



ALL ABOUT[®] Reading

The program that makes reading a pleasure

Level 1

Teacher's Manual

- Multisensory Program
- Step-by-Step Lesson Plans
- Teaches All Key Reading Skills
- Mastery-based and Customizable

by Marie Rippel

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All About[®] Reading program.

For more books in this series, go to www.AllAboutReading.com.

Contents

1 Preparing for Level 1

What Do You Need?	9
What You Should Know about This Program	11
Prepare for Your First Lesson.....	13

2 Complete Step-by-Step Lesson Plans

Lesson 1: Letters <u>m</u> , <u>s</u> , <u>p</u> , and <u>a</u>	23
Lesson 2: Letters <u>n</u> , <u>t</u> , <u>b</u> , and <u>j</u>	29
Lesson 3: Letters <u>g</u> , <u>d</u> , <u>c</u> , and <u>y</u>	35
Lesson 4: Letters <u>h</u> , <u>k</u> , and <u>r</u>	43
Lesson 5: Read “Jam” and “The Tan Hat”	51
Lesson 6: Letters <u>i</u> , <u>v</u> , <u>f</u> , and <u>z</u>	53
Lesson 7: Read “Hit the Gas” and “The Bad Rat”	61
Lesson 8: Letters <u>o</u> , <u>l</u> , and <u>w</u>	63
Lesson 9: Read “The Hot Rod” and “Jan Did It”	69
Lesson 10: Letter <u>u</u> and the Second Sound of <u>s</u>	71
Lesson 11: Read “Kip the Pup” and “Run, Bug, Run!”	77
Lesson 12: Letter <u>e</u>	79
Lesson 13: Read “The Gum” and “The Sad Hog”	85
Lesson 14: Letters <u>qu</u> and <u>x</u>	87
Lesson 15: Read “Fox in a Box”	93
Lesson 16: Consonant Team <u>th</u>	95
Lesson 17: Read “The Red Pen”	101
Lesson 18: Consonant Team <u>sh</u>	103
Lesson 19: Read “Six Fish”	109
Lesson 20: Consonant Team <u>ch</u>	111
Lesson 21: Read “Get the Moth, Meg!”	117
Lesson 22: Words with Final Blends	119
Lesson 23: Read “Lost in the Bog”	125
Lesson 24: Words with Initial Blends	127
Lesson 25: Read “The Big Top”	133
Lesson 26: FF, LL, and SS	135
Lesson 27: Read “Slim Went West” and “Mud Milk”	141
Lesson 28: Read “The Wind on the Hill” and “The Ant Hill”	143
Lesson 29: Two Sight Words	145
Lesson 30: Read “The Hit” and “Fish Class”	147
Lesson 31: Read “The Big Mess” and “The Plan”	149
Lesson 32: Read “The Runt Pig”	151
Lesson 33: Consonant Team <u>ck</u>	153
Lesson 34: Read “Fun at the Pond” and “The Nap”	159
Lesson 35: Read “At Camp” and “The Pet Duck”	161
Lesson 36: Consonant Team <u>ng</u>	163

Lesson 37: Read “The Bat and King Sam”	169
Lesson 38: Consonant Team <u>nk</u>	171
Lesson 39: Read “Frank Shrank”	177
Lesson 40: Compound Words	179
Lesson 41: Read “Cobweb the Cat”	183
Lesson 42: Plural Words.....	185
Lesson 43: Read “Ten Wishes” and “Fast Fun”	189
Lesson 44: Additional Sounds for <u>a</u> , <u>i</u> , and <u>c</u>	191
Lesson 45: Additional Sounds for <u>o</u> and <u>g</u>	195
Lesson 46: Additional Sounds for <u>e</u> , <u>u</u> , <u>y</u> , and <u>ch</u>	199
Lesson 47: Short Vowels and Counting Syllables.....	203
Lesson 48: Open and Closed Syllables.....	207
Lesson 49: Read “Off We Go!”	213

3 Appendices

Appendix A: Scope and Sequence of Level 1	217
Appendix B: Phonograms Taught in Level 1	219
Appendix C: Full Blending Procedure	221
Appendix D: Words Taught in Level 1	223

1

Preparing for Level 1

What Do You Need?

In addition to this Teacher's Manual, you will need the following items:

1. Student Packet

The Student Packet contains:

- *Blast Off to Reading!* activity book
- Phonogram Cards and Word Cards
- Viewfinder Bookmark



2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- *The Basic Phonograms* CD-ROM
- Reading Card Box (Deluxe Kit)
- Stickers for the Progress Chart (Deluxe Kit)
- Tote Bag (Deluxe Kit)

(If you did not get the Reading Card Box, you will need an index card box.)



3. Readers

- *Run, Bug, Run!*
- *The Runt Pig*
- *Cobweb the Cat*



4. Common Craft Materials

- Crayons
- Scissors
- Glue
- Tape
- Stapler



5. 2' x 3' Magnet Board

A magnet board is optional, but highly recommended.

What You Should Know about This Program

First of all, you can do this! *All About Reading* is a scripted, open-and-go program, developed for busy parents, teachers, and tutors who want to teach reading in the most effective way possible. It doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next. If you can follow basic instructions, you can teach reading with this method—because everything is laid out for you, step by step. You get solid grounding in how to teach reading, without being overwhelmed.

Your student will be actively involved in the learning process. This is a true multisensory program: your student will learn through sight, sound, and touch. Everything is taught in context, and your student applies new learning right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Reading* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

There are no gaps in this program. Your student will be taught everything he or she needs to know about reading, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

There are five key components of reading—and our program teaches all of them thoroughly. Those components are:

- Phonological Awareness
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension

Most importantly, *All About Reading* is committed to results. The *All About Reading* program has a very focused mission: to enable you to teach your student to read as quickly as you can, while guaranteeing retention and enjoyment. Our approach to reading develops students into confident readers who absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact me through our website at www.allaboutreading.com.

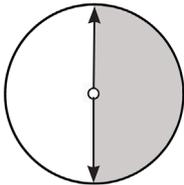
Prepare for Your First Lesson

Now you are ready to set up for your reading lessons! After this initial prep time, the lesson plans will be “open-and-go.”

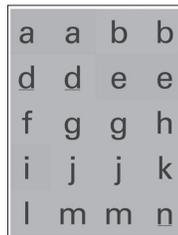
You will need:

- | | |
|---|--|
| <input type="checkbox"/> Set of color-coded Letter Tiles | <input type="checkbox"/> Magnet board |
| <input type="checkbox"/> Reading Card Box or index card box | <input type="checkbox"/> Two small baggies |
| <input type="checkbox"/> <i>The Basic Phonograms</i> CD-ROM | <input type="checkbox"/> Divider Cards |
| <input type="checkbox"/> <i>Blast Off to Reading!</i> activity book | |

Estimated prep time:
30 minutes



Prepare Your Letter Tiles



Take out the laminated Letter Tiles sheets. Separate the letter tiles and labels on the perforations.



Apply the magnets to the back of the letter tiles. Stick one magnet on the back of each letter tile and two magnets on the back of each label. (If you will be using the letter tiles on a tabletop instead of a magnet board, skip this step.)



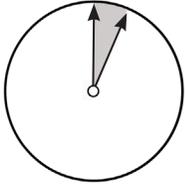
Get two small plastic baggies. Label one bag *Level 1* and the other bag *Levels 2–7*.

Put in your *Level 1* baggie:

- two sets of letters a to z
- letter tiles th, sh, ch, ck, ng, nk, and third s
- Consonant Teams label

Put the remaining tiles and labels, including the blank ones, in the *Levels 2–7* baggie. Store the baggie in your *All About Reading* tote bag or other safe place.

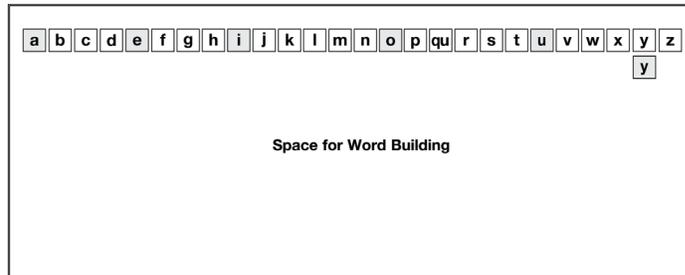
Estimated prep time:
5 minutes



Set Up Your Magnet Board

You'll be using the letter tiles in every lesson.

Set up your magnet board with one set of letter tiles a to z, as follows:



Use both the blue and the red y tiles in this initial setup. Store the remaining letters in your *Level 1* baggie.

As a shorthand way to represent the sounds of letters in this teacher's manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*.

You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *breve*.
- A "smile" above a letter, as in /ǎ/, represents the short vowel sound. This symbol is called a *macron*.

For a complete list of sounds, along with key words, please see Appendix B.

What do the different colors mean?

- Blue tiles are consonants and consonant teams.
- Red tiles are vowels and vowel teams.
- Purple tiles are for the sound of /er/.
- Yellow tiles are for r-controlled combinations.
- Green tiles are for the sound of /sh/.
- Orange tiles are for miscellaneous symbols and letters.

You'll learn about each category when you get to it.

Why are there two y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /î/, or /ē/.

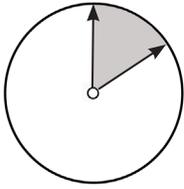
What will happen with the other letter tiles that are left in my *Level 1* baggie?

- Starting in Lesson 16, we will gradually add the remaining letter tiles to the board.
- Keep the baggie in a safe place (such as your reading tote bag) until the tiles are needed.

What if I don't have a magnet board?

A magnet board makes it easier and faster to set up for your reading lessons, but if you don't have a magnet board, you can set up the letter tiles right on your table. The lesson plans are worded as if you are using a magnet board, but please know that you can do exactly the same thing on your tabletop.

Estimated prep time:
10 minutes



Prepare Your Reading Card Box



The **Reading Card Box** organizes your flashcards so review time can be productive for your student. Every lesson, except the first one, starts with review. Whether you use our custom Reading Card Box or your own index card box, follow the instructions below to set it up.



Place the divider cards in your box. The divider cards are numbered 1-6 so you can be sure to get them in the correct order.

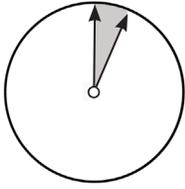
m	s
p	a
n	t
b	j

Locate the yellow Phonogram Cards in the Student Packet. Separate the perforated cards and place them behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.

am	Sam
map	man
an	nap
tan	at

Locate the green Word Cards in the Student Packet. Separate the perforated cards and place them behind the green tabbed divider called *Word Cards–Future Lessons*.

Estimated prep time:
5 minutes



Preview the Letter Sounds

If you look ahead to the next several lessons, you will see that you'll be teaching the sounds of one to four letters at a time. This is a good time to try out *The Basic Phonograms* CD-ROM.



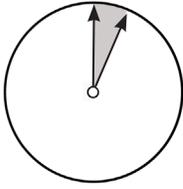
- **Insert the CD-ROM into your disk drive.** You'll see the letter tile setup on your screen.
- **Click on the letter m, which is the first letter you will be teaching in Lesson 1.** You'll hear the sound of the letter m: /m/.
- **Next, click on the letter s, which is the second letter you will be teaching.** You'll hear both sounds for the letter s: /s/-/z/. In Lesson 1, you will only be teaching the first sound, /s/. Later, in Lesson 10, you will teach the second sound. The same is true for all of the letter tiles in Level 1 that have more than one sound: first we teach the most common sound, and within a short period of time, we teach the remaining sounds.
- **If you are ever unsure about how to pronounce the sounds of the letters** at any point in the program, refer to *The Basic Phonograms* CD-ROM.

For letters with more than one sound, you may choose to teach all the sounds up front, and that is perfectly acceptable. Simply teach the multiple sounds, and then let your student know that you will be working with the first sound for the rest of the lesson. You'll work with the remaining sounds in future lessons.

The short vowel sounds are generally more difficult for students to remember, so when the vowels are taught, we add hand motions to make them more memorable. For example, the hand motion for the sound of /ă/ as in *apple* is to cup your hand as if you are holding an apple.



Estimated prep time:
5 minutes



A common question parents ask is “How much time should I spend on reading lessons?”

There is no pat answer, since situations vary widely depending on the student’s age, attention span, and previous experience.

In general, the ideal scenario is to do short lessons five days a week.

If you want to make faster progress (with an older child, for example), you might try holding two twenty-minute reading lessons per day, five days a week, plus daily read-alouds. But if you feel your student is getting “bogged down,” back off to one lesson per day to let the concepts sink in.

Preview the Lesson Layout

Turn to Lesson 3 on page 35. This is a typical lesson. Most lessons consist of these five parts:

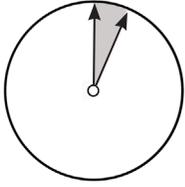
- 1. Before You Begin.** In this section, you may be prompted to preview the sounds of the letters you will be teaching, or place new letter tiles on the magnet board, or get a quick introduction to new terminology. This section never takes more than a couple of minutes, and then you’ll be ready to call your student to the table.
- 2. Review.** You’ll give your student a quick review of previously-taught concepts.
- 3. New Teaching.** This is the hands-on portion of the lesson. Your student will work with the letter tiles, activity sheets, and fluency exercises, and/or read from the decodable readers.
- 4. Read-Aloud Time.** This is the time you spend reading to your student from a book of your choice.
- 5. Track Your Progress** with the Progress Chart.

Flip through the remaining lessons. You’ll see that some lessons are longer and others are shorter. Depending on the student and how much time you have allocated to the lesson, you may sometimes be able to cover more than one lesson. If your student has thoroughly understood a lesson and you sense that he is ready for the next challenge, move straight into the next lesson.

If you are working with a younger student, you may only make it through part of a lesson, especially with the longer lessons. Do what is best for your individual student. Don’t feel like you must push through an entire lesson if your student isn’t ready. Simply mark your place in the lesson plans and continue from that point the next day.

Remember to start every lesson with a quick review before picking up where you left off!

Estimated prep time:
5 minutes



Preview the *Blast Off to Reading!* Activity Book



The *Blast Off* activity book contains

- Progress Chart
- Activity sheets
- Fluency Practice sheets
- Certificate of Completion

Note that each student should have his own activity book.

The lesson plans in this Teacher's Manual will tell you which pages you need for the lesson. You'll find that the pages in the activity book are perforated for easy removal.

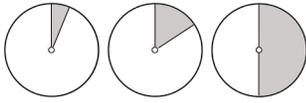
The Fluency Practice sheets are the most important part of the *Blast Off* activity book. Fluency practice will help your student move from sounding out words letter by letter to instant recognition of words. The lessons include many tips and techniques for helping your student develop fluency.

Some of the matching or game sheets will appeal mainly to younger children. If you are working with an older student, feel free to skip any of the hands-on activity sheets that your student would not enjoy.

For many of the activity sheets, you will need these basic supplies:

- tape
- scissors
- stapler
- crayons or markers (optional)

Estimated prep time:
varies



Prepare for Read-Aloud Time

Toward the end of each lesson, you will be prompted to read to your student for twenty minutes. The daily read-aloud time may seem like a simple part of the reading lessons, but it's actually one of the most important components.

Here are some things to think about as you plan ahead for read-aloud time:

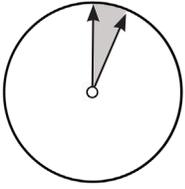
- **Figure out the best time of day for your read-aloud time.** You might find it easiest to connect read-aloud time to something else that you already do every day. After lunch, recess, or a specific class often works well. If you are a parent, bedtime is a natural time for enjoying books together.
- **Gather a variety of books, both fiction and non-fiction.** To keep interest high, look for books related to your student's specific interests and hobbies. You can also stimulate new interests by choosing read-alouds on topics that are completely new to your student.
- **Decide how you will minimize distractions.** At home, turn off the TV, computer, and telephone. Clear away competing toys and games. If you have a wiggly child, you can help him concentrate on the story by allowing him to play quietly while you read. Some students will be fine just holding a toy, while others might prefer to build with blocks, knead clay, or color quietly. For some children, it is easier to stay in one place and pay attention to what you are reading if they don't have to remain perfectly still.

Read-Aloud Time is so important because while your student is listening to good books, he'll also be

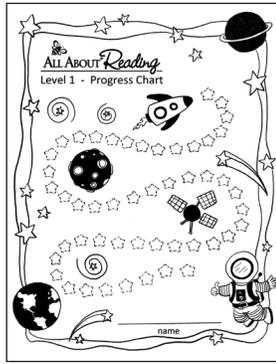
- gaining important background knowledge on a wide variety of subjects;
- developing a larger vocabulary; and
- hearing a variety of language patterns.

Once your student begins to read independently, his reading comprehension will be much higher because you've given him these huge benefits through daily read-aloud time.

Estimated prep time:
5 minutes



Decide Where to Post the Progress Chart



You will find the Progress Chart on page 5 of the *Blast Off to Reading!* activity book. Remove the chart on the perforation.

Decide where to place the Progress Chart so your student can follow his own accomplishments. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next star on the chart.

The Progress Chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward reading independently.



Now You Are Ready to Teach Reading!

2

**Complete Step-by-Step
Lesson Plans**

Lesson 1 - Letters m, s, p, and a

This lesson will teach words containing the letters m, s, p, and a.

You will need: Phonogram Cards 1-4 Word Cards 1-3
 Blast Off to Reading! page 7 Progress Chart

Before You Begin

At the beginning of many of the lessons, you will find a “Before You Begin” section enclosed in a box. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the boxed section.

Preview the Sounds of the Letters



The four letters in today’s lesson were chosen because their sounds are easy for students to learn, and they can be used right away to form simple words. Listen to *The Basic Phonograms* CD-ROM for a demonstration of the phonogram sounds.

- m** The letter m says /m/ as in *moon*.
- s** The letter s makes two sounds: /s/ as in *sun* and z as in *has*. The first sound of s is covered in this lesson, and the second sound of s is taught in Lesson 10.
- p** The letter p says /p/ as in *pig*. Be sure that you and your student don’t add /uh/ to the end of the sound, as in /puh/.
- a** The letter a has three basic sounds: /ă/-/ā/-/ah/. The first sound is considered the short sound of a (/ă/ as in *apple*), and that is the sound that is taught in this lesson. The remaining sounds for a will be taught in Lesson 44.

Short vowel sounds tend to be trickier to remember than consonant sounds. To help your student remember the sound of short a (/ă/), we will use a hand motion.

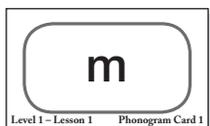


Cup your hand as if you are holding an apple. “When we say /ă/, let’s pretend that we are holding an apple. Say the sound of a like this: /ă/-/ă/-apple.” *Student pretends to hold an apple and says /ă/-/ă/-apple.*

To further cement this sound in your student’s mind, take a bite out of the pretend apple with a loud crunch! The more dramatic you make this activity, the better your student will remember it.

New Teaching

Teach New Letter Sounds

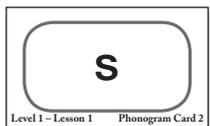


Hold up the Phonogram Card for the letter m.

“This letter says /m/.”

“Now it’s your turn. What does this letter say?”

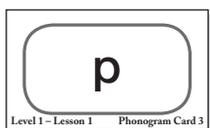
Student says /m/.



Hold up the Phonogram Card for the letter s.

“This letter says /s/.”

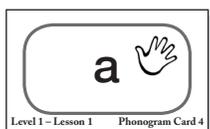
“Your turn. What does this letter say?” *Student says /s/.*



Hold up the Phonogram Card for the letter p.

“This letter says /p/.”

“Your turn.” *Student says /p/.*



Hold up the Phonogram Card for the letter a.

“This letter says /ă/.”

Cup your hand as if you are holding an apple. “When we say /ă/, let’s pretend that we are holding an apple. Say the sound of a like this: /ă/-/ă/-apple.” *Student pretends to hold an apple and says /ă/-/ă/-apple.*

Shuffle the cards and review them several times.



File the flashcards behind the **Phonogram Cards Review** divider in your student’s Reading Card Box. The cards will be reviewed at the beginning of the next lesson.

Notice the hand on the card for a. This indicates that

Tip!

Vowel sounds are usually more difficult for students to learn. We make it easier by adding hand motions and teaching only one new vowel sound at a time.

Now practice the same sounds using the letter tiles. Pull these four letter tiles down into your work space. Point to each one in random order, and ask your student to tell you the sound that each tile makes.



Practice until your student can say the sound of each letter accurately.

New Teaching

(continued)

Be sure your student uses the pointer finger of his dominant hand for this exercise.

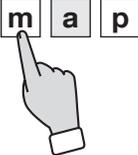
Tip!

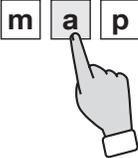
Demonstrate How to Blend Sounds

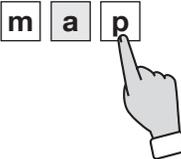
Build the word *map* with letter tiles. **m a p**

“Watch while I show you how we sound out words.”

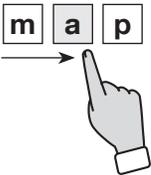
“I touch each letter tile in order, and I say the sound of that letter.”

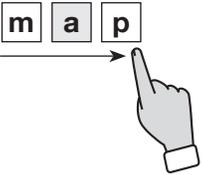
Touch the m and say /m/. **m a p**


Touch the a and say /ă/. **m a p**


Touch the p and say /p/. **m a p**


Now go back to the beginning of the word and blend the sounds together, as follows:

Slide your finger under the letters m-a and say /mă/.


Start at the beginning of the word again. Slide your finger under the letters m-a-p and say *map* slowly.


When your student reads the word in this last step, you may need to prompt him to say the word “fast like we talk.”

Tip!

Finally, read the word *map* at a normal pace, as we do when we speak.

Using the same procedure for blending, have your student sound out the word *Sam*.

s a m

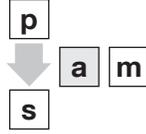
New Teaching

(continued)

Play “Change the Word”

Leave the word *Sam* on the board. **s** **a** **m**

“I’m going to change the first letter of this word.”

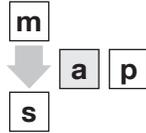


“What does this new word say?” Encourage your student to sound out the new word. *Pam*.

Build the word *sap*. **s** **a** **p**

“Sound out this word.” *Student sounds out the word sap.*

Change the first letter to form the word *map*.



“What does this new word say?” *Student sounds out the word map.*

Return the letter tiles to their place in the alphabet.

Teach Vowels and Consonants

“Some of the letter tiles are red. Say the names of the letters on the red tiles.” A, e, i, o, u, and y.

“The red tiles are *vowels*: a, e, i, o, u, and sometimes y.”

“The blue tiles are *consonants*. C is a consonant. P is a consonant.” Point to the letter tiles as you mention them.

“Can you tell me some other consonants?” *Student names some consonants.*

Point to the two y tiles. **y** **y**

“The letter y can be a vowel or a consonant. That’s why we have a red y and a blue y.”

New Teaching

(continued)



Don't Forget If you are working with an older student, feel free to skip any of the activity sheets that your student wouldn't enjoy.

Complete Activity Sheet



Word Match

Remove page 7 from the *Blast Off* activity book.

Cut out the words from the bottom of the page.

Have your student paste or tape the words under the matching picture.

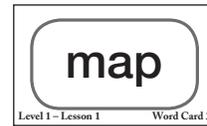
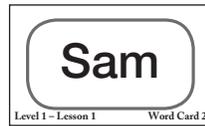
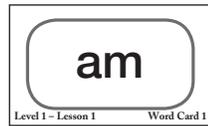
Explain that names start with a capital letter.

“Which of these words are names?” *Pam and Sam.*

“Which of these words rhyme?” *Pam and Sam, map and sap.*

Practice Reading Words

Have your student practice reading the words on Word Cards 1-3.



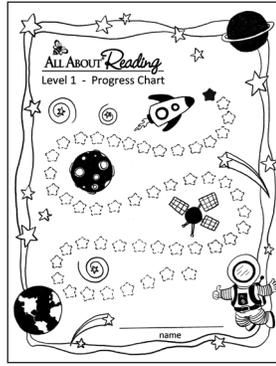
File the flashcards behind the **Word Cards Review** divider in your student's Reading Card Box. The cards will be reviewed at the beginning of the next lesson.

Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



After each lesson has been completed, have your student color in or place a sticker over that lesson number on the chart.

Lesson 2 - Letters n, t, b, and j

This lesson will teach words containing the letters n, t, b, and j.

You will need: Phonogram Cards 5-8 Word Cards 4-12

Blast Off to Reading! pages 9-11

Before You Begin

Preview the Sounds of the Letters



Listen to *The Basic Phonograms* CD-ROM for a demonstration of the phonogram sounds in today's lesson.

- n** The letter n says /n/ as in *nest*. If your student has difficulty discriminating between the sounds of /n/ and /m/, have him watch your lips as you pronounce the sounds.
- t** The letter t says /t/ as in *tent*. Be sure that you and your student don't add /uh/ to the end of the sound, as in /tuh/.
- b** The letter b says /b/ as in *bat*. It is impossible to say /b/ in isolation without any trace of /uh/ at the end, but clip the /uh/ as short as possible.
- j** The letter j says /j/ as in *jam*. Be sure that you and your student don't add /uh/ to the end of the sound, as in /juh/.

Look Ahead to the Review Section

You'll see that each lesson starts with a Review section. Review covers two main areas: Phonograms and Word Cards.



You'll use the Reading Card Box to keep track of what has been mastered and what still needs to be reviewed. If your student knows the Phonogram Card or Word Card without prompting and you feel that the card has been mastered, place the card behind the **Mastered** divider. If the card has not yet been mastered, place it behind the **Review** divider so it can be reviewed again in the next lesson.

Before You Begin

(continued)



How do you know when your student has mastered a card?

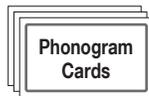
If your student...

- says the pure, clipped sound without adding /uh/ at the end—for example, he says /p/, not /puh/;
- responds quickly and easily when you hold up the card; and
- does not hesitate to think of the answer

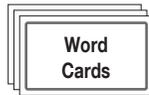
and you have no doubt that your student knows the card thoroughly...

...then that card is mastered! Move it behind the Mastered divider.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.

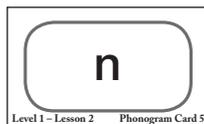


Review the Word Cards that are behind the Review divider in your student's Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

Ask your student to point to some vowels and some consonants.

New Teaching

Teach New Letter Sounds

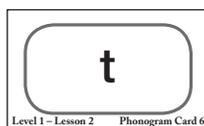


Hold up the Phonogram Card for the letter n.

"This letter says /n/."

"Now it's your turn. What does this letter say?"

Student says /n/.



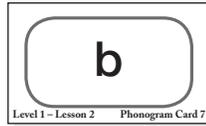
Hold up the Phonogram Card for the letter t.

"This letter says /t/."

"Your turn. What does this letter say?" *Student says /t/.*

New Teaching

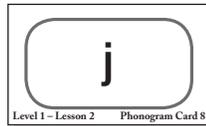
(continued)



Hold up the Phonogram Card for the letter b.

“This letter says /b/.”

“Your turn.” *Student says /b/.*



Hold up the Phonogram Card for the letter j.

“This letter says /j/.”

“Your turn.” *Student says /j/.*

File the Phonogram Cards behind the Review divider of the Reading Card Box.

Now practice the same sounds using the letter tiles. Pull these four letter tiles down into your work space. Point to each one in random order, and ask your student to tell you the sound that each tile makes.



Practice until your student can say the sound of each letter accurately.

Blend Sounds with Letter Tiles

Build the word *pan* with letter tiles. **p a n**

“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch the p and say /p/. **p a n**



Touch the a and say /ă/. **p a n**



Touch the n and say /n/. **p a n**

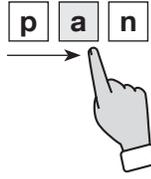


New Teaching

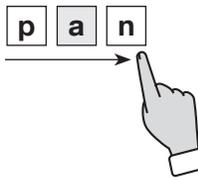
(continued)

Now go back to the beginning of the word and blend the sounds together, as follows:

Slide your finger under the letters p-a and say /pă/.



Start at the beginning of the word again. Slide your finger under the letters p-a-n and say *pan* slowly.



You may want to point out to your student that *pan* and *nap* contain the same letters, just in a different order.

Tip!

Finally, read the word *pan* at a normal pace, as we do when we speak.

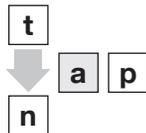
Using the same procedure for blending, have your student sound out the word *nap*.



Play “Change the Word”

Leave the word *nap* on the board. 

“I’m going to change the first letter of this word.”

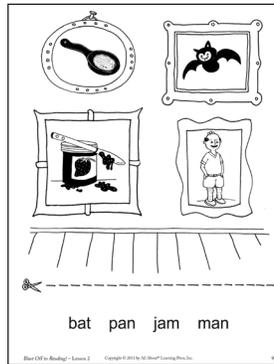


“What does this new word say?” Encourage your student to sound out the new word. *Tap*.

Continue to change one letter at a time to form the following words. Each time, have your student sound out the new word.

tap → tan → man → ban → an → at → bat → sat

Return the letter tiles to their place in the alphabet.



Word Match

Remove page 9 from the *Blast Off* activity book.

Cut out the words from the bottom of the page and have your student paste or tape the words under the matching picture.

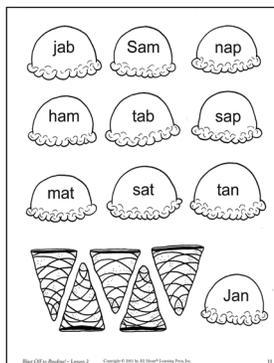
Ask these questions:

“Which picture starts with the sound /j/?” *Jam.*

“Which picture starts with the sound /m/?” *Man.*

“What is the first sound in the word *bat*?” /b/.

“What is the first sound in the word *pan*?” /p/.

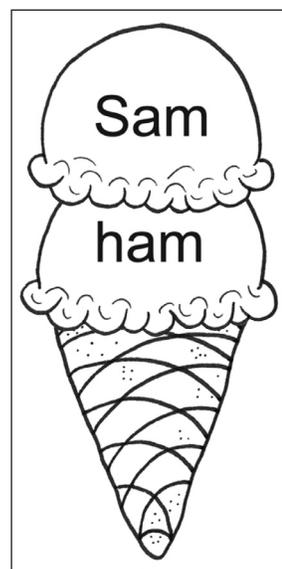


Ice Cream Cones

Remove page 11 from the *Blast Off* activity book.

Cut out the ice cream scoops and cones.

Have your student read the words on each ice cream scoop. Put the rhyming words together to form ice cream desserts.



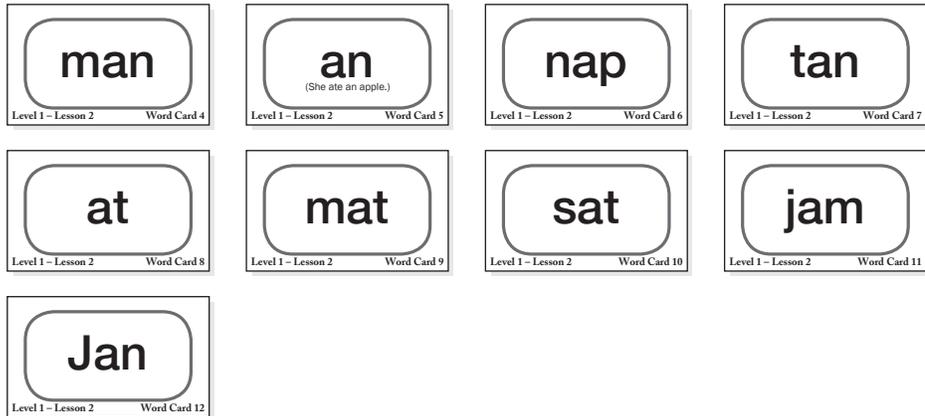
New Teaching

(continued)

The words *an* and *Ann* are homophones (two words that sound alike but are spelled differently). A sentence has been added to the Word Card *an* and all cards containing homophones in future lessons. Your student does not read these sentences—they are there for your reference in case you wish to discuss the correct word usage.

Practice Reading Words

Have your student practice reading the words on Word Cards 4-12.



File the Word Cards behind the Review divider of the Reading Card Box.

Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 2 on the Progress Chart.

Lesson 3 - Letters g, d, c, and y

This lesson will teach words containing the letters g, d, c, and y, as well as the sight word the.

You will need: Phonogram Cards 9-12 Word Cards 13-21
 Blast Off to Reading! pages 13-17

Before You Begin

For this lesson, use the blue y tile, rather than the red y tile, which will be used for the vowel sounds of y.



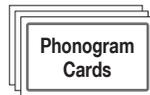
Preview the Sounds of the Letters



Listen to *The Basic Phonograms* CD-ROM for a demonstration of the phonogram sounds in today's lesson.

- g** The letter g makes two sounds: /g/ as in *goose* and /j/ as in *gem*. The first sound of g is covered in this lesson, and the second sound of g is taught in Lesson 45.
- d** The letter d says /d/ as in *deer*. Be sure that you and your student don't add /uh/ to the end of the sound, as in /duh/.
- c** The letter c makes two sounds: /k/ as in *cow* and /s/ as in *city*. The first sound of c is covered in this lesson, and the second sound of c is taught in Lesson 44.
- y** The letter y has four sounds: /y/-/ī/-/ī/-/ē/. The first sound is the consonant sound, /y/ as in *yarn*, and it is taught in this lesson. The remaining vowel sounds of y are taught in Lesson 46.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.

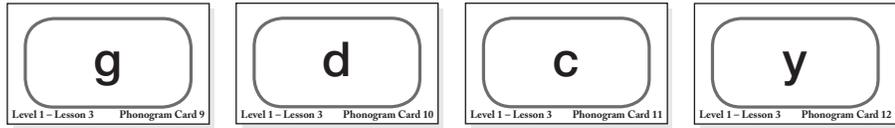


Review the Word Cards that are behind the Review divider in your student's Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

Teach New Letter Sounds

Teach the Phonogram Cards for the letters g, d, c, and y.



1. Hold up the Phonogram Card and say the sound.
2. Have your student repeat the sound.
3. Do a mixed review of the new Phonogram Cards.

File the Phonogram Cards behind the Review divider of the Reading Card Box.

Now practice the same sounds using the letter tiles. Pull these four letter tiles down into your work space. Point to each one in random order, and ask your student to tell you the sound that each tile makes.



Practice until your student can say the sound of each letter accurately.

Practice Commonly Confused Letters

Pull down the m and n letter tiles. Randomly dictate /m/ and /n/ to test whether your student can distinguish between the two sounds and choose the correct letter tile.



Pull down the b and p letter tiles. Randomly dictate /b/ and /p/ to see if your student can distinguish between the two sounds and choose the correct letter tile.



If your student has difficulty with either pair of letters, have him watch your mouth as you say the sounds. Review several times, and then add a note to the Review section of the next several lessons so you remember to practice each day.

New Teaching

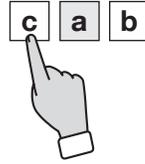
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Blend Sounds with Letter Tiles

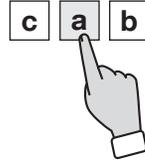
Build the word *cab* with letter tiles. **c a b**

“I’ll sound out this first word, and then you’ll sound out the next word.”

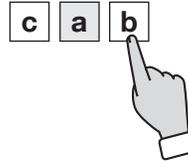
Touch the c and say /k/.



Touch the a and say /ă/.

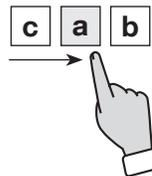


Touch the b and say /b/.

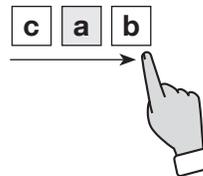


Now go back to the beginning of the word and blend the sounds together, as follows:

Slide your finger under the letters c-a and say /kă/.



Start at the beginning of the word again. Slide your finger under the letters c-a-b and say *cab* slowly.



Finally, read the word *cab* at a normal pace, as we do when we speak.

Using the same procedure for blending, have your student sound out the word *mad*.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.

Whenever you feel that your student is ready, blend all three letters without this additional step.

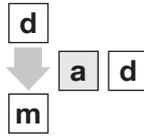
New Teaching

(continued)

Play “Change the Word”

Leave the word *mad* on the board. **m a d**

“I’m going to change the first letter of this word.”



“What does this new word say?” Encourage your student to sound out the new word. *Dad*.

Continue to change one letter at a time to form the following words. Each time, have your student sound out the new word.

dad → sad → pad → pan → can → cap → gap → gas

Return the letter tiles to their place in the alphabet.

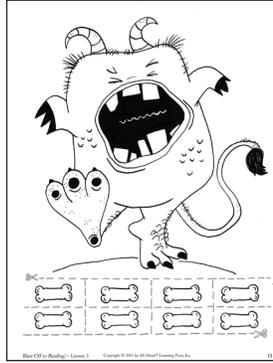
Teach that Every Word Has a Vowel

“Did you notice that every word we made had a red tile—a vowel?”

Build some words from the previous activity to demonstrate this concept.

Later, when multisyllable words are taught, your student will learn that also every syllable has at least one vowel.



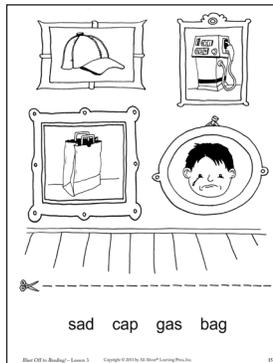


Feed the Monster

Remove page 13 from the *Blast Off* activity book.

Your student can color the monster, if desired. Make a slit in the monster's mouth and cut out the bones.

Have your student read the words on the back of the bones. After reading a word correctly, he should feed the hungry monster by sticking the bone in the monster's mouth.



Word Match

Remove page 15 from the *Blast Off* activity book.

Cut out the words from the bottom of the page. Have your student paste or tape the words under the matching picture.

Ask these questions:

“Which picture ends with the sound /g/?” *Bag*.

“Which picture ends with the sound /d/?” *Sad*.

“What is the last sound in the word *gas*?” /s/.

“What is the last sound in the word *cap*?” /p/.

New Teaching

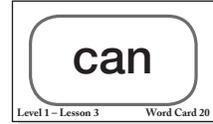
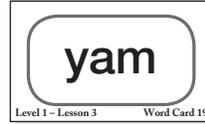
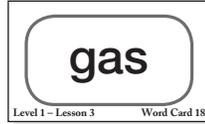
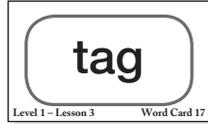
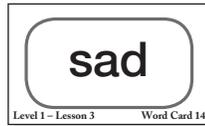
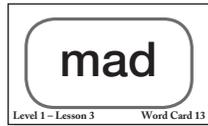
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You may need to explain that a yam is a vegetable that tastes like a sweet potato. It grows underground like a regular potato, and it is orange inside.



Practice Reading Words

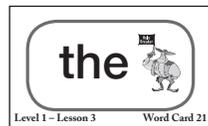
Have your student practice reading the words on Word Cards 13-20.



File the Word Cards behind the Review divider of the Reading Card Box.

Teach a Sight Word: *the*

Show Word Card 21 to your student.



You may wish to explain that we usually pronounce this word as /thē/. Sometimes we do say /thū/, but for the purposes of the flashcard review, say the more common pronunciation: /thū/.



“Most words follow the rules and say the sounds that we expect them to say. But there are a few words that do not. Here is one of those words.”

“This word is *the*, as in *She has the balloons.*”

Point to the Bad Guy on the Word Card. “See this Bad Guy? This means that the word can’t be sounded out. This is a word that you just need to remember.”

Review this word several times today and then file it behind the Review divider.

New Teaching

(continued)

Fluency is the ability to read smoothly, accurately, and with expression.



Practice Fluency

Lesson 3 Fluency Practice

New Words

jam	sap	yam	at	mat	tab	
tan	gap	pat	nab	pan	sat	cab
sag	jab	ban	dad	bam	tag	map

am **nap** **cat** **Jan** **tap** **Pam** **bag**
Pat **cap** **bat** **man** **Sam** **an** **bad**
the **pad** **can** **mad** **gas**

Phrases

gas cap	the sad man
bad cat	the jam
tan bag	mad at Sam

the map **the cab**
sad Pam **cat nap**
bad yam

Sentences

Jan sat.	Jab Dad.	The sad man sat.
Tap the pan.	Pam sat.	Jan can bat.
Pat the cat.	Tap the mat.	Sam can nap.



Remove page 17 from the *Blast Off* activity book.

Have your student read the Fluency Practice sheet.

The sentences on this activity sheet end with a period. Explain that a period is a punctuation mark used to end a sentence.

Tips for Using the Fluency Practice Sheets

Tip!

Over time, the Fluency Practice will help your student move from sounding out words letter by letter to instant recognition of words. This change usually happens gradually, so don't expect perfection at first.

Here are some tips to help you get the most benefit out of the Fluency Practice sheets:

1. **Place the sheet directly in front of your student.**
2. **Read across the page from left to right** to reinforce proper eye movements. Don't read down the columns.
3. **The viewfinder bookmark can help your student focus on individual words.** Either run the top edge of the bookmark under the line of text, or center the word or phrase in the cutout area.

cobweb

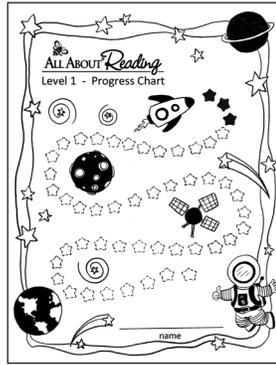
4. **Stop before your student fatigues.** You might not complete the fluency practice all in one day, depending on your student's age and attention span.
5. **Would your student benefit from reviewing the Fluency Practice sheet several times?** If so, repeat the exercise several days in a row.

Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 3 on the Progress Chart.

Lesson 4 - Letters h, k, and r

This lesson will teach words containing the letters h, k, and r, as well as the sight word a.

You will need: Phonogram Cards 13-15 Word Cards 22-29
 Blast Off to Reading! pages 19-23

Before You Begin

Preview the Sounds of the Letters



Listen to *The Basic Phonograms* CD-ROM for a demonstration of the phonogram sounds in today's lesson.

- h** The letter h says /h/ as in *bat*.
- k** The letter k says /k/ as in *kite*.
- r** The letter r says /r/ as in *rake*. If the sound /r/ is difficult for your student to say in isolation, try having him make a growling noise like a dog: /grrr/. Then say the sound without the initial /g/ sound, leaving just the /rrr/ sound. A common mistake is to pronounce r as /ruh/.

Review

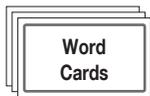
Review takes only a few minutes a day, yet it is critical to your student's success.

Tip!

Don't skip it!



Review the Phonogram Cards that are behind the Review divider in your student's Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student's Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

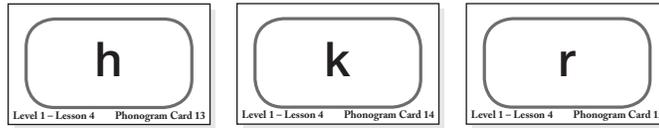
Ask your student to point to some vowels and some consonants.

Review the fact that every word has at least one vowel.

New Teaching

Teach New Letter Sounds

Teach the Phonogram Cards for the letters h, k, and r.



1. Hold up the Phonogram Card and say the sound.
2. Have your student repeat the sound.
3. Do a mixed review of the new Phonogram Cards.

File the Phonogram Cards behind the Review divider of the Reading Card Box.

Now practice the same sounds using the letter tiles. Pull these three letter tiles down into your work space. Point to each one in random order, and ask your student to tell you the sound that each tile makes.

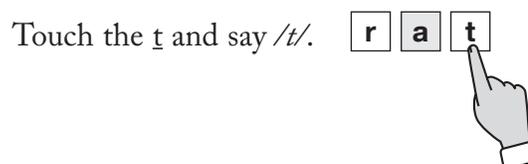
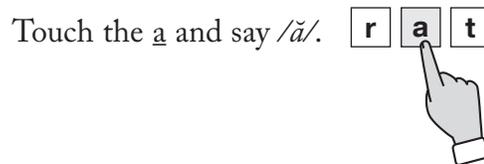
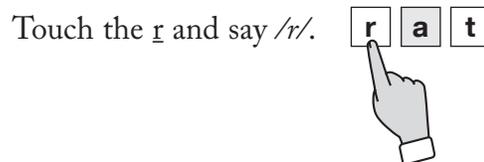


Practice until your student can say the sound of each letter accurately.

Blend Sounds with Letter Tiles

Build the word *rat* with letter tiles. **r a t**

“I’ll sound out this first word, and then you’ll sound out the next word.”

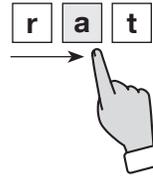


New Teaching

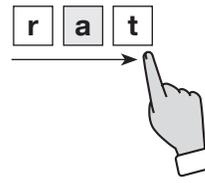
(continued)

Now go back to the beginning of the word and blend the sounds together, as follows:

Slide your finger under the letters r-a and say /ră/.



Start at the beginning of the word again. Slide your finger under the letters r-a-t and say *rat* slowly.



Finally, read the word *rat* at a normal pace, as we do when we speak.

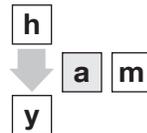
Using the same procedure for blending, have your student sound out the word *had*.



Play “Change the Word”

Build the word *yam*. **y** **a** **m**

“I’m going to change the first letter of this word.”

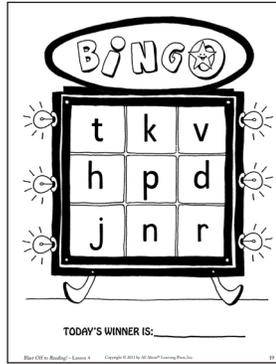


“What does this new word say?” Encourage your student to sound out the new word. *Ham*.

Continue to change one letter at a time to form the following words. Each time, have your student sound out the new word.

ham → **hat** → **rat** → **mat** → **mad** → **had**

Return the letter tiles to their place in the alphabet.



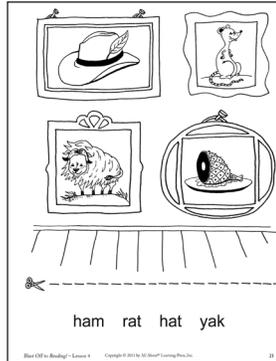
Letter Sounds Bingo

Remove page 19 from the *Blast Off* activity book.

Give your student something fun to use for markers, like raisins, M&Ms, coins, dried beans, or Cheerios.

Randomly call out the sounds of the letters. When a sound is called, your student should put a marker over the corresponding letter. When the student gets three in a row, he says “Bingo!”

For a longer game, have the student fill the card completely before calling bingo.



Word Match

Remove page 21 from the *Blast Off* activity book.

If necessary, explain that a yak is a large animal with very long, thick hair and horns.

Cut out the words from the bottom of the page. Have your student paste or tape the words under the matching picture.

Ask these questions:

“Which picture starts with the sound /y/?” *Yak.*

“Which two pictures end with the sound /t/?” *Rat and hat.*

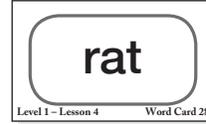
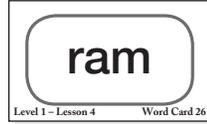
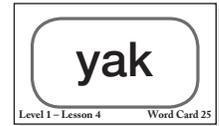
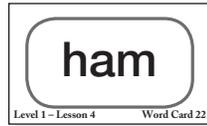
“What is the last sound in the word *ham*?” /m/.

New Teaching

(continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 22-28.

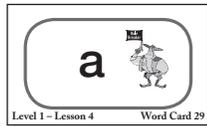


File the Word Cards behind the Review divider of the Reading Card Box.

You may wish to explain that we usually pronounce this word as /uh/. Sometimes we do say /ā/, but for the purpose of flashcard review, say the more common pronunciation: /uh/.

Teach a Sight Word: a

Show Word Card 29 to your student.



“Most words follow the rules and say the sounds that we expect them to say. But there are a few words that do not. Here is one of those words.”

“This word is *a*, as in *I have a dog*.” Pronounce *a* as /uh/, which is the most common pronunciation of this short word.

Review this word several times today and then file it behind the Review divider.

Lesson 4 Fluency Practice

New Words

rat	a	ran	yak	rag	ham
Dan	rap	had	ram	hat	



Mixed Review:

the	Dan	at	rat	sad	hat
had	sad	man	a	rag	can
sat	ham	dad	map	yak	bag

Phrases and Sentences

Jan	had a pan.	Jan had a pan.
The rat	ran.	The rat ran.
Sam	had a hat.	Sam had a hat.
The bat	had jam!	The bat had jam!
Pam	had the rag.	Pam had the rag.
The ram	ran.	The ram ran.
Dad	had the ham.	Dad had the ham.
Dan	had a nap.	Dan had a nap.
The yak	had a tan hat.	The yak had a tan hat.
The bad rat	can jab the cat.	The bad rat can jab the cat.

Remove page 23 from the *Blast Off* activity book.

Have your student read the Fluency Practice sheet.

Phrases and Sentences



Beginning with this lesson, every Fluency Practice Sheet will have a section called “Phrases and Sentences.” First there are two short phrases, such as *Jan* and *had a pan*. Then the phrases are combined into a sentence: *Jan had a pan*. This type of practice is called phrased reading, and it improves your student’s phrasing. Phrasing is important for fluency; fluent readers are able to phrase, or break text into meaningful parts.

If your student does not need practice with phrasing, feel free to skip the first two shorter phrases and have your student read just the full sentence.

Exclamation Points

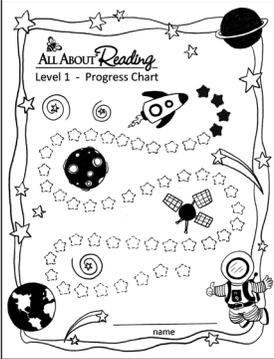
Some of the sentences on the Fluency Practice sheet contain exclamation points. Explain that exclamation points are used to show emotion or excitement. Model for your student how to read a sentence with an exclamation point. Exclamation points are used in the story your student will read in the next lesson.

Read-Aloud Time Read a Story or Poem

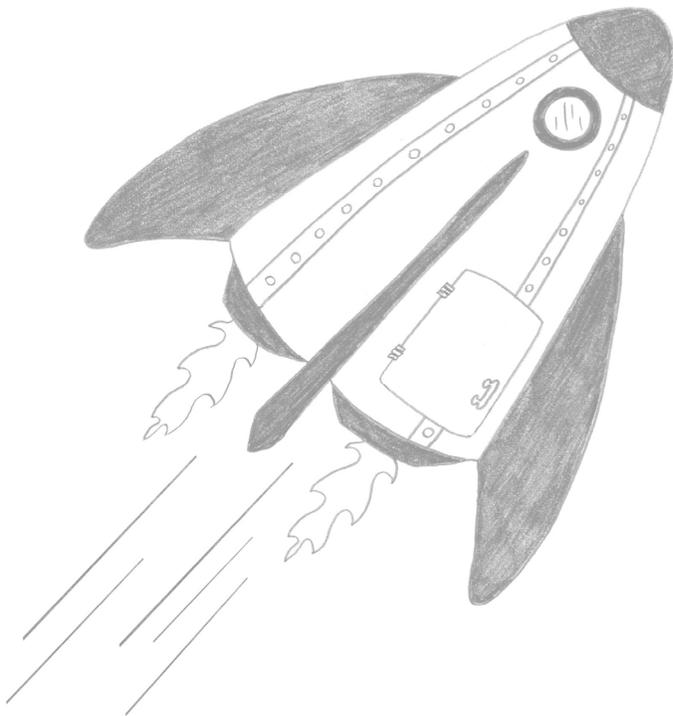
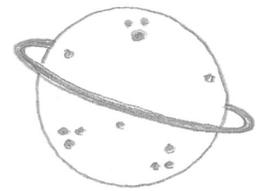
Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 4 on the Progress Chart.

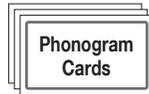


Lesson 5 - Read “Jam” and “The Tan Hat”

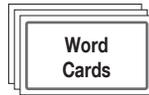
In this lesson, your student will apply what he has learned by reading two stories.

You will need: *Run, Bug, Run!* book

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student’s Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

Read “Jam”

“Have you ever had a friend over for dinner?” Discuss what your student and his friend ate or what they did together.

“Have you ever seen a little child get really excited about a food—like ice cream—and that is all she wants to eat?”

“The story you are about to read is about two friends who are having dinner together. Turn to page 9.”

Have your student read the story “Jam.”

New Teaching

(continued)

Point Out *The End*

When your student gets to the last page of the story, read the phrase *The End*, if your student doesn't already know it. Children generally catch on to this quickly because the phrase is at a predictable part of the story—the end!

Read “The Tan Hat”

“Have you ever seen a cat play with a string or a piece of yarn? They love to bat at things, don't they?”

“Let's see what the cat in this story does. Turn to page 19.”

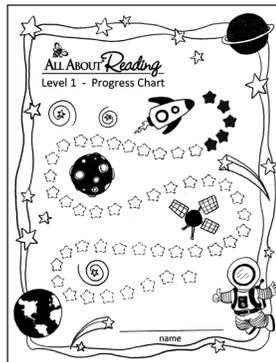
Have your student read the story “The Tan Hat.”

Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 5 on the Progress Chart.

Pages 53-118 are not included in this preview.

Lesson 22 - Words with Final Blends

This lesson will teach words containing consonant blends at the end, as well as the sight word was.

You will need: *Blast Off to Reading!* pages 81-94
 Word Cards 95-104

Before You Begin

Understanding Consonant Blends

In this lesson, your student will learn to read words with consonant blends.

A consonant blend consists of two sounds that are said together quickly. For example, the word *lamp* has a consonant blend at the end. The /m/ and /p/ sounds are said in rapid succession, but each consonant keeps its own sound.

A blend at the end of a word is called a **final blend**. Final blends are easier to read than blends at the beginning of the word, so final blends are introduced first.

Words with consonant blends will be decoded using the same procedure that your student is already using. Touch each letter and say its sound, slowly at first, and then fast like a spoken word.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student's Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

Blend Sounds with Letter Tiles

Build the word *land* with letter tiles. **l a n d**

“Sometimes there are two consonants at the end of a word, as in the word *land*. Listen and watch as I blend the letters in this word: l-a-n-d.”

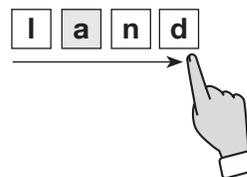
Touch the l and say /l/. **l a n d**


Touch the a and say /ă/. **l a n d**


Touch the n and say /n/. **l a n d**


Touch the d and say /d/. **l a n d**


Now go back to the beginning of the word. Slide your finger under the letters l-a-n-d and say *land* slowly.



Finally, read the word *land* at a normal pace, as we do when we speak.

Using the same procedure for blending, have your student sound out the word *best*.

b e s t

Give your student practice with blending these words that also contain two-letter phonograms:

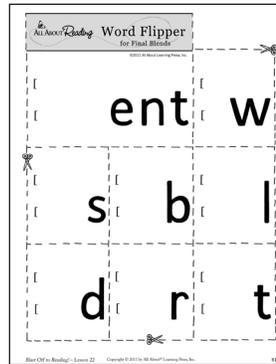
l u n ch

t e n th

New Teaching

(continued)

Complete Activity Sheets

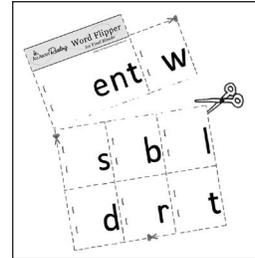


Word Flipper

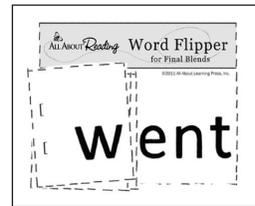
Remove pages 81-87 from the *Blast Off* activity book.

Each page will create one flipper. There are four Word Flippers in this lesson.

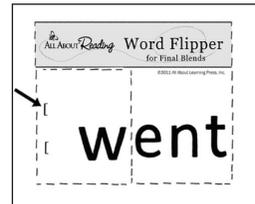
Cut apart the pages on the dotted lines.



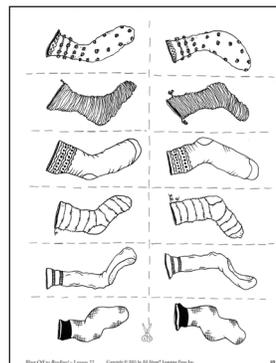
Put the larger pieces of paper on the bottom. Stack the smaller pieces on top, on the left side.



Staple the Word Flipper along the left side.



Have your student turn the pages and read the words that are formed.



Matching Socks

Remove pages 89-90 from the *Blast Off* activity book.

Cut out the individual socks and put them in random order on the table, with the words facing down.

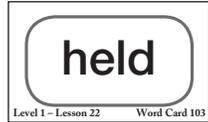
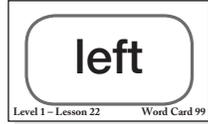
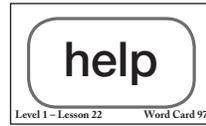
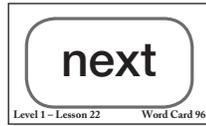
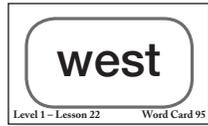
Have your student find two socks that match, and then read the words on the back of the socks.

New Teaching

(continued)

Practice Reading Words

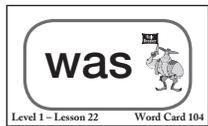
Have your student practice reading the words on Word Cards 95-103.



File the Word Cards behind the Review divider of the Reading Card Box.

Teach a Sight Word: *was*

Show Word Card 104 to your student.



“Most words follow the rules and say the sounds that we expect them to say. But there are a few words that do not. Here is one of those words.”

“This word is *was*, as in *She was a lion tamer.*”

Review this word several times today and then file it behind the Review divider.

New Teaching

(continued)

Practice Fluency

Lesson 22 Fluency Practice	
New Words	
-mp	chimp limp dump damp bump ramp champ jump lamp pump lamp hump Gump thump camp lump
-ct	fact duct act
-ld	weld held meld
-ft	thrift gift loft raft shaft sift left soft tuft shift lift
-lk	elk milk silk bulk
-lp	help gulp yelp
-rt	quilt belt silt melt tilt felt wilt
-nd	fond sand wind hand pond send mend bend and lend fund end land tend band fend

Remove pages 91-94 from the *Blast Off* activity book.

Have your student read the Fluency Practice sheets.

Automatic Word Recognition

Tip!

Automatic word recognition means that words are recognized at a glance. If you have automatic word recognition, you don't have to decode the word; you just know what the word is with a single look. Another name for this skill is *automaticity*.

These fluency exercises give your student the practice he needs to develop automaticity. After encountering the same words multiple times, your student will move from sounding out the words to automatic word recognition.

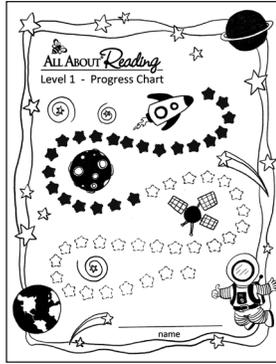
Automaticity enables your student to read more fluently. When he doesn't have to laboriously decode each and every word, he can read smoothly and with more comprehension.

Read-Aloud Time Read a Story or Poem

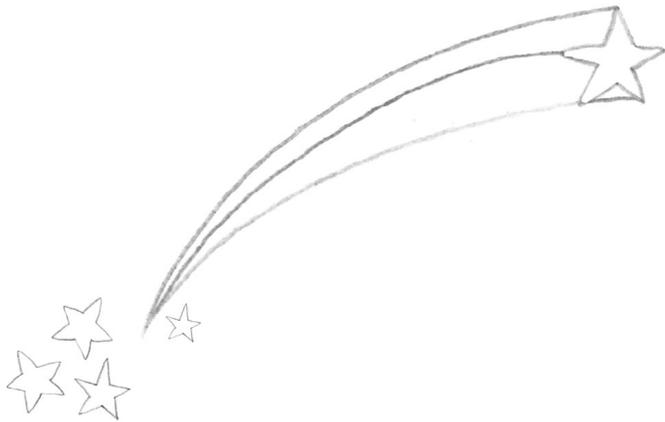
Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 22 on the Progress Chart.

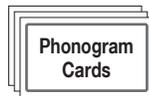


Lesson 23 - Read “Lost in the Bog”

In this lesson, your student will apply what he has learned by reading a story.

You will need: *The Runt Pig* book

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student’s Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

Read “Lost in the Bog”

“Have you ever seen a turtle? What do turtles do when they get scared? What do *you* do when you get scared?” Discuss how turtles hide in their shells, and what your student does when he is afraid of something.

“Let’s see what happens when the turtle in this story gets scared. Turn to page 9.”

Have your student read the story “Lost in the Bog.”

Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Pages 126-178 are not included in this preview.

Lesson 40 - Compound Words

This lesson will teach compound words, as well as the sight word do.

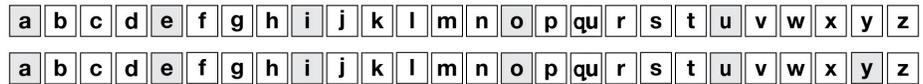
You will need: *Blast Off to Reading!* pages 153-164

Word Cards 147-157

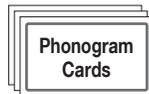
Before You Begin

Add Letter Tiles to the Magnet Board

In today's lesson, your student will begin building compound words, which require more letters. Add the remaining tiles from the second set of a-z letter tiles to complete your setup.



Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student's Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

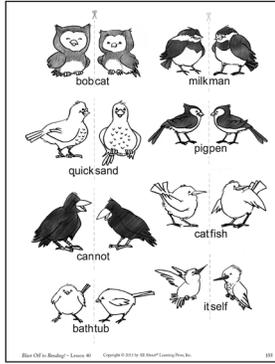
Teach Compound Words

Build the word *bath tub* with letter tiles. **b a th t u b**

"The word *bath tub* has two smaller words in it. Can you find the two smaller words?" *Bath, tub.*

"Good! Two smaller words put together form a special type of word. We call this type of word a *compound word*."

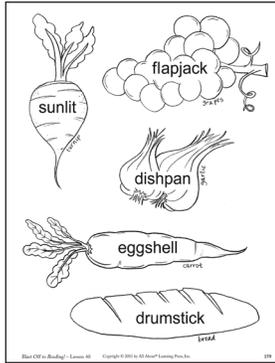
Complete Activity Sheets



Bird Friends

Remove pages 153-155 from the *Blast Off* activity book.

Cut out the branch and the birds. Lay the birds on the table and mix them up. Your child should select two matching birds, set them on the branch side by side, and read the resulting compound word.



Chop-Chop

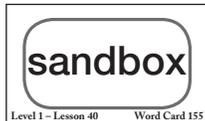
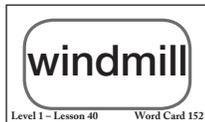
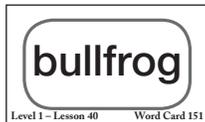
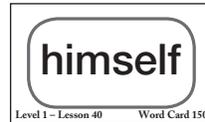
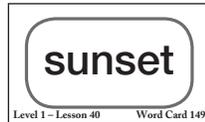
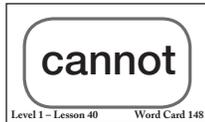
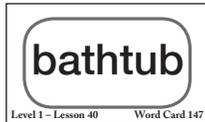
Remove pages 157-159 from the *Blast Off* activity book.

Cut out the knife and the foods.

Have your student pretend to cut each compound word between its two smaller words. He should then read each smaller word, and then the compound word.

Practice Reading Words

Have your student practice reading the words on Word Cards 147-156.



File the Word Cards behind the Review divider of the Reading Card Box.

New Teaching

(continued)

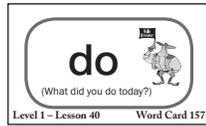
We are treating the word *do* as a sight word because it contains the third sound of *o*, which has not been taught yet.



Teach a Sight Word: *do*

“Today we have another word that doesn’t say what we expect it to say.”

Show Word Card 157 to your student.



“This word is *do*, as in *What did you do today?*”

Review this word several times today and then file it behind the Review divider.

Practice Fluency

Lesson 40 Fluency Practice				
New Words				
cobweb	sunset	locksmith	hilltop	desktop
lipstick	handcuff	within	bobcat	windmill
gunshot	clamshell	blacktop	upset	slingshot
catnip	bathub	upon	milkman	himself
backpack	stuntman	chopstick	stinkbug	backstop
sundress	windswept	uphill	wetland	windsock
upwind	dropkick	filmstrip	castoff	handheld
sunspot	codfish	suntan	backbend	dishpan
gundog	lapdog	laptop	nutshell	backlog
backdrop	dustpan	inkjet	eggshell	crosswind
snapshot	backrest	hotrod	hotspot	shotgun
panfish	bullfrog	flapjack	handgun	inkblot
sandbox	sandbank	cannot	pigpen	
hotdog	anthill	inkwell	offset	
dishcloth	backspin	dustbin	itself	

Remove pages 161-164 from the *Blast Off* activity book.

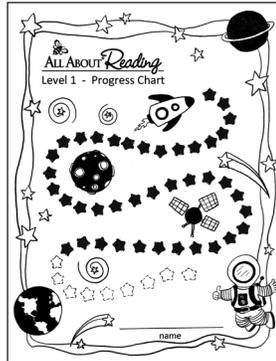
Have your student read the Fluency Practice sheets.

Read-Aloud Time Read a Story or Poem

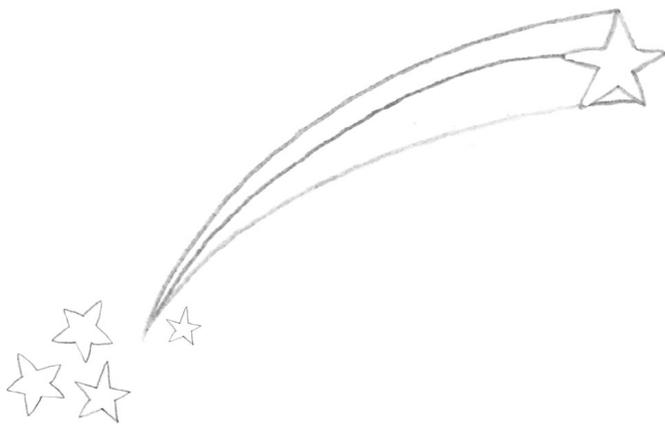
Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 40 on the Progress Chart.

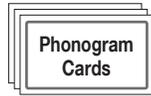


Lesson 41 - Read “Cobweb the Cat”

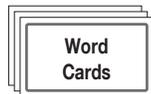
In this lesson, your student will apply what he has learned by reading a story.

You will need: *Cobweb the Cat* book

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student’s Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

Read “Cobweb the Cat”

“Do you or does someone you know have a pet cat? What do you think cats like to do for fun? Where do they like to go?” Discuss your student’s ideas.

“The cat in this story is very busy. Let’s see what he does all day. Turn to page 99.”

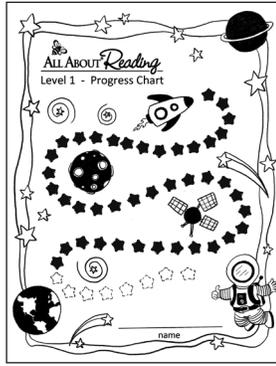
Have your student read the story “Cobweb the Cat.”

Read-Aloud Time Read a Story or Poem

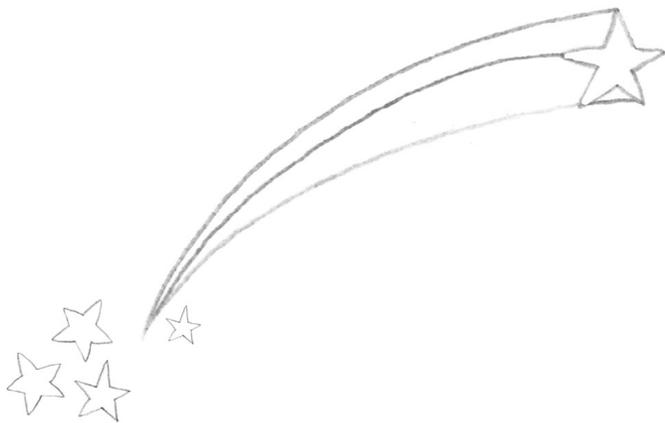
Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 41 on the Progress Chart.



Lesson 42 - Plural Words

This lesson will teach plural words.

You will need: *Blast Off to Reading!* pages 165-170

Word Cards 158-167

Before You Begin

Add a Letter Tile to the Magnet Board

In today's lesson, your student will begin building plural words. Add the third s tile to your letter tile setup.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Card Box. Show the card to your student and have him say the sound. If necessary, remind your student of the sound.



Review the Word Cards that are behind the Review divider in your student's Reading Card Box. If your student has difficulty reading the word, build the word with letter tiles and have your student sound it out using the procedure shown in Appendix C: Full Blending Procedure.

New Teaching

The letter s says /z/ after vowel sounds (as in *plays*) and after voiced consonants (as in *bugs*). With a bit of experience, your student will automatically choose the correct pronunciation of the letter s without giving it any conscious thought. It is actually more difficult to say the incorrect pronunciation for the letter s.

Teach Plural Words

Build the word *hats* with the tiles. **h a t s**

Cover the s with your finger.

"We say one *hat*..."



"...and we say two *hats*."



"*Hats* is **plural** because it means **more than one**."

New Teaching

(continued)

"I'll say a word and you make it plural."

"One *map*, two ____." If necessary, prompt your student to say *maps*.

"One *ant*, two ____." *Ants*.

"One *star*, two ____." *Stars*.

"At the end of a word, the s can say either /s/ or /z/. First try the /s/ sound, and if that doesn't sound right, try the /z/ sound."

Build the following words and have your student read them.

c u p s b u g s t e n t s

Build the word *glasses* with the tiles. **g l a s s e s**

Cover the e-s with your finger.

"We say one *glass*..."



"...and we say two *glasses*."



"*Glasses* is **plural** because it means **more than one**."

Build the following words and have your student read them.

d i s h e s k i s s e s b o x e s

The suffix *es* is found after the sounds /s/, /z/, /ch/, /sh/, and /ks/.



Complete Activity Sheet



Have a Ball

Remove pages 165-166 from the *Blast Off* activity book.

Cut out the twelve sports items. Place the six balls in one group with the words facing down. Mix them up.

Place the six items of sports equipment in another group, with the words facing down.

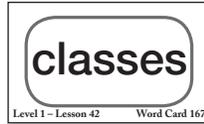
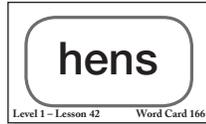
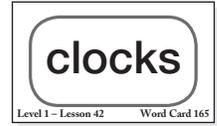
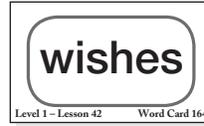
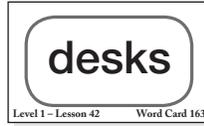
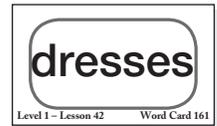
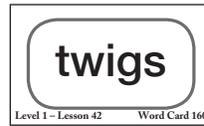
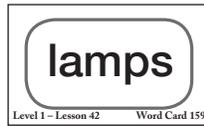
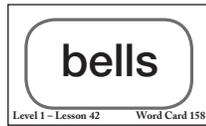
Have your student match each ball with the corresponding piece of sports equipment. He should then flip them over and read the singular and plural versions of the words.

New Teaching

(continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 158-167.



File the Word Cards behind the Review divider of the Reading Card Box.

Practice Fluency



Remove pages 167-170 from the *Blast Off* activity book.

Have your student read the Fluency Practice sheets.

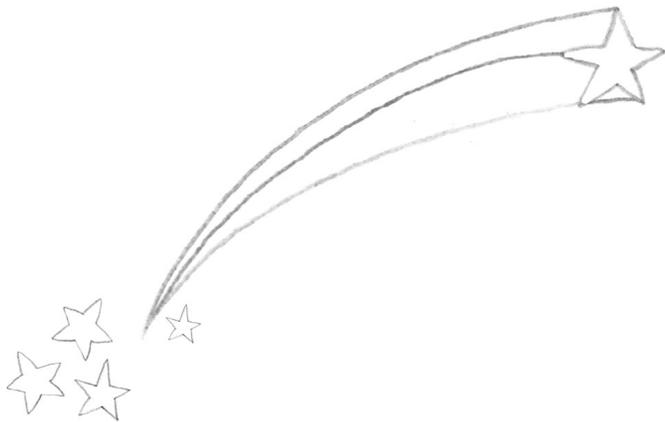
Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart

Have your student mark Lesson 42 on the Progress Chart.



Pages 189-216 are not included in this preview.

APPENDIX A

Scope and Sequence of Level 1

Your student will:	Lesson
Learn phonograms <u>m</u> , <u>s</u> , <u>p</u> , and <u>a</u>	1
Learn how to blend sounds into words	1
Learn about vowels and consonants	1
Read words with the sounds of <u>m</u> , <u>s</u> , <u>p</u> , and short <u>a</u>	1
Learn phonograms <u>n</u> , <u>t</u> , <u>b</u> , and <u>j</u>	2
Read more words with the sound of short <u>a</u>	2
Learn phonograms <u>g</u> , <u>d</u> , <u>c</u> , and consonant <u>y</u>	3
Learn that every word has a vowel	3
Learn sight word <u>the</u> and read more words with the sound of short <u>a</u>	3
Learn phonograms <u>h</u> , <u>k</u> , and <u>r</u>	4
Learn sight word <u>a</u> and read more words with the sound of short <u>a</u>	4
Read two short stories	5
Learn phonograms <u>i</u> , <u>v</u> , <u>f</u> , and <u>z</u>	6
Read words with the sound of short <u>i</u>	6
Read two short stories	7
Learn phonograms <u>o</u> , <u>l</u> , and <u>w</u>	8
Learn sight word <u>of</u> and read words with the sound of short <u>o</u>	8
Read two short stories	9
Learn phonogram <u>u</u> and the second sound of <u>s</u>	10
Read words with the sound of short <u>u</u> and the second sound of <u>s</u>	10
Read two short stories	11
Learn phonogram <u>e</u>	12
Read words with the sound of short <u>e</u>	12
Read two short stories	13
Learn phonograms <u>qu</u> and <u>x</u>	14
Read words with short vowel sounds	14
Read a short story	15
Learn phonogram <u>th</u>	16
Read words with consonant team <u>th</u>	16
Read a short story	17
Learn phonogram <u>sh</u>	18
Read words with consonant team <u>sh</u>	18
Read a short story	19
Learn phonogram <u>ch</u>	20
Read words with consonant team <u>ch</u>	20
Read a short story	21
Learn the sight word <u>was</u> and read words with consonant blends at the end	22
Read a short story	23
Learn the word <u>to</u> and read words with consonant blends at the beginning	24
Read a short story	25
Learn the words <u>said</u> and <u>I</u> and read words ending in <u>ff</u> , <u>ll</u> , and <u>ss</u>	26
Read four short stories	27-28
Learn the words <u>for</u> and <u>no</u>	29

Your student will:	Lesson
Read five short stories	30-32
Learn phonogram <u>ck</u>	33
Read words with consonant team <u>ck</u>	33
Read four short stories	34-35
Learn phonogram <u>ng</u>	36
Read words with consonant team <u>ng</u>	36
Read a short story	37
Learn phonogram <u>nk</u>	38
Read words with consonant team <u>nk</u>	38
Read a short story	39
Learn the word <u>do</u> and read compound words	40
Read a short story	41
Read plural words	42
Read two short stories	43
Learn additional sounds for phonograms <u>a</u> , <u>i</u> , and <u>c</u>	44
Learn additional sounds for phonograms <u>o</u> and <u>g</u>	45
Learn additional sounds for phonograms <u>e</u> , <u>u</u> , vowel <u>y</u> , and <u>ch</u>	46
Learn short vowel sounds	47
Learn to count syllables	47
Learn long vowel sounds	48
Learn open and closed syllable types	48
Read words with long vowels and open syllables	48
Read a short story	49

APPENDIX B

Phonograms Taught in Level 1

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/, as in *bat*. The letter combination sh represents the sound /sh/, as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson
1	m	/m/	moon	1
2	s	/s/-/z/	sun has	1, 10
3	p	/p/	pig	1
4	a	/ă/-/ā/-/ah/	apple acorn water	1, 44
5	n	/n/	nest	2
6	t	/t/	tent	2
7	b	/b/	bat	2
8	j	/j/	jam	2
9	g	/g/-/j/	goose gem	3, 45
10	d	/d/	deer	3
11	c	/k/-/s/	cow city	3, 46
12	y	/y/-/ī/-/ī/-/ē/	yarn gym my happy	3, 44
13	h	/h/	hat	4
14	k	/k/	kite	4
15	r	/r/	rake	4
16	i	/ī/-/ī/-/ē/	itchy ivy radio	6, 44
17	v	/v/	vase	6
18	f	/f/	fish	6
19	z	/z/	zipper	6
20	o	/ō/-/ō/-/ō/-/ū/	otter open to oven	8, 45
21	l	/l/	leaf	8
22	w	/w/	wave	8
23	u	/ū/-/ū/-/ō/	udder unit put	10, 46
24	e	/ē/-/ē/	echo even	12, 46
25	qu	/kw/	queen	14
26	x	/ks/	ax	14

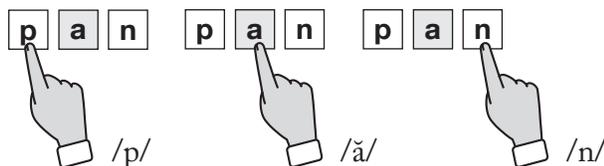
Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson
27	th	/th/-/th/	three then	16
28	sh	/sh/	ship	18
29	ch	/ch/-/k/-/sh/	child school chef	20, 46
30	ck	/k/	duck	33
31	ng	/ng/	king	36
32	nk	/ngk/	thank	38

APPENDIX C

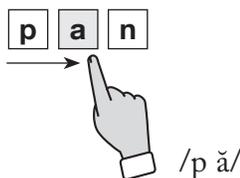
Full Blending Procedure

1. Build the word with letter tiles. 

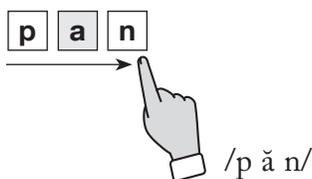
2. Touch one letter at a time, and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start at the beginning of the word again. Slide your fingers under the letters and say the word slowly.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.

Tip!

Whenever you feel that your student is ready, blend all three letters without this additional step.

5. Finally, say the word at a normal pace, as we do when we speak.

“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.

Tip!

APPENDIX D

Words Taught in Level 1

The number listed corresponds with the Lesson in which the word is first introduced.

A	bid 6	cast 22	cud 10
a 4	big 6	castoff 40	cuff 26
act 22	Bill 26	cat 3	cup 10
acts 42	bill 26	catfish 40	cups 42
add 26	bin 6	catnip 40	cut 10
am 3	bit 6	cats 42	
an 3	black 33	Chad 20	D
and 22	blacktop 40	champ 22	dab 3
Ann 26	blank 38	check 33	dad 3
ant 22	bliss 26	checks 42	damp 22
anthill 40	blob 24	chess 26	Dan 3
anthills 42	block 33	chick 33	dash 18
as 14	blot 24	chill 26	dashes 42
ask 22	bluff 26	chills 42	Deb 12
at 3	blush 24	chimp 22	deck 33
ax 14	blushes 42	chin 20	den 12
	Bob 8	chip 20	dent 22
B	bobcat 40	chop 20	depth 22
back 33	bobcats 42	chopstick 40	desk 22
backbend 40	bog 8	chopsticks 42	desktop 40
backdrop 40	bop 8	chuck 33	Dex 14
backlog 40	box 14	chunk 38	did 6
backpack 40	boxes 42	clad 24	dig 6
backrest 40	Brad 24	clam 24	dim 6
backspin 40	brag 24	clamshell 40	ding 36
backstop 40	bran 24	clang 36	dip 6
bad 3	Bret 24	clank 38	dish 18
bag 3	brick 33	clap 24	dishcloth 40
bam 3	bricks 42	clash 24	dishes 42
ban 3	brim 24	clashes 42	dishpan 40
band 22	bring 36	class 26	dishpans 42
bang 36	brush 24	classes 42	disk 22
bank 38	brushes 42	click 33	dock 33
banks 42	buck 33	cliff 26	dog 8
bask 22	bud 10	cling 36	doll 26
bat 3	bug 10	clink 38	Don 8
bath 16	bulk 22	clip 24	dot 8
bathhtub 40	bullfrog 40	clock 33	drab 24
bathtubs 42	bump 22	cloth 24	drag 24
be 48	bun 10	club 24	drank 38
bed 12	bunch 22	cluck 33	dress 26
bedbug 40	bunk 38	clunk 38	drill 26
bedbugs 42	bunt 22	cobweb 40	drink 38
beg 12	bus 10	cobwebs 42	drip 24
bell 26	bushes 42	cod 8	drop 24
belt 22	but 10	codfish 40	dropkick 40
belts 42	buzz 26	cop 8	drug 24
Ben 12	buzzes 42	cost 22	drum 24
bench 22		cot 8	drumstick 40
benches 42	C	cram 24	duck 33
bend 22	cab 3	crank 38	duct 22
bent 22	camp 22	crash 24	dug 10
Bess 26	can 3	crashes 42	dump 22
best 22	cannot 40	crop 24	dunk 38
bet 12	cap 3	crosswind 40	dusk 22
Beth 16	cash 18	crush 24	dust 22
Bev 12	cashbox 40	cub 10	dustbin 40

dustpan 40
 dwell 26

E

Ed 12
 egg 26
 eggshell 40
 elf 22
 elk 22
 elm 22
 end 22

F

fact 22
 fad 6
 fan 6
 fang 36
 fast 22
 fat 6
 fax 14
 fed 12
 fell 26
 felt 22
 fend 22
 fest 22
 fig 6
 fill 26
 film 22
 filmstrip 40
 filth 22
 finch 22
 fish 18
 fishes 42
 fist 22
 fit 6
 fix 14
 fixes 42
 fizz 26
 fizzes 42
 flag 24
 flags 42
 flap 24
 flapjack 40
 flapjacks 42
 flash 24
 flashes 42
 flat 24
 fleck 33
 fled 24
 fling 36
 flip 24
 flit 24
 flock 33
 flop 24
 fluff 26
 flunk 38
 flush 24
 flushes 42
 fog 8
 fond 22
 for 29
 fox 14
 Frank 38

frog 24
 fun 10
 fund 22
 fuss 26
 fusses 42
 fuzz 26

G

gang 36
 gap 3
 gas 3
 gasp 22
 get 12
 gift 22
 glad 24
 glass 26
 glasses 42
 Glen 24
 glob 24
 glop 24
 glum 24
 go 48
 gob 8
 gong 36
 got 8
 grab 24
 gram 24
 grass 26
 Greg 24
 grid 24
 grim 24
 grin 24
 grip 24
 grit 24
 grub 24
 gruff 26
 gulp 22
 gum 10
 Gump 22
 gun 10
 gundog 40
 gunshot 40
 gust 22

H

had 4
 ham 4
 hand 22
 handbag 40
 handcuff 40
 handgun 40
 handheld 40
 handstand 40
 hang 36
 Hank 38
 has 14
 hat 4
 he 48
 held 22
 help 22
 hem 12
 hen 12
 hid 6

hill 26
 hilltop 40
 hilltops 42
 him 6
 himself 40
 hint 22
 hip 6
 his 10
 hiss 26
 hisses 42
 hit 6
 hog 8
 honk 38
 honks 42
 hop 8
 hot 8
 hotdog 40
 hotrod 40
 hotspot 40
 hug 10
 hugs 42
 hum 10
 hump 22
 hung 36
 hunk 38
 hunt 22
 hush 18
 husk 22
 hut 10

I

I 26
 if 6
 in 6
 ink 38
 inkblot 40
 inkblots 42
 inkjet 40
 inkwell 40
 inn 26
 is 10
 it 6
 itself 40

J

jab 3
 Jack 33
 jam 3
 Jan 3
 jazz 26
 Jen 12
 jest 22
 jet 12
 jig 6
 Jill 26
 Jim 6
 job 8
 jog 8
 Jon 8
 jug 10
 jump 22
 junk 38
 just 22

jut 10

K

Ken 12
 kept 22
 kick 33
 kid 6
 kill 26
 king 36
 kings 42
 Kip 6
 kiss 26
 kisses 42

L

lack 33
 lad 8
 lamp 22
 land 22
 lap 8
 lapdog 40
 laptop 40
 lash 18
 last 22
 lax 14
 led 12
 left 22
 leg 12
 lend 22
 lent 22
 less 26
 let 12
 lick 33
 lid 8
 lift 22
 limp 22
 lint 22
 lip 8
 lipstick 40
 list 22
 lit 8
 lock 33
 locks 42
 locksmith 40
 loft 22
 log 8
 long 36
 loss 26
 lost 22
 lot 8
 luck 33
 lug 10
 lump 22
 lunch 22
 lunchbox 40
 lung 36

M

mad 3
 man 3
 map 3
 mask 22
 masks 42
 mast 22

mat	3
math	16
Matt	26
Max	14
me	48
Meg	12
meld	22
melt	22
men	12
mend	22
mess	26
messes	42
met	12
milk	22
milkman	40
mill	26
mint	22
miss	26
Miss	26
misses	42
mist	22
mix	14
mixes	42
mob	8
mock	33
mom	8
mop	8
moth	16
much	20
muck	33
mud	10
muff	26
mug	10
mulch	22
munch	22
munches	42
must	22
N	
nab	3
nap	3
neck	33
Ned	12
Nell	26
nest	22
net	12
next	22
nip	6
no	29
nod	8
not	8
nut	10
nutshell	40
nutshells	42
O	
of	8
off	26
offset	40
on	8
ox	14

P	
pack	33
pad	3
pal	8
Pam	3
pan	3
panfish	40
pang	36
pant	22
pass	26
passes	42
past	22
pat	3
Pat	3
path	16
peck	33
Peg	12
pen	12
pest	22
pet	12
pets	42
pick	33
pig	6
pigpen	40
pill	26
pin	6
ping	36
pink	38
Pip	6
pit	6
plan	24
plank	38
plod	24
plop	24
plot	24
plots	42
pluck	33
plug	24
plum	24
plunk	38
plus	24
pod	8
pond	22
pop	8
popgun	40
pot	8
prank	38
press	26
presses	42
prim	24
prop	24
pug	10
pump	22
pun	10
punch	22
punt	22
pup	10
Q	
quack	33
quacks	42
quest	22
quick	33

quicksand	40
quilt	22
quit	14
R	
rack	33
raft	22
rag	4
ram	4
ramp	22
ran	4
ranch	22
rang	36
rank	38
rant	22
rap	4
rash	18
rashes	42
rasp	22
rat	4
red	12
rent	22
rest	22
rib	6
rich	20
riches	42
Rick	33
rid	6
rig	6
rim	6
ring	36
rink	38
rip	6
risk	22
rob	8
rock	33
rod	8
Ron	8
rot	8
rub	10
rug	10
run	10
runt	22
rush	18
rushes	42
rust	22
rut	10
S	
sack	33
sad	3
sag	3
said	26
Sam	3
sand	22
sandbank	40
sandbox	40
sandboxes	42
sang	36
sank	38
sap	3
sat	3
scab	24

scam	24
scan	24
sell	26
send	22
sent	22
set	12
sh!	20
shack	33
shaft	22
shall	26
she	48
shed	18
shell	26
shellfish	40
shift	22
shin	18
ship	18
shock	33
shop	18
shot	18
shotgun	40
shrank	38
shred	24
shrill	26
shrink	38
shrub	24
shrug	24
shrunk	38
shuck	33
shut	18
sick	33
sift	22
silk	22
silt	22
sing	36
sink	38
sinks	42
sip	6
sis	6
sit	6
six	14
slack	33
slam	24
slap	24
slash	24
slat	24
sled	24
slick	33
slid	24
slim	24
sling	36
slingshot	40
slingshots	42
slip	24
slit	24
slop	24
slush	24
smack	33
smash	24
smashes	42
smell	26
smock	33
smug	24

snack	33	tan	3	uphill	40	zip	6
snag	24	tank	38	upon	40		
snap	24	tap	3	upset	40		
snapshot	40	task	22	upwind	40		
sniff	26	tax	14	us	10		
snip	24	taxes	42				
snuck	33	Ted	12	V			
so	48	tell	26	van	6		
sob	8	ten	12	vast	22		
sock	33	tend	22	vent	22		
sod	8	tent	22	vest	22		
soft	22	tenth	22	vet	12		
song	36	test	22	Vic	6		
songs	42	Tex	14				
speck	33	text	22	W			
sped	24	than	16	was	22		
spell	26	thank	38	wax	14		
spill	26	thanks	42	waxes	42		
spills	42	that	16	we	48		
spin	24	the	3	web	12		
spot	24	theft	22	wed	12		
spun	24	them	16	weds	42		
stack	33	then	16	weld	22		
staff	26	thick	33	well	26		
stag	24	thin	16	went	22		
Stan	24	thing	36	wept	22		
stem	24	think	38	west	22		
stems	42	this	16	wet	12		
step	24	thrill	26	wetland	40		
stick	33	throb	24	wig	8		
sticks	42	thud	16	will	26		
stiff	26	thump	22	wilt	22		
still	26	thumps	42	win	8		
sting	36	tick	33	wind	22		
stink	38	tilt	22	windmill	40		
stinkbug	40	tilts	42	windmills	42		
stop	24	Tim	6	windsock	40		
stub	24	tin	6	windswept	40		
stuck	33	tint	22	wing	36		
stuff	26	tip	6	wings	42		
stun	24	to	24	wish	18		
stung	36	tock	33	wishes	42		
stuntman	40	Tom	8	wit	8		
such	20	top	8	with	16		
suck	33	tot	8	within	40		
sun	10	track	33				
sundress	40	trap	24	Y			
sundresses	42	trash	24	yak	4		
sunk	38	trick	33	yam	3		
sunlamp	40	trim	24	yank	38		
sunset	40	trip	24	yell	26		
sunsets	42	trot	24	yells	42		
sunspot	40	truck	33	yelp	22		
suntan	40	trunk	38	yes	12		
swam	24	tub	10	yet	12		
swim	24	tuck	33	yip	6		
swing	36	tuft	22	yuck	33		
		tug	10	yum	10		
T		twig	24				
tab	3	twin	24	Z			
tack	33			zag	20		
tag	3	U		zest	22		
tamp	22	up	10	zig	20		



Marie Rippel

Marie Rippel is a literacy expert who helps educators and parents teach reading and spelling. Using multisensory techniques and research-based strategies, she has helped thousands of children learn to read and spell.

Known for communicating abstract ideas in a concrete way, Marie has developed a method of teaching that takes advantage of the different ways people learn. This method presents concepts clearly so they are easy for students to understand and fun for the instructor to teach. When she is not writing or teaching, Marie can be found biking, hiking, and enjoying the great outdoors with her family.



About This Series

Our *All About Reading* program is unique in the world of language arts because it is the only multisensory reading program that will teach your child all the fundamentals of reading. We have no gaps—just a full, rich, research-centered program that is guaranteed to teach your child to read.

Our **Level Pre-1** program teaches five essential pre-reading skills that we call the *Big Five Skills*. Research shows that these skills prevent reading failure by educating pre-readers in how language works—in essence, familiarizing children with written text and how it is used, so they are prepared to learn to read.

In Levels 1–7, our program will teach your child all five **Key Components of Reading**: Phonological Awareness, Phonics and Decoding, Vocabulary, Fluency, and Reading Comprehension. Every one of these components, when taught in concert with the others, is essential to your child's success in reading.

This totally integrated approach to teaching reading ensures your child will not only learn to read with *All About Reading*, but will learn to read well. And since reading is at the heart of all learning, fluency in this skill is one of the most important gifts you can give your child.

How We Teach

All About Reading combines sight, sound, and touch in every lesson to accommodate individual learning styles. Our lessons are logical and proceed in a simple step-by-step order, making them easy for you to teach and easy for your child to understand.

The lessons are mastery-based and customizable to meet the individual needs of each child. The built-in review in every lesson ensures your child will be able to retain what he learns. Plus, our fun and interesting lessons will keep your child engaged and looking forward to learning.

Our easy “open and go” scripted format allows you to relax and teach the program with little, if any, prep time. And our program comes with lifetime support through e-mail, telephone, our forum and blogs, and the rich array of teaching articles and videos on our website.

Visit us at
www.AllAboutReading.com

