

Lesson 1: Letter Sounds Review I (5 Days)

Getting Started



Facts and Definitions

- There are 26 letters in the alphabet. Each letter represents one or more sounds.
- There are 2 kinds of letters: consonants and vowels.
- Words that start with the same letter often have the same starting sound.
- Segmenting is breaking a word into its individual sounds, and blending is putting sounds together to make words.
- **Word families** are groups of words that share letters in common and have a similar sound.
- We read from left to right and from top to bottom on a page.
- Sounding out a word can help us read new/unfamiliar words.
- A **sentence** is a group of words that mean something.
- A **period** comes at the end of most sentences and means the sentence is ending.
- An **exclamation point** tells us to read something with feeling.

Skills

- Follow words from left to right, top to bottom, and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize the distinguishing features of a sentence
- Recognize and name all uppercase and lowercase letters of the alphabet
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
- Isolate and pronounce the initial, medial vowel, and final sounds in three letter (consonant-vowel-consonant, or CVC) words
- Segment spoken single-syllable words into their complete sequence of individual sounds
- Decode regularly spelled one-syllable words
- Orally produce single-syllable words by blending sounds, including consonant blends
- Add or substitute individual sounds in simple, one-syllable words to make new words
- Associate the long and short sounds with the common spellings for the five major vowels
- Read common high-frequency words by sight
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ

✂ Materials

- colored pencils, crayons, or markers
- index cards* (Introduction - optional)
- laminated writing sheet (kit)
- lowercase letter cards (kit)
- plate or cookie sheet* (Activity 2 - optional)
- readers (kit)
- rubber bands (kit)
- shaving cream, flour, or rice* (Activity 2 - optional)
- sight word cards (kit)
- thin dry-erase markers (kit)
- Weekly Message book (kit)
- whiteboard* (Introduction - optional)
- word building cards (kit)

Introduction

This Reading program is divided into two units — one for each semester of the school year. Each unit contains 17 lessons, with each lesson covering one week (five days) of material. Each lesson's introduction begins with a summary of the focus for that week.

Here is the focus for Week 1:

- Consonants for Lesson 1: *s, m, t, p, f, c*
- Vowel for Lesson 1: *a*
- Sight words for Lesson 1: "the," "and," "a"
- Word families for Lesson 1: *at, ap*
- Weekly Message for Lesson 1: This week, you are going to work with six consonants and a vowel, and you are going to start making and reading words. Exciting!

Begin with this lesson and continue following the lessons in order. While some of these first lessons may be a review for your child, they give you a chance to do the following:

- assess your child's grasp of the letters and their sounds,
- fill any gaps that he may have regarding the alphabet and letters, and
- establish routines that will be used during subsequent lessons.

Moving forward, letters are written as themselves (in italics), while sounds will be written inside slash marks. For example, the letter "s" will be written as *s*. The sound of "s" (ssss) will be written as /s/.

Some letter sounds, like /a/ and /s/, can be stretched out, while others, like /t/ and /p/, cannot. As you introduce letter sounds to your child, stretch out those that you can for at least one second to emphasize them.

When sounding out written words, be sure to point to the letters as you make their sounds. When using the letter cards to make words, use the lowercase letters because lowercase letters are more common than uppercase letters in print.

This week, your child will review and use the sounds for the consonants *s, m, t, p, f, c* and the vowel *a*. He will also be introduced to the sight words "the," "and," and "a."

In many activities, modifications are suggested for students who may struggle with skills such as writing and cutting. Feel free to adapt activities further as needed by taking turns writing, reducing the number of words your child writes, and so on.

NOTE: If you need a reminder about any terms or rules introduced in this unit, refer to the Unit Review Sheet for definitions and descriptions. This page also summarizes the terms and principles that your child is introduced to in each lesson.

NOTE: The laminated writing sheet can be found inside the Weekly Messages clear file folder.



Unit Review Sheet

www.beyondthepage.com/link/10772/

Activities

Activity 1.1: Weekly Message #1

Begin by reading the "Weekly Message #1" to your child. Be sure to point to each word as you read aloud. You can use your finger, a pen, or a pencil as a pointer. To add some fun, you might consider using a unique object, such as a toothbrush, a paintbrush, or a "magic wand." You may want to read the message more than once, though you'll be reading it again on other days this week.

Weekly Messages serve multiple purposes:

- They model how we read from left to right and top to bottom,
- they expose your child to high-frequency words that will become part of his sight word collection, and
- they introduce new vocabulary.

Say, "Notice that there are spaces between each of the words in this message. (point to a few spaces) That's how we write sentences. Sentences are groups of words that have a meaning. A sentence tells us something. This message has two sentences. The first one ends with a period. A period tells us the sentence is stopping." Point to and circle the period with a colored pencil or marker.

Point to and circle the exclamation point in another color, and say, "This is called an exclamation point, and it tells us to say the word that comes before it loudly and with feeling." Reread the message, and allow your child to shout, "Exciting!"

Activity 1.2: *s, m, f, a*

Today, you will review the sounds for *s*, *m*, *f*, and *a* with your child. Show the lowercase letter cards for *s*, *m*, and *f*, and ask your child to make the sound for each letter as you point to it. Point out that each of these letter sounds can be stretched out (/s/ can be "ssssssssss" like the sound a snake makes). Make sure that your child says each sound correctly without adding any vowel sound to the consonants. For example, /m/ should be "mmmm" rather than "muh" or "ma."

Turn the cards face down, and ask your child to flip each card over and say its sound. Repeat this process, mixing up the cards.

Now, show the letter card for *a*, and explain that this letter can make different sounds but that your child is going to practice the "short sound" of *a* as in "apple." Provide time for him to watch the video at the following web link.



The Letter A Sound

www.beyondthepage.com/link/10514/

Ask, "What objects in the video begin with short *a*?" Help your child recall "apple," "ant," and "ambulance." He might also mention "angry." If so, point out that while the other words are objects (things that we can see and even touch), "angry" is a feeling.

Now, show the "Weekly Message #1" again, and ask your child to point to the letters *s*, *m*, *f*, and *a*. How many can he find of each letter?

- *s*=6
- *m*=1
- *f*=0
- *a*=10

Activity 1.3: Sight Words

Sight words are high-frequency words that children should know without having to decode them. Some of the words your child will build during lessons are also sight words that he'll need to know with ease.

Introduce the sight words "the," "and," and "a" by showing the sight word cards for them and saying the words as you point to them. Ask, "Which card says 'the'?" Repeat for "and" and "a." Turn them face down, and ask your child to turn them over and say the words. Point out that "a" is both a letter and a word that we use often. Sometimes we pronounce the word "a" as "ay," and other times we pronounce it as "uh."

NOTE: Sight word cards are packaged in the order they are introduced. Store the sight word cards your child has learned separately. You may want to place a rubber band around them to keep them organized. You'll be adding more sight words each week, and he will review past words as he learns more. Keep track of sight words that your child struggles with so you can review those words with him more frequently.

Day 2

Activity 2.1: *t*, *p*, *c*

Today, you will review the sounds for *t*, *p*, and *c* with your child. Show the lowercase letter cards for these letters, and ask your child to make the sound for each letter as you point to it. Point out that unlike the sounds for *s*, *m*, *f*, and *a* that can be stretched out, we say the sounds for these letters very quickly. Again, make sure that your child says the sounds correctly without adding a vowel sound to them.

NOTE: For now, your child will only work with the hard *c* sound (/k/) as in "cat."

Add the letter cards for *s*, *m*, *f*, and *a* to today's cards, and ask your child to say each sound as you point to the letters randomly. Moving forward this week, your child will be working with all of these letters.

Activity 2.2: Making Letters, Saying Sounds (Optional)

Read over this activity to determine if your child would benefit from completing it. If your child feels comfortable writing letters, you may be able to skip it. In this activity, your child will use shaving cream, flour, or rice to draw letters. Follow these steps:

1. Spread shaving cream, flour, or rice in a thick layer on a plate or cookie sheet.
2. Hold up a letter card (*s*, *m*, *t*, *p*, *f*, *c*, or *a*), and ask your child to write the letter in the shaving cream/flour/rice while saying the sound it makes. (If you are using shaving cream, make sure your child doesn't touch his eyes.) For example, when you hold up *m*, he should write *m* and say /m/.
3. Have him smooth out the shaving cream/flour/rice, and then repeat the steps with another letter.

Activity 2.3: Beginning Sounds

Show all of the cards (*s, m, f, a, t, p, c*), and ask your child to quickly say the letter sounds. Then say a word and tell him to point to the letter that matches the beginning sound in the word. As needed, emphasize and repeat the beginning sounds.

Here are possible words for each letter:

- s: sack, sit, sunrise
- m: mop, mat, market
- f: fan, flip, fun
- a: attic, apple, Africa
- t: top, ten, turtle
- p: pan, pot, pickle
- c: cat, catch, critter

Now, ask your child to come up with words that begin with each sound as you point to each letter.

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Each week on Days 2, 4, and 5, your child will take a short online quiz using our Learning Gates system. The quizzes on Days 2 and 4 will be more focused on specific skills, and the quiz on Day 5 will typically be more comprehensive. If your child misses a quiz question, it may be repeated in future quizzes. After each quiz, you will receive an email with the quiz results.

If your child is using a tablet or touchscreen computer, be sure to choose the handwriting input for Learning Gates. This option will allow your child to use his finger to draw letters instead of typing them. Also, if your child would like to hear the audio for a question again, he can click the green triangle beside the question/statement.

Day 3

Activity 3.1: Weekly Message

Review the sight words "the," "and," and "a" by showing their cards and asking your child to point to each word as you say it. Reread the "Weekly Message #1," and ask your child to point to the letters *t, p,* and *c* in the message as he says their names. Then, ask, "Can you find the sight word 'the' in the message?" (No) "How many times is 'and' in the message?" (3) "What about 'a'?" (1)

Activity 3.2: Building Words

Give your child all of the letter cards for this lesson. If he needs to review the sounds of the letters, ask him to say each sound as he holds up its letter card. Next, say, "I want to spell the word 'sat,' and I'd like your help. Can you show me the letter that is at the beginning of 'sat'?" Your child should hand you the *s* card.

Now, say, "What's the sound after /s/ in sat? What letter makes that sound?" Your child should hand you the *a* card. Place it next to the *s*. Continue with the final sound (/t/).

Once the cards are laid out to spell "sat," say, "You just spelled 'sat.' Let's sound it out together to make sure it's right." Say each letter sound together as you point to the letters that make each sound, and then say "sat" again: "/s/ /a/ /t/, sat."

Explain to your child that he is going to blend sounds to build words as you say them. Repeat the building words process with the following words and names:

- fat
- Sam
- pat
- cap
- Cam

If your child is ready for a challenge, ask him to spell "mast." Explain that a mast is a tall post on a boat or ship that often holds a sail.

To end, say, "So now you know that /a/ can begin words and can also be in the middle of words. You also know that a consonant like *t* can be at the end of a word. The sounds of these letters stay the same whether they're at the beginning, the middle, or the end of a word."

Day 4

Activity 4.1: Writing Letters

Your child will practice writing this week's letters on the "Writing Letters" page. He will begin by tracing two of each letter and then will write more on his own to complete each line. Encourage him to say the sound of each letter as he writes it, and make sure that he writes the letters correctly. When he finishes the page, ask him to read the words he wrote at the bottom (sat, cap). As needed, help him sound out the words. Point out that when we write a word, we put the letters in it close together.

NOTE: If your child gets tired while writing, allow him to finish this page after the next activity. If your child struggles with writing, in this and other writing activities, you can adapt the activity to reduce the writing. For example, here he can write each letter only once or twice.

Activity 4.2: Word Family: *at*

Give your child the *at* word building card, and tell him that today he is going to make a word family. Word families are groups of words that share letters in common and have a similar sound. Ask your child to read the *at* card. Point out that *at* is both a word and a pair of letters that we use to build other words.

Next, give your child the *c* card, and ask him to place it in front of the *at* card. Ask, "What word have you built?" (cat) Repeat this process with the *s*, *m*, *f*, and *p* cards. Each time, your child should place the letter card in front of *at* and should read the word: "sat," "mat," "fat," "pat." Say, "All of the words you created are in the *at* word family."

Now, write the following words on the laminated writing sheet one at a time, and ask your child to read them to you:

sat, mat, fat, pat

NOTE: Word building cards are packaged in alphabetical order. As you take cards out of the deck, you may want to keep them separate by placing a rubber band around them. Your child will be introduced to new word building cards each week and will use them frequently. Also, if you prefer, when you are writing words for your child, you can use a whiteboard instead of the laminated writing sheet.

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Day 5

Activity 5.1: Word Family: *ap*

Repeat the word family process that you used with the *at* card, this time using the *ap* card. Give your child the *ap* card and the letter cards *c*, *m*, *t*, and *s*. Each time your child creates a word, he should read it to you: "cap," "map," "tap," "sap." Explain that sap flows in trees and other plants and delivers sugar and other nutrients throughout the tree.

When your child has finished building the words, say, "You created part of the *ap* word family." Write the following words on the laminated writing sheet one at a time, and ask him to read them to you:

cap, map, tap, sap

Activity 5.2: Writing Words

Your child will write some of the words he's worked with this week on the "Writing Words" page. First, he will identify the picture (cat, map, mat, cap). Next, he will say the word slowly so that he can hear all the sounds. Finally, he will write the word as he says the sounds in it. He will write each word twice. An example ("fat") is provided for him to trace, and he will copy "tap" as well.

Activity 5.3: Reader #1 — *Tap and Pat*

Show your child the *Tap and Pat* reader, and read the title aloud as you point to each word. Say, "The front of a book is called the 'cover.' The cover shows the title of the book. What else do you see on the cover?" Allow him to share what he sees.

Next, open the book to the first page with text, and say, "We'll start reading here because this is the first page in the book. Once we read this page, we'll go to the next page and then the next until we get to the end of the book."

Model how to read on the first page by pointing to each word as you say it. Encourage your child to do the action shown on each page as he reads (for example, he will tap the map on the first page).

Once your child has read the book once, ask him to read it a second time.

NOTE: As your child begins reading, be sure to provide time for him to sound out words on his own. Often, adults are quick to read for a child, but try to let your child work through the sounding out process. If he struggles on his own or comes up with the wrong word, try the following:

- Point to the word, and say, "Give it another try. What's the first sound?" Prompt him about the letter sounds as needed.
- Ask, "Does that word make sense here?"
- Encourage him to use the pictures provided to figure out words.
- If the word can be sounded out (for example, it's not a sight word that your child must recognize or an exception to a spelling rule), tell your child to "sound it out" using what he knows about letters and their sounds.
- Say, "Skip over this word for now, and read the rest of the sentence." Then, help your child figure out what might make sense in the sentence.

- If the above prompts don't help, provide the word, and ask your child to read the sentence with that word included.

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Activity 5.4: Guess My Word (optional)

Give your child the laminated writing sheet and a dry-erase marker. Read the following clues and ask him to write and say each word. Check his work before you give him the next clue. If needed, review the sight words "the," "and," and "a" before beginning this activity.

1. My first letter has the same beginning sound as "sun." My second letter is *a*. My last letter has the same beginning sound as "moon." (Sam) Do you know anyone with my name?
2. I am one of this week's sight words. I start with *t* and have three letters. (the)
3. I start with the beginning sound in "marker," and you might use me to find your way. (map)
4. My first letter has the same beginning sound as "candle." My second letter has the same beginning sound as "ant." My last letter is *p*. Where do I go on your body? (A cap goes on my head.)

Wrapping Up

Ask your child to name some of the words that he learned how to read and spell during this lesson. Review "the," "and," and "a," and explain that he'll learn more sight words in each lesson and that by the end of the year he'll know more than 100 sight words!

Invite your child to read the book *Tap and Pat* to family members and friends.

Life Application

Encourage your child to look for objects that begin with the letter sounds he reviewed during this lesson. He might look in his room, around the neighborhood, or in the grocery store. Repeat this activity as he reviews more letter sounds.

Handwriting practice sheet for letter sounds. The sheet features four rows of three-letter words, each with a solid top line, a dashed middle line, and a solid bottom line. The words are: **q q q**, **f f f**, **m m m**, and **s s s**. To the right of these rows is a decorative banner with a star at the top left and a pencil at the bottom right. The banner contains the word **writing letters** in a stylized font, with each letter in its own box. A star is also placed between the 'i' and 'n' in the banner.

cap

writing words

fat



