

Most effective in preventing problems for beginners with varied learning styles.

Sequence of Lessons:

- Lesson 1. Sound of A / Sight Word A
- Lesson 2. Sound of T
- Lesson 3. Blend A - T / Sight Word AT
- Lesson 4. Sound of F
- Lesson 5. Blend F - A - T

Children read their first book at Lesson 20, lending relevance to what they are learning about sounds and sight words.

Also in Lesson 20 we begin independent reading centers with all activities planned and resources provided for the busy teacher. Centers create time for differentiated instruction in reading.

Lesson 6 in which children learn the sound of letter C:



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), 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.

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 saying the sound of C 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.

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-CK.

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:

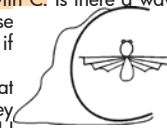
- | | |
|-------|-------|
| A-C | A-F |
| C-A | T-A |
| F-A | F-A-T |
| T-A-F | T-A-C |
| A-C-T | |

FOLLOW-UP



While the children are still with you, share the objects that begin with C. 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 - 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. Also: <http://www.stemnet.nf.ca/CITE/cave.htm>

Resources provided

Utilize stories to make learning unforgettable & enjoyable

Daily practice in visualization, a skill essential to success in problem solving

Kinesthetic element links mind and body in learning and recall

Reading/writing connection - what they learn to read, they also learn to write, adding tactile and visual practice to strengthen learning

Tactile prompts for writing

Daily phonemic awareness activities

Tactile activities reach visual, auditory, and tactile learners at one time

Follow-up time allows for learning to become permanent

Relate lesson to other subjects