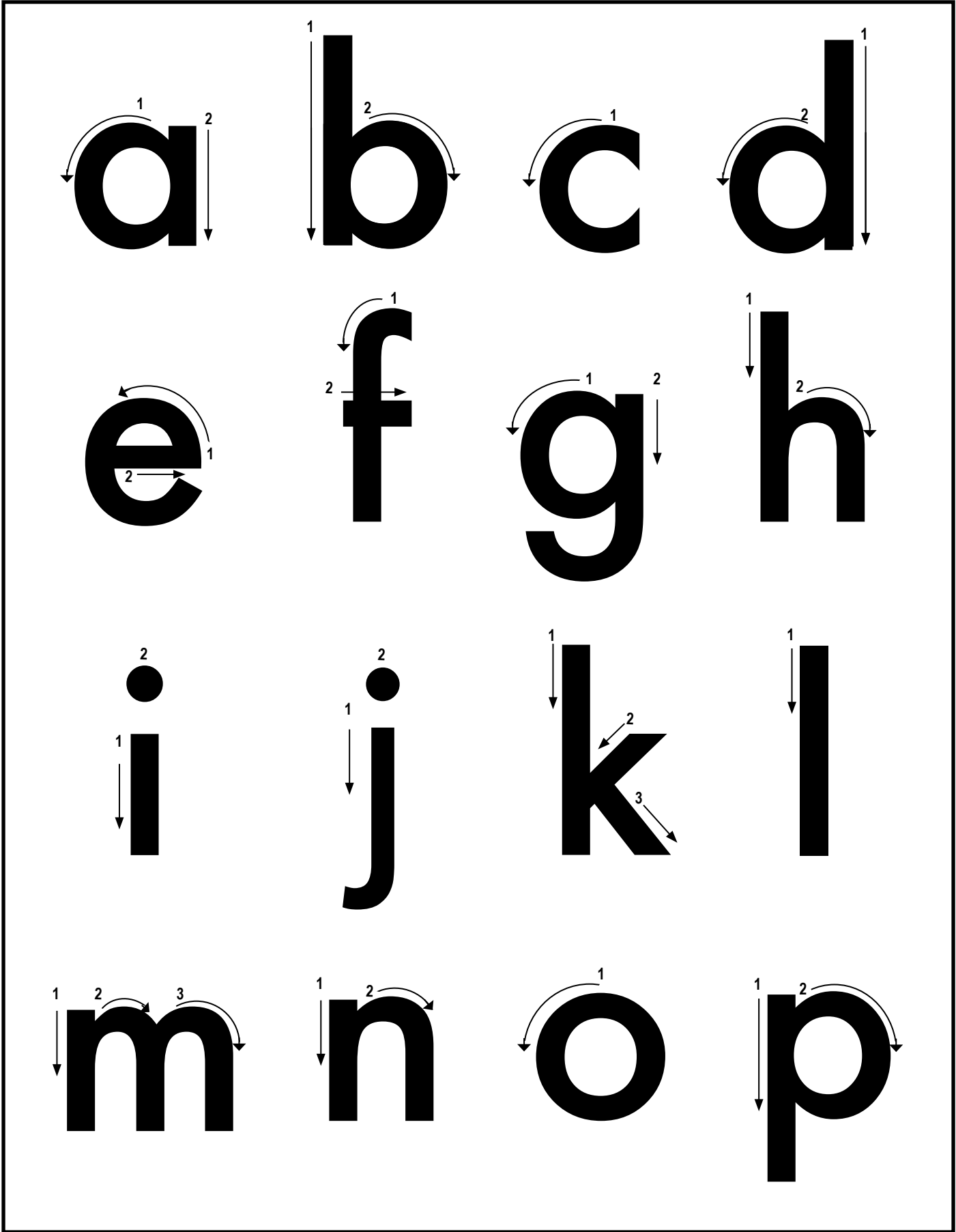


Orthographic Mapping Blue Reward Dots And Purple Sound Squares



Orthographic Mapping Word List
 •
 Level 3

the	this	will	there	has
of	have	up	use	look
and	from	other	an	two
your	or	about	each	more
when	one	out	which	night
we	had	many	she	number
were	came	then	do	go
all	by	I	how	see
what	words	at	their	can
not	but	be	if	sad
did	now	who	water	my
day	find	am	been	than
down	long	its	called	first
people	could	way	came	part



Capital (Uppercase) Letters For Word Building Practice

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T

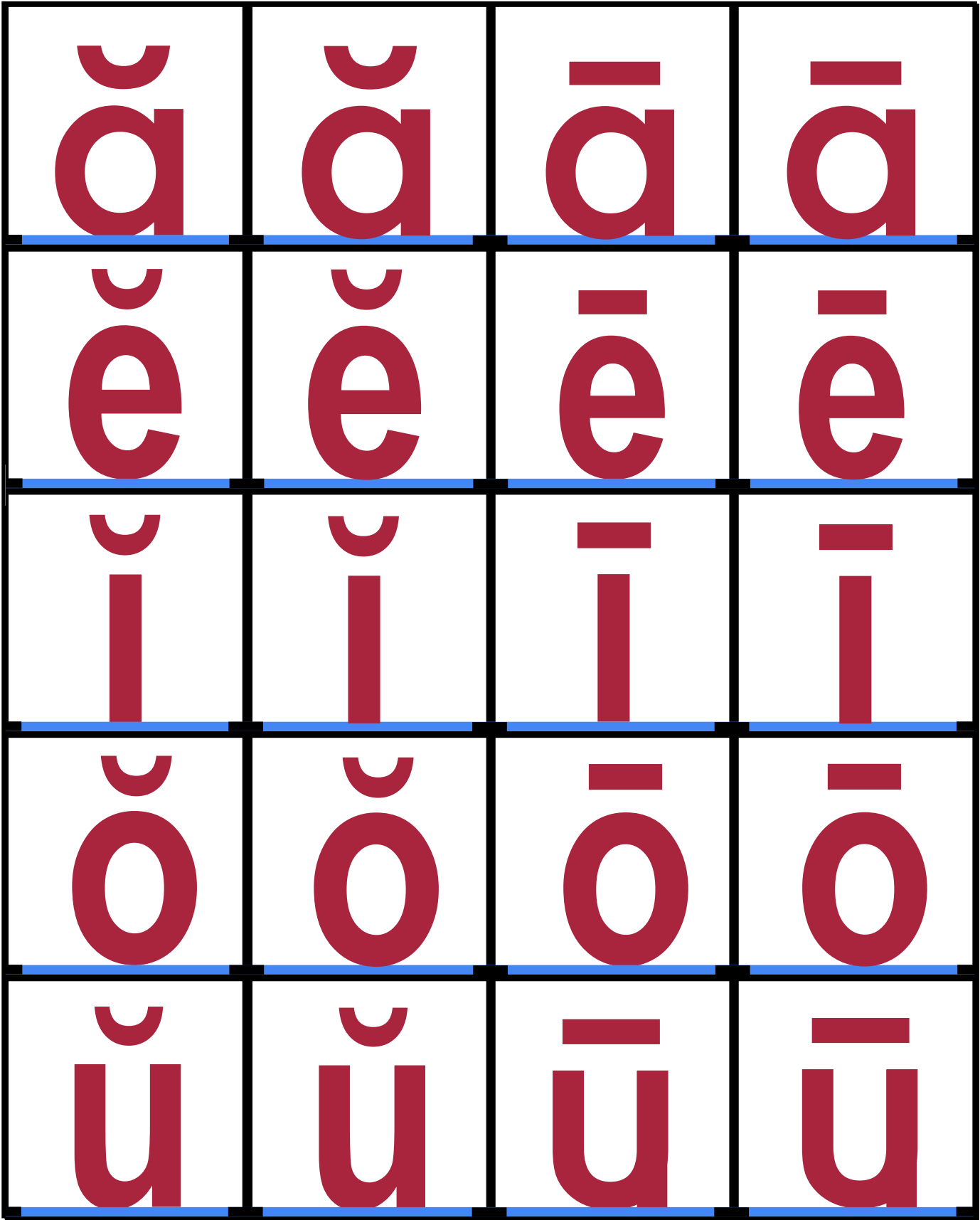
Capital (Uppercase) Letters For Word Building Practice

U	V	W	X
Y	Z		

Directional Capital (Uppercase) Letters For Writing Practice



Vowels For Word Building Practice



Writing Printing Practice Pages

Print as many copies of this page as you need to complete your writing practice.

Writing Printing Practice Pages

Print as many copies of this page as you need to complete your writing practice.

The Simplified Guide will provide an active hands-on teaching tool to use for your lessons instead of worksheets.

Hands-on Lesson: Teach the word building skills, Orthographic Mapping, and foundational reading lessons here.

Linked Baseline: The linked baseline is used for letter linking and word building.

Blue Box: Put the appropriate letter labels or sound labels here under the letters during the reading lessons.

Holding Section For Labels

Letter Labels: Keep the colored letter labels in this section to be used during your teaching.

Orthographic Mapping Labels: Keep the purple sound mapping labels in this section to be used during your lessons.

1. Adapt your child's lesson	2. Connect new knowledge with known knowledge	3. Watch video • Complete lesson steps	4. Complete hands-on activity and word mapping	5. Score your evaluation
------------------------------	---	--	--	--------------------------

Below Are The Five Easy Steps On The Simplified Guide To Follow In Completing Your Lessons

<p>1. Adapt Your Child's Lesson Quickly adjust your lesson for your child's learning needs following the easy, simplified guide.</p>	<p>2. New Knowledge To Be Taught Review old knowledge. Next, connect the old knowledge with the new knowledge.</p>	<p>3. Steps To Complete The Lesson Watch the skills video: Next, follow the points on the easy, lesson guide to complete the lesson.</p>	<p>4. Hands-on Reading Activity 1. Follow the directions for the reading lesson activities. 2. Complete Orthographic Word Mapping.</p>	<p>5. Evaluation And Promotion Mark the level of your child's completion on your evaluation scale.</p>
---	---	---	---	---


[illegible]

Picture Cards For The Consonant Blends Activity


Cut out the cards to use with the consonant blend activity. You may add more of your own word cards to continue the activity.



Spoon




Grapes



Lamp



Flamingo



Crayon



Milk

Vowel Words

Color the pictures in the boxes below to go with the vowel patterned words.
There are more vowel word practice sheet son page xxx.

Draw a cat.

cat
CVC

Color a bug.

bug
CVC

Draw and color a blue crab.

crab
CCVC

Color a striped ball.

ball
CVCC

Is your car colorful? Draw it below.

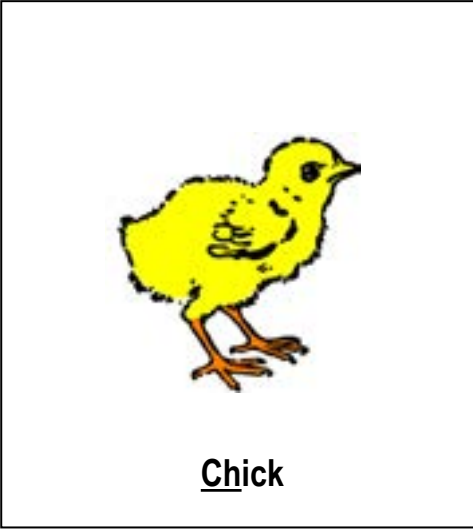
car
R-controlled Vowel

Have you eaten jam before? What did the jar look like? Show me with your crayons.

jar
R-controlled Vowel

Picture Cards For The Digraphs Word Activity

Cut out the cards to use with the digraph activity. You may add more of your own word cards to continue the activity. On page xxx, you will find a list of more digraphs to use with Orthographic Mapping to reinforce reading fluency.



Spiral-Go-Round Spelling Word Game

Student Goal:

Unscramble the letters to spell each word given by your teacher.

Total

Put a marker on each number after you spell and read a word. Did you spell all ten words? Get your reward!

Let's Link And Spell Using The Spelling-Go-Round Game!

→

Teacher:

Scramble the letters above the baseline. Next, give verbal clues to help your child spell the word using those letters. You may add more words to keep the game going.

Student:

When you've spelled the word, put your marker on a number. After you have filled all the number dots, count up your score and write it in the upper right corner.

car

bench

shark

watermelon

tree

train

butterfly

octopus

flamingo

flower

helicopter

elephant

whale

crayon

bush

wagon

chicken

turtle

spoon

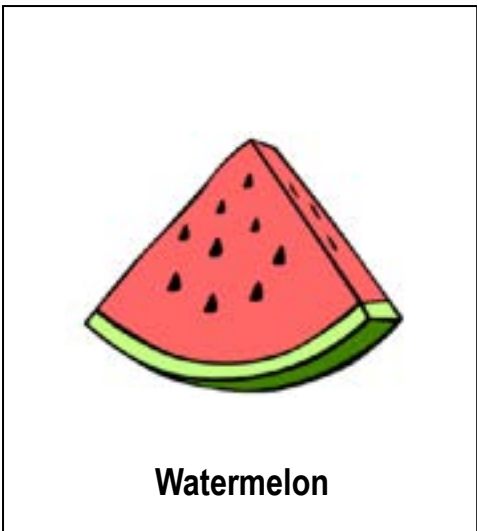
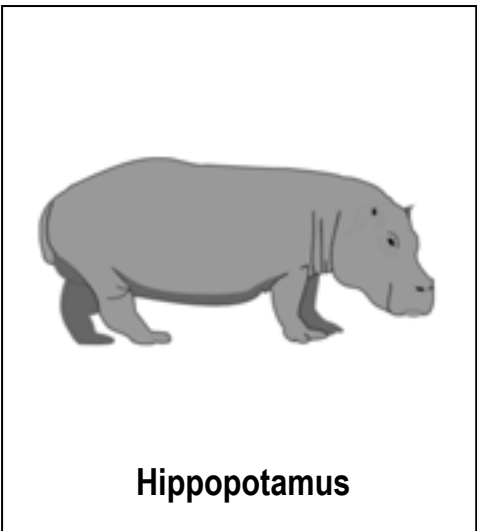
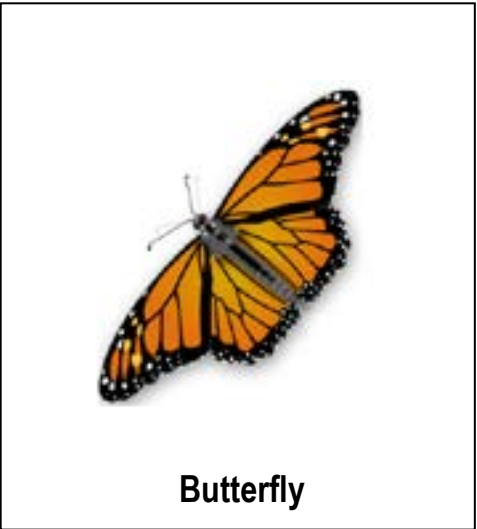
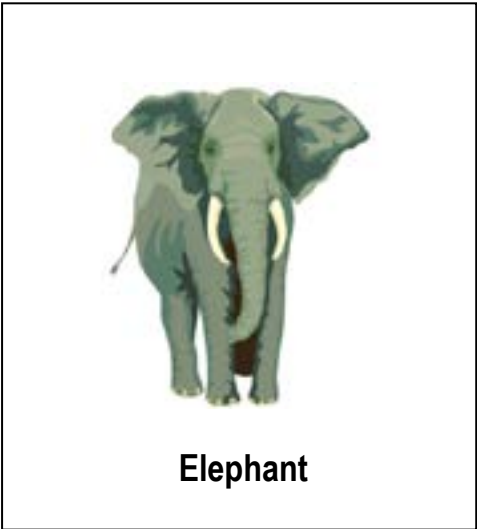
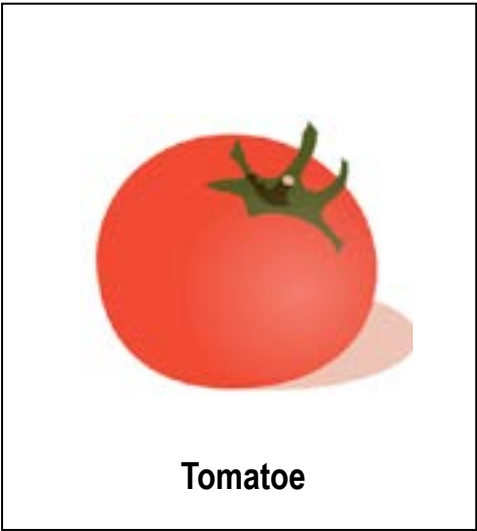
sprout

Link And Read Curriculum
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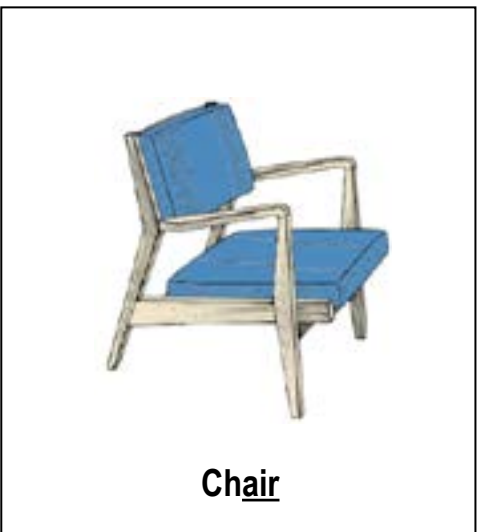
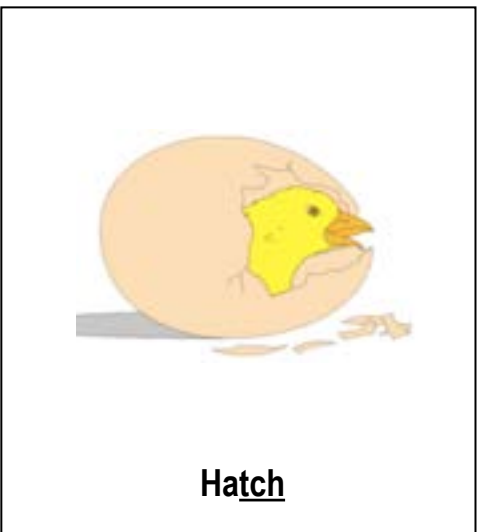
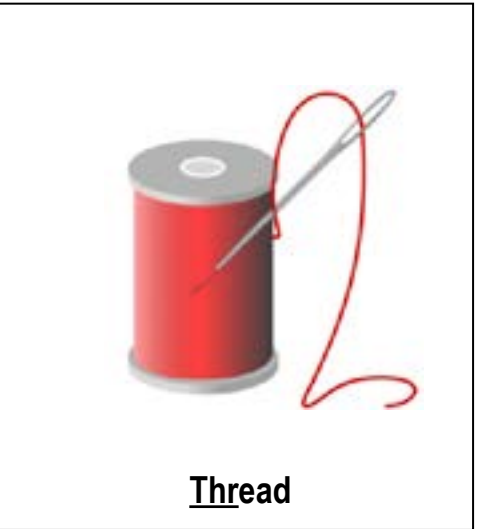
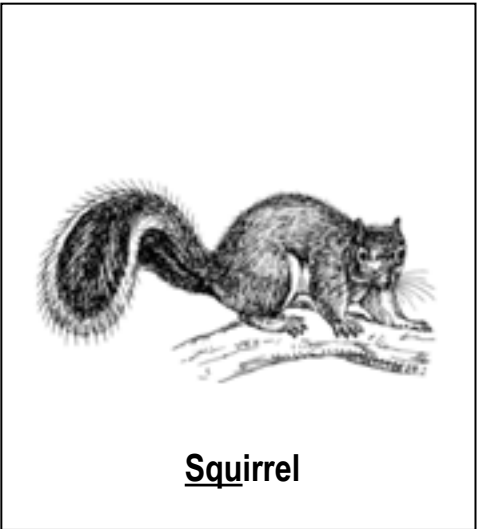
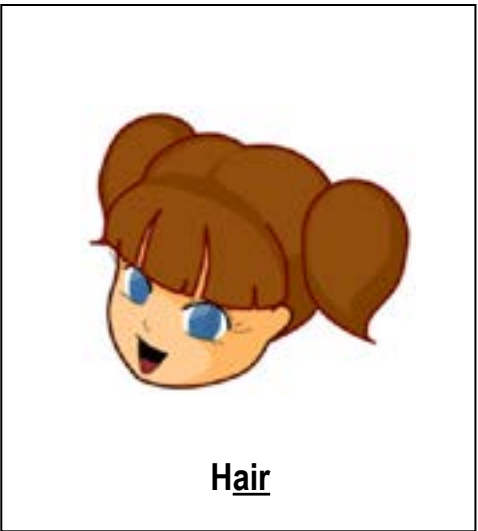
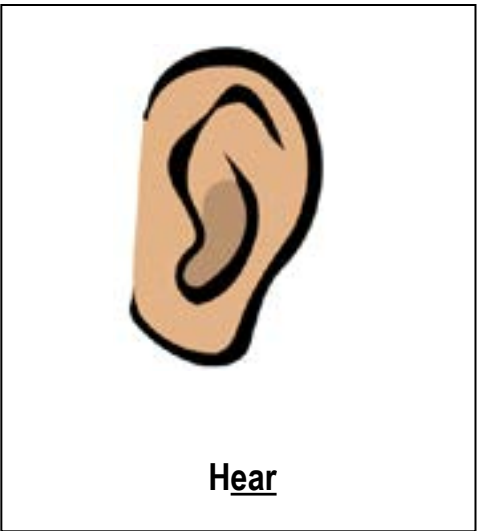
Picture Cards Counting Syllables

Cut out the cards to use with the syllables activity. You may add more of your own word cards to continue the activity.



Picture Cards For The Trigraphs Activity

Cut out the cards to use with the trigraphs activity. You may add more of your own word cards to continue the lesson.



Story Starter Pictures

Cut out the story starter picture cards below. You have the beginning and the middle pictures of a story. What can you add at the end to make a complete story? Tell how each story problem was solved. How did they feel at the end of their story?



Long And Short Vowel Practice Look at the words. Underline the long vowels with red. Put a red circle around the short vowels.				
top	we	sock	he	log
jet	coat	cup	can	me
there	the	hen	snow	tree
one	pie	bee	rose	snow
has	fin	pat	at	pen
see	nest	she	doll	mom

Word Building Using The Letter Changing Method • Module 1

Sharp Skills For Reading Security: Sign in to your student account to watch the video.

Sharp Skills: The Value Of Using The Daily Sharp Skills Letter Changing Method

Completing the sharp skills modules will ensure reading security in your child. It is more profitable if you can complete one of these modules each day, but if you can't, try to complete one of them every other day. By completing a sharp skills module, you will sharpen your child's reading skills in the following areas:


- Improve lesson focus and attention span
 - Build confidence in reading
 - Improve writing skills
 - Develop critical thinking skills
- Build concentration
 - Develop vocabulary
 - Improve comprehension and memory
 - Develop analytical thinking skills

Create New Words Using The Letter Changing Method

Supplies Needed: The Simplified Guide, letters, and the word list on page 81. If you'd like, you may add pictures. You may also use the words from previous *Link & Read* lessons.

Student Goal:

- The student will make new words by changing or rearranging their given letters.
- The student will use word attack skills to spell and pronounce each new word.

 **Parental Help:** On the holding spot, put the letters needed to spell the word that you read to your child, and then guide your child through the letter changing lessons to make new words.

Steps to follow are:

- Show and read the new word to your child.
- Talk about the meaning of the word.
- Ask your child to pull down the letters onto the baseline needed to spell the word.
- Ask your child to say the sounds of the letters while spelling the word.
- Next, ask your child to pronounce the new word.
- Continue changing or rearranging the letters with your child to make and learn more new words.

Critical Thinking Skills:

Talk about the new words learned in today's lesson. Discuss the meanings of the words. Ask your child to use two or more of the new words to make sentences.

Keep Your Child's Reading Skills Secure By Teaching The Sharp Skills Modules Daily.

Follow the letter changing and rearranging directions on the blue guide on page 240.

I	we	after	animal
a	and	all	about
the	like	be	best
go	did	big	come
in	run	can't	down
is	for	car	friend
me	was	do	from
to	on	day	were
can	at	fun	good
it	as	give	house
you	if	his	little
see	of	new	no
get	not	your	when
are	have	my	said
them	us	went	what
give	had	how	jump
him	her	look	made
here	make	now	off
before	old	out	over
ran	ride	saw	some
has	tell	that	there
she	up	want	they
with	will	this	school
boy	why	play	thing
who	am	but	where

Learning New Words Using Orthographic Mapping • Module 2

Sharp Skills For Reading Security: Sign in to your student account to watch the video.

Sharp Skills: Use The *Link & Read* Orthographic Word Mapping Module To Learn New Words

Review: Orthographic mapping is the process where we remember words by linking the phonemes (individual sounds) with the graphemes (letters). Letters are the written or graphic representation of sounds. This process of linking the smallest individual sounds (phonemes) together with letters is called orthographic mapping. Because this process is how children learn to read, it is the most successful teaching method that parents and teachers can use in their reading lessons.

If you need to look at the mapping chart before beginning, it is on page 8. Remember to use the blue counters to tally the number of new words learned by your child. Next, give your reward along with your praise to your child.

Learn New Words Using Orthographic Mapping

Supplies Needed: The simplified guide, purple squares, blue counters, and the word list.
 The blue counters and purple squares are on page 80, and word list is on page 81.

Student Goal:
 The student will learn to read and pronounce new words by using the snap, map, and graph word mapping method.



Parental Help:

If you are not using a white board for your lesson, print a copy of the simplified guide. Put your paper copy in a plastic sleeve so that your child can use a water marker to write on the solid line at the bottom of the guide. Before starting the lesson, put the letters on the baseline to spell the word for your child, and then continue teaching by following the lesson steps below.

The steps in the *Link & Read* Orthographic Mapping exercise below are:

- 1. Identify the word:** Look at the word on the baseline
 Listen to the word as it is read, and then say it out loud.
 - 2. Snap the sounds in the word:** Snap your fingers for each individual sound heard.
 - 3. Map the word:** Put a purple square above each phoneme (sound) as you say the sound.
 - 4. Graph the word:** Write the letter(s) for each sound (phoneme) heard on the solid line below.
 - 5. Read the word:** Next, read your word out loud.
 - 6. Conversation:** Parent: Guide your child into a purposeful conversation using the new word.
 - 7. Storytelling:** Help your child use today's word to create and tell a very short story.
- Example Story Starter Question:** If you needed a map of your yard, how would you make it?

Critical Thinking Skills:

Think about the meaning of one new word that you learned in today's lesson. What does it mean?
 Can you make a sentence using your new word? How many of your new words can you use in sentences?

Keep Your Child's Reading Skills Secure By Teaching The Sharp Skills Modules Daily.

Orthographic Mapping Word Lists Below For The Sharp Skills Practice On Page 242

a	done	I	out	these
about	don't	if	over	they
after	down	in	own	think
again	draw	into	pick	this
all	drink	is	play	those
always	eat	it	please	three
am	eight	its	pretty	to
an	every	jump	pull	today
and	fall	just	put	together
any	far	keep	ran	too
are	fast	kind	read	try
around	find	know	red	two
as	first	laugh	ride	under
ask	five	let	right	up
at	fly	light	round	upon
ate	for	like	run	us
away	found	little	said	use
be	four	live	saw	very
because	from	long	say	walk
been	full	look	see	want
before	funny	made	seven	warm
best	gave	make	shall	was
better	get	many	she	wash
big	give	may	show	we
black	giving	me	sing	well
blue	go	much	sit	went
both	goes	must	six	were
bring	good	my	sleep	what
brown	got	myself	small	when
but	green	never	so	where
buy	grow	new	some	which
by	had	no	soon	white
call	has	not	start	who
came	have	now	stop	why
can	he	of	take	will
carry	help	off	tell	wish
clean	her	old	ten	with
cold	here	on	thank	work
come	him	once	that	would
could	his	one	the	write
cut	hold	only	their	yellow
did	hot	open	them	yes
do	how	or	then	you
does	hurt	our	there	your

Underline Baseline Labels

Consonant

Consonant Blend

Vowel

Short Vowel

Long Vowel

Vowl Pair

Silent Vowel

Trigraph

Consonant

Consonant Blend

Vowel

Short Vowel

Long Vowel

Vowl Pair

Silent Vowel

Trigraph