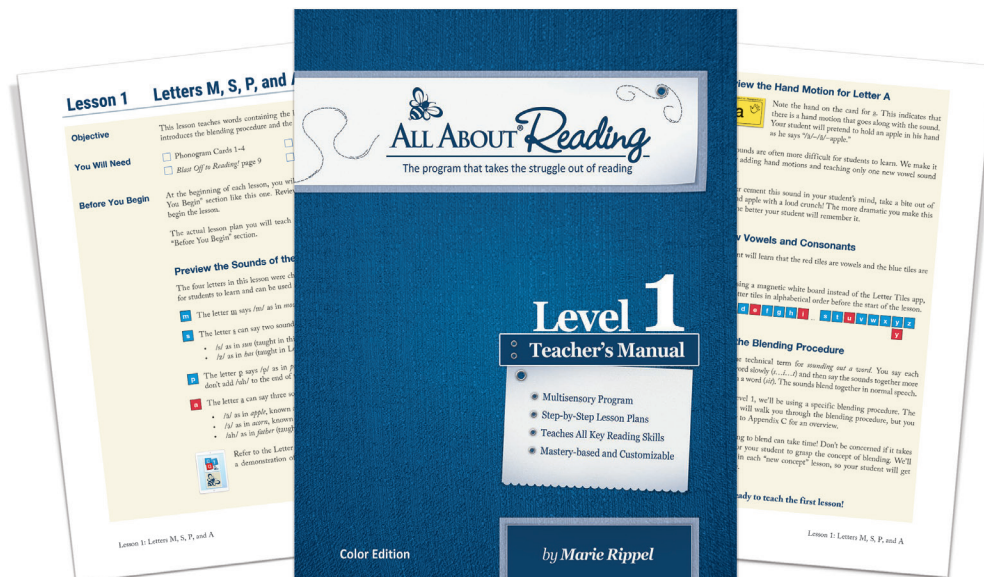


## Level 1 Teacher's Manual Sample

In this sample you will find:

Table of Contents .....	Teacher's Manual pages 2-3
Preparing for Level 1.....	Teacher's Manual pages 7-31
Lesson 1: Letters M, S, P, and A .....	Teacher's Manual pages 35-44
Lesson 2: Letters N, T, B, and J.....	Teacher's Manual pages 45-54
Lesson 3: Read "Bam!".....	Teacher's Manual pages 55-59
Lesson 18: Consonant Team TH .....	Teacher's Manual pages 151-156
Lesson 19: Read "Get Them!" and "The Red Pen" .....	Teacher's Manual pages 157-162
Lesson 24: Words with Final Blends .....	Teacher's Manual pages 187-192
Lesson 25: Read "Tin Raft" and "Lost in the Bog" .....	Teacher's Manual pages 193-196
Lesson 26: Words with Initial Blends.....	Teacher's Manual pages 197-202
Lesson 27: Read "Lunch" and "The Big Top" .....	Teacher's Manual pages 203-208
Lesson 42: Plural Words.....	Teacher's Manual pages 293-297
Lesson 43: Read "Ten Wishes" and "Fast Fun" .....	Teacher's Manual pages 299-304
Lesson 44: Additional Sounds for A, I, and C .....	Teacher's Manual pages 305-308
Lesson 45: Read "The Lost List" and "No Mud for Max" .....	Teacher's Manual pages 309-312
Appendices A-F .....	Teacher's Manual pages 357-373



# Contents

<b>1</b>	<b>Preparing for Level 1</b> (in this sample)	
	Let Us Show You!.....	7
	What Do You Need? .....	9
	What You Should Know about This Program.....	11
	Is Your Student in the Right Level? .....	13
	Preview the Teacher’s Manual.....	15
	Preview the Activity Book .....	17
	Preview the Readers.....	21
	Prepare Your Reading Review Box.....	23
	Set Up the Letter Tiles.....	25
	Preview the Letter Sounds.....	29
	How Much Time Should I Spend on Reading?.....	31
<b>2</b>	<b>Complete Step-by-Step Lesson Plans</b>	
	Lesson 1: Letters M, S, P, and A (in this sample) .....	35
	Lesson 2: Letters N, T, B, and J (in this sample).....	45
	Lesson 3: Read “Bam!” (in this sample).....	55
	Lesson 4: Letters G, D, C, and Y.....	61
	Lesson 5: Read “The Cat” .....	69
	Lesson 6: Letters H, K, and R.....	73
	Lesson 7: Read “Jam” and “A Hat” .....	81
	Lesson 8: Letters I, V, F, and Z .....	87
	Lesson 9: Read “Hit the Gas” and “The Bad Rat” .....	95
	Lesson 10: Letters O, L, and W.....	101
	Lesson 11: Read “Jan Did It” and “The Job” .....	109
	Lesson 12: Letter U and the Second Sound of S.....	115
	Lesson 13: Read “Run, Bug, Run!” and “Kip the Pup” .....	123
	Lesson 14: Letter E.....	129
	Lesson 15: Read “The Gum” and “The Sad Hog” .....	135
	Lesson 16: Letters QU and X.....	139
	Lesson 17: Read “Pet Ox” and “Fox in a Box”.....	145
	Lesson 18: Consonant Team TH (in this sample) .....	151
	Lesson 19: Read “Get Them!” and “The Red Pen” (in this sample).....	157
	Lesson 20: Consonant Team SH.....	163
	Lesson 21: Read “Run!” and “Six Fish” .....	169
	Lesson 22: Consonant Team CH.....	175
	Lesson 23: Read “The Tub” and “Get the Moth, Meg!” .....	181
	Lesson 24: Words with Final Blends (in this sample) .....	187
	Lesson 25: Read “Tin Raft” and “Lost in the Bog” (in this sample) .....	193
	Lesson 26: Words with Initial Blends (in this sample).....	197
	Lesson 27: Read “Lunch” and “The Big Top” (in this sample).....	203
	Lesson 28: Read “Slim Went West” and “The Hit” .....	209
	Lesson 29: FF, LL, and SS.....	215

Lesson 30: Read “Mud Milk” and “The Ant Hill” .....	221
Lesson 31: Three Leap Words.....	227
Lesson 32: Read “The Plan” and “The Big Mess”.....	231
Lesson 33: Read “The Runt Pig” and “Fish Class”.....	237
Lesson 34: Consonant Team CK.....	243
Lesson 35: Read “The Pet Duck” and “Fun at the Pond” .....	249
Lesson 36: Consonant Team NG .....	255
Lesson 37: Read “The Bat and King Sam” and “The Long Nap”.....	263
Lesson 38: Consonant Team NK .....	269
Lesson 39: Read “Frank Shrank” and “At Camp” .....	275
Lesson 40: Compound Words .....	281
Lesson 41: Read “Cobweb the Cat” and “Yuck!” .....	287
Lesson 42: Plural Words (in this sample) .....	293
Lesson 43: Read “Ten Wishes” and “Fast Fun” (in this sample).....	299
Lesson 44: Additional Sounds for A, I, and C (in this sample) .....	305
Lesson 45: Read “The Lost List” and “No Mud for Max” (in this sample).....	309
Lesson 46: Additional Sounds for O and G .....	313
Lesson 47: Read “Pip the Milkman” and “The Duck Egg”.....	317
Lesson 48: Additional Sounds for E, U, Y, and CH.....	323
Lesson 49: Read “The Sled” and “Ducks in a Truck”.....	327
Lesson 50: Short Vowels and Counting Syllables.....	333
Lesson 51: Read “Biff and the Bathtub” and “The Wind on the Hill” .....	337
Lesson 52: Open and Closed Syllables.....	343
Lesson 53: Read “Gus and Hal Go on a Trip” and “The Best Lunch” .....	349

### 3 Appendices

Appendix A: Scope and Sequence of Level 1 (in this sample) .....	357
Appendix B: Phonograms Taught in Levels 1-4 (in this sample).....	359
Appendix C: Blending Procedure (in this sample) .....	363
Appendix D: Solving Letter Reversal Problems (in this sample) .....	365
Appendix E: How to Assemble Word Flippers (in this sample).....	369
Appendix F: Tips and Activities for Using the Practice Sheets (in this sample) .....	371
Appendix G: Activities for Reviewing Phonograms.....	381
Appendix H: Activities for Reviewing Word Cards.....	383
Appendix I: List of Comprehension Activities .....	385
Appendix J: If Your Student Struggles with the Stories.....	387
Appendix K: Methods for Counting Syllables.....	389
Appendix L: Magnet Board Setup at the End of Level 1 .....	391
Appendix M: Leap Words Taught in Level 1.....	393
Appendix N: Words Taught in Level 1.....	395

1

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# Preparing for Level 1

# Let Us Show You!

If you prefer, you can skip the reading in Part 1 (pages 9-31) and let us show you instead! For a complete overview of how to prepare for *All About Reading*, check out our short videos.

Just follow these three easy steps.



Grab a cup of coffee or tea.



Access [www.aalp.tv/reading-level-1](http://www.aalp.tv/reading-level-1) on your phone, tablet, or computer.



Let us show you how to get set up for success!

You will only need to do this once, and then you and your student will be all set for the best teaching and learning experience you've ever had!

After watching the videos, rejoin us on page 35 of this Teacher's Manual to start teaching the first lesson.



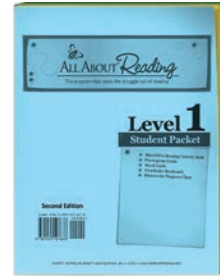
# What Do You Need?

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
- Stickers for the Progress Chart



## 2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- Phonogram Sounds app
- Reading Review Box (Deluxe Kit)
- Tote Bag (Deluxe Kit)

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



## 3. Readers

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

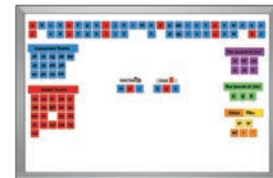
(This Teacher's Manual must be used with the Second Edition or Color Edition readers.)



## 4. Letter Tiles App or 2' x 3' Magnetic White Board

Our Letter Tiles app makes building words fun and easy. Go to [www.allaboutlearningpress.com/letter-tiles-app/](http://www.allaboutlearningpress.com/letter-tiles-app/) to download.

If you prefer working with physical letter tiles, then a magnetic white board is highly recommended.



## 5. Common Craft Materials

- Scissors
- Stapler
- Two small baggies (if you are using the physical letter tiles)



# 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. This program 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—because everything is laid out for you, step by step. You'll get solid grounding in how to teach reading without being overwhelmed.

**Your student will be actively involved in the learning process.** This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context and your student will apply what he has learned 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.** These five components are:

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

***All About Reading* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

**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 while guaranteeing retention and enjoyment. Our approach to reading focuses on enabling students to become confident, fluent readers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at [support@allaboutlearningpress.com](mailto:support@allaboutlearningpress.com) or 715-477-1976. We're here to help!

# Is Your Student in the Right Level?

**Starting Level 1 of *All About Reading* is an exciting time for you and your student.** Together, you'll explore fascinating new concepts—including phonograms, counting syllables, and reading stories—and begin to establish a firm foundation for a lifetime of reading. But before your student begins Level 1, be sure he or she is comfortable with these vital prerequisite concepts.

Your student should display **letter knowledge**.

- Your student can recite the alphabet song.
- Your student recognizes the capital letters. If you ask your student to point to an M, he can do it.
- Your student recognizes the lowercase letters. If you ask your student to point to an r, he can do it.

Your student should display **print awareness**.

- Your student knows the proper way to hold a book.
- Your student understands that books are read from front to back.
- Your student understands that sentences are read from left to right.
- Your student knows that words on the page can be read.

Your student should display **listening comprehension**.

- Your student is able to retell a familiar story in his own words.
- Your student can answer simple questions about a story.
- Your student asks questions (*Why did the elephant laugh?*) during read-alouds.

Your student should display **phonological awareness**.

- Your student can rhyme. If you say *bat*, your student can come up with a rhyming word like *bat*.
- Your student understands word boundaries. If you say the sentence *Don't let the cat out*, your student is able to separate the sentence into five individual words.



- Your student can clap syllables. If you say *dog*, your student knows to clap once. If you say *umbrella*, your student knows to clap three times.
- Your student can blend sounds to make a word. If you say the sounds *sh...eep*, your student responds with the word *sheep*.
- Your student can identify the beginning sound in a word. If you ask your student to say the first sound in *pig*, your student is able to respond with the sound /p/.
- Your student can identify the ending sound in a word. If you ask your student to say the last sound in the word *jam*, your student is able to respond with the sound /m/.

Your student should display **motivation to read**.

Use your intuition to understand if your student is motivated to begin reading. The following are all signs that your student is motivated to read and has achieved the understanding that reading is fun.

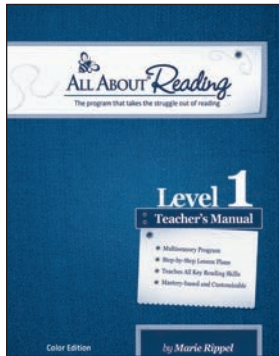
- Does your student enjoy being read to, at least for short periods of time?
- Does your student pretend to read or write?
- Does your student frequently request read-aloud time and show a general enthusiasm for books?

### How did your student do?

- If all or most of the boxes are checked, then your student is ready for *All About Reading* Level 1!
- If there are some missing checkmarks, then you've identified the areas that you should work on with your student.
- It is surprisingly easy to fill in these gaps in an engaging way with the *All About Reading* Pre-reading program.

# Preview the Teacher's Manual

As you flip through the Teacher's Manual, you'll notice that all the lessons are laid out for you, step by step. You'll also notice that there are two types of lessons.



**“New concept” lessons.** In these lessons, your student will learn new phonograms and new words. You can see an example of a typical “new concept” lesson in Lesson 1 on page 35.

**“Read a story” lessons.** In these lessons, your student will practice the new concepts taught in the previous lesson by reading a story. Vocabulary and comprehension strategies are emphasized. You can see an example of a typical “read a story” lesson in Lesson 3 on page 55.

The lessons consist of five parts:

1. **Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It never takes more than a few minutes to read it, after which you will be well equipped to teach the lesson confidently.
2. **Review.** Beginning with Lesson 2, you'll give your student a quick review of previously taught concepts. You will need your student's Reading Review Box for this part of the lesson.
3. **New Teaching.** This is the hands-on portion of the lesson. Your student will work with the letter tiles and activity sheets while completing comprehension, vocabulary, and fluency exercises.
4. **Read-Aloud Time.** This section is a friendly reminder to fit in twenty minutes of read-aloud time every day.
5. **Track Your Progress.** At the end of each lesson, you'll record your student's progress on the Progress Chart.

If you are working with a younger student, you may only complete part of a lesson at a time. That's okay! Simply mark your place in the lesson plan. The next day, start your lesson with a quick review and then pick up where you left off.

Don't feel like you must push through an entire lesson in one sitting if your student isn't ready. Do what is best for your student.

# Preview the Activity Book

The *Blast Off to Reading!* activity book contains:



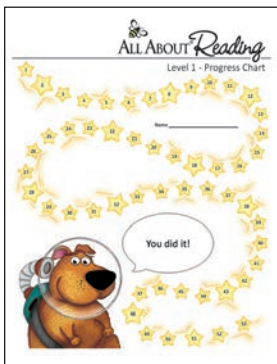
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Achievement

The lesson plans in the Teacher's Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

## Progress Chart

The Progress Chart can be found on page 5 of the activity book.



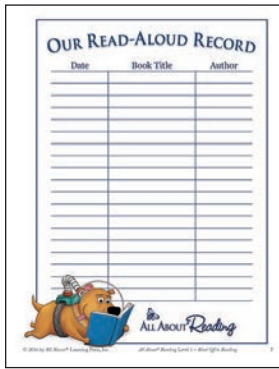
This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward reading independently.

Remove the chart on the perforation and decide where to place it. 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.

## Read-Aloud Record

The Read-Aloud Record can be found on page 7 of the activity book.



The image shows a sample of the 'OUR READ-ALoud RECORD' chart. It is a table with three columns: 'Date', 'Book Title', and 'Author'. There are ten rows for recording. At the bottom of the chart, there is a cartoon illustration of a dog sitting and reading a book. The text 'All About Reading' is written next to the dog. Small text at the bottom left of the chart reads '© 2014 by All About Reading' and at the bottom right 'All About Reading Level 1 - Read Right Reading'.

This chart is simply a place to record the books that you read aloud to your student. 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.

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.

Your student's reading comprehension will be much higher because you've given him these huge benefits through daily read-aloud time.

This list is more for your use than for your student's. Not only is it a reminder of the many books that you enjoyed with your student, it is also great for accountability. If you skip read-aloud time, it will be obvious because of the short list! Aim for a long and varied list of books by the end of Level 1.

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. It often works well to schedule it after lunch, recess, or a specific class. 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 student, 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 students, 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.

## Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!



Take a look at the activity called “Word Match” on page 9 of the activity book. When you get to Lesson 1, the lesson plans will prompt you to cut out the word cards from the bottom of the page. You’ll place the word cards in a pile, and your student will choose a card and place it under the matching picture with the word facing up. He will then answer a couple of comprehension questions about the words.

If you are working with an older student who doesn’t need the additional practice for a certain concept, or who doesn’t want to do “kid” activities, feel free to skip that particular activity sheet. But you may find that even adult learners enjoy the mental break that the activity sheets provide.

For the activity sheets, you will just need scissors and a stapler.

## Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 19 of the activity book.



The Warm-Up Sheets are used just before reading a new story and contain words and phrases your student is about to encounter. Although all the words in the stories are completely decodable, these warm-up exercises give your student a little extra practice so he doesn’t start reading “cold.” Just as warming up our muscles before exercising is beneficial, warming up the brain before jumping right into a story helps your student be more successful.

The illustrations on the Warm-Up Sheets are used during short, pre-reading vocabulary discussions.

## Practice Sheets

Take a look at the first Practice Sheet on page 15 of the activity book.



The Practice Sheets give your student practice reading words that reflect newly learned concepts. Most of the Practice Sheets contain three sections: New Words, Phrases, and Sentences.

The Sentences section includes short phrases like *Bob got*, and longer sentences like *Bob got the mop*.

This type of practice is called *phrased reading*. Phrasing is important for fluency; fluent readers are able to phrase, or break text into meaningful chunks.

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

Over time, the Practice Sheets 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 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. Stop before your student fatigues.** You might not complete the Practice Sheet all in one day, depending on your student's age and attention span.
- 4. Would your student benefit from reviewing the Practice Sheet several times?** If so, repeat the exercise several days in a row.
- 5. On the other hand, don't overwhelm your student with too much practice.** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line or every third line.

## Preview the Readers

*All About Reading* Level 1 includes three readers that are 100% decodable.



*Run, Bug, Run!*  
First used in  
Lesson 3



*The Runt Pig*  
First used in  
Lesson 25



*Cobweb the Cat*  
First used in  
Lesson 41

Your student will read one or two stories approximately every other lesson.

The first time a student reads a story is called a “cold reading.” The student may read choppy, one word at a time. This is normal because the student is working very hard at decoding many of the individual words. Don’t expect smooth reading during the cold reading.

Most students benefit from repeated readings—that is, reading the story a second or even third time. You’ll find that during the repeated reading, your student will read more fluently and with better understanding. Since every student’s needs will vary, these repeated readings are not scheduled in the lesson plans. Be sure to make time for them!

The Teacher’s Manual provides comprehension questions and activity sheets for each story. If you feel your student would benefit from further activities, refer to Appendix I: List of Comprehension Activities.

If your student is having difficulty reading the stories, refer to Appendix J: If Your Student Struggles with the Stories.

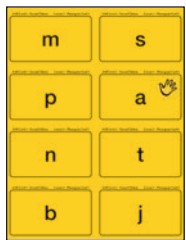
# Prepare Your Reading Review Box



**The Reading Review 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 Review Box or your own index card box, follow the instructions below to set it up.



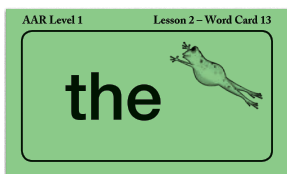
**1. Place the divider cards in your box.** The divider cards are numbered 1-6 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.



**2. 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*.



**3. 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*.



**4. Preview the Leap Word Cards.** Take a look at Word Card 13. See the frog?

We use the frog graphic to indicate high-frequency words that either don't follow the normal rules or that contain phonograms that your student hasn't practiced yet. Your student will be "leaping ahead" to learn these words as sight words.

There are eleven Leap Words in Level 1, and the first one is taught in Lesson 2. Several techniques will be used to help your student remember these Leap Words:

- The frog graphic acts as a visual reminder to your student that the word is being treated as a sight word.
- Leap Word Cards are kept behind the Review divider in your student's Reading Review Box until your student has achieved instant recognition of the word.



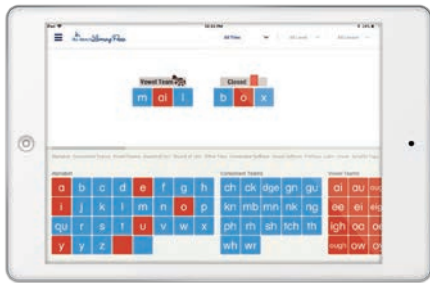
- Leap Words frequently appear on the Practice Sheets.
- Leap Words are used frequently in the readers.
- If a Leap Word causes your student trouble, have your student use a light-colored crayon to circle the part of the word that doesn't say what the student expects it to say. Help your student see that Leap Words generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.

For the complete list of Leap Words taught in Level 1, see Appendix M.

# Set Up the Letter Tiles

Letter tiles are used in every “new concept” lesson to help your student quickly and easily grasp new concepts.

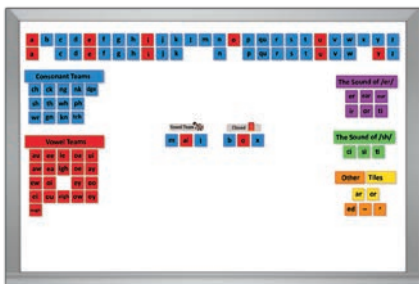
You have the option to use either the Letter Tiles app or the physical letter tiles. Here are some considerations to help you decide between the two formats.



## With the Letter Tiles app:

- It's easy to capitalize words.
- You can hear the sounds of the phonograms as you teach.
- No more worries about lost letter tiles.
- Lessons are easy to teach “on the go.”
- It's easy to switch between students. Simply select your current lesson in *All About Reading* or *All About Spelling* and you're ready to begin.

The Letter Tiles app has been our most requested product of all time, but the physical letter tiles have devoted fans as well.



## With the physical letter tiles:

- No tablet is required to complete the lessons.
- Larger tiles are easy to read.
- It's easy to incorporate hands-on alphabetizing practice.
- Timeless and traditional educational tool.

Can't decide which tool to use? Consider which one would be most engaging for your student based on his current preferences. For example, does your student prefer colored pencils, or does she like video games? Is your student used to using technology for learning, or is he more comfortable with traditional methods of learning? Does she prefer e-books or paper books?

And don't forget to consider *your* preferences as well. Do you like the larger format of the magnetic white board and physical tiles? Or do you like the more compact nature of the app?

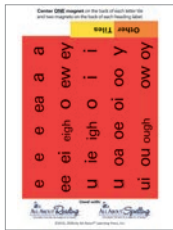
You really can't go wrong with either the app or the physical letter tiles since they both make reading concepts more concrete for your student. Choose one (or both) methods for working with letter tiles.

## If You Choose the Letter Tiles App

Visit [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to purchase the app for your tablet.

Two short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

## If You Choose the Physical 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. (Skip this step if you will be using the letter tiles on a tabletop instead of a magnetic white board.)



**Place one row of letter tiles on your magnetic white board.** Include the letters a to z, plus a second y, as shown below. (Skip this step if you will be using the letter tiles on a tabletop.)



**Prepare two small plastic baggies.** Label one bag Level 1 and the other bag Levels 2-4. Place the following tiles and labels in your Level 1 baggie:

- remaining set of letters a to z
- letter tiles th, sh, ch, ck, ng, nk, and third s
- hyphen tile
- Consonant Teams label
- Other Tiles label

Put the remaining tiles and labels, including the blank ones, in the Levels 2-4 baggie. Store the baggie in your *All About Reading* tote bag or another safe place.

## Answers to Common Questions about Letter Tiles

### What do the different colors mean?

- b** Blue tiles are consonants and consonant teams.
- u** Red tiles are vowels and vowel teams.
- er** Purple tiles are for the sound of /er/.
- or** Yellow tiles are for Bossy R combinations that don't say /er/.
- ci** Green tiles are for alternate spellings of /sh/: ti, ci, si.
- ed** Orange tiles are for miscellaneous symbols and letters.

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

### Why are there two different 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/, /ī/, or /ē/.

### Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

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

- Starting in Lesson 18, 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.
- To see what the board will look like by the end of Level 1, see Appendix L.

### What if I don't have a magnetic white board?

A magnetic white board makes it easier and faster to set up for your reading lessons, but if you don't have a magnetic white board, you can set up the letter tiles right on your table.

### What do all these funny marks and symbols mean?

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

For a complete list of letter sounds and key words, see Appendix B.

## Preview the Letter Sounds

Your student will learn the sounds of letters and letter combinations, called *phonograms*. For example, phonogram t says /t/ as in *tent*. Phonogram sh says /sh/ as in *ship*.

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. There are three ways you can preview the sounds:

1. **Phonogram Sounds app.** This free app can be used on your computer, tablet, or phone. Go to [www.allaboutlearningpress.com/phonogram-sounds-app](http://www.allaboutlearningpress.com/phonogram-sounds-app) to download. Simply tap the phonogram to hear the sound.
2. **Letter Tiles app.** If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s). (As discussed on page 25, this app has many other features as well, including moveable letter tiles.)
3. **Chart in Appendix B.** Key words are given for each phonogram.

Using the method you prefer, take a moment to preview the first two phonograms taught in Lesson 1: m and s. You’ll discover that m has one sound (/m/), while s has two sounds (/s/ and /z/). In Lesson 1, you will only be teaching the first sound of s, /s/. Later, in Lesson 12, 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.

**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.



# How Much Time Should I Spend on Reading?

*All About Reading* lessons are designed so that you can work at your student's pace. Following are general guidelines.

## **Spend 20 minutes per day teaching reading.**

We recommend spending about 20 minutes per day, five days a week, on reading instruction, but you can adjust this if necessary for early readers or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards, and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.

## **Lessons often take more than one day to complete.**

Please know that the lessons in *All About Reading* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the stories all play a part in how quickly a lesson can be completed.

And after the formal lesson, it will be time for some great read-alouds!

## **In addition to the lessons, read aloud to your student for 20 minutes per day.**

Reading aloud to your student is one of the most important things you can do to promote future reading ability. In fact, this is such an important part of the program that it is actually added as a reminder at the end of every lesson.

Reading aloud for 20 minutes a day may not seem like a lot, but the cumulative effect cannot be overstated. By reading aloud for just 20 minutes a day over a five-year period, your student will have the advantage of 600 hours of read-alouds. That equates to huge gains in vocabulary, comprehension, and background information.

When you combine 20 minutes of direct reading instruction with 20 minutes of read-aloud time, you can rest assured that you are providing your student with the very best opportunity for long-term reading success.



*Hello there, new friend!  
My name is Rocket, and I'll be blasting  
through the lessons with you,  
giving you pep talks and helping you study  
along the way.*

*So you better buckle up  
and put on your spacesuit,  
because it's time for ...*

**BLASTOFF!**

2

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



# Lesson 1 Letters M, S, P, and A

## Objective

This lesson teaches words containing the letters m, s, p, and a. It also introduces the blending procedure and the terms *vowels* and *consonants*.

## You Will Need

- Phonogram Cards 1-4
- Word Cards 1-3
- Blast Off to Reading!* page 9
- Progress Chart

## Before You Begin

At the beginning of each lesson, you will find a cream-colored “Before You Begin” section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the “Before You Begin” section.

## Preview the Sounds of the Letters

The four letters in this lesson were chosen because their sounds are easy for students to learn and can be used right away to form simple words.

**m** The letter m says /m/ as in *moon*.

**s** The letter s can say two sounds:

- /s/ as in *sun* (taught in this lesson)
- /z/ as in *has* (taught in Lesson 12)

**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 can say three sounds:

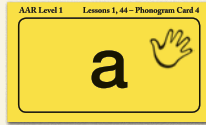
- /ă/ as in *apple*, known as the short sound (taught in this lesson)
- /ā/ as in *acorn*, known as the long sound (taught in Lesson 44)
- /ah/ as in *father* (taught in Lesson 44)



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the m, s, p, and a phonogram sounds.

## Before You Begin Preview the Hand Motion for Letter A

(continued)



Note the hand on the card for a. This indicates that there is a hand motion that goes along with the sound. Your student will pretend to hold an apple in his hand as he says “/ă/-/ă/-apple.”

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

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.

### Preview Vowels and Consonants

Your student will learn that the red tiles are vowels and the blue tiles are consonants.

If you are using a magnetic white board instead of the Letter Tiles app, set up the letter tiles in alphabetical order before the start of the lesson.



### Preview the Blending Procedure

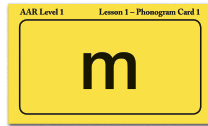
*Blending* is the technical term for *sounding out a word*. You say each sound in the word slowly (*s...i...t*) and then say the sounds together more quickly to form a word (*sit*). The sounds blend together in normal speech.

Throughout Level 1, we’ll be using a specific blending procedure. The scripted lessons will walk you through the blending procedure, but you might also refer to Appendix C for an overview.

Note that learning to blend can take time! Don’t be concerned if it takes several lessons for your student to grasp the concept of blending. We’ll review blending in each “new concept” lesson, so your student will get plenty of practice.

**Now you are ready to teach the first lesson!**

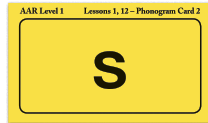
## Teach New Letter Sounds



Hold up the Phonogram Card for the letter m.

“This letter says /m/.”

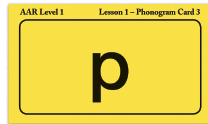
“Now it’s your turn. What does this letter say?” *Student says /m/.*



Hold up the Phonogram Card for the letter s.

“This letter says /s/.”

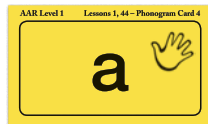
“Your turn. What does this letter say?” *Student says /s/.*



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.*

Point to the hand symbol on the card. “This hand will remind you that there is a hand motion for a.”

Shuffle the cards and review them several times.



For extra practice with the new phonograms, play the game “Swat the Phonograms.” For instructions, look for this icon in Appendix G.



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

## New Teaching

(continued)

Now move these four letter tiles into the workspace and practice the same sounds using the tiles.



Point to each tile in random order and ask your student to tell you the sound that the letter makes. Practice until your student can say the sound of each letter accurately.

## Demonstrate How to Blend Sounds

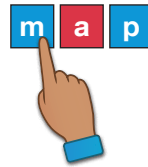
Be sure your student uses the pointer finger of his dominant hand for this exercise.

Build the word *map* with letter tiles. 

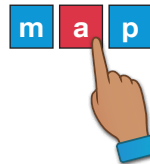
“Watch while I show you how we sound out words.”

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

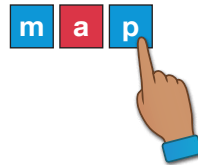
Touch under the m and say /m/.



Touch under the a and say /ă/.

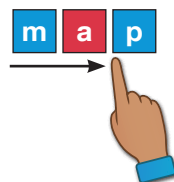


Touch under the p and say /p/.



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

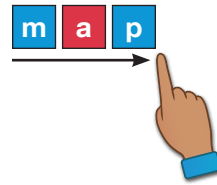
Slide your finger under the letters m-a and say /mă/.



## New Teaching

(continued)

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



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

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

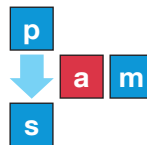
Using the same blending procedure, have your student sound out the word *Sam*.



Leave the word *Sam* in the workspace.

## Play “Change the Word”

“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*.

You may wish to point out to your student that *Sam* and *Pam* are names, and when they are in print, they are capitalized. You might show your student the names at the bottom of page 9 in the *Blast Off* activity book or, if you are using the Letter Tiles app, long hold to capitalize the first letter of the name.



Build the word *sap*.

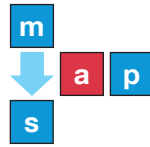


“Sound out this word.” *Student sounds out the word.*

## New Teaching

(continued)

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



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

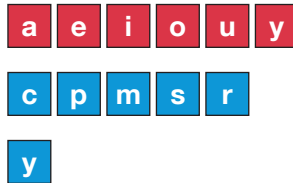
## Teach Vowels and Consonants

“You may have noticed that the letter a tile is red, while the m, p, and s tiles are blue.”

If you are using the Letter Tiles app, select “All Tiles” from the program selection menu.



Move the vowels and consonants shown below into the workspace.



“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.*

Move the blue y next to the red y. Point to the two y tiles.



“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)

## Complete Activity Sheet

“Let’s match some words to pictures.”



**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.



### Word Match

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

Cut out the word cards from the bottom of the page.

Have your student place the appropriate card under the matching picture.

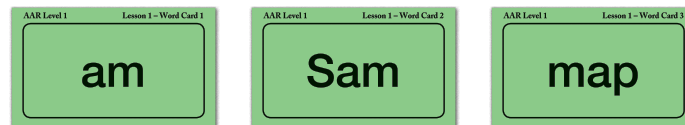
Explain that names start with a capital letter.

Ask the following questions.

1. “Which of these words are names?” *Pam and Sam.*
2. “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.



If your student can't automatically read these words by sight, he shouldn't guess at them. Instead, encourage your student to decode words using the blending procedure taught in this lesson.



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

## Read-Aloud Time

### Read a Story or Poem

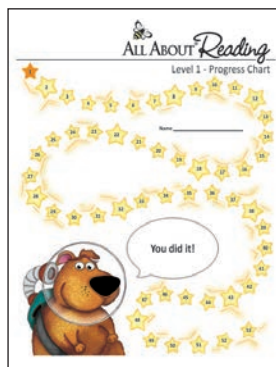
Date	Book Title	Author

The form is titled "OUR READ-ALoud RECORD" and features a cartoon dog character at the bottom left holding a book. The text "All About Reading" is written in a stylized font at the bottom right.

Read aloud to your student for twenty minutes. You can keep track of your read-alouds on the Read-Aloud Record found on page 7 of the activity book.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 1 on the Progress Chart.





Well, wag my tail!  
Look at that ... you're reading!  
And it's a good thing you learned  
the word MAP, because I could use a good  
co-pilot on my rocket. I'm great at flying,  
but not so much at sniffing out directions.

So what do you say?  
If you're ready for Lesson 2,  
let's pack up our gear  
and head for the stars!

# Lesson 2 Letters N, T, B, and J

## Objective

This lesson teaches words containing the letters n, t, b, and j and the Leap Word *the*.

## You Will Need

- Phonogram Cards 5-8
- Word Cards 4-13
- Blast Off to Reading!* pages 11-15

## Before You Begin

### Preview the Sounds of the Letters

- 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/.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the n, t, b, and j phonogram sounds.

### Look Ahead to the Review Section

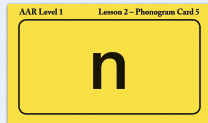
You'll see that each lesson starts with a Review section. Review covers two main areas: Phonogram Cards and Word Cards.



You'll use the Reading Review Box to keep track of what has been mastered and what still needs to be reviewed. If you feel that a card has been mastered, place it 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)

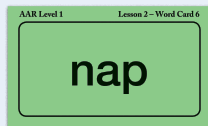


**How do you know when your student has mastered a Phonogram Card?**

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;
- does not hesitate to think of the answer; and
- you have no doubt that your student knows the card thoroughly...

**...then that Phonogram Card is mastered! Move it behind the Mastered divider.**



**How do you know when your student has mastered a Word Card?**

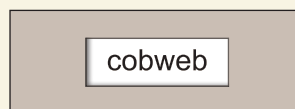
If your student is able to read the word on the card without having to sound it out, then you can consider that Word Card as mastered.

## Preview the Practice Sheets

Over time, using the Practice Sheets will help your student move from sounding out words letter by letter to being able to instantly recognize 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 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.



## Before You Begin

(continued)

4. **Stop before your student fatigues.** You might not complete the Practice Sheets all in one day, depending on your student's age and attention span.
5. **Would your student benefit from reviewing the Practice Sheets several times?** If so, repeat the exercise several days in a row.
6. **On the other hand, don't overwhelm your beginning reader with too much practice with the Practice Sheets.** It is important to find the right balance for your individual student. Some students desperately need the practice provided, while others (especially younger students) are better served by reading every other line or every third line.

See Appendix F for more tips on using the Practice Sheets.

Remember that this is hard work for most beginning readers, especially if they are still at the stage of sounding out each word. Reward effort with words of praise!

## Review



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



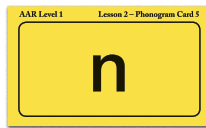
Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



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



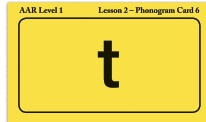
## Teach New Letter Sounds



Hold up the Phonogram Card for the letter n.

“This letter says /n/.”

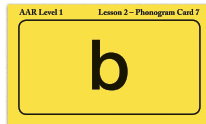
“Now it’s your turn. What does this letter say?” *Student says /n/.*



Hold up the Phonogram Card for the letter t.

“This letter says /t/.”

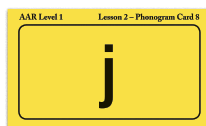
“Your turn. What does this letter say?” *Student says /t/.*



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/.*

Now move these four letter tiles into the workspace and practice the same sounds using the tiles.



Point to each tile in random order and ask your student to tell you the sound that the letter makes. Practice until your student can say the sound of each letter accurately.



Liven up practice with the new phonograms with the game “Phonogram Ball.” For instructions, look for this icon in Appendix G.

## New Teaching



(continued)



File the four new Phonogram Cards behind the **Review** divider and review them at the beginning of the next lesson. It often seems as if a student has mastered a new card during the reading lesson, but when you revisit that card in a day or two, it becomes obvious that he really hasn't.

It often takes multiple sessions to master a new phonogram.

## Practice Commonly Confused Letters

Move the m and n tiles into the workspace.  

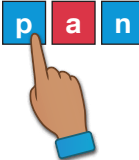
Randomly dictate /m/ and /n/ to test whether your student can distinguish between the two sounds and choose the correct letter tile.

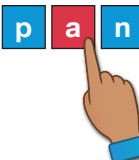
If your student has difficulty telling the difference between /m/ and /n/, have him watch your mouth as you say the sounds.

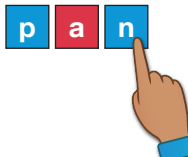
## Blend Sounds with Letter Tiles

Build the word *pan* with letter tiles.   

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

Touch under the p and say /p/. 

Touch under the a and say /ă/. 

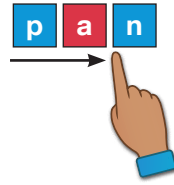
Touch under the n and say /n/. 

## New Teaching

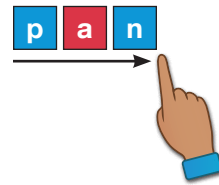
(continued)

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.



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

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



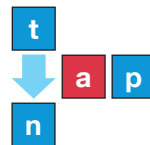
You may want to point out to your student that *pan* and *nap* contain the same letters, just in a different order.



Leave the word *nap* in the workspace.

## Play “Change the Word”

“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**

“Let’s match some words to pictures.”



## Word Match

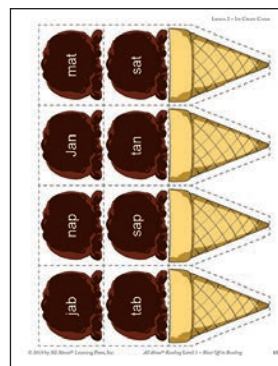
Remove page 11 from the *Blast Off* activity book.

Cut out the word cards from the bottom of the page and have your student place the appropriate card under the matching picture.

Ask the following questions.

1. “Which picture starts with the sound /j/?” *Jam*.
2. “Which picture starts with the sound /m/?” *Man*.
3. “What is the first sound in the word *bat*?” /b/.
4. “What is the first sound in the word *pan*?” /p/.

“Good work! I think we deserve some ice cream now!”



## Ice Cream Cones

Remove page 13 from the 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.



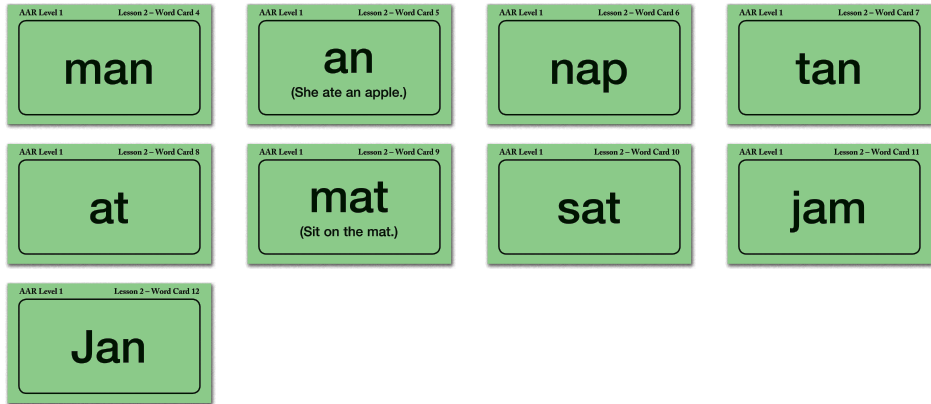


## New Teaching

(continued)

## Practice Reading Words

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

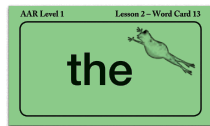


The words *an* and *Ann* are homophones (words that sound alike but are spelled differently), as are *mat*, *Matt*, and *matte*. A sentence has been added to the Word Cards *an* and *mat*, and to all cards containing homophones in future lessons. Your student does not read these sentences—they are there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

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

## Teach a Leap Word: *the*

Show Word Card 13 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 *the*, as in *She has the balloons*.”

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

“What is this word?” *The*.

For more information on Leap Words, see page 23.

## New Teaching

(continued)

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



Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency

**New Words**

the	sat	nap	Jan	Sam	Pam
tap	pat	Nan	am	at	map
tan	pan	mat	bat	sap	nab


**Pat**    **jab**    **an**    **jam**    **tab**    **Nat**  
**man**    **ban**    **Sam**

**Phrases**

the jam  
the map  
tan mat

**Sentences**

The man sat.  
Tap the pan!  
Pam sat.  
Jab the mat!



Turn to page 15 in the activity book.

Point to a sentence that ends in a period. “This dot is a period. It is used to show the end of the sentence.”

Point to a sentence that ends in an exclamation point. “This is an exclamation point. It is used to show emotion or excitement.”

Model for your student the difference between reading a sentence with a period and reading a sentence with an exclamation point.

Have your student read from the Practice Sheet.

Exclamation points are used in the story your student will read in the next lesson.



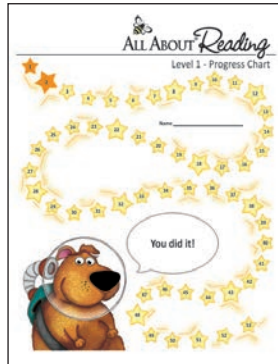
## Read-Aloud Time

### 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 2 on the Progress Chart.

*Great job on Lesson 2!  
And guess what?  
Now you get to read your first story!*

*Go on!  
There's a four-legged creature  
(that's not me)  
waiting to meet you  
in Lesson 3.*



# Lesson 3 Read “Bam!”

## Objective

In this lesson, students read a short story and practice reading sentences with periods and exclamation points.

## You Will Need

- Blast Off to Reading!* pages 17-19
- optional: sticky notes
- Run, Bug, Run!* book

## Before You Begin

### Preview the Story-Related Lessons



You’ve reached the first story-related lesson in Level 1! That means that your student will read a short story today. This is a great chance to practice newly learned decoding skills and learn comprehension strategies.

And of course we want to set your student up for success! To help her get the most out of this lesson, your student will do several warm-up activities before reading the story:

- **Completing an activity sheet** that introduces a new literary concept.
- **Reading a Warm-Up Sheet** to refresh her memory about words that have been explicitly taught in previous lessons.
- **Learning new vocabulary and activating prior knowledge** about story-specific topics through interesting pre-reading discussion.

During and after the story, we ask open-ended questions because we want students to relate to and put thought into what they’re reading. We want them to contribute their ideas, test their predictions, and comprehend in a meaningful way. To encourage an active reading process, our reading comprehension strategies also focus on visualizing, questioning, summarizing, making predictions, and drawing conclusions.

Post-reading activities include discussing the main character or conflict, story sequencing, imagining alternate endings, and relating the story to your student’s life. A complete list of reading comprehension activities can be found in Appendix I.

Together, these pre- and post-reading activities move your student toward the goal of reading with comprehension.

## Before You Begin

(continued)

After completing the warm-up activities in this lesson, your student will read “Bam!” in the *Run, Bug, Run!* book. All the words in the story are decodable using previously taught concepts.

### What should you expect when your student reads the stories?

It is normal if your student’s reading is choppy at this very early stage. The first time she reads a story, she will probably read just one word at a time. Be patient and encouraging. Subsequent readings will be smoother and more fluent.

## Review



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



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



Test your student’s Word Card memory with the game “Guess the Word.” For instructions, look for this icon in Appendix H.



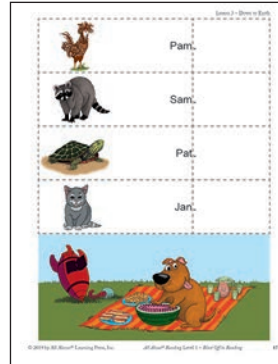
Remember: as your student masters the flashcards, move them behind the appropriate **Mastered** dividers.

How do you know when your student has mastered a card? Here are the signs:

- Your student responds quickly and easily when you hold up the card.
- You have no doubt that your student knows the card thoroughly.

## Complete Activity Sheet

“In the last lesson you learned about periods and exclamation points, which you’ll also see in today’s short story. Let’s see if you can help Rocket the Dog express his excitement with exclamation points.”



### Down to Earth

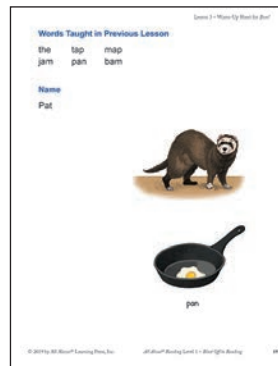
Remove pages 17-18 from the *Blast Off* activity book.

Cut out the cards at the top of the sheet.

Tell your student that Rocket the Dog has just landed back on planet Earth and is excited to invite his friends to a picnic. Place a punctuation card (flipped to the “period” side) next to each name and read the names aloud. Then have your student help Rocket the Dog show his excitement by flipping the punctuation cards to reveal the exclamation points.

Read each name again with the exclamation point at the end.

## Read the Warm-Up Sheet for “Bam!”



Turn to page 19 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Bam!”

## New Teaching

(continued)

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a ferret on the Warm-Up Sheet. “This is a *ferret*. Ferrets were once used in Europe to catch rats and rabbits, but now they are often kept as pets. Ferrets are quite playful, mischievous, and curious, like cats.”

“What are some funny things that cats do? What kind of trouble can they get into?” Discuss your student’s experience with and ideas about cats and their behavior.

“Ferrets can get into the same kind of trouble as cats. The story you are about to read is about a curious ferret that gets into a lot of mischief. Let’s see what happens!”

## Read “Bam!”

During the story, you will stop your student in several places to model important comprehension strategies. You’ll model for your student how to stop and think about unfamiliar words or ideas. You’ll also model the beginning stages of making predictions by thinking ahead to what might happen next.

If you wish, you can place a small sticky note at the bottom of pages 13 and 15 in the reader so you remember to stop after reading those pages.

“Turn to page 9 in your reader and read ‘Bam!’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 13:** “Why do you think the ferret taps the bag?”

**After page 15:** “What do you think is going to happen to the pan?”

**After reading:** “What kind of trouble does the ferret get into?” Have your student skim the illustrations for answers.

## 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. Students generally catch on to this quickly because the phrase is at a predictable part of the story—the end!

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

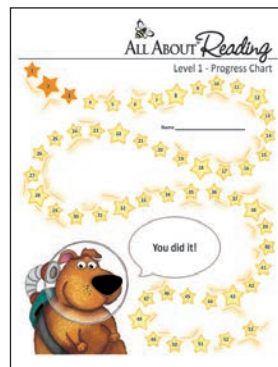
#### Why Read Aloud?

Reading aloud to your student is one of life's great joys, to be sure. But it's also one of the most important things you can do to promote your student's future reading ability. Reading aloud to children...

- creates a lifetime interest in reading
- extends their attention spans
- aids in language development
- strengthens their power of imagination
- builds reading comprehension
- creates a special one-on-one bond.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 3 on the Progress Chart.



# Lesson 18 Consonant Team TH

## Objective

This lesson teaches the concept of consonant teams and words containing both sounds of consonant team th.

## You Will Need

- Phonogram Card 27
- Blast Off to Reading!* pages 99-104
- letter tile th
- Word Cards 81-88
- Consonant Teams label
- spatula

## Before You Begin

### Preview Consonant Teams

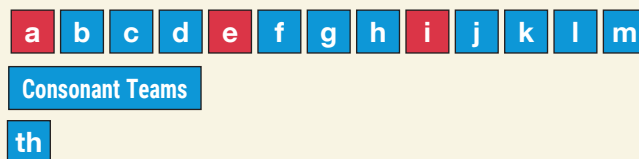
When two consonants work together to make one sound, we call them a *consonant team*. Another common term for this is *consonant digraph*.

Six consonant teams will be taught in Level 1: th as in *three* and *then*; sh as in *ship*; ch as in *child*, *school*, and *chef*; ck as in *duck*; ng as in *king*; and nk as in *thank*.

### Preview the *Consonant Teams* Category

If you are using the Letter Tiles app, the consonant teams are organized under the Consonant Teams category.

If you are using a magnetic white board, place the Consonant Teams label and the th tile below the alphabet row.



To see what the magnetic white board will look like after all the Level 1 consonant teams have been placed on the board, refer to Appendix L.

### Preview Consonant Team TH

Today you will be teaching the consonant team th.

Depending on the word, th says /th/ as in *three* or /~~th~~/ as in *then*. You will notice that there is a strikethrough on the th in the second sound: /~~th~~/. This strikethrough is used to differentiate between the two sounds of th.

## Before You Begin

(continued)

The /th/ is considered an *unvoiced* sound, while the /th/ is considered a *voiced* sound because we use our vocal cords to say it.

Your student will learn both sounds of th in this lesson. Examples include:

/th/: **bath**      **moth**      **thin**  
/th/: **than**      **this**      **them**

**th**

The th tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the th phonogram sounds.

## Review



**Don't Forget!**

Are you remembering to shuffle the Word Cards before reviewing them? Make sure your student practices words with a variety of patterns.



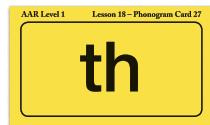
Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



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

## New Teaching

### Teach New Letter Sounds



Hold up the Phonogram Card for the consonant team th.

“See how there are two letters on one card? The two letters work together to make one sound.”


“These letters can say /th/, or they can say /th/.”

“Repeat after me: /th/-/th/.” *Student repeats the sounds.*

## New Teaching

(continued)

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately. File the new Phonogram Card behind the Review divider in the Reading Review Box.

Move the new letter tile into the workspace. 

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sounds accurately.



For extra practice with the new phonogram, try the activity “Stamp It.” For instructions, look for this icon in Appendix G.

## Blend Sounds with Letter Tiles

“When we read words with th, we try the first sound first. If that doesn’t make a word you recognize, then try the second sound of th.”

Build the word *them* with letter tiles. 

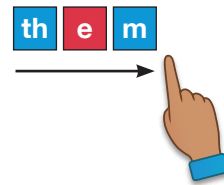
“I’ll sound out this first word, and then you’ll sound out the next word.”

“First I try the first sound of th.” Touch the th and say /th/. 

“Then I sound out the rest of the word.”

Touch the e and say /ě/, and then touch the m and say /m/. 

Now go back to the beginning of the word and blend the sounds together, using the first sound of th. Slide your finger under the letters th-e-m and say /thěm/.



“With the first sound of th, this word doesn’t sound like a word I recognize. So now I try the second sound of th, /th/.”

## New Teaching

(continued)

Repeat the previous steps, using the second sound of th. Then go back and blend the sounds together. Slide your finger under the letters th-e-m and say /*thēm*/.

“So this word says *them*. It uses /*th*/, the second sound of th.”

“Now it’s your turn. Remember to always try the first sound of th first.”

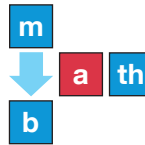
Using the same procedure for blending, have your student sound out the words *this* and *bath*. Be sure your student tries the first sound of th first, and then the second sound.



Leave the word *bath* in the workspace.

## Play “Change the Word”

“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, *math*.

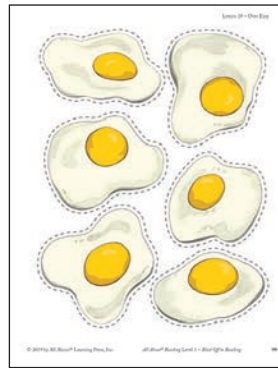
Continue to change one letter at a time to form the following words. Each time, have your student sound out the new word.

**math → path → pat → pan → an → in → thin**

This next sequence contains the second sound of th. Change one letter at a time to form the following words.

**that → than → then → them**

“It’s time to fry some eggs!”



**Over Easy**

Remove pages 99-102 from the *Blast Off* activity book.

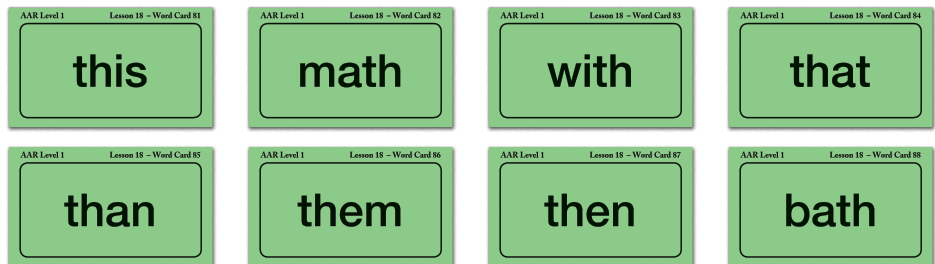
Cut out the eggs.

Place several eggs sunny side up in a pan. Have your student use a spatula to flip over the eggs, one at a time, and read the word.

If your student reads the word correctly, he can keep the fried egg. If he reads the word incorrectly, he should put the egg back in the pan and try again.

**Practice Reading Words**

Have your student practice reading the words on Word Cards 81-88.

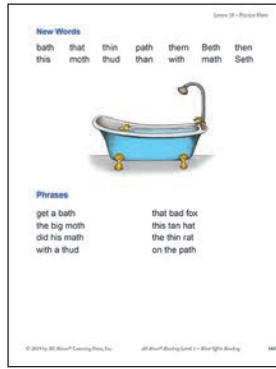


File the Word Cards behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

## Practice Fluency



Turn to pages 103-104 in the activity book.

Have your student read from the Practice Sheets.



To encourage your student in fluency practice, set up a points system. For instructions, look for this icon in Appendix F.

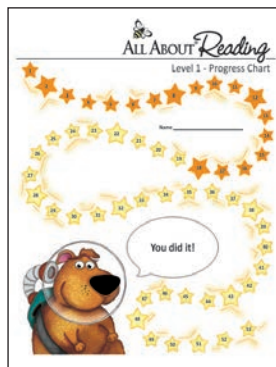
## Read-Aloud Time

### 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 18 on the Progress Chart.

# Lesson 19 Read “Get Them!” and “The Red Pen”

## Objective

In this lesson, students read two short stories and complete a character motivation activity.

## You Will Need

- Blast Off to Reading!* pages 105-108
- Run, Bug, Run!* book

## Before You Begin

### Avoid Making Corrections Too Soon

When your student misreads a word in a sentence, resist the temptation to correct him immediately. Let him reach the end of the sentence before you interrupt, giving him the chance to realize on his own that he made a mistake.

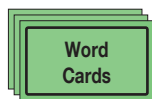
For example, if your student reads *The hot sat with a thud*, he will probably self-correct because the sentence obviously doesn't make sense. He will look back to see where his error is and reread the sentence correctly as *The hog sat with a thud*. If he does continue reading without correcting himself, ask him if the sentence he just read makes sense.

When you interrupt your student immediately after he makes an error, he is deprived of the opportunity to monitor what he is reading for meaning. In the example above, the phrase *The hot...* does make sense in itself, as it could be *The hot day* or *The hot lunch*. If you give your student time to reach the end of the sentence, though, it will most likely be clear to him that he has misread a word.

## Review



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



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

Story 1: “Get Them!”

Complete Activity Sheet

“You probably have a reason for doing everything you do. This is called your *motivation*. In this activity, you’ll discover the reasons various animals do what they do.”



**Why Did They Do That?**

Remove page 105 from the *Blast Off* activity book.

Cut out the cards and place them face down on the table. Have your student draw one card at a time and then answer one of the character motivation questions below.

**Q:** Why is the cat licking her paw?

*Possible answers: She wants to be clean; it hurts.*

**Q:** Why is the seal balancing the ball?

*Possible answers: He’s been trained; to make people laugh.*

**Q:** Why is the meerkat standing guard?

*Possible answers: He wants to protect his family; to make sure enemies stay away.*

**Q:** Why does the bird have a twig in her mouth?

*Possible answer: She wants to build a nest.*

**Q:** Why is the lion roaring?

*Possible answers: He wants to show who is boss; he wants to scare others away.*

**Q:** Why does the monkey want the banana?

*Possible answer: He’s hungry.*

Discuss your student’s answers.



## New Teaching

(continued)

## Read the Warm-Up Sheet for “Get Them!”



Turn to page 107 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Get Them!”

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a pug on the Warm-Up Sheet. “A *pug* is a small dog with a flat nose and a very wrinkled face. There is a pug in today’s story.”

Point out the illustration of a bun on the Warm-Up Sheet. “A *bun* is a small cake or bread. Have you ever had a cinnamon bun or a dinner bun with butter? The pug in the next story is very fond of buns!”

“Have you ever been on a team or in a group to play a game or do a project? How did it go?” Discuss any experience your student has had as part of a team.

“Do you prefer to do things by yourself or with a team or group? Why?”

“In this next story, a pug gets help from a group of people. Let’s see what happens.”

## Read “Get Them!”

“Turn to page 151 in your reader and read ‘Get Them!’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 154:** “Hopping doesn’t work. What else could the pug do to get the bun?”

**After pages 157-158:** Point to the ellipses (three dots) on page 157. “When you see three dots like this, it means there is a big pause in the sentence.” If necessary, model for your student how to read the sentence on pages 157-158.

## New Teaching

(continued)

**After page 158:** “What is the pug going to do with all these people?”

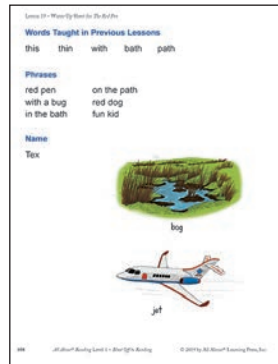
You may need to explain the word *nab* on page 159 to your student. *Nab* means *to grab* or *to catch*.



**After page 161:** “Do you think the pug is going to get away with the bun? Why or why not?”

## Story 2: “The Red Pen”

### Read the Warm-Up Sheet for “The Red Pen”



Turn to page 108 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Red Pen.”

Point out the name *Tex* in the Name section. “Tex is a nickname for Texas.”

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a jet on the Warm-Up Sheet. “A *jet* is a large, very fast airplane.”

Point out the illustration of a bog on the Warm-Up Sheet. “A *bog* is an area where the ground is wet, muddy, and spongy. It is hard to walk in a bog!”

“If you could be anything for a day, like a bird or a tree or a cloud, what would you be?” Discuss what your student would do during his day as his chosen object.

“The boy in the story you are about to read has a big imagination. Let’s see what he would like to be.”

## New Teaching

(continued)

### Read “The Red Pen”

“Turn to page 165 in your reader and read ‘The Red Pen’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After reading:** “Tex imagines that he is many things. Why do you think he would like to be a pen? A log? A box?”

“Look at the illustrations on pages 167 and 176. Based on the items in Tex’s bedroom, what are some things that Tex likes to do?” *Possible answers: Play basketball, play guitar, listen to music, draw, read, play with his dog.*

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



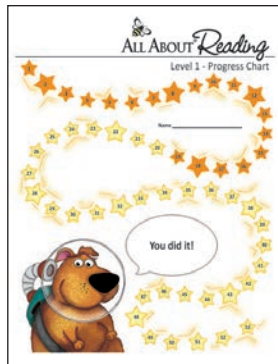
**Read-Aloud Tip!**

#### Reading to Kids Who Can’t Sit Still

If you have a wriggler, you know how hard it is to keep his attention during read-aloud time. Here are some strategies for making sure your active student is getting the most out of reading time.

- Read after physical activity so your student gets all his energy out.
- Look for interactive books with flaps, sounds, tabs, or things to count.
- Listen to audio books in the car.
- Find books that appeal to your student’s unique interests.
- Eliminate distractions like phones, television, and computer games.
- Keep your student’s hands busy with quiet toys and activities like playdough, building blocks, lacing cards, or coloring books.

### Mark the Progress Chart



Have your student mark Lesson 19 on the Progress Chart.



*HARF HARF HARF HARF!  
Hoo-boy, how about that story  
about the pug and the bun? If that one  
didn't make your ears flap in the wind, I  
don't know what will. That little guy has a lot  
of spunk.*

*In fact, he'd make a great astro-pup,  
don't you think?*

# Lesson 24 Words with Final Blends

## Objective

This lesson teaches words containing consonant blends at the end and the Leap Word *was*.

## You Will Need

- Blast Off to Reading!* pages 139-152
- Word Cards 103-112

## Before You Begin

### Preview 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 consonant blend is different from a consonant team. In a consonant blend, each letter retains its own sound. In consonant teams, such as th, sh, and ch, two letters combine to make a completely new 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 we will introduce final blends first. Read the following examples and listen for the blends.

**dust      help      risk      felt      bump**

Words with consonant blends will be decoded using the same blending procedure that your student has already been using.

Some phonics programs teach blends as a unit; for example, they may teach blends sp and nd as their own sounds on flashcards. But that method requires much more memory work for students because they have to memorize dozens of blends. It is much simpler to learn the basic phonograms and blend them to sound out words.

## Before You Begin

(continued)

## Reminder about the Practice Sheets

The goal of the Practice Sheets is to help your student achieve *automaticity*. Automaticity—or automatic word recognition—means that words are recognized at a glance. 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 greater comprehension.

Because there are so many words in this “final blends” category, this lesson contains several additional Practice Sheets. Please remember that the Practice Sheets aren't meant to be completed in a single sitting! It is critical to stop before your student fatigues. You may take several days or weeks to cover all of the activities in this lesson, depending on your circumstances. See Appendix F for ideas on using the Practice Sheets.

## Review



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



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

## New Teaching

### Blend Sounds with Letter Tiles

Build the word *land* with letter tiles.



“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.”

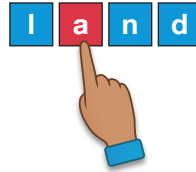
Touch the l and say //.



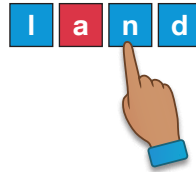
## New Teaching

(continued)

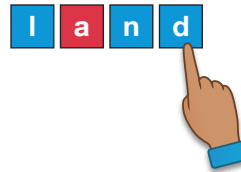
Touch the a and say /ă/.



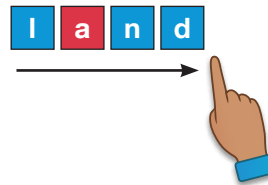
Touch the n and say /n/.



Touch the d and say /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*.



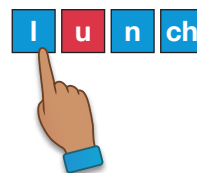
## Decode Words Containing Two-Letter Phonograms

Build the word *lunch* with letter tiles.



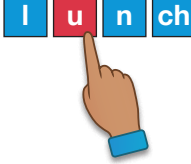
Point to the ch tile. “Listen and watch as I sound out a word that has ch at the end.”

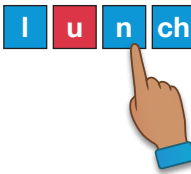
Touch the l and say /l/.

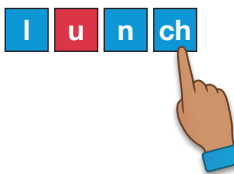


## New Teaching

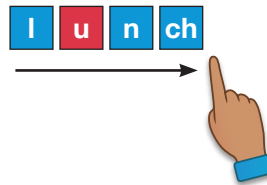
(continued)

Touch the u and say /ŭ/. 

Touch the n and say /n/. 

Touch the ch and say /ch/. 

Now go back to the beginning of the word. Slide your finger under the letters l-u-n-ch and say *lunch* slowly.



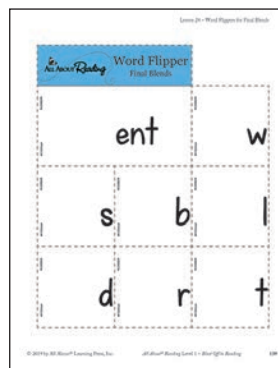
Finally, read the word *lunch* at a normal pace as we do when we speak.

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



## Complete Activity Sheets

“Let’s flip some words with final blends.”



### Word Flippers for Final Blends

Remove pages 139-145 from the *Blast Off* activity book.

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

Refer to Appendix E for assembly instructions.

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



## New Teaching

(continued)

“Now let’s see if we can match these socks.”



### Matching Socks

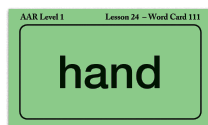
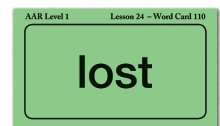
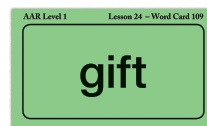
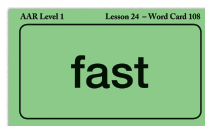
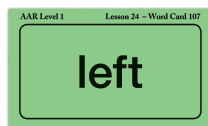
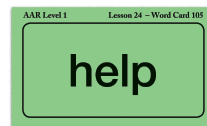
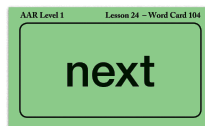
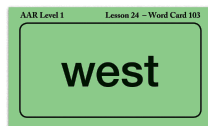
Remove pages 147-148 from the activity book.

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.

## Practice Reading Words

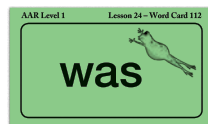
Have your student practice reading the words on Word Cards 103-111.



File the Word Cards behind the Review divider in the Reading Review Box.

## Teach a Leap Word: was

Show Word Card 112 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.*”

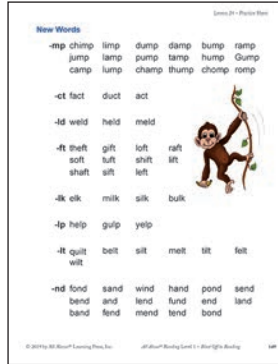
Point to the a. “The a doesn’t say the sound we expect it to.”

# New Teaching

(continued)

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 149-152 in the activity book.

Have your student read from the Practice Sheets.

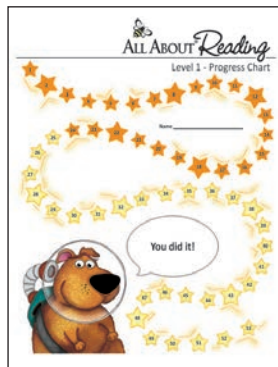
## Read-Aloud Time

### 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 24 on the Progress Chart.

# Lesson 25 Read “Tin Raft” and “Lost in the Bog”

## Objective

In this lesson, students read two short stories and practice matching text and illustrations.

## You Will Need

- Blast Off to Reading!* pages 153-159
- The Runt Pig* book

## Before You Begin



Today your student will read the first story in the second reader, *The Runt Pig*.

The stories in *The Runt Pig* will increase your student’s fluency and comprehension skills even further. The wide variety of content will help keep your student interested and motivated.

Remember to check out the tips in Appendix J if your student runs into difficulties while reading the stories.

## Review

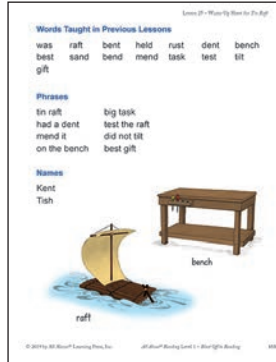


It’s time to review the cards behind the Mastered dividers to ensure they stay fresh in your student’s mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

## Story 1: “Tin Raft”

### Read the Warm-Up Sheet for “Tin Raft”



Turn to page 153 in the *Blast Off* activity book.

Have your student practice reading words and phrases that will be encountered in “Tin Raft.”

Point out the name *Tish* in the Names section. “Tish is a nickname for Patricia.”

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a raft on the Warm-Up Sheet. “A *raft* is a flat structure that floats and is used as a boat. Rafts are often made of wood lashed together with cord.”

Point out the illustration of a workbench on the Warm-Up Sheet. “This is a *workbench*. A workbench is a table where you can keep your tools, do small carpentry or electrical work, or repair small items.”

“Have you ever had a favorite toy that was damaged or broken? What did you do to fix it?”

“The boy in this story has a damaged toy raft. Let’s see if someone can fix it.”

### Read “Tin Raft”

“Turn to page 9 in your reader and read ‘Tin Raft’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 14:** “Look at the raft in the illustration. Do you think it will be able to float now? Why or why not?”

**After reading:** “Why does Kent think this is the best gift?”

## New Teaching

(continued)

## Complete Activity Sheet

“Now let’s read some of the words from the story and see if you can match them to the illustrations.”



### Make a Match

Remove pages 155-157 from the activity book.

Cut out the text and illustration cards.

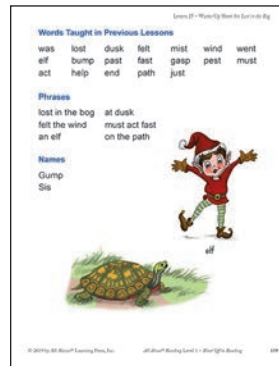
Set the text cards in a pile face down. Spread the illustration cards face up on the table. Have your student draw one text card at a time, read it, and match it to the most appropriate illustration. If your student does not find the right match,

return the card to the bottom of the stack to try again later.

Continue until your student has read all the text cards and matched them to the illustrations.

## Story 2: “Lost in the Bog”

### Read the Warm-Up Sheet for “Lost in the Bog”



Turn to page 159 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Lost in the Bog.”

Point out the name *Sis* in the Names section. “Sis is a nickname for Sister.”

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of an elf on the Warm-Up Sheet. “An *elf* is a small, imaginary human, often shown with pointy ears.”

## New Teaching

(continued)

Point out the illustration of a box turtle on the Warm-Up Sheet. “This is a *box turtle*. A box turtle is a land turtle with a low shell that can be completely closed around the animal inside. This type of turtle lives in North America and Mexico and is often kept as a pet.”

“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.”

### Read “Lost in the Bog”

“Turn to page 19 in your reader and read ‘Lost in the Bog’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 22:** “What do you think bumps Gump?”

**After page 28:** “Who or what do you think is on the path?”

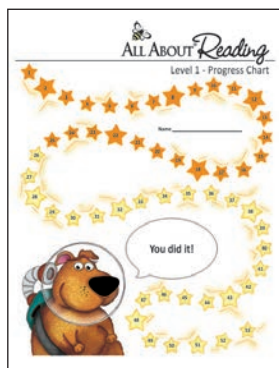
## Read-Aloud Time

### 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 25 on the Progress Chart.

# Lesson 26 Words with Initial Blends

## Objective

This lesson teaches words containing consonant blends at the beginning and the Leap Word *to*.

## You Will Need

- Blast Off to Reading!* pages 161-174
- Word Cards 113-122

## Before You Begin

### Preview Initial Blends

In this lesson, your student will learn to read words with consonant blends at the beginning. For most students, initial blends are slightly more difficult than final blends. Read the following examples and listen for the blends.

**step plan swim frog glad**



Remember that a consonant blend is different from a consonant team. In consonant blends such as st, pl, and fr, each letter retains its own sound. In consonant teams, such as th, sh, and ch, two letters combine to make a completely new sound.

## Review



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




Make phonogram review more energetic with the "Jump On It" activity. For instructions, look for this icon in Appendix G.

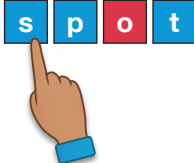


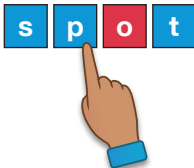
Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

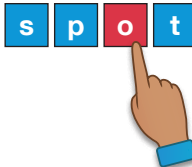
## Blend Sounds with Letter Tiles

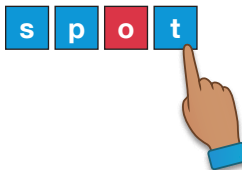
Build the word *spot* with letter tiles. 

“Sometimes there are two consonants at the beginning of a word, as in the word *spot*. Listen and watch as I blend the letters in this word.”

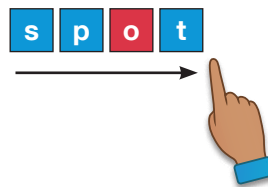
Touch the s and say /s/. 

Touch the p and say /p/. 

Touch the o and say /ō/. 

Touch the t and say /t/. 

Now go back to the beginning of the word. Slide your finger under the letters s-p-o-t and say *spot* slowly.




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

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

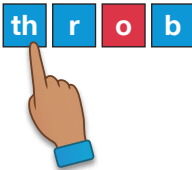


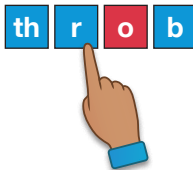


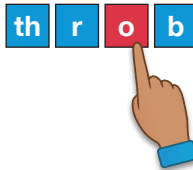
## Decode Words Containing Two-Letter Phonograms

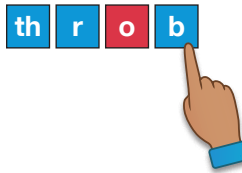
Build the word *throb* with letter tiles. 

Point to the th tile. “Listen and watch as I sound out a word that has th at the beginning.”

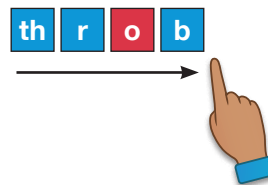
Touch the th and say /*th*/. 

Touch the r and say /*r*/. 

Touch the o and say /*o*/. 

Touch the b and say /*b*/. 

Now go back to the beginning of the word. Slide your finger under the letters th-r-o-b and say *throb* slowly.



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

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



# New Teaching

(continued)

# Complete Activity Sheets

“Let’s flip some words with blends at the beginning.”



## Word Flippers for Initial Blends

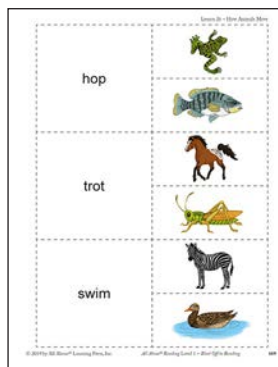
Remove pages 161-167 from the *Blast Off* activity book.

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

Refer to Appendix E for assembly instructions.

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

“Now let’s make these animals move!”



## How Animals Move

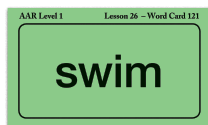
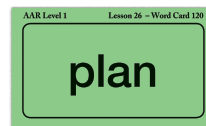
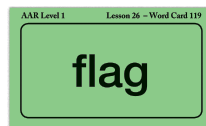
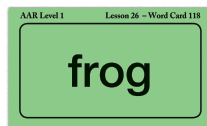
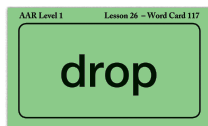
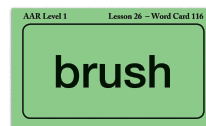
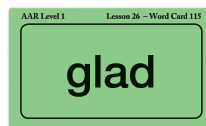
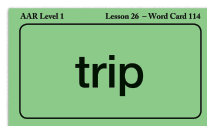
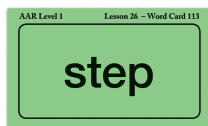
Remove page 169 from the activity book.

Cut out the movement cards and the animal cards. Have your student match the picture of each animal with the movement it makes.

- *hop* (frog, grasshopper)
- *trot* (horse, zebra)
- *swim* (fish, duck)


# Practice Reading Words

Have your student practice reading the words on Word Cards 113-121.




## New Teaching

(continued)

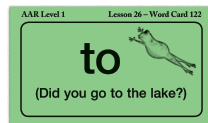
In some regions, *flag* is pronounced with a long a instead of a short a. If your student has difficulty reading the word *flag* due to pronunciation, make it a Leap Word, following the general format for the word *to* in the next section. 

File the Word Cards behind the Review divider in the Reading Review Box.

## Teach a Leap Word: *to*

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

Show Word Card 122 to your student.




“This word is *to*, as in *Did you go to the lake?*”

Point to the o. “The o doesn’t say the sound we expect it to.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency

If you adapted the teaching of the word *flag* when you taught the Word Cards in this lesson, it is likely that you will need to adapt the words *drag*, *snag*, *stag*, and *brag* on this Practice Sheet as well. 



This lesson contains extra Practice Sheets. You may wish to take a few days to cover all of them and to make them more engaging by using games and activities from Appendix F.

## New Teaching (continued)



Turn to pages 171-174 in the activity book.

Have your student read from the Practice Sheets.

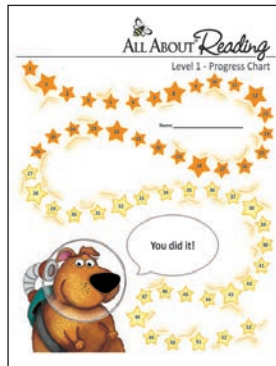
## Read-Aloud Time

### 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 26 on the Progress Chart.

# Lesson 27 Read “Lunch” and “The Big Top”

## Objective

In this lesson, students read two short stories and learn about onomatopoeia.

## You Will Need

- Blast Off to Reading!* pages 175-178
- map or globe
- The Runt Pig* book

## Before You Begin

### Preview Onomatopoeia

Onomatopoeia is when a word imitates the natural sound of a particular thing. For example, the words *plop*, *plip*, *splash*, *drizzle*, *drip*, *sprinkle*, and *gush* are all onomatopoeic words that can describe water.

*Onomatopoeia* is pronounced /ŏn-ŏ-mah-tŏ-pē-uh/.

Here are some other common examples of onomatopoeia.

<b>buzz</b>	<b>honk</b>	<b>quack</b>
<b>choo-choo</b>	<b>jingle</b>	<b>snarl</b>
<b>crash</b>	<b>oink</b>	<b>swish</b>
<b>ding-dong</b>	<b>pitter-patter</b>	<b>zoom</b>

## Review



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



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



Let your student get creative with the Word Card review by illustrating a selection of words. For instructions, look for this icon in Appendix H.

## Teach Onomatopoeia

“Some words imitate sound.” Knock on a solid surface and say *knock knock*.

“You already know a lot of words that imitate sounds. What do cows say?” *Moo*.

“What do cats say?” *Meow* or *purr*.

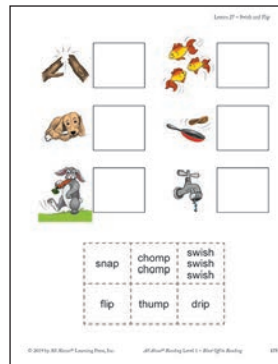
“What do birds say?” *Tweet* or *chirp*.

“What does it sound like when a balloon breaks?” *Pop*.

### Story 1: “Lunch”

## Complete Activity Sheet

“Now let’s swish and flip like a fish!”



### Swish and Flip!

Remove page 175 from the *Blast Off* activity book.

Cut out the word cards at the bottom of the page and spread them out on the table with the words facing up.

Have your student match each word with the drawing that makes that sound. For example, “chomp, chomp” should be matched with the drawing of the dog chomping on a bone.

Continue until all word cards have been matched to their illustrations.

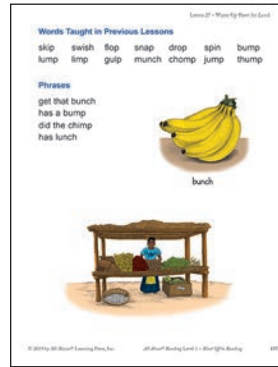
### Answer Key

twig	<i>snap</i>
dog	<i>chomp, chomp</i>
rabbit	<i>thump</i>
fish	<i>swish, swish, swish</i>
pancakes	<i>flip</i>
faucet	<i>drip</i>

## New Teaching

(continued)

## Read the Warm-Up Sheet for “Lunch”



Turn to page 177 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Lunch.”

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a bunch of bananas on the Warm-Up Sheet. “A *bunch* is a number of things that are grouped or fastened together, like this bunch of bananas.”

Point out the illustration of the fruit vendor on the Warm-Up Sheet. “This is a *fruit vendor*. A vendor is someone who sells something. This woman sells bananas and other fruits.”

Find India on a map or globe. “This next story is set in India, a country in the southern part of Asia. Many vendors in India are experts at loading up their bicycles with their goods. This is how they transport their goods to the market. Do you think you could ride a bike loaded with bananas?”

“What is your favorite food? Pretend you live on a desert island and your favorite food is dangling from a palm tree out of your reach. What are some ways you could try to get it?”

“In this next story, a chimp takes some chances to get his favorite food. Let’s see what happens.”

## Read “Lunch”

“Turn to page 33 in your reader and read ‘Lunch’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 35:** “How do you think the chimp will get the bananas from the bicycle?”

**After page 41:** “How do you think this story will end? Will the chimp be happy or sad? Why?”

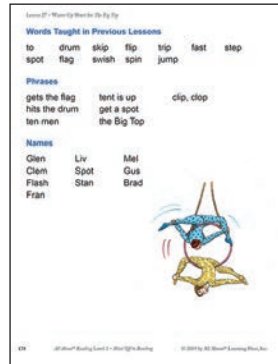
## New Teaching

(continued)

**After reading:** “This story uses a lot of onomatopoeia. Flip through the pages to find some examples.” *Possible answers: swish, snap, thump, flop, chomp, gulp, munch.*

### Story 2: “The Big Top”

#### Read the Warm-Up Sheet for “The Big Top”



Turn to page 178 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Big Top.”

#### Teach Vocabulary and Activate Prior Knowledge

The story “The Big Top” is inspired by Cavalia, an entertainment company that produces creative equestrian and acrobatic performances. Your student may be interested in seeing some of their beautiful performances on YouTube or on the Cavalia website.

Point out the illustration of acrobats on the Warm-Up Sheet. “These people are acrobats. Acrobats perform all sorts of physical tricks and are often included in traveling shows.”

Point out the title on page 45 of the reader. “The title of the next story is ‘The Big Top.’ The largest tent of a traveling show is called the *big top*, and many types of performances are held inside it.”

“Have you ever been to a traveling show in a tent? What kinds of things can you see at such a show?” Discuss the different people and animals at a traveling show, such as horses, clowns, and trapeze artists.

“The story you are going to read now is inspired by a real traveling show.”



## New Teaching

(continued)

## Read “The Big Top”

“Turn to page 45 in your reader and read ‘The Big Top’ aloud.” Discuss your student’s answers for the questions below.

**After reading:** “Let’s go back to look at some of the pictures. See if you can name some of the things found in a traveling show.”

Page 46: “What do we call this big tent?” *The big top.*

Page 49: “Drums are a big part of this show. What do we call people who play music?” *Musicians, drummers.*

Page 52: “Do you know what we call this circle?” *Ring, trapeze.*

Page 54: “Do you know what we call a person who rides a horse?”  
*Equestrian.*

Page 55: “What do we call a person who jumps and flips?”  
*Acrobat.*

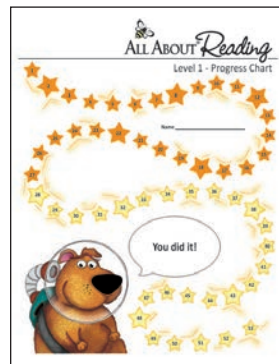
## Read-Aloud Time

### 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 27 on the Progress Chart.

*Onomatopoeia!*

*What a concept! But what's with all the cats, cats, cats? Every time someone talks about onomatopoeia, they bring up MEOW and PURR.*

*Well, I can tell you that we dogs have PLENTY of onomatopoeia of our own. Try these on for size:*

*BARK*

*RUFF*

*ARF*

*WOOF*

*YIP*

*HOWL*

*WHINE*

*(I never do that, by the way.)*

*Take that, cats!*



# Lesson 42 Plural Words

## Objective

This lesson teaches plural words and verbs ending in s and es.

## You Will Need

- Blast Off to Reading!* pages 285-289
- Word Cards 176-185
- extra s letter tile

## Before You Begin

### Preview Plural Words

The s at the end of a plural word can say either /s/ or /z/. Most students will naturally say the correct sound for the letter s, since it is actually hard to say the wrong sound. But if your student has difficulty, remind him to say the singular form of the word first and then the plural form. He will naturally pronounce the word correctly.

Read the following examples of plural words and listen for the /s/ or /z/ sound.

/s/:    **lips**      **sinks**      **hilltops**      **belts**      **rats**  
/z/:    **flags**      **spills**      **stems**      **fishes**      **boxes**

It is interesting to note that the letter s says /z/ after vowel sounds (as in *plays*) and after voiced consonants (as in *bugs*).

The suffix es is found after the sounds /s/, /z/, /ch/, /sh/, and /ks/. The syllable es at the end of a word is unaccented, and therefore the vowel sound is muffled. In normal speech, es often sounds like /ɪz/ instead of /ɛz/.

### Add Letter Tile to the Magnetic White Board

In today's lesson your student will begin building plural words. If you are using a magnetic white board instead of the Letter Tiles app, add the third s tile to your setup.

### Preview Verbs Ending in S and ES

Many present tense verbs end in s or es, such as *chomps* and *splashes*. Students will encounter these words on the Practice Sheets and in the upcoming short stories. Because of their experience with plural words, it will be easy for them to decode these verbs.

## Review



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



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

## New Teaching

### Teach Plural Words

Build the word *hats* with letter tiles.



Cover the s with your finger.

"We say one *hat*..."



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



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

"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.



## New Teaching

(continued)

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

Cover the e-s with your finger.

“We say one *glass*...” **g l a s s e s** 

“...and we say two *glasses*.” **g l a s s e s** 

“*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**

## Complete Activity Sheet

“Let’s play some ball!”



### Have a Ball

Remove pages 285-286 from the *Blast Off* activity book.

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

Lay out the six items of sports equipment in another group with the words facing down.

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

### Answer Key

baseball / baseball bat (*windmill, windmills*)

soccer ball / goal net (*foxes, fox*)

football / helmet (*glass, glasses*)

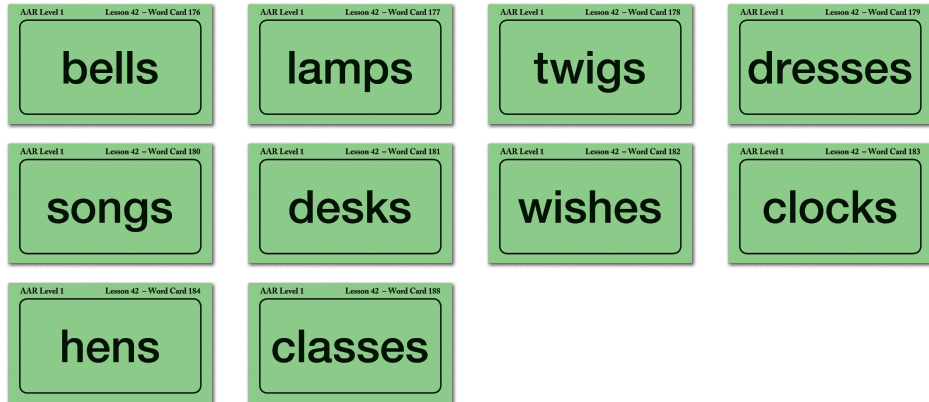
bowling ball / bowling pins (*wish, wishes*)

basketball / basketball hoop (*rings, ring*)

golf ball / golf club (*clocks, clock*)

## Practice Reading Words

Have your student practice reading the words on Word Cards 176-185.



File the Word Cards behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 287-289 in the activity book.

Have your student read from the Practice Sheets.

On page 288, you'll find a section titled "Verbs ending in -s or -es." These present tense verbs can be decoded in a similar way to the plural nouns taught earlier in this lesson. You can still cover up the s or e-s to help your student read the base word, if necessary. But instead of saying "one desk, two desks," we use phrases such as "I fix, he fixes."



To engage your student in the fluency exercises, try the activity "Eat Your Words." For instructions, look for this icon in Appendix F.

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

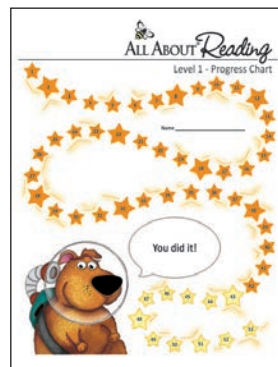
#### Read Fairy Tales

If your student isn't familiar with classic fairy tales, now is a good time to read them aloud! Here are some you might consider:

- Goldilocks and the Three Bears
- The Ugly Duckling
- Rumpelstiltskin
- Beauty and the Beast
- The Gingerbread Man
- The Steadfast Tin Soldier
- Tom Thumb
- Aladdin

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 42 on the Progress Chart.

# Lesson 43 Read “Ten Wishes” and “Fast Fun”

## Objective

In this lesson, students complete an activity about rhyme and read two short stories that give them practice with plural words.

## You Will Need

- Blast Off to Reading!* pages 291-295
- Cobweb the Cat* book
- hyphen tile
- Other Tiles label

## Before You Begin

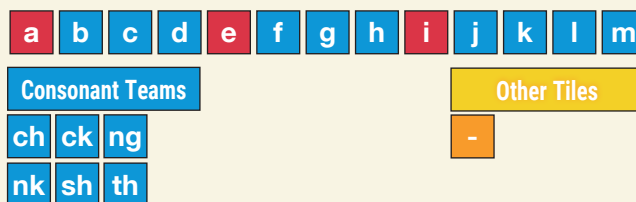
### Preview the Purpose of the Activity Sheet

Both of the stories in this lesson make use of rhyme. After reading the first story, your student will complete a rhyming activity. Rhyming is an important component of reading since it helps develop overall memory, language, and reading skills. It can also be a fun motivator for reluctant readers.

### Preview the *Other Tiles* Category

If you are using the Letter Tiles app, you’ll see that the hyphen tile has been added to the *Other Tiles* category.

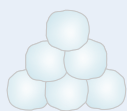
If you are using a magnetic white board, place the *Other Tiles* label and the hyphen tile below the alphabet row.



## Review



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



Liven up today’s Phonogram Card review with the “Snowball Fight” activity. For instructions, look for this icon in Appendix G.



## Review

(continued)



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

## New Teaching

### Story 1: “Cobweb the Cat”

#### Read the Warm-Up Sheet for “Ten Wishes”



Turn to page 291 in the *Blast Off* activity book.

Have your student practice reading words and phrases that will be encountered in “Ten Wishes.”

#### Teach Vocabulary and Activate Prior Knowledge

Point out the illustrations of the masks on the Warm-Up Sheet. “A *mask* is a disguise that covers all or part of your face. Do you recognize any of these masks?”

“Have you ever dressed up in a costume with a mask? What kind of mask was it?”

“Suppose that for one day you could have the one thing you want most in the world. What would you ask for?” Discuss your student’s ideas.

“Let’s see what the children in this story would ask for.”

## New Teaching

(continued)

## Read “Ten Wishes”

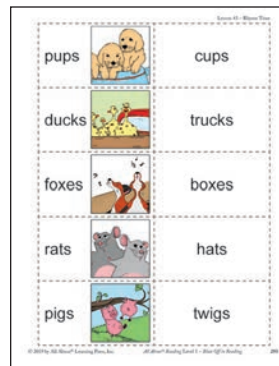
Your student may notice that the king in “Ten Wishes” is the same King Sam as in the story “The Bat and King Sam.”

“Turn to page 41 in your reader and read ‘Ten Wishes’ aloud.” Discuss your student’s ideas for the question below when you come to it.

**After reading:** “Which of these wishes would you like the most? The least? Why?”

## Complete Activity Sheet

“Did you notice that many of the wishes rhyme? In this activity, you’ll match the characters with their rhyming wishes.”



### Rhyme Time

Remove page 293 from the activity book.

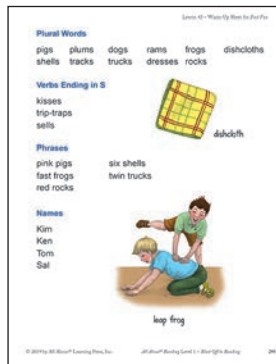
Cut out the character cards and rhyme cards.

Mix the character cards and place them face down in a pile. Mix the rhyme cards and spread them face up on the table. Have your student draw the character cards one at a time, read the card out loud, and then choose the matching rhyme card.

Continue until your student has matched all the cards.

## Story 2: “Fast Fun”

### Read the Warm-Up Sheet for “Fast Fun”



Turn to page 295 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Fast Fun.”

Your student may notice the hyphen in the words *flip-flop* and *trip-traps*. A hyphen joins two words together to combine their meanings.

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a dishcloth on the Warm-Up Sheet. “A *dishcloth* is a piece of fabric used to wash or dry dishes. It’s also called a *disbrag*, *washcloth*, and *kitchen cloth*. What does your family call it?”

Point out the illustration of children playing leapfrog on the Warm-Up Sheet. “These kids are playing a game called *leapfrog*. In this game, one person bends down and another person vaults right over his back, like a frog.”

“Do you know what a tongue twister is? It’s a silly sentence that’s hard to say, like *Rubber baby buggy bumpers*. Do you know any tongue twisters?”

“Let’s see if you can say the tongue twisters in the next story.”

### Read “Fast Fun”

“Turn to page 57 in your reader and read ‘Fast Fun’ aloud.”

Encourage your student to repeat each tongue twister several times in a row. How fast can he go?

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

#### Read Poetry

Besides being a delightful and engaging form of writing, poetry benefits students in many ways.

- Rhyming poems help develop your student’s memory, memorization skills, and rhythmic awareness.
- Poetry helps develop an awareness of language and phonic patterns.
- The distilled nature of poetry helps students focus on sentence-level skills such as adjectives, adverbs, powerful verbs, and specific nouns.
- Poetry helps students express their own experiences through writing.

Check out our poetry picture book reading list on our blog at [blog.allaboutlearningpress.com/poetry-books-for-kids](http://blog.allaboutlearningpress.com/poetry-books-for-kids) for some ideas to get you started.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 43 on the Progress Chart.



Hey, space dude!

I've been floating around the universe,  
mulling over these compound and plural words.  
Aren't they astounding? So now I don't need to fly  
just one rocket, because I can fly two rockets!

And I had another great idea to change my name to  
a compound word. I am no longer Rocket the Dog,  
but ...

**ROCKET THE SPACEDOG**

Master of the Universe

Pretty stylish, eh? I'm going to have it printed in  
stardust on my air bubble.

Your turn—what's your new  
compound name?

# Lesson 44 Additional Sounds for A, I, and C

## Objective

This lesson teaches additional sounds for the letters a, i, and c.

## You Will Need

- Phonogram Cards 4, 11, and 16
- Blast Off to Reading!* page 297
- raisins, M&Ms, coins, dried beans, or Cheerios

## Before You Begin

### Look Back at Previous Progress

Your student has come a long way! He can now decode any CVC (consonant-vowel-consonant) word as well as words containing these concepts:

- words with blends
- words with consonant teams th, sh, ch, ck, ng, and nk
- compound words

The one thing that ties these words together is that they are all short vowel words.

The sequence has been very intentional. We wanted your student to become confident in reading short vowel words because it is a developmentally appropriate approach to teaching reading.

And starting with this lesson, we're ready to build on this solid base!

### Look Ahead to Remaining Lessons

As you know by now, the vowels and some of the consonants have more than one sound. Your student has learned the first, most common sound for these letters, and now it is time to learn the remaining sounds.

Here's a summary of the remaining lessons in Level 1:

- The “new concept” lessons (Lessons 44, 46, 48, and 50) teach the remaining sounds of the letters. There are no new Word Cards taught during these lessons; the teaching time is devoted to the new phonogram sounds.
- The “read a story” lessons (Lessons 45, 47, 49, and 51) present eight new stories. These stories provide great practice with the words taught in Lessons 1-42 and help your student build fluency and reading stamina. No new words are introduced.

## Before You Begin

(continued)

- Lesson 52 puts all the newly learned long vowel sounds to use, and seven open syllable words are taught, including *she*, *go*, and *we*.
- The final lesson, Lesson 53, includes two stories that give practice with these new open syllable words.

## Preview the Sounds of the Letters

In this lesson, your student will be learning the remaining sounds of a, i, and c. Here's a quick reminder of the sounds of these letters.

**a** The letter a can say three sounds:

- /ă/ as in *apple*, known as the short sound (taught in Lesson 1)
- /ā/ as in *acorn*, known as the long sound
- /ah/ as in *father*

**i** The letter i can say three sounds:

- /ĭ/ as in *itchy*, known as the short sound (taught in Lesson 8)
- /ī/ as in *ivy*, known as the long sound
- /ē/ as in *radio*

**c** The letter c can say two sounds:

- /k/ as in *cat*, or hard c (taught in Lesson 4)
- /s/ as in *city*, or soft c



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the a, i, and c phonogram sounds.

## Review



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

## Review

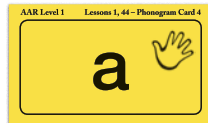
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Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure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

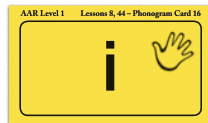
## New Teaching

### Teach New Letter Sounds



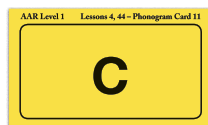
Show Phonogram Card 4 to your student.

“You already know that the letter a says /ă/. But it also makes two other sounds: /ā/ and /ah/. So the letter a makes three sounds: /ă/, /ā/, and /ah/. Repeat after me: /ă/-/ā/-/ah/.” *Student repeats the sounds.*



Show Phonogram Card 16 to your student.

“You already know that the letter i says /ī/. But it also makes two other sounds: /î/ and /ē/. So the letter i makes three sounds: /ī/, /î/, and /ē/. Repeat after me: /ī/-/î/-/ē/.” *Student repeats the sounds.*



Show Phonogram Card 11 to your student.

“You already know that the letter c says /k/. But it also makes another sound, /s/. So the letter c makes two sounds: /k/ and /s/. Repeat after me: /k/-/s/.” *Student repeats the sounds.*

Move the letter tiles into the workspace and practice until your student can say the sounds accurately.



Get your student on her feet to practice these and other phonograms with the game “Phonogram Hopscotch.” For instructions, look for this icon in Appendix G.

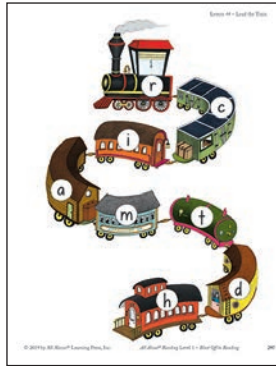


## New Teaching

(continued)

## Complete Activity Sheet

“Let’s load this train with freight.”



### Load the Train

Remove page 297 from the *Blast Off* activity book.

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

Randomly call out the sounds of the letters. As you call each sound or group of sounds, your student should put a marker over the corresponding letter. For instance, for the letter *i*, ask your student to place a jelly bean over the letter that can say /ī/-/ī/-/ē/.

When your student has filled all eight parts of the train, he says, “Choo-choo!”

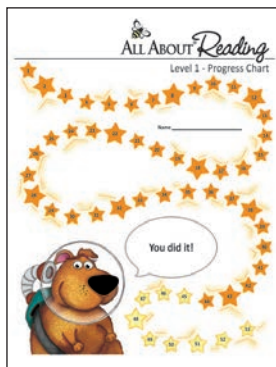
## Read-Aloud Time

### 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 44 on the Progress Chart.

# Lesson 45 Read “The Lost List” and “No Mud for Max”

## Objective

In this lesson, students read two short stories and skim the text to answer questions.

## You Will Need

- Blast Off to Reading!* pages 299–303
- M&Ms, raisins, or nuts
- Cobweb the Cat* book

## Before You Begin

### Preview Skimming

Part of being a fluent and flexible reader is knowing how to skim text. *Skimming* is a reading technique in which the reader moves quickly through the text to get a general idea of the material. The post-reading activity sheet gives your student practice in skimming.

Related to skimming is *scanning*, another fast-reading technique readers use to find specific facts quickly.

## Review



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



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



Get silly with today’s Word Card review with the activity “Yucky Snacks.” For instructions, look for this icon in Appendix H.

## Story 1: “The Lost List”

### Read the Warm-Up Sheet for “The Lost List”



Turn to page 299 in the *Blast Off* activity book.

Have your student practice reading words and phrases that will be encountered in “The Lost List.”

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of hot cross buns on the Warm-Up Sheet. “A *hot cross bun* is a spiced, sweet bun made with currants or raisins and marked with a cross on the top.”

Point out the illustration of a badger on the Warm-Up Sheet. “This is a *badger*. Badgers are strong, nocturnal mammals in the weasel family. They usually have a gray and black coat.”

“There is a badger in the next story that likes to help with the grocery shopping. Let’s see if he does a good job.”

### Read “The Lost List”

“Turn to page 69 in your reader and read ‘The Lost List’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 73:** “Uh-oh, Finn lost the list! Do you remember the four items he is supposed to get?”

**After page 78:** “Did Finn get all the right items? How do you think his mother will react to his purchases?”

**After reading:** “Why do you think Mom and Dad aren’t mad at Finn?”

## Complete Activity Sheet

“Let’s use the story to answer some questions about the facts.”



Lesson 45 - Check the Facts

In The Lost List ...	Yes	No
Did Finn drop the list?		
Did the list get lost?		
Did Finn get the things Mom had on the list?		
Was Mom mad at Finn?		
Did Finn get burns?		
Did Finn get fish?		

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### Check the Facts

Remove page 301 from the activity book.

Have your student read each question in the first column and then mark his answer in the appropriate *yes* or *no* column. If desired, mark each answer with an M&M, raisin, or nut.

Show your student how to skim the text to find the answers.

## Story 2: “No Mud for Max”

### Read the Warm-Up Sheet for “No Mud for Max”



Lesson 45 - Warm-Up Sheet for No Mud for Max

**Phrases**

fun in the sun	snag the jet	with a stick
in the mud	big belt	step in the mud
think a bit	swing and grab	toss the belt
bad stuff	in the mud	

**Names**

- Max
- Lil
- Jeff

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Turn to page 303 in the activity book.

Have your student practice reading words and phrases that will be encountered in “No Mud for Max.”

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the hippopotamus on the Warm-Up Sheet. “This is a *hippopotamus*, or *hippo* for short. A hippo is a large African mammal with thick skin, huge jaws, and big tusks. Hippos live on land and in the water.”

Point out the illustration of a remote control on the Warm-Up Sheet. “This is a *remote control*. You probably have a remote control for your television. Remote controls are used to operate machines or even toys from a distance.”

## New Teaching

(continued)

“Have you ever lost a toy in a tree or in a hole or under something? How did you get it back?”

“The hippo in this story loses his favorite toy. Let’s see if he gets it back.”

### Read “No Mud for Max”

“Turn to page 83 in your reader and read ‘No Mud for Max’ aloud.”  
Discuss your student’s ideas for the questions below as you come to them.

**After page 87:** “If you were to help Max, how would you get the plane out of the mud?”

**After page 91:** “What do you think is going to happen?”

**After reading:** “Do you think Max has anything in common with Tam from the story ‘Yuck!’?” *Possible answer: They both think they don’t like something but then find out it is not so bad.*

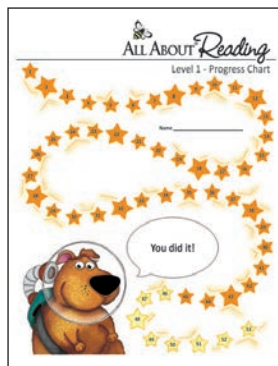
## Read-Aloud Time

### 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 45 on the Progress Chart.

3

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# Appendices

## APPENDIX A

# Scope and Sequence of Level 1

Your Student Will:	Lesson
Learn the blending procedure and the sounds of phonograms <u>m</u> , <u>s</u> , <u>p</u> , and <u>a</u>	1
Learn the sounds of phonograms <u>n</u> , <u>t</u> , <u>b</u> , and <u>j</u> and the Leap Word <u>the</u>	2
Read a short story and learn about periods and exclamation points	3
Learn the sounds of phonograms <u>g</u> , <u>d</u> , <u>c</u> , and <u>y</u> and that every word has a vowel	4
Read a short story and learn words with two meanings	5
Learn the sounds of phonograms <u>h</u> , <u>k</u> , and <u>r</u> and the Leap Word <u>a</u>	6
Read two short stories and complete a comprehension activity	7
Learn the sounds of phonograms <u>i</u> , <u>v</u> , <u>f</u> , and <u>z</u>	8
Read two short stories and practice punctuation marks	9
Learn the sounds of phonograms <u>o</u> , <u>l</u> , and <u>w</u> and the Leap Word <u>of</u>	10
Read two short stories and complete a comprehension activity	11
Learn the sound of phonogram <u>u</u> and the second sound of <u>s</u>	12
Read two short stories and discuss a character's point of view	13
Learn the sound of phonogram <u>e</u>	14
Read two short stories and complete a story sequencing activity	15
Learn the sounds of phonograms <u>qu</u> and <u>x</u>	16
Read two short stories and create silly sentences	17
Learn the concept of consonant teams and both sounds of consonant team <u>th</u>	18
Read two short stories and discuss character motivation	19
Learn the sound of consonant team <u>sh</u>	20
Read two short stories and discuss story setting	21
Learn the first sound of consonant team <u>ch</u>	22
Read two short stories and use illustrations to retell a story	23
Learn words with final blends and the Leap Word <u>was</u>	24
Read two short stories and match text with illustrations	25
Learn words with initial blends and the Leap Word <u>to</u>	26
Read two short stories and learn about onomatopoeia	27
Read two short stories and practice reading words with blends	28
Learn words ending in <u>ff</u> , <u>ll</u> , and <u>ss</u> and the Leap Words <u>said</u> and <u>I</u>	29
Read two short stories and follow recipe instructions	30

<b>Your Student Will:</b>	<b>Lesson</b>
Learn the Leap Words <u>or</u> , <u>for</u> , and <u>no</u>	31
Read two short stories and practice previously taught concepts	32
Read two short stories and discuss the main conflict	33
Learn the sound of consonant team <u>ck</u>	34
Read two short stories and discuss character traits	35
Learn the sound of consonant team <u>ng</u>	36
Read two short stories and learn about the five senses in literature	37
Learn the sound of consonant team <u>nk</u>	38
Read two short stories and learn about cause and effect	39
Learn compound words and the Leap Word <u>do</u>	40
Read two short stories and discuss realism vs. fantasy	41
Learn plural words and verbs ending in <u>s</u> and <u>es</u>	42
Read two short stories and learn about rhyme	43
Learn additional sounds for phonograms <u>a</u> , <u>i</u> , and <u>c</u>	44
Read two short stories and skim text to answer questions	45
Learn additional sounds for phonograms <u>o</u> and <u>g</u>	46
Read two short stories and discuss character motivation	47
Learn additional sounds for phonograms <u>e</u> , <u>u</u> , <u>y</u> , and <u>ch</u>	48
Read two short stories and use the table of contents to locate information	49
Learn the term <u>short vowel sound</u> and how to count syllables	50
Read two short stories and draw a picture from oral instructions	51
Learn long vowel sounds and open and closed syllables	52
Read two short stories and complete a story sequencing activity	53



## APPENDIX B

# Phonograms Taught in Levels 1-4

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/ Level
<b>Phonograms Taught in Level 1</b>				
1	m	/m/	moon	1
2	s	/s/-/z/	sun      has	1, 12
3	p	/p/	pig	1
4	a	/ă/-/ā/-/ah/	apple      acorn      father	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	4, 46
10	d	/d/	deer	4
11	c	/k/-/s/	cow      city	4, 44
12	y	/y/-/ī/-/ī/-/ē/	yarn      gym      my      happy	4, 48
13	h	/h/	hat	6
14	k	/k/	kite	6
15	r	/r/	rake	6
16	i	/ī/-/ī/-/ē/	itchy      ivy      radio	8, 44
17	v	/v/	vase	8
18	f	/f/	fish	8
19	z	/z/	zipper	8
20	o	/ō/-/ō/-/ō/-/ū/	otter      open      to      oven	10, 46
21	l	/l/	leaf	10
22	w	/w/	wave	10
23	u	/ū/-/ū/-/ō/	udder      unit      put	12, 48
24	e	/ē/-/ē/	echo      even	14, 48
25	qu	/kw/	queen	16
26	x	/ks/	ax	16
27	th	/th/-/th/	three      then	18

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
28	sh	/sh/	ship	20
29	ch	/ch/-/k/-/sh/	child school chef	22, 48
30	ck	/k/, two-letter /k/	duck	34
31	ng	/ng/	king	36
32	nk	/ngk/	thank	38
<b>Phonograms Taught in Level 2</b>				
33	wh	/hw/	while	Level 2
34	ee	/ē/, double e	feed	
35	er	/er/ as in <i>her</i>	her	
36	ar	/ar/	car	
37	or	/or/-/er/ as in <i>work</i>	corn work	
38	ed	/ed/-/d/-/t/	wanted snowed dropped	
39	oy	/oy/ that we <b>may</b> use at the end of English words	toy	
40	oi	/oy/ that we may <b>not</b> use at the end of English words	oil	
41	aw	/aw/ that we <b>may</b> use at the end of English words	saw	
42	au	/aw/ that we may <b>not</b> use at the end of English words	haul	
43	ow	/ow/-/ō/	cow low	
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	
<b>Phonograms Taught in Level 3</b>				
45	ai	/ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	rain	Level 3
46	ay	/ā/, two-letter /ā/ that we <b>may</b> use at the end of English words	day	
47	oa	/ō/, two-letter /ō/ that we may <b>not</b> use at the end of English words	boat	


Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
48	ir	/er/ as in <i>first</i>	first	Level 3
49	ur	/er/ as in <i>nurse</i>	nurse	
50	oo	/ōō/-/ōō/-/ō/	food    book    floor	
51	ea	/ē/-/ē/-/ā/	leaf    bread    great	
52	igh	/ī/, three-letter /ī/	light	
53	tch	/ch/, three-letter /ch/	watch	
54	dge	/j/, three-letter /j/	badge	
55	ew	/ōō/-/ū/	grew    few	
56	wr	/r/, two-letter /r/ used <b>only</b> at the beginning of a word	write	
57	kn	/n/, two-letter /n/ used <b>only</b> at the beginning of a word	know	
58	eigh	/ā/, four-letter /ā/	eight	
59	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe	
60	ti	/sh/, tall-letter /sh/	nation	
<b>Phonograms Taught in Level 4</b>				
61	ey	/ē/-/ā/	key    they	Level 4
62	ear	/er/ as in <i>early</i>	early	
63	ui	/ōō/	fruit	
64	ie	/ē/-/ī/	field    pie	
65	ph	/f/, two-letter /f/	phone	
66	gu	/g/, two-letter /g/	guide	
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	
68	augh	/aw/, four-letter /aw/	daughter	
69	ei	/ā/-/ē/	vein    ceiling	
70	ough	/ō/-/ōō/-/ūff/- /ōff/-/aw/-/ow/	though    through    rough cough    thought    bough	
71	si	/sh/-/zh/	mission    vision	
72	mb	/m/, two-letter /m/	lamb	

<b>Card #</b>	<b>Phonogram</b>	<b>Sound</b>	<b>For the Teacher's Use Only</b> (example of word containing the phonogram)	<b>Lesson/ Level</b>
73	our	/er/ as in <i>journey</i>	journey	Level 4
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

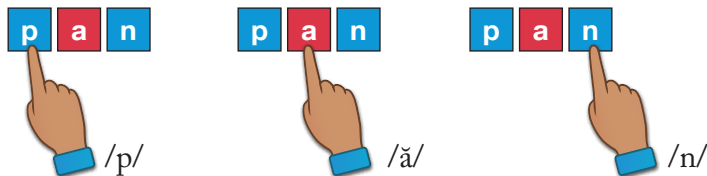
## APPENDIX C

# Blending Procedure

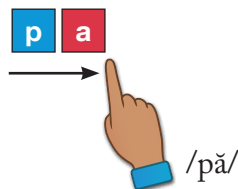
### Blending one-syllable words

1. Build the word with letter tiles. 

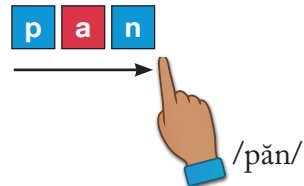
2. Touch under one letter at a time and say the sound of each letter.



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



4. Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



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 the 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.



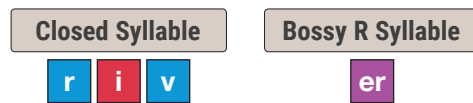
In Level 2, the blending procedure will be expanded as shown below.

### Blending multisyllable words

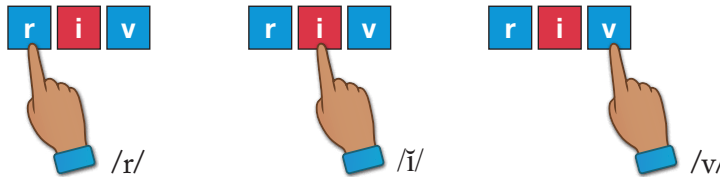
1. Build the word with letter tiles. r i v er
2. Divide the word into syllables using the appropriate syllable division rules.



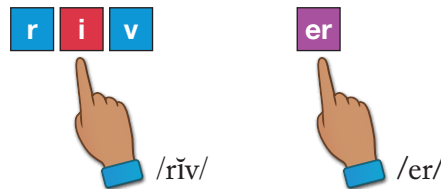
3. Label the syllable types.



4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



5. Start over at the beginning of the word. Slide your finger under each syllable, saying the sound of the syllables.



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

If the word has three or more syllables, follow the same procedure:

1. Divide the word.
2. Label the syllable types.
3. Decode one syllable at a time.



## APPENDIX D

# Solving Letter Reversal Problems

Most of the letters of the alphabet have unique shapes, so no matter which way you turn them, they can't be confused with any other letters. For example, the letter m looks quite different from the letter x, and f is not likely to be confused with z.

There are a few notorious troublemakers, however, particularly b and d, the letters that students most often have trouble with.

It is easy to see where the confusion comes in: flip the b and it becomes a d. The beginning reader or dyslexic student may not realize that the direction of the letter matters, or he may not be able to remember which letter is which.

Letters and numbers that can be flipped include:

b d p q p d n u 6 9

### What is considered normal?

If your student is between the ages of three and seven, is just starting to read, and makes occasional reversal errors when reading or writing, it's perfectly normal. It doesn't mean that your student has dyslexia or a reading disability. Make a gentle correction and move on.

But if your student is eight years or older, has had prior reading instruction, and is making frequent letter reversal errors, it is important to take action to solve the reversal problems.

As reading instructors, we have two jobs to do regarding reversals:

1. Try to prevent confusion.
2. Where confusion exists, resolve it.

### Try to prevent letter confusion before it begins.

The *All About Reading* program is carefully structured to minimize the likelihood of letter reversals. We teach the sounds of potentially confusing letters like b and d in separate lessons. The student's task is simplified because he only has to make one new visual discrimination at a time.

When your student is learning to print, be sure to teach correct letter formation. Doing so is critical to prevent confusion.



When forming the letter b, start with the stick first, followed by the circle. To write the letter d, start with the circle first, followed by the stick.



Have your student use lined paper so it is clear where the circle is in relation to the stick. Also be sure your student does not lift the pencil from the paper when writing any of the confusable letters.

### **What to do if your student already reverses letters.**

If you are working with older learners, it may be too late to prevent confusion. They may have had a few false starts in reading and may have already confused these troublemakers. They may encounter the letter b and misinterpret it as the letter d. They may read the word *bad* as *dab*, or *fad* as *fab*. You might give a gentle correction, pull out the corresponding Phonogram Cards, and re-teach the letters separately, but your student still mixes them up.

Below are four effective methods to clear up tough reversal problems.

The demonstrations are for correcting b and d reversals, but the same concepts can be applied to any letter or number. You may only need to use one of these methods, but for really resistant cases, you will need to use all four methods.

Please note that it's important to concentrate on just one letter per session. Wait until that letter is completely mastered before teaching another letter.

#### **Method 1: Teach the letters b and d using tactile surfaces.**

Have a variety of tactile surfaces for your student to choose from. Possibilities include flannel fabric, corrugated cardboard, very fine sandpaper, fluffy fur fabric, or a carpet square. Ask your student which surface reminds him of the letter b, and then cut a large lowercase b out of the chosen tactile surface.

Using the pointer finger of his dominant hand, have your student trace the letter b on the textured surface. Be sure he starts and ends in the correct place. Practice until he can easily write the letter b.

When your student is ready to go on to a new letter, choose a different textured surface. If fine sandpaper was used for the letter b, perhaps furry fabric can be used for the letter d.

#### **Method 2: Use “air writing” to reinforce proper letter formation.**

Another simple but powerful method for correcting reversals is “air writing.” Using the dominant hand, the student uses his entire arm to write letters in the air as he says the sound of the letter. The whole arm should be involved, and the student should pretend that his pointer finger is a pen.

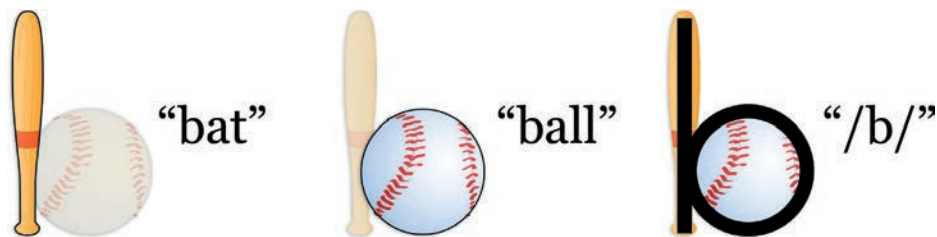


Brain research shows that two ideas practiced at the same time can permanently bond the ideas together. In this case, the large movements of the arm combined with saying the sound of the letter helps link these two concepts together in your student's brain. Additionally, this multisensory activity takes advantage of the fact that the muscles in the shoulder and in the jaw have muscle memory, and this makes it easier for your student to recall the shape and sound of the letter.

**Method #3: Teach the letters b and d using analogies.**

Explain that the letter b is made up of two shapes: a bat and a ball. Using the tactile surface, demonstrate how you write the bat part of the letter first, followed by the ball.

As you write the letter b, say “bat-ball-/b/,” like this:

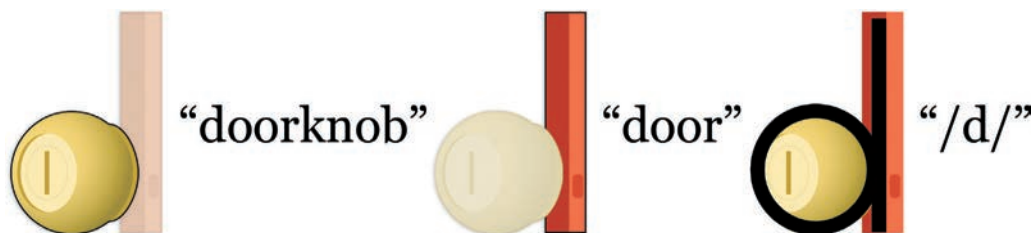


To further clarify which side of the letter the straight line is on, tell your student that *first you grab the bat, and then you hit the ball.*

Have your student practice this motion and chant many times over a two-minute time period. Repeat the exercise several times a day.

Show your student that when you are reading from left to right, you encounter the bat part of the letter first. If he is ever unsure of the sound this letter makes when he sees it, he should think to himself, “bat-ball-/b/.” This will help him recall the sound of the letter b.

To teach the letter d, you can use the analogy of a doorknob and a door. The doorknob represents the circle part of the letter, and the door represents the straight line, like this:

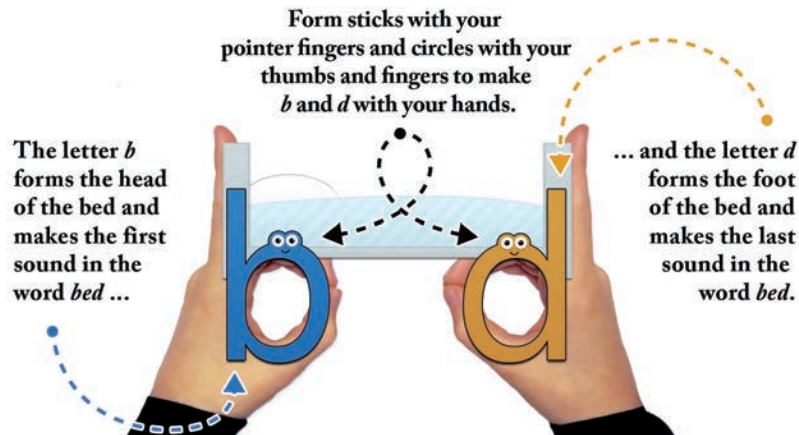


To clarify which side of the letter the straight line is on, tell your student that *first you grab the doorknob, and then you open the door.*

Again, practice the motion and chant many times over a two-minute period. Repeat the exercise several times a day.

Show your student that when you are reading from left to right, you encounter the doorknob part of the letter first. If he is ever unsure of the sound this letter makes when he sees it, he should think to himself, “doorknob-door-/d/.” He will now be able to recall the sound of the letter d.

Another common analogy to help with b and d is a bed. Though this analogy may help some kids, for others it may require more thought, and for many kids it may not become automatic.



**Method #4: Help your student notice the shape of the mouth while saying the letter sounds.**

When we say /b/, our lips come together in a straight line. Point out that the straight line comes first when you write the letter b.

When we say /d/, our lips are open. Coincidentally, the circle comes first when you write the letter d.

If your student misreads a b as a d, refer back to the tactile surface activity and air writing that you did together. Point to the misread letter and say, *If you wrote this letter, what would this letter say?*

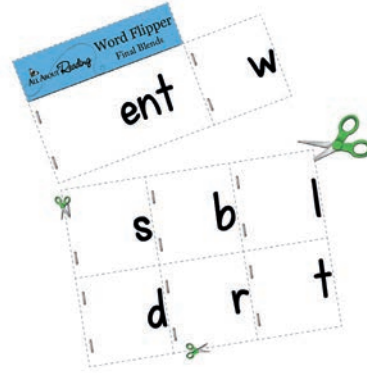
If your student can't answer easily, ask him to draw the letter b using air writing. The sound of the letter (/b/-bat) should come more easily this way. Then have your student read the word again.

## APPENDIX E

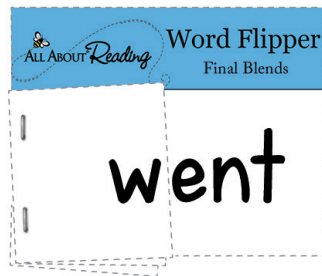
# How to Assemble Word Flippers

Word Flippers are a fun way for your student to practice fluency. Follow these steps to assemble and use them in your lessons.

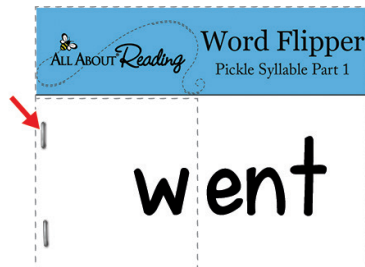
1. Remove the appropriate pages from the activity book. Cut apart the pages on the dotted lines.



2. Put the larger pieces of paper on the bottom. Stack the smaller pieces on top. Note that some Word Flippers will be stacked on the left side and some on the right side.



3. Staple the Word Flipper along the left or right side as indicated.



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

## APPENDIX F

# Tips and Activities for Using the Practice Sheets

Fluency is the ability to read smoothly, accurately, and with expression, and the Practice Sheets are an important part of developing your student's fluency. But students don't always find the Practice Sheets as exciting as the other hands-on activities in the lessons.

If working on Practice Sheets becomes a chore for you and your student, try some of the following games and creative activities to make them fun again.

Be sure to photocopy the Practice Sheets before playing games that require the pages to be cut into strips or single words.

### Games and Activities



**Feed the monster.** Cut out the monster on page 375. Cut the Practice Sheets into strips. Have your student feed the strips to the monster as he reads them. For a fun alternative, go to [blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game](http://blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game) to download our Feed the Puppy printable.



**Number the rows** of words and sentences on the Practice Sheet from 1 to 6, repeating those numbers as necessary. Have the student roll a die and read the words or sentences in the row of the number he rolled. For example, if he rolls a 2, he must read the words in row 2.



**Read with a buddy.** Take turns reading lines with your student, or let her read with a favorite stuffed animal or toy.



**Use sticker dots.** Break up the assignment and reduce your student's frustration by creating a "starting dot" and a "stopping dot."



**Play hide and seek** with words and sentences. Cut up the Practice Sheets and hide the pieces around the room. When the student finds a piece, he must read it before searching for the next piece.



**Use an online word search puzzle maker** to create your own word search puzzle using your student's fluency words. Have the student read the words as she finds them.



**Choose a letter and have your student search for and read** only words that begin with that particular letter.



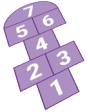
**Play Swat the Words.** Cut out the splat graphic on page 377. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it out loud. Then switch—you swat while your student reads.



**Break up the Practice Sheet** by covering it with a piece of paper. Slide the paper down to uncover one line or section at a time.



**Make progress more concrete.** Allow your student to track progress using colored highlighters or fun stickers.



**Play Fluency Hopscotch.** Write fluency words in each square of a hopscotch grid. Gather a different marker for each student, such as a beanbag, stone, or bottle cap. Follow the standard rules, but when the student stops to pick up his marker, he reads the word(s).



**Play Fluency Snowball Fight.** Cut up the Practice Sheets into strips and tape them to the wall. Have your student read the fluency words. After each strip is read correctly, have him stand back and throw a snowball at it! Use Ping-Pong balls, Nerf balls, styrofoam balls, or even crumpled paper for snowballs.

## Art and Creative Play



**Let your student use the Ziggy puppet** from the Pre-reading program to read the words and sentences on the Practice Sheets.



**Make a word road.** Cut the rows of words into long strips. Place the strips on a long table or on the floor to make a road. Have your student drive a matchbox car over the words as he reads them.



**Illustrate the words.** Select a few words and have your student draw a picture for each one. She may then make a collage of the words and pictures.



**Silly sentences.** Have your student read a word and then make up a silly sentence using the word.



**Have fun with emotions!** Cut out the emoticons on page 379. Put the faces in a hat. Cut out the words and sentences from the Practice Sheet and put those in another hat. Have your student pick a word/sentence from one hat, pick a face from the other hat, and then ham it up by reading the word with the selected emotion.

## Snacks and Rewards



**Eat your words!** Motivate your student to read each row of the Practice Sheet by putting a chocolate chip, marshmallow, M&M, popcorn, granola, fruit, or other favorite treat at the end of a section or row. At the end of the practice session, snuggle up with a story and munch on the rest of the snack.



**Set up a points system** in the corner of your white board or on a separate chart and give your student a small prize when she reaches 100 points. For example, you might give your student one point for every correct word she can read in five minutes. You might combine the points system with Phonogram Card and Word Card review as well so your student has more chances to rack up points. There are many point variations, so use what works best for you.

## Positive Words

**Fluent reading is hard work for your student!** Catch him working hard and give him a few words of encouragement. Try positive words like these:

“Very good! You are a quick learner!”

“Hey, you got that the first time!”

“You are doing great!”

“That was a tough one, and you got it!”

“You remembered that from yesterday—great!”

“I can tell that you tried hard to figure that out.”

Many of the tips and activities in Appendices F, G, and H can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.





# ALL ABOUT<sup>®</sup> Reading

**We hope you enjoyed this *All About<sup>®</sup> Reading* sample.**

*All About Reading* is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life!

- Multisensory Orton-Gillingham approach
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