

Lesson 2

Preparation

- **Materials:** At each lesson, have sharpened pencils, a good eraser and a stack of Post-It Notes for marking pages to be reviewed later.
- **Read the lesson—**Always review each lesson before presenting it to your child.

“In this lesson you’re going to learn how to write and read the words *in* and *is*, but first let’s go back and review.” (Go back to pages with Post-it Notes and have your child practice writing the letters **i** and **t** a few times while saying their sounds. Remember, the letter **i** has two sounds, /i/..ie/ and he should say both sounds in that order when writing just the letter **i** by itself. But when he’s writing a whole word like *it*, he should say only the sounds in the word, /i/ and /t/.)

{Guidance on printing letters: Letters are introduced slowly during the program. Be sure to have your child practice printing each one that's been introduced until he can print it legibly in the correct way and can stay within the lines provided. See Appendix 2 for more.}

“The word *in* has two sounds, /i/ and /n/.” (Remember to say *sounds*, not letter names.)

“You need to learn how to write the /n/ sound. This letter can be two different sounds. For now, you’re just going to say /n/ when you see it. I’ll write it once and then you write the /n/ sound four times. Watch how I write it.” (Write the letter **n** on the first set of lines, saying /n/ as you write it and then have your child write it four times.)

[illegible]

“Now you can write the word *in* three times by yourself. Just say /i/ when you write the first letter. Then say /n/ when you write the second letter. Say the whole word when you’ve finished. Saying the sounds out loud will help you remember how to spell them. Go ahead.”

(Have your child write *in* three times below while saying /i/, then /n/, as he writes each corresponding letter, then saying *in* when he's done with each one. The last two lines are for review later.)

“Great. Now you know how to write the word *in*, so let’s see if you can read it.” (Point to one of the last words he wrote.) **“Sound out this word by saying each sound first and then the word.”** (After getting a response, either offer praise or any needed correction. For example, if he says “/i/./n/....it,” point to the *n* and say “You said *it*. This is /n/. Try again.”)

“Now try saying the sounds like this, /iiiiii/nnnn/. Don’t leave a gap between the sounds. Do that and then tell me the word.” (Do *not* say the word *in* to your child. Just drag out the two sounds while pointing at each letter.)

{Guidance on blending: If your child is having difficulty saying separate sounds and blending them to get the word, make sure he *knows* each sound first, then have him drag them out where possible, like with the word *in* above and then see if he can say the word. Blending is a skill that must be developed, so continue to do this until your child becomes proficient at blending sounds and recognizing the word. This process makes it easier for him to connect the sounds together. Note: With a word like *it*, you would say /iiii/t/. The /t/ can’t be extended.}

“Now you’re going to learn to spell and read the word *is*. The word *is* has two sounds, /i/ and /z/. First, you need to learn how to write the /z/ sound. This letter has two sounds. It can be /s/ or it can be /z/. When you write the letter by itself, say /s../z/ so you can remember both of its sounds. Say /s../z/ for me.” (Wait for a response.) **“I will write it once to show you how. Then you write the /s../z/ letter four times. Watch me.”** (Write the small letter *s* on the first line, while saying /s../z/ as you write it.)

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“That’s good. Now you can write the word *is* by yourself. Say /i/ when you write the first letter and say /z/ when you write the second. Then say the word when you’re done. Saying the sounds out loud will help you remember how to spell them.” (Have your child write *is* three times below while saying /i/, then /z/, as he writes each corresponding letter and then say *is* when he’s done. Also, your child might need additional practice printing the letter *s*.)

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“Perfect. Now you know how to write the word *is*, so let’s have you read it.” (Point to the last word he wrote.) **“Sound out this word.”** (Either offer praise or have him then try /iiii/zzzz/.)

{Guidance: While at first your child might appear confused over the letter *s* representing two different sounds, he is almost certainly capable of accepting that information and learning to use it. For further discussion of the logic a young child is capable of, see page 12.}

{Guidance: If your child has difficulty telling you the separate sounds in words, you should work the following exercise into his lessons for a while. The exercise teaches your child the skill of segmenting. Segmenting is breaking a word up into its separate sounds orally.}

{Guidance: If your child has no trouble telling you the individual sounds in a word when you ask him, you don't need to do this exercise and can move ahead to Lesson 3. For example, if you ask your child the sounds in the word *trip* and he can easily tell you they are /t../r../i../p/, then he can already segment words and he will only improve as the program progresses.}

If you do decide that your child needs this exercise, you will be using letter tiles in the process. Here are the letter tiles you will need:



You can copy this page and cut them out into six separate squares, or trace them onto one-inch squares, or just print them yourself on one-inch squares. Here's how you use them. Show your child the two lines below and use the squares with the letters **i** and **n** on them.}



“The word *in* has two sounds. The two sounds are the /i/ sound and the /n/ sound. Tell me what sound you hear when my finger is under the first line.” (Run your finger slowly under both lines while saying /i/ when your finger is under the first line and /n/ when it's under the second. Say *in* with the sounds strung out: iiiiiinnnnnn. Do *not* pause between the sounds. It's your child's job to isolate the /i/ sound, not yours. Now your child might or might not be able to say it's the /i/ sound because segmenting is a skill and he might not yet be able to do it. If he does say /i/, point to the two letters, **i** and **n**, and ask him which one is the /i/ sound. If he picks the right sound, have him put the square with the letter **i** on the line. If he doesn't know which one is the /i/ sound, just tell him. Your child will soon learn it.)

“Now tell me what sound you hear when my finger is under the second line.” (Again, run your finger slowly under both lines while saying /i/ when your finger is under the first line and /n/ when it's under the second. Drag out the sounds by saying “iiiiinnnnn” as you run your finger from line to line. Then ask him to put the square with the letter **n** on the line where he's hearing you say the /n/ sound. Then have him say both sounds and then the word.)

{Guidance: After the word *in*, work with the words *is* and then *it* in this lesson and then come back after your child has learned the /h/ sound and the /m/ sound in the next lesson and work on the words *his*, *him* and *hit*. Use the three lines for those words.

This completes the segmenting exercise. You can continue to do it using newly-taught words for a few lessons if your child continues to have difficulty breaking out the individual sounds in words. Put a Post-it Note on this page to remind you to review it each lesson.}

Lesson 3

Preparation

- Materials: At each lesson, have sharpened pencils, a good eraser and a stack of Post-it notes for marking pages to be reviewed later.
- Read the lesson—Always review each lesson before presenting it to your child.
- Have the flashcards #1 through #4 available to review at the start of the lesson.

{Guidance for using the flashcards: As part of the review process at the start of each lesson, show your child the flashcards for the letters covered in the previous lessons. Show your child the front side with just the letter on it and ask him what *sound* it can be. If he should know more than one sound by then, ask him what *sounds* it can be.

Do this each lesson until he clearly knows the sound, or sounds, on the card, then set it aside.

Below, the back of the first four cards is shown under the bolded letter on the front of the cards. The letter **i** has three sounds but only the first two were taught in Lesson 1. The third sound for that letter will be taught in Lesson 101, as indicated by the “(101)” after the third line.

i	t	n	s
/i/ sit			
/ie/ find	/t/ toy	/n/ net	/s/ sit
/ee/ ski (101)		/ng/ bunk (57)	/z/ has

When you show your child that flashcard, he should only be required to say /i../ie/ until you show it to him in Lesson 102. By that time, you will probably have put that flashcard aside, but you will be prompted to take it out again in Lesson 101. Similarly, the flashcard for the letter **n** has two sounds, but the second one will be taught in Lesson 57, so your child should only have to say the /n/ sound, not its second sound, until after Lesson 57.

However, if your child is doing well, and seems capable of adding a sound earlier, that’s okay to do. Say, for example, he runs into the /ee/ sound of the letter **i** in *ski* or *taxi* and wants an explanation. If you’re in Lesson 25 when that comes up, just explain it, cross out the (101) on that flashcard, and add it back to the stack for review until he knows all three sounds.}

“In this lesson you’re going to learn how to write and read the words *his* and *mitt*. But first, let’s go back and review what you’ve learned so far.” (Return to the pages marked with Post-it Notes and review the spellings and words by having your child write on some of the remaining blank lines. Remember to have him say the sounds as he writes.)

“The word *his* has three sounds, /h../i../z/.” (Remember to say sounds, not letter names.)

“First, you need to learn how to write the /h/ sound. Say /h/ for me.” (Wait for a response.)
“I’ll write it once. Then you write it four times. Say /h/ when you write it. Watch how I write it.” (Write the letter **h** on the first set of lines, saying /h/ as you write it, then have your child write it four times.)

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“Now you can write the word *his* by yourself. Just say /h/ when you write the first letter. Say /i/ when you write the second. And say /z/ when you write the last one. Saying the sounds out loud helps you remember how to spell them.” (Have your child write *his* three times below while saying each sound as he writes the corresponding letter. Then have him say *his* when he’s done with each one. If your child forgets the spelling of the /i/ or /s/ sound, just show him.)

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“Awesome. Now you know how to write the word *his*. Now try to read it too.” (Point to the last word he wrote.)

“Sound out this word. Say each sound and then the word.” (Either offer praise or any needed correction. For example, if he says *is*, point to the *h* and say “You said *is*. You missed this sound. Try again.”)

“Now you’re going to learn to spell and read the word *mitt*. The word *mitt* has three sounds, /m/, /i/, /t/. Say /m/ for me.” (Wait for a response.) **“First, you need to learn how to write the /m/ sound. I’ll write it once. Then you write it four times. Remember to say /m/ when you write it. Watch how I write it.”** (Write the letter **m** on the first set of lines, saying the /m/ sound as you write it.)

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“The /t/ sound in the word *mitt* is spelled with a double letter. When you say the /t/ sound, just say /t/ once but write the letter twice. I’ll show you now. Watch me.” (Write *mitt* on the first set of lines, saying /m/..i/..t/, *mitt*, as you do so.)

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“Now you write *mitt* two times. Don’t forget to say each sound and then the word.” (Make any needed correction after the first attempt before letting your child write the second *mitt*. For example, if he says /t/ twice when he writes *tt*, say: “You said the /t/ sound two times. Just say it once while you write both letters.”)

“Great. Now you know how to write the word *mitt* and so you should be able to read it too.” (Point to the last word he wrote.)

“Sound out this word. Say each sound and then the word.” (Either offer praise or a needed correction. For example, if he says it’s just *it*, point to the **m** and say “You said *it*. You left off this sound. Try again.”)

“Now I’m going to underline the /t/ sound in *mitt*. I’m doing that because those two letters are the picture of just one sound, the /t/ sound. In the stories in here, if two or more letters are underlined like that, it means you only need to say one sound for those letters. The underline means that it’s just one sound, not two or more.” (Underline the two t’s in the first *mitt* that you wrote and have your child underline them in the rest of the words he wrote.)

“Now you’re going to read a whole sentence made up of words you’ve learned. It’s down here. What does it say?” (Have your child read the sentence *it is in his mitt* below. Offer corrections as needed. Examples: He already knows the /s/ sound for the letter **s** and tries to say *iss* for *is*, or *hiss* for *his*. Tell him that he said *iss*, or *hiss*. Then point to the letter **s** and ask him what else it can be. If he forgot, just remind him that it can also be /z/ and to try again.)

it is in his mitt

{Guidance on progress: If your child easily reads the sentence above, continue with the lessons as usual. However, it’s quite possible that he will struggle with it. After all, your child needs to recall the sounds of all the spellings, blend the sounds in each word to recognize it, and hold all the words he’s just sounded out in his short-term memory while he works on the next one.

And, even after your child has managed to finally decode the sentence accurately, you might find that he can’t then do it again. Remember, you’re not asking your child to *memorize* the sentence; you’re asking him to *decode* it using newly-learned code knowledge and the brand-new skill of blending.

If your child *does* struggle with the sentence, stop before frustration sets in, offering praise for what he’s already learned. When you return, do more review of the material already covered, use the flashcards, and work on the segmenting exercise on page 47.}

{Guidance on reading to your child: Hopefully, you have been reading to your child for years. Continue to do so outside of these reading lessons, preferably at a different time of day. As your child’s reading level increases, choose books that are above his reading level. Doing so is probably the best way to build your child’s ability to comprehend. It will also build his vocabulary, making it more likely he will recognize an unfamiliar word he needs to decode.}

Lesson 4

Preparation

- Materials: At each lesson, have sharpened pencils, a good eraser and a stack of Post-it notes for marking pages to be reviewed later.
- Read the lesson—Always review each lesson before presenting it to your child.
- Have the flashcards #1 through #6 available to review at the start of the lesson.

“Here is the sentence from the last lesson. Read it again.” (Have your child read the sentence below.)

it is in his mitt.

“That is a whole sentence that you read. There are two things about sentences. All sentences end with a special mark. This little dot is the mark that we call a period.” (Review the above sentence first. Have him find the period and say the word *period*.)

“And all sentences start with a capital letter. Every letter in the alphabet has both a small letter and a larger letter that we call a *capital* letter. A small letter and a capital letter can look different, but they stand for the same sounds. The capital letter for the /i../ie/ sound looks like this. Or sometimes we write it like this.” (Point to the two types of capital I below.)

I |

“Now you’re going to write the capital letter for the /i../ie/ sounds. Say /i../ie/ for me.” (Wait for a response.) **“I’ll write it once and then you write it four times. Say /i../ie/ when you write it. Watch how I write it.”** (Use the first version. Draw the vertical line first, then add the top bar, then the bottom bar. Save the last seven lines for review.)

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“So this is how the sentence looks when the /i/ sound in the word *it* is a capital letter.”

It is in his mitt.

“Now you’re going to write your own sentence. Write the sentence *It is in his mitt* on the first set of lines. Say each sound as you write the letters in the words. Try to remember the capital letter at the beginning and the period at the end of sentences.” (If your child writes a lowercase *i* for the first word or forgets the period, remind him when he’s done with the sentence. If he writes a word incorrectly, correct it as soon as he’s done with the word. When he’s done with the sentence, have him read it to you. After you make corrections, have him write it again. Save one set of lines for review.)

“Good, now read these sentences.” (The sentences below use the same words, but in a different order to determine if your child has simply memorized the earlier sentence. Also, note whether your child is starting to recognize some of the words on sight without having to decode them. Also, the last two sentences use the simpler form of the capital letter for *i*. And don’t worry that three are questions for now. That will be addressed soon.)

It is his mitt.

Is it in his mitt.

It is his.

Is it his mitt.

Is his mitt in it.

Lesson 5

Preparation

- Materials: At each lesson, have sharpened pencils, a good eraser and a stack of post-it notes for marking pages to be reviewed later.
- Read the lesson—Always review each lesson before presenting it to your child.
- Be sure to have read “Making Proper Error Corrections” on page 21 by now.
- Have the flashcards #1 through #6 available to review at the start of the lesson.

{Guidance on fine motor skills: This program requires your child to print letters every lesson. If you are finding that your child is not yet able to form letters reasonably well, consider holding off on the lessons for a while and working on his fine motor skills with other activities, including those that have him using a crayon or pencil.}

“In this lesson you’re going to learn how to write and read some new words, but first let’s review what you’ve learned so far.” (Work on the flashcards and the pages marked with Post-it Notes. Also, from here on, it’s assumed that you have a review built into your lesson plan and this paragraph will no longer appear.)

“Now read these sentences using the same words you’ve learned.” (Have your child read each of the sentences below and then return to them at least once more during the rest of this lesson. Repetition is needed to build the automatic recognition of each word eventually.)

It is in his mitt.

It is his mitt.

It is his.

It is.

“The next lines are questions. Questions always end with a question mark, not a period. This is a question mark. Read these questions” (Point out the question marks at the end of each question.)

Is it his mitt?

Is it in his mitt?

Is it in it?

“Now you’re going to learn to read and spell a new word. The word is *miss*. The word *miss* has three sounds. Can you tell me the three sounds in *miss*?” (See if your child can segment *miss* into its three sounds, /m/./i/./s/. If he can’t, just tell him the sounds.)

“You already know how to write all the sounds in *miss*. The letter for the /s/ sound is the one we call /s/./z/. Remember that one?” (Get a response.) **“In the word *miss* we write the /s/ sound with two letters just like we did with the /t/ sound in the word *mitt*.”** (Show your child the spelling of *mitt* in the previous lesson to remind him.)

“Now you can write the word *miss* by yourself. Say /m/ when you write the first letter. Say /i/ when you write the second letter. And say /s/ when you write the last ones. Saying the sounds out loud will help you remember how to spell them. I’ll write *miss* first. Then you write it two times.” (After you write *miss*, cover your example and have your child write *miss* below while saying /m/, then /i/, then /s/, as he writes the corresponding letters, and then saying the whole word when he’s finished it. Then cover his first effort when he writes *miss* the second time, so that he’s writing what he’s *saying*, not what he’s *looking at*.)

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“Good. Now you know how to write the word *miss*. Let’s see if you can read it.” (Point to the last word he wrote.) **“Sound out this word by saying each sound, then the word.”** (Either offer praise or any needed correction.)

“Now see if you can read these words.” (Point to each of the words below. Skip around and return to any your child is having difficulty sounding out. Also, notice whether he is beginning to recognize some of them without having to sound them out first.)

it is miss his in mitt

“Here are three more words. See if you can sound them out using the phonics code you’ve already learned.” (Make the appropriate corrections as discussed in Appendix 3. If your child forgets the sound of a letter, just remind him. Notice whether he can blend the sounds and get the word. If he finds blending difficult, continue to review the exercise at the end of Lesson 2.)

him hit sit

{Guidance on making corrections: If you haven’t read Appendix 3, *Making Proper Error Corrections*, by now, do so before doing this lesson. It’s important that you address your child’s errors correctly when he struggles with decoding an unfamiliar word.}