



Easy-for-Me™

reading program

a snap for the teacher...a cinch for the child



TEACHING MANUAL

- 77 Self-Paced Lessons, Small Group Format
- Independent Center Activities
- Activities to Teach Sight Words
- Word Wall Activities
- Reproducible Pages
- Cross-Curricular Topics
- Teaching to the Modalities for Easy Learning and Recall



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Easy-for-Me™ Teaching Manual.

Grades Pre-K-1

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Moving Foreword

PURPOSE

Over the decades, the debate has raged over which method of teaching reading is most effective. New methods emerge, are rejected after a few years, are later recycled, all while a segment of our young population continues to emerge from 1st grade unable to read. These children are studied, sorted, and labeled in a variety of ways, and in many cases endure attempts at remediation. The number of high school students who cannot read seems to be growing despite the mandates and programs aimed at preventing such failure.

The purpose of this approach to teaching of reading is to provide a method consistent with how a child learns best so that every student has a chance of achieving success.

JUSTIFICATION

Many children seem unable to imbue abstract symbols with meaning, which is necessary for memory, recall, and the subsequent use of those symbols in meaningful ways. Many studies have been conducted on both the brain and learning, and on, more specifically, how the young child learns, but the results of these studies have not been applied to practice in such a way that methods of teaching reading have been significantly impacted in positive ways. Reading is still taught much the same way it has always been taught. The problem of illiteracy is widespread and significant, and without success in reading, children will become increasingly more at risk throughout their lives.

QUESTIONS

What is missing from our traditional approaches to teaching of reading? Research has shown that visual and kinesthetic modalities are powerful means of learning for young children. However, very few studies have been conducted to determine if the use of visual and kinesthetic connections between symbol and meaning, and the connection of the new elements of study to prior knowledge will significantly improve student ability to learn to read.

If breakdown in learning to read occurs in the area of meaning-making for abstract symbols (letters), is it possible that if visual and kinesthetic connections between symbol and meaning were used in teaching abstract symbols, and if each new concept were connected purposefully to prior knowledge, children would successfully learn to read?

I believe that if these connections are provided for all children (including at-risk children) they would

experience success in learning to read. I further believe that if this type of method were used in regular kindergarten classrooms, most of the children who would have been at risk for reading would achieve success and thus avoid the discouragement of failure. It is not that this approach is primarily remedial; rather it operates in a way consistent with how a young child thinks and learns.

BACKGROUND & RESEARCH

According to Renate Nummela Caine and Geoffrey Caine in *Making Connections: Teaching and the Human Brain* (Addison Wesley 1994), one of the marvels of the human brain is its capacity for various types of memory. The work of Leslie Hart (*Human Brain and Human Learning*, Kent 1999) also explores the marvels of the body and brain connection. Various types of learning are stored in differing locations in the brain and body.

These “types” of learning include visual, kinesthetic, rhythmic/rhyming and so forth. Motions, which comprise the successful execution of a task, become so automatic that we are not even aware of thinking about how to perform these tasks. Examples include the art of riding a bicycle or playing a memorized song on the piano; skipping rope; dancing to music; or typing a paper. Each of these skills is comprised of myriad motions that combine fluidly into a smooth, rhythmic execution of task. Where are those memories stored? In the cerebellum. Once memories of body motions are stored in the cerebellum, they are powerful resources for memory recall.

Because visual stimuli are recalled with 90% accuracy, there is little more powerful than visual images for learning and recall, yet we often do not utilize this incredible tool in our teaching methods. Much is said about visual learners, and we think we have met these learners’ needs when we provide certain lighting, colorful paper, pretty illustrations, and colored pens for them to write with.

It would be far more effective to provide images that are directly tied to the content/meaning we want the child to learn. These images become virtual snapshots which are stored in the visual spatial cortex. Instead of spending time trying to get a child to memorize a string of abstract symbols such as a series of letters in a word (which to the child might appear to be a mass confusion of forms) why not present the material in such a way that a snapshot is taken and stored instantly in memory? Easy in and easy to recall.

According to Leslie Hart and others, the brain is a pattern-seeking organ. A pattern may be an arrangement of form, such as a face that is familiar. The face of a child's mother, for example, is one of the most familiar patterns to a very young child. Other patterns, however, have become familiar to the child by the time she begins school. These patterns make up her prior knowledge - the context of all she is familiar with. According to Piaget, the young child is in the stage of development during which she deals primarily with the concrete world. She is not well equipped to deal with abstract or symbolic material (which is exactly what letters and numbers are). It is apparent, then, why using other avenues of learning is critical.

If we imbue the mysterious symbols that form our words with some sort of connection to tangible, visible, known elements from the child's own world, learning WILL occur. As a matter of fact, I have found that not only do children learn far more quickly, easily, and successfully, but they often don't even realize that they are "learning." Learning through these modalities is like playing to young children.

In *Human Brain and Human Learning*, Leslie Hart states: "... assumptions have been made: that if a subject is fragmented into little bits, and the student is then presented with the bits in some order that seems logical to somebody, the student will be quite able to assemble the parts and merge with the whole - even though never having an inkling of the whole" (103). Somewhere, sometime, somebody determined that the proper sequence for teaching reading is to present a child with a series of ordered symbols (their ABCs), and ask him to memorize the symbols and later specific groupings of these symbols (words) so that he will be able to recall them rapidly and extract meaning from them. He is given no rationale for the necessity of learning these symbols, no context for the task, and no goal that would explain the point of the exercise.

Granted, some children have no problem digesting these 26 symbols, and can even sing-song a sample word and the sound that relates to each symbol.

For other children, the task is not only confusing and meaningless, but nearly impossible. For those children, 26 symbols, their matching sounds and sample words appear as a gigantic jumble of nonsense which adults earnestly desire them to "learn" and recall, and amazingly enough, make sense of and use. I picture an adult dropping a 1,000 piece jigsaw puzzle on the floor and asking a five year old to correctly assemble the picture those pieces represent.

In their book *Making Connections* the Caines speak of the "locale system" [O'Keefe and Nadel (1978)] which registers a continuous story of life

experience [the prior knowledge or patterns of things familiar]. They claim, "the locale system must clearly be able to deal with rapid shifts in context and must also register an 'entire' context at a glance. One of its key features is its indexing function" (47). They go on to state that if this indexing is to occur rapidly [indexing is the retrieving of facts and ideas from within that continuous story] there must be many strong connections, which contrast sharply with responses that are learned by rote (such as sequences of letters in spelling a word)..."(47).

The authors claim that these significant connections are made while learning from significant experience. "...new items become meaningful quickly by virtue of their being packaged in relevant, complex, and highly socially interactive experiences" (47).

The child must also have a rationale, be shown the "why" of learning symbols, and must see from the beginning how these symbols are used. There is a need for relevance, meaning, and excellent connections to the concrete world in order for many young children to make sense of this thing we call reading.

The Caines state: "That same memory system [the formation and use of thematic maps - O'Keefe and Nadel] is engaged when we use stories, metaphors, celebrations, imagery, and music, all of which are powerful tools for brain-based learning" (47). When a child is taught a first concept (for example: short sound for A) by using a story, a visual, and a meaningful body motion, a solid beginning is made.

An additional study that is marginally related to this one is "Promoting Conceptual Understanding Through Pictorial Representation," a study published by authors Kellah M. Edens and Ellen F. Potter in the Spring 2001 issue of *Reston*. The authors speak of Wittrock's (1989) generative theory which provides a "theoretical basis for promoting conceptual understanding (Mayer, Steinhoff, Bower, & Mars 1995)." They also make reference to Paivio's "dual-coding" theory (1990): "Specifically, Paivio (1990) argues that information is coded and represented both visually and verbally in memory. When information is coded in both visual and verbal systems with a correspondence between them, a generative process has occurred."

The authors are speaking of understanding and learning having a far broader base when there is more than one pathway to memory. We all know this. We have studied this in school and yet our knowledge has not reached far enough. We are still teaching reading the same old way.

FROM THEORY TO PRACTICE

In the **Easy-for-Me™ Teaching Manual**, the sound of A is introduced through visuals, story, and motion, Lesson 2 introduces the sound of T through a story that builds on the story of A and includes a visual and motion. Lesson 3 blasts the relevance issue into high gear by combining the two sounds into a word the child can read, write, and immediately use. The child is reading and writing his first word in Lesson 3! By Lesson 20, he will read his first book in the Easy-for-Me™ series!

The **Easy-for-Me™ Reading Program** is a careful blend of solid phonics instruction and sight word acquisition, combined with structural analysis of words. Add to that base an in-depth focus on phonemic awareness and manipulation, fluency and comprehension, and you have a recipe for success.

The **SnapLetters™ Teaching Cards** provide young children with a visual reminder of the shape and sound for each letter by virtue of their design. Each letter is stylized to resemble a concrete, known object from the child's prior knowledge. For example, A is stylized to resemble an anthill. If a child were to close her eyes and conjure up an image of an anthill, the silhouette that would appear in her mind's eye would look like the silhouette of the symbol for capital A. The accompanying story explains how A came to be shaped like A rather than the little hill it started out being. No memorization is required. The story and the visual provide instant learning. Add the kinesthetic component by having the child "experience" the anthill by tenting her arms over her head mimicking the shape of capital A. The motion directly reflects the symbol being learned. Provide many more relevant connections by taking the child outside to see a real anthill, or constructing an antfarm together. You are building a rich context around the learning of the sound and shape of A, one that encompasses natural science.

SnapWords™: The sight word lists that we use are comprised of the Dolch list of words and the Fountas and Pinnell 100 Frequently Recurring Words. All the words are stylized so the words themselves will resemble the meaning of the word. Not only is the visual image a means for learning and recall, but it shows the child that the word is a meaningful, understandable whole, not a string of symbols. Beyond that, the visual lends a rich meaning, a context, a real world connection to the word. Students passively learn that the reason we read is to distill meaning from the text and that reading goes far beyond word calling. Again, a rich context is provided for each word.

The **Easy-for-Me™ Books** are a critical tool in the learning to read process. Using this method, after learning only 8 sounds and two sight words (A and ON) children are able to decode/read two books! Adding 21 more sight words to the 8 sounds allows them to read a total of 7 books. They learn to USE their new knowledge before they have too many elements to manage. Decoding with only 8 sounds allows the child to focus on the skills of decoding and segmenting rather than on managing so many sounds and words. For those children who desperately need to know WHY they are learning something, being able to read a book will show them the reason. For those global learners, relevance means success.

The great good news is that the **Easy-for-Me™ Teaching Manual** is not only kid-friendly, but it is supremely teacher friendly because every little step is laid out for the teacher to follow. Just like we don't like to expect children to fill gaps left in the system, we don't like to leave gaps for teachers either. The experience is now complete. Join us, won't you, in moving into a new paradigm of learning made easy?

How to use this book:

PACE

The lessons in this manual are not meant to be taught in lock-step, one per day, nor the same amount of time spent on each lesson. Typically, at the beginning, lessons take longer, simply because the children are young and are confronting material that is highly symbolic and very new to them. The rule of thumb is to follow the demonstrated understanding of your child(ren). If they seem shaky, give them more time and more activities until they are ready to move on.

Do not be surprised if you start the manual at the beginning of the school year and it takes until Thanksgiving to reach Lesson 20. Sections 2 and 3 will go far more quickly as the skills needed for reading are mastered by the children. Learning and using those first 8 sounds will take by far the longest time.

APPROACH

Remember to approach the lessons with the attitude of making ideas and images available to the children, not one of teaching the material. Children learn little when they are asked to learn one detail after another. For example, if you decide “today we are going to learn the sight word WILL, learning the sight word WILL may or may not be a priority to the majority of your class. That is your agenda, not necessarily theirs. I would strongly recommend displaying a group (11-12) of stylized sight words attractively and accessibly placed so that children will be drawn to them on their own. They will gravitate towards the words that capture their fancy at any given moment. Follow their lead!

Of course, if today’s lesson is to learn WILL, draw attention to the word from among the group of words displayed with it. Chances are, however, that if you have displayed a whole group of words for a few days, many of your children may already know the word. Especially if you have done some of the whole group activities for learning sight words. Bottom line: don’t limit learning or direct too closely. Don’t measure out the words one at a time. If we are willing to compromise, a lot will be gained. If today is the day for WILL, but Jeremy is really drawn to HERE and wants to talk about that word, likely he will learn both words if you are happy to accommodate his interests.

Our SnapWords™ lists are broken into groups of 10-12 words for each list, which makes sharing a new group very easy for you.

Alphabet Tales

When reading the stories in *Alphabet Tales*, the air should be one of cuddling up to hear a favorite story. Read the designated story as expressively as possible, and let the children comment on what they notice as you are going through the story. When I read the story of A

to a kindergarten class, invariably we get about 3/4 of the way through the story and a handful of children will blurt excitedly, “It’s an A, it’s an A!” Rather than viewing this as disruptive, be excited with them as they are making meaning and connections in their learning.

The *Alphabet Tales* are great to use for practice in oral retelling. An effective homework assignment would be for each child to share the story with a parent at home.

INVENTED SPELLING IS TABOO

One of the most detrimental ideas to surface in the last several years was the notion that invented spelling is a natural stage for a child to pass through, which somehow magically will be abandoned once the child grows older and has more days in school. Or maybe reads more books.

When children first begin to record their thoughts and ideas on paper, their spelling is a mirror of the knowledge they have of words, sounds, and the structure of words to that point. Somehow, somewhere, the idea that invented spelling exists as a natural stage in a child’s development turned into the idea that we should not tamper with the way a child spells when he is in this stage.

The more time I have spent working closely with children who fail at reading, the more I have seen the correlation between a lack of knowledge of the structure of words (“spelling”) and a child’s inability to read. I have worked with middle schoolers who were reading on a second grade level and failing miserably in all their courses because they could not read. Once I taught them the structure of words, sound spellings, they suddenly could read. They had discovered the patterns embedded in our language.

Children don’t just magically absorb the structure of words. They have to be taught. Teaching children sound spellings and giving them practice in reading these sound spellings will directly result in their ability to decode unknown words. This process is begun in this series of lessons and will continue in *The Illustrated Book of Sounds & Their Spelling Patterns*.

JOURNALING

Starting in lesson 41, the practice of daily student journaling begins. Even very young children can begin to write a sentence or two and illustrate what they have written. It is critical for the teacher to review what the students have written and note the words the children do not know how to spell correctly. Beginning in Lesson 42, the teacher begins her center by reviewing journals. A mini-lesson that teaches the missing concept follows. If the concept is one that has surfaced throughout the classroom, it is best to teach the concept whole group during whiteboard time.

For example, if a child writes “My dog is osum,” teacher will note that the child needs to know that AW says [sound of short] O. He also needs to have “sum” related to the sight words COME and SOME. It does not take long to show the group that when they write AWESOME, they will use the sound spelling AW and the sight word SOME. It is not going to stick in their brains if you leave it there, however.

Generate other words that use the same sound spelling and have the children take a few minutes to write these words on their whiteboards. EX: LAW, JAW, FLAW, LAWN, DAWN, FAWN. What you will be doing is showing the children a pattern that repeats in our language--a pattern found in one word that applies to many others.

Then, when the children encounter a word with AW in their reading, they will recall the AW pattern they learned and will be able to read the unfamiliar word.

CONNECT READING AND WRITING

There is great value in guiding the children into the practice of writing as often as they read. If you start this practice early on, it will become as natural to them as breathing. For example, if you learn the sound for A, the follow-up activity is to let the children make A on whiteboards, then in an art project. Their doing the lesson from inside out will complete the necessary cycle of the lesson. In fact I would venture to say that learning will be minimal if the children have just listened to a lesson, or a story, but have not worked out the concept in a tangible way. If the children are learning to find words on a word wall, let them write the word they find on a whiteboard. Yes, it takes more time, but it is time spent in a way that will pay off in the long run.

FOCUS ON WHAT WORKS

Studiously avoid making each child's learning "look" the same. For example, not all children need the body motions equally. Frankly, some children will rely most on their visual senses to store away the concepts they are learning, but some children simply will not make it without using the body motions. When I teach this method, I encourage all the group to use the motions together during learning time, but then I pay close attention to which children seem to really need to use the motions as a means of recalling what they have learned. Some of my students literally could not decode for some months without using the motions for each letter as they decoded.

Remember, the motions are only tools to use if needed. Before I paint a room in my house, I go around removing tacks or nails from the walls that once held pictures. Before I bother to go fetch a hammer, I check to see if I can pull the nails out with my fingers. If I can, great! I save some steps. But if I need the hammer, I know where to find it.

The same thing goes for the motions. If a child is stuck and cannot say the sound for a letter symbol, or cannot name the sight word he's looking at, figure out if the motion prompt or the visual prompt will work best as a tool for remembering. The more visual children might need to hear you ask "What is shaped like this letter?" when looking at an M in order to remember that the M is like mountains. A kinesthetic learner will be able to recall the sound for M if you make the motion for the letter without saying anything at all.

LEARN LETTER SOUNDS

When teaching young children their ABC's, we don't teach letter names at all. We teach letter sounds because

those are the bits children need to use in making words. For instance, we teach A as short-sound A as in cat...not AY as in day. We don't teach the name of T ("tea"); we teach the breathy, staccato sound of t-t-t that comes at the beginning of "top." Words are made up of sounds, not letter names.

Some children become hopelessly lost in the process when they are asked to learn the letter names first, then learn the name of an object that represents each letter, THEN learn the sounds. They don't know how to manage all that information that, to them, seems unrelated and without purpose. If we simplify the process for them and let them understand that words are made of sounds (by segmenting short words for them) and those sounds are represented by symbols called letters, they will have far less to manage. They can understand that A is the picture of the sound of -a-. I've not met a child yet who did not pick up the letter names along the way, but I have met a lot of children who could read letter names but could not successfully decode a word.

SIX TYPES OF LESSONS

In order to provide a quick visual guide to the content of each lesson in this manual, we use the following symbols to identify the 6 types of lessons:



Sound. This symbol is used for a lesson header in which a sound is introduced. See Lesson 1 for an example.



Blend. This symbol is used for a lesson header in which students will blend sounds together. See Lesson 3 for an example.



Sight. This is used for a lesson header or a lesson section in which a sight word is being introduced. See Lesson 3.



Review. This is used for a lesson header when students will be reviewing material learned to date. See Lesson 18.



Read. This is used for a lesson header in which the children will be reading a new book. See Lesson 20.



Write. Although the children write in every lesson, this symbol is used for lesson headers in which there is a focus on writing. See Lesson 17.

SMALL GROUP INSTRUCTION

Small group instruction is the most effective way to meet the needs of the various learners in your room. If you are homeschooling, of course your instruction is automatically considered “small group” instruction. For classroom teachers, experience with small group instruction varies widely. Some of us teach reading in a small group format and learn to create and manage the centers that are going on while we’re leading one of the small groups. Management can be difficult at times, especially if you have a goal of maximizing the time for all the children so that all their experiences are good learning ones. The age-old problem is how to not have three of your centers be social hour or goof off time!

FOLLOW-UP ACTIVITIES & CENTERS



In Lessons 1-20, you will find a section called Follow-Up identified by the symbol on the left. These activities can be done whole group, but are also great for placing the children into identical centers with the purpose of getting them ready for independent, unique learning centers. Suggested centers during the first 20 lessons include: 1] Follow-up activity, 2] blocks, 3] housekeeping, 4] meet with teacher to practice the skill from the lesson. Spending 15 minutes in each center with a great plan for rotating would allow a teacher to have a bit of time with a small group of children to reinforce the lesson, evaluate individual children’s progress, and do formal or informal assessments.

Starting in Lesson 20, centers and their activities are provided for you, with resources supplied for the centers. Alternate centers are suggested as well.

SUPPLIES AND MATERIALS NEEDED



Several materials and supplies are used in every lesson. Materials specific to each lesson are detailed in the section called Materials with the symbol shown at left.

For whole group instruction, which is how every lesson begins, the following is what is needed:

TEACHER SUPPLIES

- 1] Rug on which to gather the children
- 2] Easel with whiteboard for the teacher
- 3] Dry erase markers in two colors
- 4] Small pocket chart
- 5] Materials supplied in each section of this Manual

STUDENT SUPPLIES

- 1] Individual whiteboards
- 2] Marker and tube sock

For Follow-Up and Centers, here is what is needed:

TEACHER SUPPLIES

- 1] Timer
- 2] Four centers clearly identified
- 3] Materials for each center

STUDENT SUPPLIES

- 1] Personal composition book OR folder filled with appropriately lined paper for journaling. The paper with a blank top is great for this purpose.
- 2] Inside voices and ears ready to listen!

HOW-TO'S

How To Introduce a New Set of Sight Words

Do this before each new set of words. Gather the children near you and the chart of sight words. This should be an informal introduction time. Prompt discussion and interaction by asking questions like, "Which word do you like best?" "Why do you like that word best?" For specific words, you might comment as follows:



SEE - "What do you think the child sees?"

HELP - "Why is he yelling for help? Do you think he cannot swim? Or is there something in the water?"

DO - "What do you think they are doing in this picture?" (having a picnic)

ON - "What do you have on your table at home?"

Next, you could take a few minutes to let children take turns pointing out a word they recognize. Not a teaching time, remember, just an informal introduction. Once the children have heard each of the words, they will be able to talk about them together and learning will be rapid.

How To Reinforce Learning with Body Motions

Use any opportunity available to reinforce sound and motion. For instance, you could meet the children at the door in the morning and as they come in ask them to bodyspell what you have just learned: "Justin, bodyspell [sound of, not letter name] C for me." As you get in line for lunch, lining up to come in from recess, warm up for morning exercises, etc., bodyspell for a few seconds.



When the children are well introduced to bodyspelling, you can move into asking them to spell words: "Suzanna, bodyspell CAT for me." As the child bodyspells, she should ALWAYS say the accompanying sounds (not letter names).

How To Utilize Whiteboards in Daily Lessons by Playing QUICK Draw

A valuable and integral part of this curriculum is the daily and proper use of whiteboards and markers. I found this practice to be some of the most valuable time spent in terms of student learning. Each student has her own whiteboard, marker, and tube sock. The marker is stored in the tube sock, and the sock is used for erasing the board quickly during the lesson. Following is the routine you should set up in your classroom:



Bring your lesson materials to the rug. Introduce the new concept (ex: blending "at" words). Model on your whiteboard a couple of examples, then tell the children they will practice sounding and writing next. I call this game Quick Draw. Here is how to play.

Teacher says: Ready? (all eyes must be on you)

Teacher holds up three fingers to represent the three sounds and says: The word is CAT. (figure 3 on page 10).

Teacher says: Sound it with me.

All sound: C - A - T. (sounds, not letter names, and teacher is pointing to each finger as she says each sound, showing sound/finger correspondence)

Teacher says: Sound and write.

All sound: C - A - T, with children writing each letter as they say its sound. It is critical that children sound exactly when they write, as this simple but powerful action is combining all their modalities in the process of learning. Many children will try and just write the letters, or will not want to wait for you to say "sound and write" but you should insist that they play the game correctly. Invariably when a child spells a word incorrectly, leaves off a letter, or mixes up the order of the letters, the simple fix is to have him do the exercise again, this time sounding each sound precisely as they write each letter. I expect even middle schoolers to follow this practice. If the child leaves out the middle letter, point to your fingers again while saying each sound.

Teacher says: show me your boards.

Children lift boards... corrections made if necessary by re-sounding, not by calling letter names.

Teacher says: Ready? (children look at her).

Teacher repeats the exercise with the new word. An added step could be to quickly bodyspell the word just prior to sounding & writing.

Rules I found essential for the success of this activity:

- absolutely no marks on the whiteboard that are not directed by the teacher (no drawing or scribbling).
- the game is called Quick because we are all listening and quickly following the directions. Eyes on teacher, start when she says write, sound every time you write, etc. Keep game moving.
- when a child did not want to follow directions, she was given the opportunity to use a pencil and paper placed on the whiteboard for that day. She was expected to do the same exercises as the others.

How To Utilize Fingermapping as a Framework for Sound/ Symbol Correspondence

Fingermapping is an exciting and very effective practice that helps beginners or challenged readers actually see the sequence of the sounds they are hearing. Many new and struggling readers reverse, insert, or omit sounds. Fingermapping prevents all this by providing students with a visual map for each word. Many students simply cannot write new words correctly until they see the fingermapping. One look at the map, and they can correctly sound and write the word. For highly visual learners, hearing the sounds is an auditory process, writing is kinesthetic or tactile, but seeing the word mapped out on fingers is a visual clue as to the structure of the word. Over time, the reliance on a visual fingermapping diminishes totally, but in the beginning, for some children,

the visual structure is the only means by which they can correctly sequence sounds and letters. Using fingermapping is very much like building a bridge over a gap in the road; a gap that would otherwise result in a halt in progress towards reading success.

For words containing up to five letters, the teacher will use the left hand, held up with palm facing the students (figure 1). From this point on, the thumb finger is finger #1/sound #1, the pointer finger is finger #2/sound #2, tall man finger is finger #3/sound #3, etc. Please note that



Figure 1

in order for the sounds to appear in correct sequence for the children sitting in front of you, they will appear backwards to you. This will feel awkward at first, but persist because it will become second nature to you!

In a word with three letters and three sounds like CAT, you will hold up three fingers (figure 2). The fingers are spread apart to show that there are three distinct sounds.

Figure 3 demonstrates the placement of the sounds/letters in the word CAT from your point of view. When you are playing Quick Draw and you are sounding out the word CAT, you will point to the corresponding finger as you sound.

Words with four distinct sounds and letters will be represented as shown in figure 4. The examples shown are the words STOP, and FLAG.

Figure 5 shows the same thing for five letter words with 5 distinct sounds.

The only time you let fingers touch is when you have a four-letter word, but only three sounds such as in PLAY and STAY. (figure 6).

Figure 7 shows how you would finger-map words when the two-letter sound spelling is in the center of the word. Figure 9 shows a two-letter final sound.



Figure 2



Words with 3 letters and 3 sounds.

Figure 3

How To Facilitate the Learning of Sight Words

Activities for Use with SnapWords™:

I would strongly recommend using Activities for Use with SnapWords™ found in Appendix A for a daily warm up with the sight words currently displayed in the pocket chart (one section at a time). The sight words are taught specifically in the lessons that follow, but much more is gained by doing the activities in the booklet. The children learn much faster this way rather than when we

parcel out one word at a time.

Once a group of sight words is known by all the children, those words can be transferred to the classroom word wall and the next group of stylized sight words put into the pocket chart.



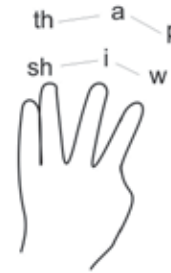
Words with 4 letters and 3 sounds- middle.

Figure 7



4 letter words with two-letter sound - initial.

Figure 8



4 letter words with two-letter sound, final.

Figure 9

Additional Skills Taught in EFM

- Capitalization - proper and common nouns
- OW, OU /ow/ and OW /oh/
- S /zz/
- Final double L
- Final Y /e/ and /i/
- "Pinchy E" (final silent E)
- Pictures to cue reading
- OU /oo/ as in "you"
- Quotation marks
- Exclamation points
- OO as in "look" and "moon"
- OR spelling pattern as in "porch"
- Plurals
- Digraphs SH, TH, WH, CH
- Final ERE as in "here"
- A /ah/ as in "want"
- Final S as in "likes"
- ABC order
- Past tense
- ING
- Final CK
- R controlled ("Bossy R") sound spellings
- Apostrophe for possession
- Rhyming
- Initial Schwa sound as in "above"
- Compound words
- AY as in "play"
- Long O as in "go"
- Long E as in "he"
- Syllables



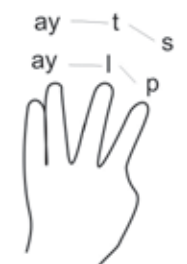
Words with 4 letters and 4 sounds.

Figure 4



Words with 5 letters and 5 sounds.

Figure 5



Words with 4 letters and 3 sounds - final.

Figure 6

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* means display next group of sight words

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Section One Goals - Lessons 1-30

LEARNER GOALS:

- The child will enjoy learning that letters are photos of sounds (sound/symbol connection).
- The child will represent each sound in writing and with hand motion.
- The child will acquire the skills of blending and segmenting.
- The child will begin to use knowledge of patterns in spelling for decoding.
- The child will use visuals and motions in recognizing words on sight.
- The child will begin to develop the art of hearing sounds, correlating and representing each sound with the appropriate symbol.
- The child will successfully read and re-read seven books.

MATERIALS NEEDED FOR SECTION ONE:

- Alphabet Tales*
- SnapLetters™ Teaching Cards A, T, C, F, S, P, O, M
- SnapWords™ Cards for:

A	IT
AT	SIT
ON	TO
BY	UP
IN	OR
ME	DO
NO	HE
NOT	HELP
THE	I
AND	MY
GO	SEE
IS	

(List A, Groups 1-2)

- Easy-for-Me™ Books, numbers 1-7

A Cat
Sap on a Cap
Tot in a Cot
Fat Cat
Pat and Matt
A Mat on a Tot
My Cat

- Resources for Section One: pages 43-106
- Journals: Pronged notebooks with appropriately lined paper for children to use for personal journaling. Journaling will begin in section one and will continue throughout the other sections. Consider using lined paper that has a blank space at the top of the page so children will have a place for illustrating their writing.
- Center Folders: Each child will need a pocket folder with paper in it in which they will record their work during independent centers. I reviewed work as kids came to me for teacher center. Every couple of weeks they got a new supply of paper.
- Whiteboards, markers, and tube socks for each child. I bought a showerboard at Lowes and the salesman cut it into pieces for me so that each child could have a very low cost dry erase board. I assigned a number to each student and wrote it on their whiteboard, sock and marker so that if

there was a mix-up, the belongings could quickly be sorted out. Store personal markers in the tube socks and use them as erasers for the whiteboards. When socks get inky, throw them in the washing machine with bleach and they will get pretty clean! See instructions for playing Quick Draw before this section.

ROOM SET-UP/PREP WORK:

Display the sight words in a pocket chart close enough to the children's eye level that they will be able to gather near the words as they move about the room.

Display the Alphabet in ABC order on the walls.

Prepare all resources you will need for Section One and have them accessible for easy retrieval on the day you will use them. I had my students keep their whiteboards in their desks and when we went to the rug, they knew what to bring with them.

Photocopy the Skills Tracking form found in Section 1 Resources, one copy per child. Keep these forms in a file or on a clipboard and update regularly. The beauty of this form is that you may photocopy it from time to time and use it as a means of communicating to parents on the progress of their child.

WORD LISTS for SECTION ONE:

(Use these words for segmenting and blending, for pull-down letters, for mixed up words. See individual lessons.)

Sam	fat	mat	pop	pat	pot	sop
mom	moss	sat	cat	cap	map	sap
mop	tap	cot	toss	tot	Tom	caps
mast	fast	past	soft	mats	saps	pats

ASSESSMENTS:

Section 1 is the most critical section in the entire sequence of lessons. It is in this group of 30 lessons that children will learn how to decode and blend. They will also learn their first groups of sight words. It is critical to focus less on how many sounds a child knows as on his facility with blending, decoding, sound substitution, rhyming, and writing the sounds he hears.

If you finish Section 1 and you feel the class is reasonably solid in the skills mentioned above, do some review games, but then go right on into Section 2. If you feel your class could benefit from additional support in the skills listed, take a week or two to do additional activities from Section 1 so that you start Section 2 solidly prepared. Don't assume that some children just won't get it. *All* the children can succeed, but some might need to always bodyspell, some might rely heavily on visuals to recall their symbols, but as long as every child has something from which to draw, they will be fine! For those children who are struggling a lot, schedule time with them weekly to give them more practice.

The critical question to answer before going on to Section 2 is this: Can my children do the skills that are detailed on the Skills Tracking sheet? These skills are what reading means, so time must be set aside to make sure those skills are in place before going on. Once the children know how to read, they will very quickly pick up the rest of the words and sounds.



OBJECTIVES

1. Child will gain a mental visual of A
2. Child will use this visual to recall A
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing A

MATERIALS



1. *Alphabet Tales*, page 7
2. SnapLetters™ Teaching card for Aa
3. SnapWords™ card for A
4. Items beginning with short A sound
5. Resources 1-3 (pp. 46-48)
6. Book about ants and their anthills, such as *Ant Cities* by Arthur Dorros (Reading Rainbow book) or Barron's *The Fascinating World of Ants*
7. Better yet, a little trip outside to see an anthill.

ANTICIPATORY SET



Use your book about ants, or your little trip outside to see the anthill to spark a little discussion about ants and how they live in tunnels underground. The children would probably like to share experiences they have had with ants. Talk about how the shape of an anthill can be made with their own two hands, fingertips together.

STORY



Find the story for A on page 7 of *Alphabet Tales* and read for enjoyment. While you read, slightly emphasize the sounds of short A in the words you read, such as in Alexander and Abigail.

VISUAL IMPRINTING



If you begin the practice very early of purposefully storing images in memory, children will begin to rely more and more heavily on their visual capacities to remember and less on their ability to just copy something they see in front of them.

Ask the children to close their eyes and imagine seeing the anthill with the ants on it. What do they see? Some children will blurt out "It's dark in here!" but others will be able to tell you what they "see" in their mind. The purpose is to use visual imprinting as a means for recalling the shape of the letter A.

SIGHT WORD: A



Use the SnapWords™ card for A and talk about the girls you see in the visual. The girl in front has A DOLL, meaning only one doll. Let the children tell you what they have: "I have A dog." Emphasize that when A is by itself, it means "one." Review use daily as needed.

BODYSPELLING



Do the motion for A together as you say the short sound of A (like the sound in cat or in ant).



uppercase A



lowercase A

(in the beginning use uppercase exclusively to avoid confusion)

WRITING



Spend a few minutes on writing while the children are still gathered in front of you on the rug, or sitting by you if you are teaching one child. As you say the sound together aloud, the child(ren) will practice forming the letter on their whiteboards. If they have difficulty, talk them through the exercise: "Start on the ground, and climb to the top of the hill (**make a slide going up and away from you), then sit on the ground on your bottom and slide down the other side (make a slide going down and away from you. Next, make a tunnel straight through. Please refer to the back of the SnapLetters™ card for helps with letter formation. In this lesson we are primarily dealing with uppercase A.

Let children write A in their journals and then draw a picture of something. Ex: "A [picture of tree]." Wow! They have written their first phrase!

FOLLOW-UP



Share the items you collected that begin with short A or use R1, p 46. Say the names of the items and emphasize the initial short A sound. Then, give the child(ren) a sheet of paper and coloring materials. Let them draw their own anthills as they remember them from the story, and embellish them with all the ants. If you have time for a more involved project, let the children draw one large A and then brush glue with a Q-tip down the two sides and sprinkle sand on the glue. After the glue is dry, they may draw all their ants on their anthill! Great outside project! Allow for share time.

ACROSS THE CURRICULUM

- Science - learn about the habits of ants. Anatomy of the ant: three part body, # of legs & placement, antennae. (see R3)*

- Math - use ants for counting and place them in patterns to practice instant recognition of "how many" ants there are. The goal is to see visually how many rather than rote counting up. (see R2)*

*Please refer to Section 1 resources. (R2) means Resource 2.

**Please refer to writing instructions in the pack of SnapLetters™ Teaching Cards or in the booklet *Writing the Visual, Kinesthetic, & Auditory Alphabet*.

2 Tt

OBJECTIVES

1. Child will gain a mental visual of T
2. Child will use this visual to recall T
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing T

MATERIALS



1. *Alphabet Tales*, page 11
2. SnapLetters™ Teaching Card for Tt
3. Objects or pictures of objects that begin with short T sound: (taco, turnip, trowel, tube sock, triangle, tater tots, tomato, tangerine, turtle, tiger, telephone, train, teddybear, turkey, Twizzlers...)
4. Cut out pictures of different types of tables from magazines, hopefully finding one table with a pedestal.
5. Resources 4-6 (pp. 49-51)



ANTICIPATORY SET

Explore your table pictures together. Let the children comment on what they see. Talk about what the various tables are used for. Notice their characteristics (how many legs, the shapes they are, the objects sitting on the tables, etc.). Ask them what they would like to put on their dining table to eat.

STORY



Review the story of A, letting the children tell you what happened in the story. Tell them that you have a new story today that is about Abner and Alexander. Read the story for enjoyment. While you read, slightly emphasize the sound of T in the words you read.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing Abner's table in their heads. What does it look like? What was on the table?

BODYSPELLING



Do the motion for T together as you say the sound of T (do NOT say "tuh", which is two sounds - the T sound and the short U sound).



uppercase T



lowercase T

Next, review together the bodyspelling for A, then T again. Tell the children you are going to play a game in which you say a sound which they will bodyspell. They are not going to know which one you will say, so they will have to listen carefully!

WRITING



Spend a few minutes practicing sounding and writing T. As you say the sound together aloud, the child(ren) will bodyspell, then practice forming the letter on their whiteboards.

Uppercase T: "Make a thin man by putting your pencil at the top and drawing the line straight down to the floor. Start to one side of his head and draw a nice flat table on top."

Lowercase T: Make a thin man, and then make a table across his shoulders." Talk about how the table needs to be really flat so nothing will roll off!

FOLLOW-UP



Next, share the objects that begin with T. Then share R4. Sort items by kind. Ex: foods, animals, things. Ask them which of the items they would put on their tables to eat.

Give the children their journals and have them draw a nice big T and then load their table with their favorite foods to eat! If they want to draw themselves at the table, that would be great. Allow for sharing time.

ACROSS THE CURRICULUM

- **Science** - Classify foods and animals. Discuss foods that are good for you vs. foods that are junk and fillers (ex: tomatoes and turkey rather than Twizzlers or Twinkies). Talk about food being our body fuel. (R6)

- **Math** - teach geometric shapes square, triangle, oval, and circle showing tables with those shapes for tops. Use attribute blocks to practice sorting the shapes by color, by size, or by shape. (R5)

- **Health** - Teach or review table manners, including washing hands, chewing with your mouth closed, saying please and thank you when asking that food be passed, etc.

LOOKING AHEAD

Our next lesson will blend A and T to make our first word! The skill of blending can be very difficult for some children. Prepare for this by making sure every child is solid in the sound, bodyspelling and shapes of A and T. Bodyspell and sound every chance you get during what would otherwise be wasted time.

Incorporate the following simple exercise into daily morning activities in order to teach and reinforce auditory discrimination, blending and segmenting.

BLEND: Say three sounds and ask the children to guess the word you are saying: C-A-T, T-A-P, T-O-P, M-O-P, S-A-T, T-O-M. Leave a short space between sounds. Increase the length of the words as children gain fluency in this skill.

SEGMENT: Use the same words in a different order, and this time break them into their individual sounds. Say the word, hold up three fingers to represent the sounds, and point to each finger as you say each sound together.

3



a-t



at

OBJECTIVES

1. Child will review sounds, shapes of A and T
2. Child will blend the two sounds
3. Child will connect the visual of AT to the word
4. Child will sound and write AT

MATERIALS



1. SnapWords™ Card for AT
2. SnapLetters™ Teaching Cards for Aa & Tt
3. Plain letter cards for Aa and Tt
4. Snapshots of you at various places
5. Resources 7-8 (pp. 53-54)

ANTICIPATORY SET



Explore your pictures together, sharing with the children where you were in each photo. Ask them to share their favorite places to be, and why they like being there. Ex: "I like to be at the park."

LESSON - Blend AT/Sight Word AT



Review the sounds of A and T, then draw attention to the SnapLetters™ Teaching Cards for those sounds. Say them together again. Next, draw attention to the plain letter cards, showing that the sounds are the same when we read those cards.

Next, ask the children to sound with you as you point to A and then rapidly after, to T. Keep doing this while you move the cards closer and closer together. Finally, sustain the sound of A and add the sound for T on the end, without letting your voice break. Ask the children if they know what word you are saying.

Share the sight word AT, talking about how the same letters in the SnapLetters™ cards are found inside the little house. Say, "The word is at home!" Have the children bodyspell AT, making the shapes of A and T quickly.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing the sight word for AT. Ask them what they "see" inside the little house.

WRITING



Spend a few minutes sounding and writing AT while the children are still near you. First sound AT together while the children bodyspell, then sound AT while the children write each sound.

FOLLOW-UP



While the children are still with you, share that they are going to draw themselves AT their favorite place. Ask a few of the children where they will be in their picture to get the ideas flowing.

Supply the children with blank paper and drawing materials and let them create their page. These

pages would make a wonderful classroom book!

The children should start a clean page in their journal for the AT family of words. Today, just write AT at the top.

If desired, do a scavenger hunt in children's books for the word AT. Or the children could hunt through magazines or newspapers for the word AT. They could cut out the word and make a class poster of the ATs they found. If you draw a house on the poster, the children could glue their word inside the house to mimic the SnapWords™ Card AT. (R7).

An auditory game that takes no preparation and no materials is as follows. Tell the children they are detectives who listen for clues. They are to give you the silent thumbs up when they hear the sound you tell them you are going to say.

First have them listen for T words. If they hear you say a word that starts with t-t-t, they are to do the silent thumbs up. Here are some words to use: top, Tim, Sam, trip, map, tap, mom, Tom.

Next, listen for words that begin with short A. Here are some words to use: apple, ball, ant, alligator, boy, cow, animal, antelope, tiger, balloon, Andrew. A vowel is a harder sound to pick up on, so be sure and enunciate well and even draw out the A slightly when you say the words. Use R8 for follow-up or homework, if desired.

ACROSS THE CURRICULUM

- **Geography** - Using the idea of being "at home," share with children the homes of children across the world. "At home" looks different for each child! Even within our United States, homes look different from each other. Tie in stories of children in the USA with the map of the United States, to show the children where they live.

- **Math** - Use upper and lowercase A and T and have the children make up a pattern. An ABABAB pattern could be made in a variety of ways:

ATATAT or AaAaAa or TtTtTt

An AABBAABB pattern could be made like this:

AT at AT at AT at or AATTAATT or AAaaAAaa. Let the children come up with their own patterns.

- **Health** - Talk about the different ways we act depending on where we are. For instance, when in a store, we stay with the adult we are with, and we don't pull things off the racks. In a restaurant, we use our best table manners, and we use our inside voices so other people can enjoy their meal. In school, we follow directions and respect property and other people. On the playground, we can run and be loud!

ASSESSMENT

Use the Skills Tracking form and take a few seconds to assess each child individually. Show him/her three things: plain letter cards for A and T, and reverse side of the SnapWord™ card AT. If he can say the sounds and read the word, check off those skills. If a child has difficulty recalling a sound, prompt him to bodyspell. If that doesn't produce the desired result, ask him what the letter looks like. If he is stuck on AT, ask what the word was that we found inside the little house. Avoid just telling the child the answer. Children learn the most if they have to pull up the answer themselves. The motion and /or visual will act as little hooks that reach into their memory and pull out the information.

4 Ff

OBJECTIVES

1. Child will gain a mental visual of F
2. Child will use this visual to recall F
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing F

MATERIALS



1. *Alphabet Tales*, page 15
2. SnapLetters™ Teaching Card for Ff
3. Pictures of flags of all kinds
4. Items that begin with F (R9)
5. Resources 9-12 (pp. 55-59)

ANTICIPATORY SET



Explore your flag pictures together. Share with the class that countries and states have flags and that the pictures on the flags have meaning. They show

what is important to that country. Our states have flags that have state birds, or flowers, and usually the colors on a flag mean something special to the people of the state or country.

STORY



Read the story for Ff, emphasizing the ffff sound when it occurs.

VISUAL IMPRINTING

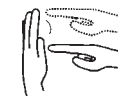


Ask the children to close their eyes and imagine seeing the flags on the hill. What can they “see” in their imaginations?

BODYSPELLING



Do the motion for F together as you say the sound for Ffff. Do not say FUH, as this is a combination of the sounds of F and U. All you should hear in the room is the soft sound of air blowing through teeth and lips!



uppercase F



lowercase f

Next, review together the bodyspelling for A, then T. Tell the children you are going to play a game in which you say a sound and they bodyspell it. They are not going to know which one you will say, so they will have to listen carefully! Alternate sounding A, T, and F as they bodyspell. Also have them bodyspell AT.

WRITING



Spend a few minutes saying the sound of F while the children bodyspell, then practice forming the letter on their whiteboards.

Uppercase F: “Make a thin man for the flagpole. Put your pencil on the top of the thin man’s head. Make a table. Put your pencil on the thin man’s belly button and make one more table.”

Lowercase F: “Start on the top line, but instead of making a cave, just start a cave, and then draw the line straight down to the ground. Make a table right through the belly button.”

AUDITORY PRACTICE

Blend:

Say three sounds and ask the children to guess the word you are saying: F-O-G, F-I-T, F-A-T, F-A-N, F-U-N.

Segment:

Use the same words in a different order, and this time break them into their individual sounds. Say the word, hold up three fingers to represent the three sounds, and point to each finger as you say each sound together.

FOLLOW-UP



Share the objects that begin with F and then Objects for F (R9). Is there a way to sort these items? Add these to your class dictionary if you are making one.

Talk with the children about what they would put on a flag if they made one for themselves. What is most important to them? What colors would they use and why? After “priming the pump” to stimulate creativity, have the children use their journals to write a large F and decorate as a flag. (See reverse of SnapLetters™ Card).

If you would like, offer white paper and make the F’s into flags. Attach the finished flags to straws, chopsticks, little dowels, or even pipecleaners, if the flags are small enough. The flags would make a cute bulletin board or a refrigerator magnet at home.

ACROSS THE CURRICULUM

- **Geography** - Link the flags of states to the US map, or country flags to the map of the world.

- **Math** - reinforce number sequence by making little flags with numbers on them and having the children order them in the correct sequence. (R10)

Discuss the attributes of the flag collection you have. What is alike about the flags? What makes them different from each other? How can you group them? By color? What is the color they see most often? (R11)

MORE!

If you feel there are children who need more practice, take them aside and do this flag activity with them: Take small post-it notes and print the three letters on them you have learned so far. A, T, and F. Have enough for each child. They will put the post-its on the table in front of them. They are to reach for the sound they hear you say. If you say A (short A), they will pick up the picture of that sound and stick it to the table in front of them, etc. Ask, finally, that they choose the two flags they will need to make AT. If they choose the wrong flag, ask them to listen to AT again. Do they hear ffff when you say AT? If necessary, say AT and have the children bodyspell THEN find the flags. (See also R12).

5 f-a-t

OBJECTIVES

1. Child will review sounds, shapes of A, T, F
2. Child will blend the sounds
3. Child will sound and write FAT

MATERIALS



1. SnapWords™ Cards for A and AT
2. SnapLetters™ Cards for Aa, Tt, Ff
3. Plain letter cards for Aa, Tt, & Ff
4. Pictures of things that are fat, and that are thin (see also R14)

5. Resources 13-14 (pp. 60-61)

ANTICIPATORY SET



Explore your pictures together, talking about items that are fat vs. items that are skinny.

LESSON - Blend FAT



Review the sounds for A, T, and F and bodyspell. Review the SnapWord™ AT. Display the plain (reverse side of card) AT, asking the children what it says. Then say, "What would happen if we put this in front of the word AT (moving the plain letter F to the left of the word AT. Sound together, first saying a sustained ffff sound, then finishing with AT. Continue doing this until the sounds are blended together. See if the children can say the word you are blending. If you do not allow your voice to stop between the fff and the AT, the word will be more clear.

Share R14 and discuss what the animals look like. Sort animals into two groups: fat and skinny.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing the sight word FAT. Ask them what they "see" in their imagination. What do you see first? Next? Last? They could bodyspell as they are saying the sounds they "see" in their minds.

WRITING



Spend a few minutes sounding and writing FAT. As you say the sounds together aloud, the child(ren) will bodyspell, then practice writing the word on their whiteboards. Next, ask them to write: "A fat." Show them the sight word for A if they need to review it. Ask them to tell you orally what they will enjoy drawing that is fat to complete their sentence. They will do this during Follow-Up time.

Play the auditory game as before. Tell the children they are detectives who listen for clues. They are to give you the silent thumbs up when they hear the sound you tell them you are going to say.

First have them listen for T words. If they hear you say a word that starts with t-t-t, they are to do the silent thumbs up. Here are some words to use: top, Tim, Sam, trip, map, tap, mom, Tom.

Next, listen for words that begin with short A. Here are some words to use: apple, ball, ant, alligator, boy, cow, animal, antelope, tiger, balloon, Andrew. A vowel is a harder sound to pick up on, so be sure and enunciate well and even draw out the A slightly when you say the words.

Finally, listen for Ff words: fan, house, tree, free, fine, Frank, Mary, door, fit, fall, ant, foot.
(see also R13 for follow-up or homework)

Ask the children to bodyspell what they hear you say:

AT
FAT
AF
FAT
AFT
TAF
TA
FAF
TAT

Use the same words and nonsense words for blending and segmenting practice.

FOLLOW-UP



Supply the children with blank paper and drawing materials and let them create a sentence that says "A fat [draw a picture of something fat]." Again, these pages would make a wonderful class book. Or make a bulletin board with them first, then make the class book once you have taken down the board.

Record FAT in their journal on the AT family page.

ACROSS THE CURRICULUM

- **Health** - Talk about the need to eat right in order to keep from being overweight. Brainstorm the foods that are good for you and keep you healthy vs. the snacks that are not good for body fuel and make you overweight. (R6)

- **Math** - Use pictures of fat and skinny things and have the children make up a pattern.

Use the pictures to make addition problems such as: 3 fat cats were sitting on the rug. In came 1 skinny lizard. How many animals are on the rug now?

ASSESSMENT

Do assessments for Ff and add to the S.T. form. Do a second check of the sounds Aa and Tt and the word AT. Give additional help where needed.



OBJECTIVES

1. Child will gain a mental visual of C
2. Child will use this visual to recall C
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing C

MATERIALS



1. *Alphabet Tales*, page 19
2. SnapLetters™ Teaching Card for Cc
3. Book about caves from the library, preferably one also showing animals that live in caves.

4. Pictures of C objects (R15, p. 62)

ANTICIPATORY SET



Share your cave book with the class.

Try to create a mood by talking about how dark it is in the cave (like being in a closet with the lights off), and that

sometimes it might be damp. There are no plants there because plants need sun and water to grow. Talk about the animals that live in a cave. Obvious choices are bats and bears.



STORY

Read the story for Cc, emphasizing the hard C sound when it occurs, such as in the word CAVE.



VISUAL IMPRINTING

Ask the children to close their eyes and imagine seeing the caves. What did they look like? What was around them? Did they look soft or hard?



BODYSPELLING

Do the motion for C together as you say the sound for ccc. Do not say KUH. All you should hear is the sharp sound of ccc.

Motion for C



Next, review together the bodyspelling for A, T, then F. Tell the children you are going to play a game in which you say a sound and they bodyspell it. They are not going to know which one you will say, so they will have to listen carefully! Alternate sounding A, T, F, and C as they bodyspell. Also have them bodyspell AT, FAT.



WRITING

Spend a few minutes practicing sounding and writing C. As you say the sound together aloud, the child(ren) will bodyspell, then practice forming the letter on their whiteboards.

Uppercase C: "Put your pencil near the top line. Curve around and make a cave.



It is very difficult for children to correctly write the C. They write what looks like a tipsy U. To help with this, have right handed children make a cave with their left hands and draw the C inside this cave. Lefties will stick out their right pointer finger (pretend it is a bear) and draw the cave around the bear!

AUDITORY PRACTICE

Blend:

Say three sounds and ask the children to guess the word you are saying: C-O-G, C-A-T, C-O-T, A-C-T, T-A-C.

Segment:

Use the same words in a different order, and this time break them into their individual sounds. Say the word, hold up three fingers to represent the three sounds, and point to each finger as you say each sound.

If you feel there are children who need more practice, take the group aside and do the flag activity (see lesson 4) with them using the letters F, A, C, T.

Reinforce blending by calling out nonsense combinations and having the children find and position the flags that make up the combinations of sounds. As always, have the children use all their modalities as often as possible. Saying the sound as they pick up the flag, etc.

Use these combinations:

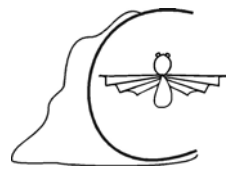
- | | |
|-------|-------|
| A-C | A-F |
| C-A | T-A |
| F-A | F-A-T |
| T-A-F | T-A-C |
| A-C-T | |



FOLLOW-UP

Share the objects that begin with C from R 15. Is there a way to sort them? Add these to your class dictionary if you are making one.

Talk with the children about what they would put inside their caves if they had a cave in their backyard. Would it be a bear? A bat family? When they have finished brainstorming, let them draw a huge C in their journals and decorate it like a cave, complete with creatures inside.



ACROSS THE CURRICULUM

• Science - Study what plants need for growth. Animals that live in caves. Hibernation. Nocturnal animals.

Go to www.amazingcaves.com. Download the free teachers guide, which is full of wonderful information on caves.

7 c-a-t

OBJECTIVES

1. Child will review sounds/shapes of A, T, F, C
2. Child will blend the sounds for CAT
3. Child will sound and write CAT

MATERIALS



1. SnapWords™ Cards for A and AT
2. SnapLetters™ Teaching Cards for Cc, Ff
3. Plain letter cards for Cc and Ff
4. Pictures of cats and/or a storybook about cats from the library
5. Resource 16 (p.63)

ANTICIPATORY SET



Explore your pictures together, talking about what the animals look like. Which cat do the children like best?

Ask how many of them have a cat of their own. Read the story about the cat, if you chose that option.

LESSON - Blend CAT

Review the sounds for A, T, F, C and bodyspell. Display AT, asking the children what it says. Then ask, "What would happen if we put this in front of the word AT?" (as you move the plain letter C to the left of the word AT.) Sound together, first saying the C sound, then finishing with AT. Continue doing this until the sounds are blended together. See if the children can say the word you are blending. If you do not allow your voice to stop between the C and the AT, the word will be more clear. Review F in front of AT.

Put the sight word A by a picture of a cat and "read" with the children. "A Cat." Next, write on your whiteboard or chart paper, "A fat cat" and read it with your children. Underline the AT at the end of FAT and CAT or write those letters with a different color marker, and share with the children that they sound alike at the end because they have the same combination of sounds.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing the word CAT. Ask them what they "see" in their imagination... "What do you see first? Next? Last?" They should bodyspell as they are saying the sounds they "see" in their minds.

WRITING



As you say the sounds C - A - T together aloud, the child(ren) will bodyspell, then practice writing the word on their whiteboards. Next, ask them to write: A CAT making sure they write each sound as they say it outloud. When you have checked whiteboards for accuracy, ask them to write A FAT CAT while they are saying the sound for each letter. Check whiteboards.

AUDITORY PRACTICE

Play the auditory game as before. Children are to give you the silent thumbs up when they hear the sound you are going to say.

Tell them the target sound to listen for, then call out words so they can give you the thumbs up when they hear the correct sound.

Words for T: tap, top, mop, nap, tree, tall, sap

Words for F: fit, nap, fall, follow, apple, nice, fine

Words for A: alligator, ant, card, Abigail, snail, tall, addle, ask

Words for C: cot, cat, map, dot, camp, coat, tot, goat, cap, cast

Sound and Body connection: Ask the children to bodyspell and sound the following:

AC

CAT

CAF

FAC

ACT

TAC

TAF

AFT

AT

Use the same words and nonsense words for blending and segmenting practice.

FOLLOW-UP



Using their journals, ask the children to write their new sentence, A FAT CAT. Your more intrepid children might love to write "A fat cat at..." and draw their cat someplace really exciting. Again, these pages would make a wonderful class book. Add the word CAT to their journal on the AT page. The children might like to embellish CAT by adding ears and a tail.

ACROSS THE CURRICULUM

- **Science** - Explore the family of cats... from lions and tigers to house cats. Discuss their similarities and differences. What are the needs of cats in the wild? Where do they get their food? What is their shelter? How do pet cats get their food and shelter? Discuss the difference between wild and domesticated animals. The concept of an animal being endangered could be incorporated into this lesson.

- **Math** - Use cat pictures (R16) for classification

- **Geography** - Use the internet or library books to explore the types of cats that are found in various parts of the world. Check out www.bigcats.com.

ASSESSMENT

Do assessments for Cc and add to the S.T. form. Do a second check of the sound Ff and the word FAT. Give additional help where needed.



OBJECTIVES

1. Child will gain a mental visual of S
2. Child will use this visual to recall S
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing S

MATERIALS



1. *Alphabet Tales*, page 23
2. SnapLetters™ Teaching Card for Ss
3. Book about snakes from the library
4. Pictures that start with S (R17)
5. Resources 17-18 (pp. 64-65)

ANTICIPATORY SET



Ask the children if they have ever seen a real snake before. If so, where were they? What did it look like? Were they scared of it or just really curious?

Ask them what they know about snakes, then share your book or other materials with them.

STORY



Read the story for Ss, emphasizing the soft hissing Sss sound when Spotty Snake speaks.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing Spotty Snake. What did he look like? Did he look the same at the end of the story as he did at the beginning? If not, how did he change?

BODYSPELLING



Do the motion for S together as you hiss the sound for S.

Motion for S



Next, review together the bodyspelling for A, T, F, C. Have the children bodyspell the sounds they know now, then bodyspell AT, FAT, CAT.

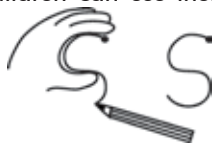
WRITING



As you say the sound for S together aloud, the child(ren) will bodyspell, then practice forming the letter on their whiteboards.

Start to make a cave, then as you get near the bottom, change your mind and make a curve going the other way...right under the cave!

See the illustration of how the children can use their own hand-caves to help them form the shape of their new letter. Lefties would form a cave with their right hands, start with their pencil over their fingers (on top of their hand-



caves) and make the first curve around their fingers, then the bottom curve inside their hand-caves. In other words, the bottom curve of their S will fit inside their hand-cave.

AUDITORY PRACTICE

Blend: Say three sounds and ask the children to guess the word you are saying C-O-G, C-A-T, C-O-T, A-C-T, T-A-C.

Segment: Use the same words in a different order, and this time break them into their individual sounds. Say the word, hold up three fingers to represent the three sounds, and point to each finger as you say each sound.

Auditory Discrimination: Use R18 for auditory practice, either in school or for homework.

If you feel there are children who need more practice, take the group aside and do the flag activity with them using the letters F, A, C, T, S. (see Lesson 4)

Reinforce blending by calling out nonsense combinations and having the children find and position the flags that make up the combinations of sounds. As always, have the children use all their modalities as often as possible. Say the sound as they pick up the flag, etc.

Use these combinations:

S-A-C	S-A-F
S-A	T-A-S
F-A-S	S-A-T
T-A-F	T-A-C
A-S-T	C-A-S

FOLLOW-UP



Share the objects that begin with S from R 17. Is there a way to sort them? Add these to your class dictionary if you are making one.

Tell the children that they will be making snakes. How are they going to decorate their snakes? Are the snakes going to be spotted like Spotty Snake? Or are they going to be striped? Are they going to make a poisonous snake or a friendly snake?



ACROSS THE CURRICULUM

• **Science** - Study snakes and how they live, what they eat, etc.

Identify other reptiles. Animals hatched from eggs rather than born live.

9 s-a-t

OBJECTIVES

1. Child will review sounds A, T, F, C, S
2. Child will blend the sounds for SAT
3. Child will sound and write SAT
4. Child will identify the rhyming parts of words (fat, cat, sat)

MATERIALS



1. SnapWords™ Cards for A and AT
2. SnapLetters™ Cards Ss, Cc and Ff
3. Plain letter cards for Ss, Ff, Cc, Aa, Tt (2)
4. Resource 19 (p. 66)

ANTICIPATORY SET



Fire up the imaginations of your children by asking "Where is your favorite place to sit?" What do you do when you sit there? What would be the funniest place you can sit? How would you like to sit on a nice wooly sheep? A tall prickly cactus? A bucking horse?

You could play a game called "Hot Seat." You start the game, holding a small beanbag. Say, "I sat on a rug." Toss the beanbag to a child and he will say quickly, "I sat on..." and toss the bean bag to another child.

LESSON - Blend SAT

Display the SnapWord™ AT and ask the children what they think they might put with AT to make the word SAT. What sound do they hear just before they say the word AT? Guide them into hearing the sound Ssss. Then if they hear it, ask them how they would bodyspell that sound. The nice thing about the sound for S is that it is easy to hear and easy to blend! Get everyone saying Ssss as you move the S card to the front of AT and then finish the sounds without a break in your voice. SsssAT.

Using the plain alphabet cards, display A and T next to each other. Decode together. Then add the C and ask the children to decode or read that word. Ask, "What would happen if I take off the Ccc and put a Fff in its place?" Decode together. "What would happen if I take off the Fff and put a Ttt in its place?" Decode together.

Put the sight word A by a picture of a cat and "read" with the children. "A cat." Next, write on your whiteboard or chart paper, "A fat cat" and read it with your children. Next, write "A fat cat sat!" Read together, and again, identify the parts of the words that make them rhyme. Write these letters in a different color so they stand out well.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing the word SAT. Ask them what they "see" in their imagination. "What do you see first? Next? Last?" They should bodyspell as they are saying the sounds they "see" in their minds. "Where does Spotty Snake come in the word? At the first or the middle or on the end?" Ask

the children to write on their whiteboards what they saw in their imaginations.

WRITING



Spend a few minutes sounding and writing SAT. As you say the sounds together aloud, the child(ren) will bodyspell, then practice writing the word on their whiteboards. Next, ask them to write: A CAT. When you have checked whiteboards for accuracy, ask them to write A FAT CAT while they are saying the sound for each letter. Check whiteboards. Then add the word SAT to the phrase.

AUDITORY PRACTICE

Play the auditory game as before.

Words for T: taps, tip, top, slant, trail, tell, sit

Words for F: flag, sap, fell, fellow, pie, fin, fine

Words for C: cast, cap, tap, dot, clap, Chris, ton, cap.

Words for S: sip, step, mop, clap, soup, silly, sun, fun, boy.

Sound and Body connection: Ask the children to bodyspell and sound the following:

AC
SAT
CAS
FAS
SAC
TAS
SAF
AST

Use the same words and nonsense words for blending and segmenting practice.

FOLLOW-UP



Before breaking into groups for the follow-up activities, brainstorm with your children where they will draw their cat who sat. Some might want to be funny, while others might be in the mood to create a nice cozy place for their cat to sit.

Ask the children to write their new sentence (A FAT CAT SAT) in their journals, and add the word SAT to the AT family page. They will draw their cat sitting on something. Their drawing could be of them sitting on something and their cat sitting on something else near them.

ACROSS THE CURRICULUM

• **Math** - Classification, sorting. Use pictures of all sorts of chairs cut from magazines. Discuss how to sort them, whether by use, by size, by texture (hard or soft) etc. Show them ONE chair and ask them how many legs it has. Show them a picture of two chairs and ask how many legs there are now. See who can tell you how many legs on three chairs! See R19 for follow-up or homework.

ASSESSMENT

Do assessments for Ss and add to the S.T. form.

10



WRITING



As always, practice sounding and then forming the letter on their whiteboards.

Make a cave, but then close up the mouth of the cave so nothing can come in!

AUDITORY PRACTICE

Blend: Say three sounds and ask the children to guess the word you are saying:

C-O-T, T-O-T, P-O-T, T-O-P.

Segment: Use the same words in a different order, and this time break them into their individual sounds. Say the word, hold up three fingers to represent the three sounds, and point to each finger as you say each sound.

AUDITORY/TACTILE PRACTICE

Use Post-it notes with letters on them, or simply use letter tiles to do this activity: Call out nonsense combinations and have the children find and position the flags or tiles that make up the combinations of sounds. They should say the sound as they pick up the letter. Really active children would probably prefer to use sticky notes, stand up, and stick the letters to the refrigerator, a white board or the wall.

Use these combinations:

S-O-C S-A-F S-O-T T-A-S F-O-S S-A-T
T-O-F T-A-C O-S-T C-A-S

FOLLOW-UP



Share the objects that begin with O (R20). Is there a way to sort them? Add these to your class dictionary if you are making one.

Tell the children that they will be drawing Oscar Oval in their journals, showing his very wide open mouth. They get to choose what to draw inside Oscar's mouth. It might be olives, okra, or something else like an octopus!!!! OR they might decide that Oscar is crying about something with his mouth wide open and they can decide what he's crying about.



ACROSS THE CURRICULUM

• **Math** - Counting by 2's. Find 2's of things first. Two socks, shoes, eyes, hands, feet. Find 4's like legs on tables and chairs, legs on a dog, cat, horse, etc. 6's like legs on an ant. 8's like legs on a spider and legs on an OCTOPUS! (R21)

Use pictures of olives for counting, adding, subtracting. (R22-23)

- **Science** - Study the octopus.
- **Health** - Dental hygiene.

OBJECTIVES

1. Child will gain a mental visual of O
2. Child will use this visual to recall O
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing O

MATERIALS



1. *Alphabet Tales*, page 27
2. SnapLetters™ Teaching Card for Oo
3. Pictures of items that start with O (R20)
4. A safety mirror to pass around
5. Resources 20-23 (pp. 67-70)

ANTICIPATORY SET



Ask the children how many of them have been to the dentist and had their teeth checked. Ask them what the dentist says to them. Does he say, "Open wide?"

Say, "What do you think the dentist sees when you open wide?" Pass around the mirror and let the children look at their wide open mouths. Discuss what they see in the mirror. Ask them what shape their mouths are when they are open really wide. (A circle, an O, etc.)

Ask the children, "What are some things that we put in our mouths?" The obvious answer is food. But there are other things we put in our mouths, such as toothbrushes and toothpaste. Talk about things that little tiny children might put in their mouths, like pencils, pens, coins, string to chew on, etc. Have them give you examples of things that are good to put in their mouths, and things that are NOT good!

STORY



Read the story for Oo, emphasizing the O sound by opening your mouth wide (making an O with your wide open mouth.)

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing Oscar Oval when he was crying at the end of the story. What did his mouth look like? They can make the Oscar mouth even with their eyes closed!

BODYSPELLING



Do the motion for O together as you open your mouth very wide and say the O sound (sounds like Ah as in POT).

Motion for O



Next, review together the bodyspelling for newest letters. Have the children bodyspell the sounds they know now, then bodyspell SAT, FAT, CAT.

11 o-t on

OBJECTIVES

1. Child will review all their sounds
2. Child will use their sounds to blend for OT family of words
3. Child will practice rhyming
4. Child will learn initial sound replacement in forming new words
5. Child will learn the sight word ON

MATERIALS



1. Plain letter cards for A, T, F, C, S, O
2. SnapWords™ Card for ON
3. Outline of a toolbox on teacher whiteboard (R25, p. 72)
4. Sticky tack or tape; magnetic letters for A, T, F, C, S, O if you would rather not tape your print ones to the whiteboard.
5. Magazine cutouts of various tools (or R24, p. 73)

ANTICIPATORY SET



The outline of the toolbox (R25) should be the focal point for this part of the lesson. Draw it nice and big. Introduce the idea that when we do a job, we need tools. "If you were going to bake a cake, what tools might you need?" (Bowl, spoon, measuring spoons and cups, etc.) "If you want to build a bird house, what tools might you need?" As you brainstorm, tape or stickytack the pictures of tools you found inside the toolbox (R24).

Say, "Today, we are going to build something and we need tools, too. We are going to build some words, and these will be our tools." While you are talking, remove the tool pictures and post the letters you prepared inside the toolbox.

LESSON - Blending with OT

"If we want to build the word CAT, what tools should we get from our toolbox?" Let the children volunteer to identify the sounds needed from the toolbox. As the correct letter sounds are chosen, write them on the whiteboard.

"If we want to build the word FAT, what tools do we need?" As the correct letters are chosen, write them under CAT on your whiteboard.

Ask, "How are these two words alike?" (at)

Then, "How are they different?" (c and f)

Next do the word SAT and write it under the other two words.

Display the letters O and T. Sound together until the children are blending them into OT.

Say, "What if I put a Ttt on the front of OT? What would we have?" Write TOT and let the children decode.

Say, "What if I take off the T and put a Ccc there instead? What would we have?" Erase the T and write a C in its place. Decode COT together.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing the word TOT. Ask where O is? Beginning, middle or the end? Ask them to write what they saw as soon as they open their eyes.

Spend a few minutes sounding and writing OT, TOT, COT, SOT on their whiteboards.

SIGHT WORD: ON



Introduce the sight word ON, emphasizing the wide open mouth when they say ON. Show that the word is sitting ON a little table. Talk about how they drew food ON their Ttt tables, and they had a game in which they SAT ON funny things. (Hot Seat Lesson 9). Show them a big book that has the word ON several times and see if the children can quickly locate the word on the page.

Play a version of Hot Seat, asking the children to say quickly what is ON the table.

WRITING

Practice writing the sight word ON. Play Quick Draw using the OT family words: COT, TOT. Dictate and sound the sentence, A TOT ON A COT. Make sure all students are sounding as they write the letters. Next, dictate and sound, "A fat cat sat on a cot."

Sound and Body connection: Ask the children to bodyspell and sound the following:

OC SOT COS FOS SOC TOS SOF OST

Use the same words and nonsense words for blending and segmenting practice.

FOLLOW-UP



The children will break into small groups to draw their sentence: "A fat cat sat ON [picture]." They can make up where the cat sat.

The children also will start an OT family page and add the OT words to it that they made today: COT, TOT

ACROSS THE CURRICULUM

- **Science** - Classification, sorting. Use pictures of all sorts of tools cut from magazines or R24. Sort the tools into groups depending on their use.

- **Social Studies** - Workers and their tools; tie in the sense of community and how all of us should contribute our talent, work and efforts to our communities. Brainstorm ways in which we can contribute at home, at school, and in our neighborhoods (picking up trash, etc.).

ASSESSMENT

Update S.T. form as needed. It would be best to do two assessments on each skill just to be sure the child really has mastered each one. There is a space on the tracking form to date the assessments.

12 Pp

OBJECTIVES

1. Child will gain a mental visual of Pp
2. Child will use this visual to recall Pp
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing Pp

MATERIALS



1. *Alphabet Tales*, page 31
2. SnapLetters™ Teaching Card for Pp
3. Pictures of items that start with P (R26, p. 73)
4. A safety mirror to pass around
5. Small backpack with camping gear

ANTICIPATORY SET



Ask the children how many of them have spent the night away from home. Let them share their experiences for a few minutes. Then ask what they packed to go overnight. Show them your pack and share with them that if you go camping in the mountains, you pack things you might need for the trip.

STORY



Read the story for Pp, emphasizing the Pp. At the end of the story, pass around a mirror and let the children take turns making the soft puffing sound that is Pppp. (NOT "puh.") If they hold the mirror close to their mouths, they might see the tiny cloudy spot on the mirror from their warm breath.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing Peter and Paul with their packs on their backs. Which way were they walking in the story? (to the left - the children will likely just point and say "over there!")

BODYSPELLING



Do the motion for P together as you say the sound. When you put your left hand up nice and tall, you can say, "Here's Pete" and then when you add the right hand in a cupped shape, say, "... and here's his PACK." Using this language and these motions will help the children keep from reversing the letter P, which is a common problem with young children.



Motion for P

Next, review together the bodyspelling for newest letters. Have the children bodyspell the sounds they know now, then bodyspell SAT, FAT, CAT, COT, TOT.

WRITING



Spend a few minutes saying the sound of Pp while the children are still near you. As you say the sound together aloud, the child(ren) will bodyspell, then practice forming the letter on their whiteboards.

"Make a thin man named Pete or Paul, then add a pack high up on his back."

AUDITORY PRACTICE

Blend: Say three sounds and ask the children to guess what you are saying:

S-A-T, F-A-T, C-A-T, C-O-T, T-O-T.

Segment: Use the same words in a different order, and this time break them into their individual sounds. Say the word, hold up three fingers to represent the three sounds, and point to each finger as you say each sound.

ORAL/TACTILE PRACTICE:

Reinforce blending by calling out nonsense combinations and having the children find and position the flags or tiles that make up the combinations of sounds. They should make the sound as they pick up the letter.

You may use these combinations:

S-O-C S-A-F S-O-T T-A-S F-O-S S-A-T
T-O-F T-A-C O-S-T C-A-S

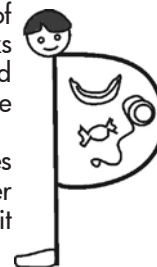
FOLLOW-UP



Share the objects that begin with P (R26). Is there a way to sort them? Add these to your class dictionary if you are making one.

Tell the children that they will be drawing a picture in their journals of Pete and Paul with big packs on their backs. They are to brainstorm and draw what they think the boys need to have in their packs.

If they prefer, they may cut pictures out of magazines, but I personally prefer letting the children draw for themselves as it requires a lot more of their creativity.



ACROSS THE CURRICULUM

• **Health / Safety.** Talk about how Pete and Paul made preparations ahead of time to be sure they would be safe while they were hiking. They wore matching clothing that helped them stay together. Discuss ways to be safe when out in a public place, guidelines for relating to people we don't know, safety when crossing a street, etc.

Tie in with the general topic of thinking ahead and being prepared. For instance, just as we gathered tools ahead of time in the last lesson, in this lesson the boys thought ahead and packed what they needed. In our lives the application can be to develop the habit of thinking about what we need to take home from school every day or what we need to do at home to prepare for school the next day.