

**Controlled
Phonetic
Reading
Complete Program
Overview**

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Reasons to Use the CPR Curriculum:

CPR curriculum is different from other reading curriculums in a number of important ways. First, the letters and sounds of the alphabet are not introduced alphabetically, but instead are taught in the order of frequency, depending on how often the letter sound occurs in the English language. For example, because the (x) is not as commonly used in the English language as the (y), the letter “y,” is introduced first. This order of presentation enables the student to begin reading with the most commonly-used letter sounds.

Also, all the sounds of the letters are taught for each letter of the alphabet, although only short vowel sounds are used for reading at this level. For example, the letter, “i” has two sounds, (i) and (I). The student is taught both sounds of the letter, “i,” but will only read the first sound (or short sound) in the stories until all the letters in the alphabet are introduced. This knowledge helps students understand that many letters have more than one sound. When students begin reading with multiple sounds for letters, if one sound does not make sense in the word, another can be tried until the word is decoded successfully. This knowledge allows the student to read more quickly.

In addition to teaching all the vowel sounds, the vowels are taught gradually, giving the students ample practice before learning the next vowel sound. Moreover, by introducing a vowel and two consonants, CPR gives students the ability to read three-letter words in the initial story, adding only one letter sound in each additional story. Therefore, the student only has to remember the letter sounds that have been taught thus far and does not have to remember all the letter sounds in the alphabet at once, as is done in most other phonetic readers.

Also, no “sight words” are introduced at this level in order to let the student develop a firm phonetic knowledge of the letter sounds before introducing exceptions. This methodic introduction of letter sounds builds the student’s sense of security.

Finally, the affirmation at the end of each lesson ensures feelings of pride and accomplishment. Students gain the confidence needed to become proficient readers and build mastery in language arts.

By this systematic approach to reading, the CPR curriculum empowers students for success.

Unit I

<u>LESSONS</u>	<u>LETTERS</u>	<u>CONCEPTS</u>
Lesson 1-pg. 21, 24	Alphabet/Vowels/ Consonants (a)	Rhyming (b)
Lesson 2- pg. 28	Letter “I”	Listening/ Letter Placement
Lesson 3- pg. 34	Letter “T”	Listening/ Letter Placement
Lesson 4- pg. 40	Letter “P”	Listening/Letter Placement
Lesson 5- “Tip” pg. 45	Review - “I,” “T,” “P”	Counting Syllables/Closed & Open Syllables
Lesson 6- “Pin” Pg. 54	Letter “N”	
Lesson 7- “Spit” pg. 62	Letter “S”	
Lesson 8- “Pits” pg. 71	Suffix “-S”	Titles/Suffixes
Lesson 9- “Tan Ant” pg. 76	Letter “A”	
Lesson 10- “Ill Lill” pg. 85	Letter “L”	“Sluff” Spelling Rule

Lesson 11- “Sad Dan” pg. 93	Letter “D”	
Lesson 12-”Fast Fin” pg. 101	Letter “F”	
Lesson 13- “Hal’s Plan” pg. 109	Letter “H”	
Lesson 14- pg. 119	Review Letters	Review Concepts
Lesson 15- pg. 125	Test-Phonological	Review Concepts

Unit II

<u>LESSONS</u>	<u>LETTERS</u>	<u>CONCEPTS</u>
Lesson 1-“Sal’s Tin” pg. 132	Letter “G”	
Lesson 2-”Ling Ping” pg. 140	Sound (NG)	
Lesson 3- “Todd’s Dog, Spots” pg. 147	Letter “O”	
Lesson 4- “King Kit” pg. 155	Letter “K”	
Lesson 5- “Hank’s Tank” pg. 162	Sound (NK)	
Lesson 6- “Cal, A Cat” pg. 168	Letter “C”	
Lesson 7- “Nick’s Clock” pg. 176	Final (CK)	Final (K) Rule
Lesson 8- “Don Licks” pg. 183	Suffix “-ING”	Doubling Rule
Lesson 9- “Fast Miss Pam” pg. 190	Letter “M”	Similes/ Metaphors
Lesson 10- “Rick’s Rat” pg. 197	Letter “R”	
Lesson 11- “Bill’s Pad” pg. 204	Letter “B”	Contractions
Lesson 12- Mick & His Cats” pg. 211	Initial “C” or “K”	Initial (K) Rule

Lesson 13- “Ken’s Hens” pg. 218	Letter “E”	
Lesson 14- “Tom’s Illness” pg. 224	Suffix “-NESS”	Suffix Review
Lesson 15- “Yen’s Yoyo” pg. 230	Letter “Y”	Alliteration
Lesson 16- “The Hatless Man” pg. 238	Suffix “-LESS”	Suffix Review
Lesson 17- “Jack and Jen” pg. 242	Letter “J”	Synonyms/ Antonyms
Lesson 18- “Gus in Luck” pg. 249	Letter “U”	2-1-1 Rule
Lesson 19- “Going West” pg. 257	Letter “W”	Idioms
Lesson 20- “Vick, a Vet in a Van” pg. 265	Letter “V”	
Lesson 21- “Max Cox” pg. 273	Letter “X”	Suffix “-ES”

Lesson 22- “Zigzag Zack” pg. 281	Letter “Z”	
Lesson 23- “Quen’s Quest” pg. 289	Letter “Q”	Spelling of (Q) with the letters, “Q” and “U”
Les. 24 - Review Games, pg. 296		
Final Test- pg. 301		
Appendix- pg. 303		

***Regular Weekly Schedule**

Monday:

Instructor:

Reviews previously learned letter cards and sounds.
Dictates previously learned sounds as student echoes and writes the letters (in spelling section of lesson).
Introduces letter sound(s) for the day.
Teaches letter formation activity.
Teaches new concept.

Student:

Reads story for purpose.
Cuts out letter, colors, and glues it on sheet.

Tuesday:

Instructor:

Reviews previously learned letter cards and sounds.
Dictates previously learned sounds as student echoes and writes the letters (in spelling section of lesson).
Gives 30 Sec. Reading Test on list of words in lesson.
Records time. (Test and record sheets are located in the appendix.)

Instructor and Student:

Play “Pairs” with reading/spelling cards for story (unit and story numbers are on the top left-hand corner of each card.
Cards and directions are in the Game Pack.)

Review song/poem for the week.

Student:

Decorates letter.

Colors illustrations at the bottom of letter page.

Wednesday:

Instructor:

Reviews previously learned letter cards and sounds.

Dictates previously learned sounds as student echoes and writes the letters (in spelling section of lesson).

Gives 30 Sec. Reading test over words in lesson. Records time. (Test and record sheets are located in the appendix.)

Reviews song/poem for the week.

Instructor teaches the rest of the week's lesson.

Student:

Reads the same story for practice.

Student makes a craft or a 3D letter.

Thursday:

Instructor:

Reviews previously learned letter cards and sounds.

Dictates previously learned sounds as student echoes and writes the letters (in spelling section of lesson).

Gives 30 sec. Reading Test. Records time. (Test and record sheets are located in the appendix.)

Reviews song/poem for the week.

Instructor and Student:

Play board game with the spelling words (*same cards as reading words for story. Cards and directions are located in the Game Pack.*)

Student eats letter sound snack for reward.

Friday:

Instructor:

Reviews previously learned letter cards and sounds.
Dictates previously learned sounds as student echoes and writes the letters (in spelling section of lesson).
Gives 30 sec. timing. Records final time. (Test and record sheets are located in the appendix.)
Review song/poem for the week.

Student:

Reads same story for mastery.
Plays Vocabulary Match Game with all vocabulary cards learned up to the current week. (*Cards and directions are located in the Game Pack.*)
Colors illustrations in the student reader for the week's story.

(Punctuation Review Game Cards and Concept Review Game Cards may be used instead of the Vocabulary Matching Game Cards. The lesson # is at the top left-hand corner of the cards. This allows the cards to be sorted and used by lesson if needed. Directions for playing these games are at the end of each unit and in the Game Pack. All game cards are located in the Game Pack.)

***Important Notes About Regular Weekly Schedule:**

The regular weekly schedule begins after Lesson 5. Lessons 1-4 may be completed in four to eight days, depending on the student's ability and attention span. There are no worksheets for Lesson 1 and 5. Lesson 2, 3, and 4 can be taught in one or two days with a corresponding worksheet for each lesson. Beginning with Lesson 5, stories are introduced. Because Lesson 5 is a review, no worksheet is provided. However, students can color the illustrations for the first story, "Tip," in the student reader (these stories should be colored each week).

After completing Lesson 5, one letter per week is recommended with the corresponding letter worksheet. (See student-directed worksheet package for further instructions.) From this point on, the regular weekly schedule is followed, with the exception of a suffix presentation. If a suffix is presented, a suffix poster is made instead of a worksheet. (See student-directed worksheet pack for further directions.)

Materials List for Lessons

1. 3x5 plain white note cards with a letter of the alphabet written with permanent black marker in manuscript on one side and cursive on the other. (Make these for each letter of the alphabet).
2. 3-D uppercase letters of the alphabet. (Lower case has too many letters that are easily reversed. These letters preferably should not have magnets on the back. They should be smooth on both sides so that the student can identify them by touch. Letters like these can be purchased on the internet or wooden/plastic puzzle-piece letters can be used).
3. Timer
4. Container for letters
5. Several packages of plain white 3X5 note cards
6. Small pad of unlined paper
7. Pencil and a crayon
8. College-ruled paper or notebook
9. Counters (buttons, beans, flat marbles, etc.)
10. Whiteboard/eraser
11. A tin pan of salt
12. Container to hold the question note cards or words to read
13. Large piece of white cardstock paper (big enough to make a wall poster chart)
14. Black permanent marker
15. Shaving Cream
16. Water spray bottle
17. Dry erase markers
18. Opaque bag
19. Paper towels

Commonly-Asked Questions and Answers:

How long do I continue to do the alphabet exercise at the beginning of each lesson?

Laying out the 3D letters in alphabetical order should continue daily until the student can do this activity with 100% accuracy in a one-minute timing. Alphabet activities should be completed in approximately the first five minutes of every lesson, unless mastery is achieved. (*See Lesson 1 for a detailed explanation.*) After the alphabet is mastered, alphabetizing words should be introduced as well as dictionary skills (*looking up a word in a one-minute timing*).

How long should each lesson last?

The lessons are written to cover in a five day week. Since every student learns at a different pace, reading and spelling games can be added or deleted as needed. A suggested weekly lesson plan has been included. However, the instructor should determine how much time is needed for each lesson according to the ability of the student. The lessons are designed to take forty-five minutes to an hour each day.

Where can I find more phonological awareness and alphabet activities?

Since phonological and alphabet activities are spelled out in the lesson, these games are optional. However, for added practice, more games are listed in the appendix and may be played as often or as little as needed. Approximately five minutes of the lesson should be used for these games if needed.

What are the Letter Cards and Picture Sound Cards?

Letter cards are prepared ahead of time by the instructor while picture cards are made during each lesson by the student. (*For further explanation, see Lesson 2.*) Every day the instructor must have a note card prepared with the letter of the day written in cursive on one side and manuscript on the other. During the lesson, the student will make another note card(s) to illustrate the sound(s) of the letter. The picture sound cards go behind the letter cards. First the student names the letter name, (*always show the manuscript side of*

the card for reading and the cursive side for handwriting) and then the picture card that illustrate the letter's sound if needed. For example, a picture of an Indian for the (i) sound might be drawn on the first half of the note card and a picture of ice for the (I) sound on the second half. (There will be at least two sound cards for each vowel as well as two for some consonants noted in the lessons). As soon as the student has mastered the sound(s) of a letter, discard the picture sound cards. (The student's goal is to know the sound of the letter without picture cues.)

What is the Letter Dictation?

The instructor dictates a letter sound to the student who echoes the letter sound and writes the letter on a piece of paper from memory. For example, the instructor says, "(i, I.)" Student echoes, "(i, I,)" and writes the letter "i," on the paper by memory. (Writing the sounds of letters by memory is the first step in spelling words). **Note:** The vowels have two or more sounds each, including the letter, "y." For example, the letter, "i" has two sounds--(i), (I) and the letter "a" has four sounds--(a), (A), (aw), (u). Although only the first sound of the letter "a" will be used in reading at this level, all sounds should be taught for each letter. Always begin with the short vowel sound, followed by the long vowel sound, and then add any additional sounds. Also, the consonants "s," "c," and "g" have two sounds. For consonants, always begin with the most commonly-used sound to the least. (For further explanation, see Lesson 3)

How do I introduce the new letter for the day?

The new letter for the day is introduced by touch. The student is to close his/her eyes and feel the letter and name it. If the student struggles with identifying the letter correctly, review this skill during the alphabet game time at the beginning of the lesson. Place the 3D letters of the alphabet into the student's hand and have the student feel each one and identify it with his/her eyes closed. The student may "keep" the letters that are correctly identified, and the instructor may "keep" the ones that are missed. When the letters are gone, count how many letters each person has. Whoever has the most, wins. (See Lesson 2.)

How do I teach handwriting?

This program teaches the students to write in cursive because there are less reversals and only four beginning strokes for the lowercase letters. Tell the students, “We read in print, but write in cursive.” Have the cursive letter written on one side of the card and the printed letter written on the other. This is the letter card deck. Always show the cursive side of the card for handwriting and the manuscript for reading. A multi-sensory letter formation idea is suggested in each lesson. Letters should be formed at least eight times--three times tracing the letter (in cursive) on the card with a finger, three times using large muscle groups, once with the eyes closed on an unlined pad of paper, and once written on college-ruled paper using one line for small letters, two lines for the letters, “t” and “d,” and three lines for “b,” “f,” “h,” “k,” and “l.” Letters “g,” “j,” “p,” “q,” and “y” go two lines below the base line. A list of letter formation activities can be found in the appendix. For this level, no capital letters are taught.

Do I have to ask all the follow-up questions after each story?

Not all the questions must be asked. As soon as the student masters a concept (such as rhyming), skip the rhyming questions from that point on or review only occasionally. If the student continues to struggle with the concept, review it daily by asking the questions that covers that concept after every story until mastered. Always ask the new learning questions that pertain to the concepts introduced in that lesson. The lessons are written so that each lesson spans a week. Pacing is vital and must be determined by the student’s ability to concentrate. If the student is getting tired, stop and continue the lesson the next day. Review games may be added or deleted, depending on the needs of the individual student.

Why should I include the affirmation section at the end of the lesson? How important is it?

Encouragement is not optional! It is vital for the success of this program. Because reading is difficult, it takes a lot of work on the part of the student. Even if the instructor may feel uncomfortable in saying what is written, this section should not be skipped, only modified. Reward students by giving them a treat for their hard work such as candy, gum, stickers, dimes, a prize from a treasure box, a privilege (such as skipping one chore), etc.

More Phonological Awareness Activities

Listening:

Find Alliteration in sentences (initial)- Which sound do you hear repeated in the following sentences?

1. Ally Alligator asked her aunt for an apple. (a)
2. Do dragonflies dance to the drumbeat of dripping daffodils. (d)
3. Zig and Zug likes zinging over a zebra's back. (z)
4. Wiggles the wiggly worm wandered over to Walter's waterhole. (w)
5. Leo the lion loves to laugh at the long eye lashes of little Lester Lu. (l)

Play "Simon Says," "Red Light/Green Light," or "Mother, May I?"

Rhyming:

Sing or say a nursery rhyme and have the students jump up every time they hear a word that rhymes.

Play "I'm thinking of something in the room that rhymes with _____." Have students guess what the correct object. Then have the student think of something and the instructor guesses it.

Try to rhyme as many words as you can. Begin with a word such as "tan," and have the student and instructor take turns coming up with rhyming words until one can not think of any more words.

Play, "I have a _____." What do you have?" rhyming game. For example, "I have a ball. What do you have?" The student would have to find something that rhymes with the word, "ball." If the student can find something in one minute, a point is awarded and play continues until a desired amount of points are obtained.

Alphabet Games

Before and After Activity- Teacher writes a letter of the alphabet on the board, and the student must find the 3D letter that comes before or after the letter the teacher wrote. Ex. The teacher writes, “M.” The student finds “L” (if it is before) or “N” (if it is after).

Alphabet Tag- The teacher says a letter and adds the next letter. Ex. Teacher-“A,” “B.” Then he/she tags the student and the student must repeat the last letter the teacher said and add a the next letter, then tag the teacher- “B,” “C.” Variation: Do the same tag game except say the next three letters without repeating the last letter said. Ex. Teacher- “A,” “B,” “C.” Tag. Student- “D,” E, F.” Tag. Teacher- “G,” “H,” “I.”

Alphabet Hopscotch- Play hopscotch, but put the alphabet letters in the squares. Have student say the letters as he/she lands on each space.

Alphabet Twist-up- Use a plastic table cloth and write the letters in 26 circles. (Note: Add circles by tracing a dinner plate, one for each letter. The instructor then calls out right or left hand, or right or left foot for the letters at random. Ex. “B,” right hand.” “M,” left foot.”)

Accent Leapfrog- Have student pretend to be a frog. He/she can only leap on an accented letter. Say the alphabet in two’s or three’s. Ex. Student would say, “A (leap),” “B,” “C (leap),” “D,” “E. (leap),” “F.” Or change the order so the accent is on the second letter. “A,” “B (leap),” “C,” “D (leap).”

Alphabet Sort- Put the 3D letter “A,” on the table and the 3D letter, “Z,” across from it. Have the student draw out a 3D letters from a container and see if it is closest to A or Z. If it is closest to “A,” put it in the “A” pile. If it is closest to “Z,” put it in the “Z” pile. Time to see how fast all the letters can be sorted.

Alphabet Draw- Student draws out one 3D letter at a time and puts it on the alphabet mat or on the table until all the alphabet is in order. Time to “beat the clock.”

Letter Formation Ideas

**Cursive writing has less reversals than printing. Consider teaching both cursive and manuscript at the same time by having students read in print and write in cursive. Show both the cursive and printed letters on the review cards so that the students will be familiar with both forms of the letters.*

**Remember to have students keep their arms straight. Do not bend at the elbows. Large muscle activities are the goal.*

(Always say the letter and its sound as you do the following):

1. Draw letters on sidewalks with sidewalk chalk.
2. Draw letters on windows or glass doors with dry erase markers. Erase with a paper towel over the letter shape.
3. Draw letters in sand, salt, sugar, or powdered gelatin in a pie tin.
4. Draw letters in shaving cream on a table.
5. Draw letters on a gallon-sized plastic bag full of pudding.
6. Draw letters on a large chalkboard or whiteboard.
7. Draw letters in the air using a “pointer” such as a wand, a sword, etc.
8. Draw letters in the dark using a flashlight on a blank wall.
9. Draw letters on sandpaper with chalk.
10. Trace letters drawn on sandpaper with permanent black ink.
11. Finger-paint letters or paint them with a large brush.

Lesson 3-- "T"

Materials:

Plain, white 3x5 note cards

College-ruled paper

3-D alphabet letters

Note card with lower-case letter for the day written on it in bold, black ink in both cursive and manuscript.

Small pad of paper and college-lined paper to be used for writing the letter of the day

Pencil or crayon

Treasure box-(any container) and a "treasure" inside it (tootsie roll, toy, Twislers, etc.). The object's name must begin with a (t) sound.

Pull out the letters, "i," and "t," after completing the alphabet activity for use later on in the lesson

Bag to put things in

Note cards with the numbers: 1, 2, 3, written on them

Alphabet Review:

Let's begin today by reviewing our alphabet. I would like you to pour out the 3D letters and put them into alphabetical order as quickly as you can.

(Do this daily until the student(s) can lay out the alphabet correctly within a

one-minute timing. When the student(s) finishes, continue.) Now let's

touch and name the letters in the alphabet. *(When student(s) finishes,*

continue). How many letters are in the alphabet? (26) What are the two

types of letters in the alphabet? (vowels and consonants) What are the

vowels? ("a," "e," "i," "o," "u," and sometimes "y") Let's separate the

vowels and the consonants into two groups.

Letter Sound Card Review:

(Note: Review the letter and sound cards daily before each lesson. Put the picture card behind the letter card. The picture card is a backup if the student forgets the letter sound. As soon as the student has mastered the sound(s) of a letter, discard the picture cards and only show the letter cards to the student when reviewing the letter names and their sounds. Do this as quickly as possible. The goal is that the student will remember the sound by letter recognition, not picture recognition.)

Let's review the sounds we have learned so far. Try to say all the sounds for each letter without looking at the picture cards you drew. If you can't remember the sound(s), I will show you your picture card as a reminder.

O.K.? (Review cards)

Letter Sound Dictation Review:

Now we are going to review the letter sounds that we have studied up to this point. I am going to say the sound(s) of a letter, and I want you to echo the sound(s) and write down the correct letter on a piece of paper. Then I want you to tell me what letter you wrote down and I will check it. Are you ready? "i, I." Echo. "i, I." Write the letter down on your paper. Now what letter did you write? ("i") Good job!

(Note: All vowels have at least two sounds. Always begin with the short sound, then the long sound, and then additional sounds.)

New Letter Sound Introduction:

(Important Note for instructor: The (t) sound is unvoiced. Do not put a vowel sound (u) after it. The letters, “b,” “d,” “c,” “g,” “h,” “j,” “k,” “p,” “t,” “w,” “y” must be cut short, without a vowel (u) sound following them.)

Listen to the beginning sound of these words: “top, tack, tin” What sound do you hear in all of these words? (t) Can you think of words that begin with a (t) sound? Today we are going on a treasure hunt for the letter “t” sound, (t). I want you to take this bag and place all the objects you can find in our house that begin with the (t) sound. If they don’t fit into the bag, I will write the name of the object on a card and put it in your bag. When you find ten, I will tell you where to find the treasure.

(Help the student find the appropriate objects. Ex. table, toothpick, tub, toilet, textbook, timer, tea, tablet)

Now that you have found your treasure, do you remember the sound that the letter “t” makes? I want you to take one of these 3x5 cards and draw a picture of something that begins with (t). We will put it with our letter “t” card to help us remember the “t” sound.

New Letter Formation:

The letter, “t,” is a consonant. Remember that we already learned that the alphabet consists of two kinds of letters--vowels and consonants. Can you say the names of the letters that are vowels? (“a,” “e,” “i,” “o,” “u,” and

sometimes “y”)

Let’s sing our vowel song together.

The Vowel Song:

(To the tune of “London Bridge is Falling Down”)

A, e, i, o, u, and y,

A, e, i, (pause)

O, u, y,

A, e, i, o, u, and y,

These are vowels.

Now can you close your eyes and put your hands behind your back, please?

(Place the 3-D letter “t” in the student’s hands. Let him/her feel it and tell what letter it is without looking at it. If a student has trouble identifying the letters by touch, all the letters of the alphabet can be placed in the treasure box. The student can play a game of reaching into the box, feeling a letter, and trying to identify it until he/she can do so easily through the alphabet review time. See additional alphabet activities for more ideas.)

Today we are going to learn how to write the letter “t.” Can you trace the “t” with your finger three times and say its sound? Can you stand up and write the letter “t” in the air without bending your elbow three times as you say its sound? Can you draw a large “t” on the window with a dry erase marker? Can you sit down and write the letter “t” on your pad with your

eyes closed as you say its sound? Can you write a “t” on your college-lined paper, making sure that it is two lines tall as you say its sound?

New Letter Sound Placement in Words:

Now let’s play our game from yesterday. Remember, in this game we listen for where the (t) comes in the word. Does it come at the beginning? (1) The middle? (2) or the end?(3) This time I want you to hold up the note card with the correct number on it. If the (t) comes at the beginning of the word, hold up the note card with the number 1. If the (t) sound comes at the middle, hold up the card with the 2. And if the (t) comes at the end, hold up the card with the number 3. Are there any questions? Okay, let’s play. (*Do as many as needed for student to understand concept.*)

time (1)

Enter (2)

sunlight (3)

cattle (2) (*Make sure that you do not pronounce the (t) as a (d) sound*)

kept (3)

table (1)

faster (2)

tepee (1)

swatting (2)

judgment (3)

Where did you hear the (t)? At the beginning or the words? (yes)

At the middle of the words? (yes) At the end of the words? (yes)

Summary:

Let's review what we have learned today in our lesson. The letter "t" is a consonant. The letter "t" makes the (t) sound. The (t) can come at the beginning, middle, or end of words.

Affirmation:

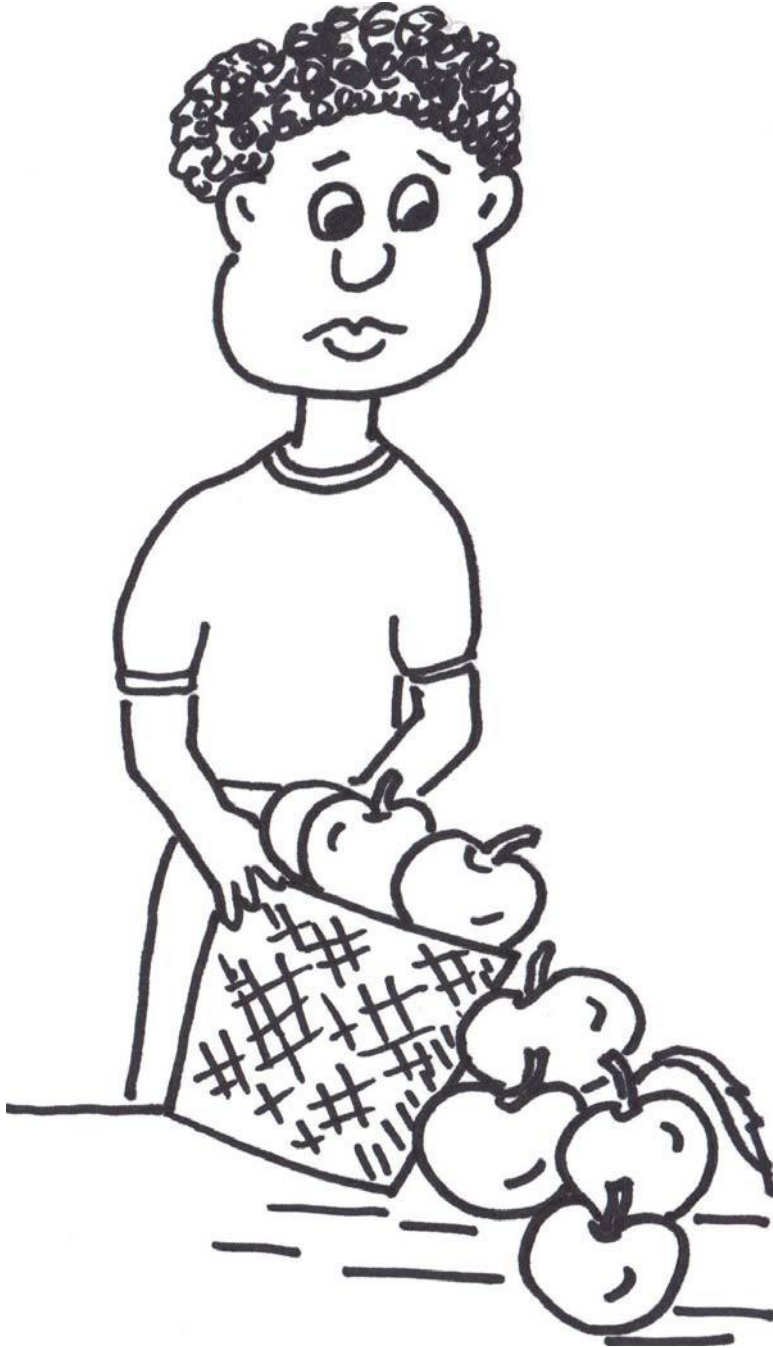
Terrific job! I'm **t**otally blown away by your **t**reasury of knowledge of the English language! **T**omorrow we have a **t**asty surprise in store! **T**ill then--**T**op of the day **t**o you, Mate!

Tip



I pit.

I pit it.



I tip.

I tip it.

Tip!

Tip!

Tip!

Directions for Student-directed Worksheets

The following worksheets were designed to correspond with the CPR program, providing independent work for the student. Weekly lesson plans are included under the instructions for each letter of the alphabet. Special instructions for the suffix posters are also included. Lessons 1-4 may be completed in four to eight days, depending on the student's ability and attention span. There are no worksheets for Lesson 1 and 5. Lesson 2, 3, and 4 introduce the letters, "i," "t," and "p." Each of these lessons can be taught in one or two days with a corresponding worksheet. Beginning with Lesson 5, stories for reading are introduced. Because Lesson 5 is a review, no worksheet is provided. Students can, however, color the illustrations for their first story, "Tip," in their student reader. After completing Lesson 5, one letter sound per week is recommended with the corresponding letter worksheet.

Each week a letter sound or suffix is introduced. The student should color, cut out, and glue the week's letter to the corresponding worksheet. Because coloring, cutting, and pasting are multi-sensory activities, it is important that the student does not skip this step. Do not allow the student to simply color the worksheets. Cutting and pasting the letters will help solidify the letters' shapes in the student's mind. Making the letter 3D will further reinforce

this concept. The worksheets should be three-hole punched and put into a 3-ring binder. The title page for the Letter Sound Book can be slipped into the plastic cover of the binder. Each week a letter will be added to the binder (except when teaching a suffix).

Also, each week, the corresponding story in the student reader may be colored (beginning with Lesson 5). This will allow the student to have a fully-colored student reader by the end of the program.

Instructions for the suffix posters are also included. Posters are made for each suffix that is introduced. Additional illustrations of the suffix can be added each day of the week. One suffix per week (as introduced in the teacher's edition) is recommended.

A materials list is provided. Some of the materials are optional. Others may be substituted. A 96 count box of Crayola crayons is highly recommended for variety in colors.

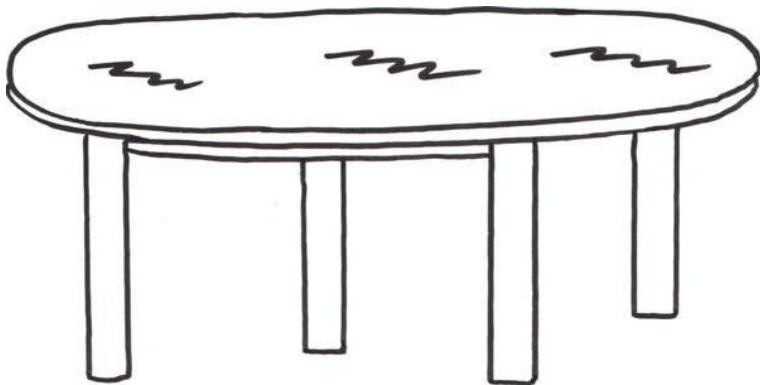
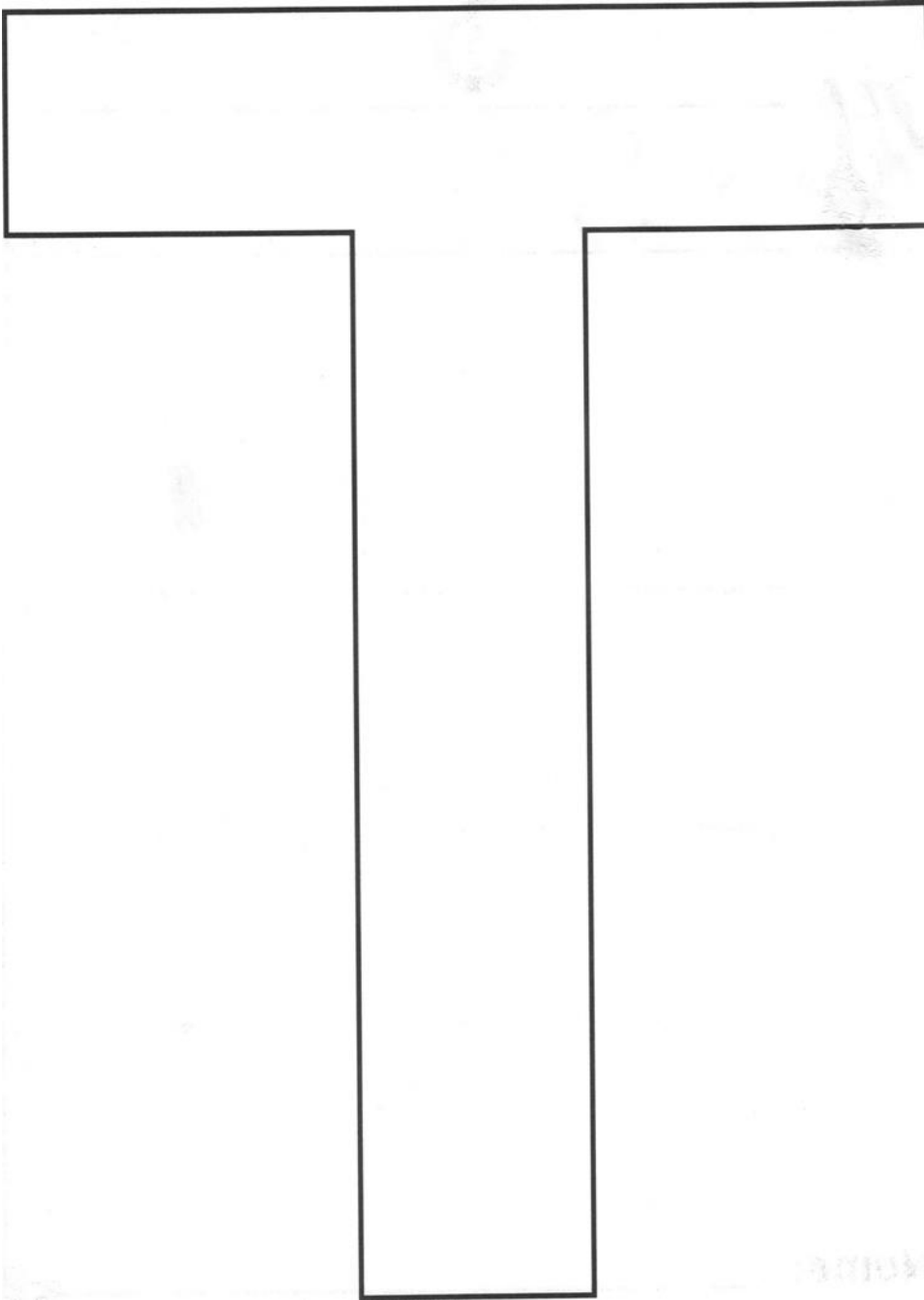
Instructions for “T” page in Sound Book

Day 1:

Color the letter, “T,” tan. Cut out letter and glue it to the corresponding sheet of picture sounds. Color the table at the bottom of the page.

Day 2: (optional)

Glue toothpicks onto the letter, “T.”
Paint toothpick “T” with a paintbrush dipped in tea.





Lesson 23: “O”/(OU) Spelling

Student Reader’s Story: “Quen’s Quest”

“i,” “t,” “p,” “n,” “s,” “a,” “l,” “d,” “f,” “h,” “g,” “ng,” “o,” “k,”
“nk,” “c,” “ck,” “-ing,” “m,” “r,” “b,” “e,” “-ness,” “y,” “-less,” “j,”
“u,” “w,” “v,” “x,” “z,”

Materials:

Pad of paper

College-ruled paper

3x5 blank note cards

Note card with lower-case letter for the day written on it in bold, black ink in both cursive and manuscript

pointer

Letter Sound Review:

Let’s review the sounds we have learned so far. Try to say all the sounds for each letter without looking at the picture cards you drew. If you can’t remember the sound(s), I will show you your picture card as a reminder.

O.K.? (*Review sound cards*)

Letter Sound Introduction:

Close your eyes and see if you can tell me what letter is in your hands. It’s the letter, “q.” Today we are going to discover what sound the letter, “q,” makes. In order to do that, I want you and I to go on a **quest**. Do you know what a “**quest**” is? Have you ever taken a trip with your parents? Well, a **quest** is taking a trip or making a journey with a certain purpose in mind.

Will you go on a **quest** with me? Good! But we need to know the purpose of our trip for it to be a real “**quest**.” Let’s see. I think that we should try to find something. Well, since we are studying the letter, “q,” how about if we find a bird that **quacks**. What bird do you think that might be? A duck!

Yes, let’s go on a **quest** for a duck. Now which one of us is wants to be the duck and hide somewhere in the house? O.K.? _____ will be the duck and _____ will try to find him/her. But don’t go hide yet, there is one more thing you need to know about being the duck. If you are the duck, you must hide and then quack softly over and over until you are found. Can you do that? Alright. Let’s try it, and then we can switch places. (*Play the duck hunting game, then go back to the lesson*). Now that we’ve finished our **quest**, let’s talk about the sound the letter, “q,” makes. Do you remember the sound you were listening for in order to find the duck? (quack) The word, “quack,” begins with the letter, “q,” and so does the word, “quest.” What sound do you hear at the beginning of both “quack,” and “quest?” (qu) Yes, the (qu) is almost like blowing the (k) and (w) sound at the same time. Can you try it? (qu)

Letter Formation:

Now that we know what sound the letter, “q” makes, let’s learn how to write it. I would like you to trace the letter, “q,” on this note card three times while you say its sound. Good! Now stand up and draw the letter, “q,” in the air three times with a straight arm and say its sound. Now use this pointer to write the letter, “q,” in the air as you say its sound. Now sit down and close your eyes and draw the letter, “q,” on this white board as you say its sound. Good! Now try to write the letter, “q,” on this lined paper. It is one line tall and goes down two lines below the base line.

New Concept: (OU) Spelling

Today, I want to tell you a story about the letter, “q,” that will help us remember how we spell the sound (qu) in words.

The Story of Letter, “O” and Letter, “U”

Poor letter, “q” was a quiet and shy letter and could never do anything quickly. So he asked his friend, letter, “u,” to help him say his name since he was so quiet. In fact, letter, “u,” decided to stay with letter, “q” so that he would stop quivering every time he was put into a word. So from then on, letter, “q,” and letter, “u,” have always stayed together to make the (qu) sound in words.

So from this story, what two letters make the (qu) sound? (“q” and “u”)

What sound do these two letters make? (qu) I want you to listen for the (qu) sound in our story today. We are going to read about a boy named Quen.

Quen goes on a quest for a duck kind of like we did. Let’s read and find out if Quen finds his duck!

Quen’s Quest

Quen is on a quest.

Quen’s quest is hunting ducks.

Quen can’t quit till he gets his duck.

Quen tracks his duck on his duck hunt.

Quen’s duck is quick. Quen misses!

It quacks at Quen. But Quen is as

quick as his duck. As it quacks, Quen

grabs his duck. His duck hunt

is a hit! Quen can quit.

He has his quacking duck!

His quest ends.

Words from Story/Spelling

Quen’s, quest, Quen, is, on,

hunting, duck’s, duck, can’t,

quit, till, he, gets, his,

tracks, hunt, quick, it,

quacks, at, but, as, grabs

ends, can, has, quacking,

misses, hit

Comprehension Questions:

What is Quen hunting for? (a duck)

How does Quen find his duck? (he tracks it)

When does Quen's duck hunt end? (when he grabs the duck in the net)

Why can Quen quit? (because he has his duck)

Vocabulary:

What does the word, "quest" mean? (a journey or a trip with a purpose)

What does the sentence, "His duck hunt is a hit" mean? (it was successful)

"His duck hunt is a hit" is an example of a simile or an idiom? (an idiom)

New Learning:

What letter is with the letter, "q," in words? ("u")

What sound does the letters "q," and "u," make? (qu)

How would you spell the beginning sound of the word, "quick?" (q-u)

Phonological Awareness:

Say "Quen." Now say "Quen" again but change the (n) to a (k). (quick)

Say "quick." Now say "quick," again but change the (i) to an (a). (quack)

Say "quack." Now say "quack," again but change the (qu) to a (s). (sack)

Say, "sack." Now say "sack" again, but change the (a) to an (o). (sock)

Say “sock.” Now say “sock” again but change the (s) to a (st). (stock)

Say “stock.” Now say “stock” again but change the (t) to a (m). (smock)

Spelling:

Let’s review the sounds we have learned so far. I will say the sound. I want you to repeat the sound and write the letter on your paper. Then we will check it. Ready?

(i, I), (t), (p), (n), (s, z), (a, A, aw, u), (l), (d), (f), (h), (g, j), (o, O, oo, u), (k), (c, s), (m, n), (r), (b), (e, E), (y, i, I), (j), (u, U, oo), (w), (v), (x), (z), (qu)

*Spell these three or more words from the spelling list beside the story:
“quit,” [(qu) spelling], “misses,” (suffix -es), “quack,” [(qu) spelling, Final (K)]. Move counters for each sound.*

Alphabet Review:

Have the student look up three words in the dictionary from the word lists in the appendix. Goal: one minute per word.

Summary:

Today we learned that the letter “q” never spells the (q) sound alone. It must have a letter, “u,” after it. For example, the word, “quick,” must be spelled with a “qu” at the beginning.

Affirmation:

You are a **q**uick learner, and you never **q**uit! The **q**uality of your work amazes me! I am **q**uite thrilled with your progress! Now you are a **q**ualified reader!

Quen's Quest



Quen is on a quest.

Quen's quest is hunting ducks.

Quen can't quit till he gets his duck.

Quen tracks his duck on his duck hunt.

Quen's duck is quick. Quen misses!

It quacks at Quen.



But Quen is as quick as his duck.

As it quacks, Quen grabs his duck.

His duck hunt is a hit! Quen can quit.



He has his quacking duck!

His quest ends.

Instructions for “Q” page in Sound Book

Day 1:

Color the letter, “Q,” quick silver. Cut out letter and glue to the corresponding sheet of picture sounds.

Day 2:

Glue Q-tips on the letter, “Q.” and decorate around the letter, “Q,” by painting with the Q-tip dipped in different colors of paint.

Day 3:

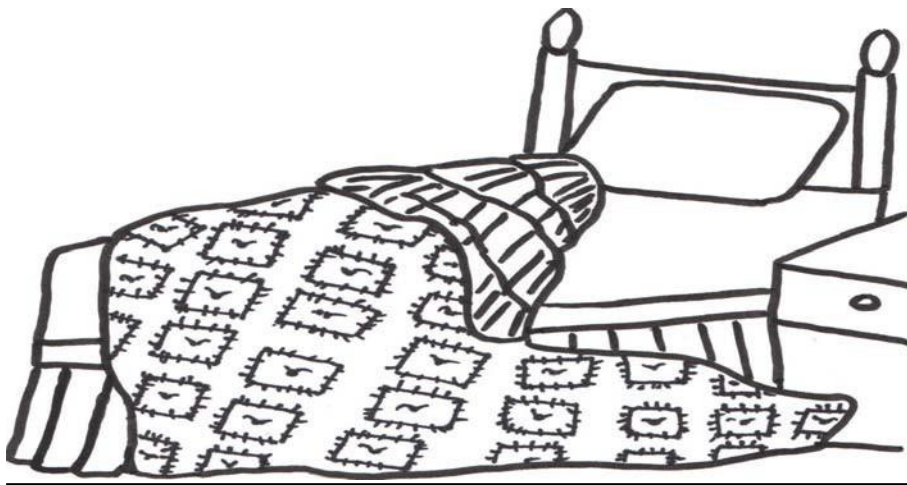
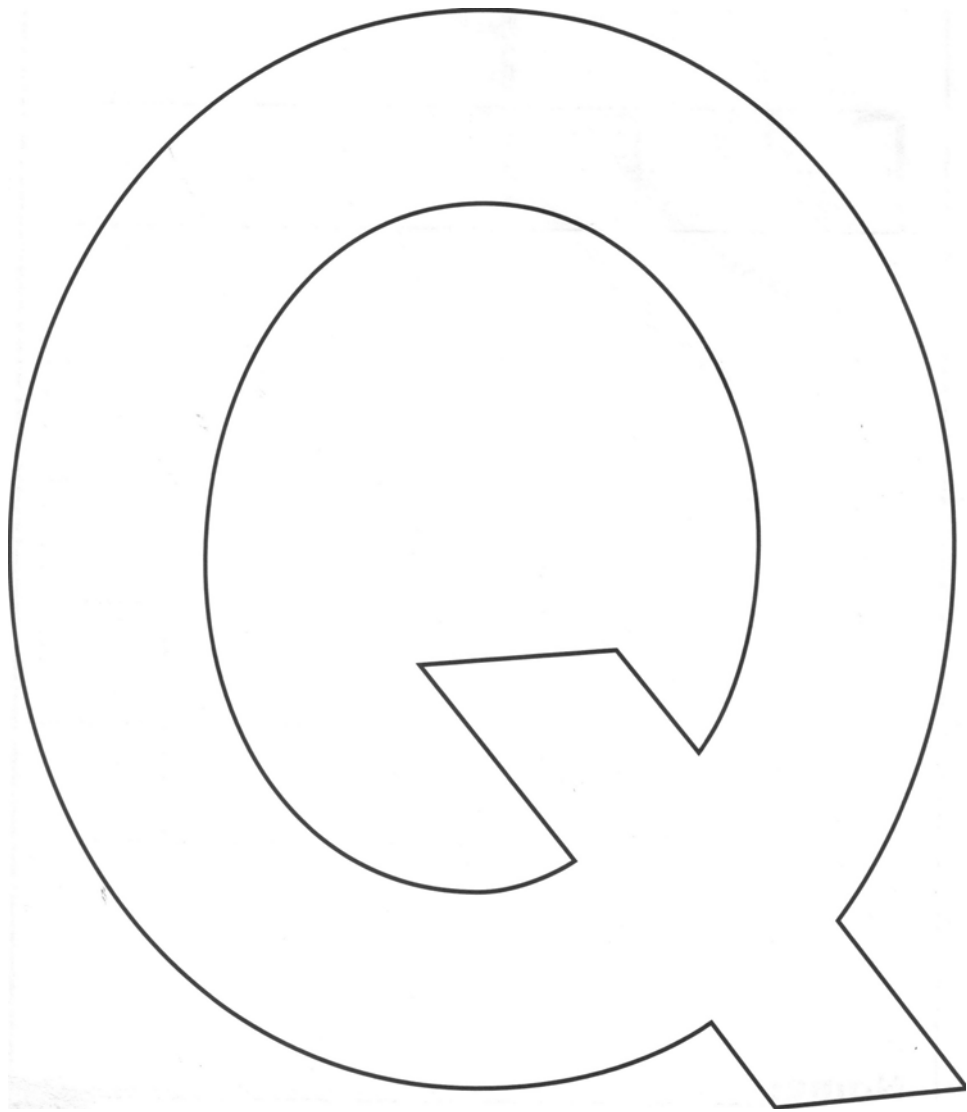
Make a crown for a queen using yellow foam or construction paper, sequins, and gold glitter glue. Cut out a crown shape and a strip that will fit around the student’s head. Tape together and wear.

Day 4:

Chew Quench gum, eat quinoa, or another “Q” snack.

Day 5:

Color illustrations in student reader for the story, “Quen’s Quest.”



Unit II: Lesson 23: 30 Second Reading Test

quacks ends quit hunting he

till misses Quen's quest on

Quen duck's gets quick it

can quacking ended grabs

duck quit quacks Quen he

quick gets quacking grabs on

hunting till quest misses can

quit quacks quick quit on

Review: Lesson 24

Materials:

Board game

Reading/Spelling Review Cards (located in Game Pack)

Concept Review Cards (located in Game Pack)

Punctuation Cards (located in Game Pack)

Dice

Markers

Reading Review Game

(Use Reading/Spelling Review Cards from Game Pack)

Instead of leaning something new today, we are going to review the concepts we've studied so far. Let's begin today by playing "Pairs," a card game that will help us remember what we've studied in Unit II. We will use two copies of all the reading/spelling word cards that we have learned so far. I will deal you five cards and put the rest of them in the middle. You are to look at your cards and see if any of them are "pairs," two of the same word. If there is a pair in your hand, you are to read the word out loud and lay the pair down on the table in front of you face up. If you have no pairs in your hand, you are to ask, "Do you have the pair to _____ (read one of your words)?" If your teammate has the word, he/she must give it to you. If your teammate does not have the word, you must draw a word from the pile in the middle. If you get the word you asked for, you may lay down the

pair and ask for another word from your teammate. If you do not get the word you asked for, you must put the card in your hand, and your turn is over. You continue playing the game until all pairs are made. Whoever has the most pairs at the end of the game, wins. Do you have any questions?

Alright. Let's play!

(These cards, as well as any of the game cards, have the lesson number in the top left-hand corner so that they may be sorted by lesson. This allows the game to be played at any time throughout the program.)

Spelling Review Game:

(Use Reading/Spelling Review Cards from Game Pack)

I will draw a card and read it to you. You have to say the word, and then spell it correctly. Remember to use your spelling rules like the Sluff Rule, the Doubling Rule, the 2-1-1 Rule, and the Initial and Final (K) Rule. If you spell the word correctly, you may roll the dice and move. If you spell the word incorrectly, I will roll the dice and move. Any questions? Good luck!

(These cards, as well as any of the game cards, have the lesson number in the top left-hand corner so that they may be sorted by lesson. This allows the game to be played at any time throughout the program.)

Concept Review Game:

(Use Concept Review Cards from Game Pack)

This game is similar to the spelling game we've played, but this time, I will

read you a question on a card, and you have to answer it. If you get it right, you may roll the dice and move. If you get it wrong, I will roll the dice and move. Are you ready? Let's begin!

(These cards, as well as any of the game cards, have the lesson number in the top left-hand corner so that they may be sorted by lesson. This allows the game to be played at any time throughout the program.)

Vocabulary Matching Game

(Use the Vocabulary Matching Cards in Game Pack)

Shuffle and lay out the vocabulary cards and the definition cards for Unit II *(or combine all the vocabulary cards together from Unit I and II)* face down in rows. Turn two cards over at the same time and try to match the vocabulary word with its definition. If a match is made, you may take

another turn. If not, the cards are turned back over, and the next player takes a turn. Whoever has the most matches at the end of the game wins.

(Important Note: Vocabulary Answer sheet should not be cut apart. A vocabulary word is listed and then its definition follows. These cards, as well as any of the game cards, have the lesson number in the top left-hand corner so that they may be sorted by lesson. This allows the game to be played at any time throughout the program.)

Unit I: Reading/Spelling Review Game Cards
(Laminate and cut apart)

I- 5,6,7 I	I- 5 pit	I- 5,6,7 it
I- 5,7 tip	I- 6 nip	I- 6 pin
I- 7,9,10,11,13 is	I- 7 sit	I- 7 sip
I- 7 spit	I- 8 pins	I- 8 pits
I- 7,8 tips	I- 8 sips	I- 8 nips

<p>II-9 A <u>simile</u> or a metaphor uses the words, "like or as?"</p>	<p>I-6 What is the action verb in the sentence, "Jan <u>hit</u> the ball?"</p>	<p>I-7 A period tells the reader to continue reading-T/<u>E</u>? (stop)</p>
<p>I-11 A question mark tells the reader to raise his/her voice-</p>	<p>I-11 A comma tells the reader to stop-T/<u>E</u>?</p>	<p>I-12 An exclamation point comes at the end of a question-T/<u>E</u>?</p>
<p>II-13 Quotation marks go around words that are spoken-<u>I</u>/F?</p>	<p>II-15 An example of alliteration is "Bill is blowing bubbles" -<u>I</u>/F?</p>	<p>I-10 In the word, "stiff," double the final consonant sound-<u>I</u>/F?</p>
<p>II-16 What is the suffix in the word, "use<u>less</u>?"</p>	<p>II-8 What is the suffix in the word, "play<u>ing</u>?"</p>	<p>II-14 What is the suffix in the word, "sick<u>ness</u>?"</p>
<p>II-7 The final (k) is spelled, "ck," or "k" in the word, "slic<u>k</u>?"</p>	<p>II-15 Repeating an initial sound is <u>alliteration</u> or a contraction?</p>	<p>II-17 An antonym is a word that means the same or the <u>opposite</u>?</p>

Vocabulary Matching Game Card

Unit I & II

(Laminate and cut apart)

1-5 pit	1-5 seed	1-6 nipping
1-6 cutting	1-7 sip	1-7 drink
1-8 snips	1-8 Two or more cuts	1-9 nip
1-9 bite	1-10 inn	1-10 hotel

