

Lesson 2: Letter Sounds Review II (5 Days)

Getting Started



Facts and Definitions

- A question mark comes at the end of a question.

Weekly Focus

- Consonants for Lesson 2: *r, b, l, g, n, d*
- Vowel for Lesson 2: *i*
- Sight words for Lesson 2: "of," "to," "in"
- Word families for Lesson 2: *it, in, ig, ip*
- Weekly Message for Lesson 2: This week, you're going to work with more letters and build more words. Which of the words from last week's lesson can you spell now?

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

- | | |
|--|--------------------------------|
| • binder or large accordion folder | • readers (kit) |
| • colored pencils, crayons, or markers | • scissors |
| • glue or glue stick | • sight word cards (kit) |
| • index cards* (optional) | • thin dry-erase markers (kit) |
| • laminated writing sheet (kit) | • Weekly Message book (kit) |
| • lowercase letter cards (kit) | • word building cards (kit) |

Introduction

This week, your child will review and use the sounds for the consonants *r, b, l, g, n, d* and the vowel *i*. In this lesson and in upcoming lessons, you'll use many of the routines that you introduced in Lesson 1, so

you and and your child will grow comfortable with them.

Your child will create several different word family pages and other related pages during this level of Reading, and together, they will make a great collection of the words she's worked with over time. You can store these pages in a 1" or larger binder or in a large accordion folder so that your child can revisit words as she adds to her word collection. If you find that there are words that she consistently struggles to read or recall, you may want to write them on cards to use as flash cards and review them more frequently.

On one or more days this week, encourage your child to re-read the previous lesson's reader (*Tap and Pat*).

NOTE: As you add to the pages in the Word Collection binder/folder, you may want to the words or word families that your child struggles with and periodically review them.

Activities

Activity 1.1: Weekly Message #2

Read the "Weekly Message #2" to your child, pointing to each word as you read it.

Give your child the Lesson 1 letter cards (*s, m, t, p, f, c, and a*) and see how many words she can spell. Then, using the letter cards, make the following words, and ask her to read them:

- | | |
|-------|-------|
| • sat | • pat |
| • sap | • fat |
| • mat | • cat |
| • map | • cap |
| • tap | |

Encourage her to sound out each word, letter by letter. Now, reread the message, and say, "This message has two sentences. The first one ends with a period. Can you circle the period?" Give your child a colored pencil or marker so she can circle it.

Then say, "Last week's message ended with an exclamation point that told you to read the word before it loudly. Today's message ends with a question mark because the sentence before it is asking a question." Point to the question mark and circle it in another color.

Activity 1.2: *r, b, l, i*

Using the letter cards, review the sounds of *r, b, and l* with your child. Make sure that she is not adding a vowel sound to the letter sound. For example, she should not pronounce *r* as "ruh." It should be a quick /r/ sound.

Turn the three 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 your child the *i* card. Explain that, like the letter *a*, *i* can be pronounced in different ways but that she is going to work with the short *i* sound in this lesson. Provide time for her to watch the video at the following web link.



Short Vowel Letter i

www.beyondthepage.com/link/10521/

Ask, "What sound does short *i* make?" and "What words did the video show that have short *i*?" Your child may recall "pig," "bib," "lip," "six," and others.

Now, show the "Weekly Message #2" again, and ask your child to point to the letters *r*, *b*, *l*, and *i*. How many can she find of each letter?

- r=8
- b=1
- l=6
- i=5

Activity 1.3: Sight Words

Ask your child to identify the sight words "the," "and," and "a" using the sight word cards. Depending on her ability, she can either read them herself or point to the correct card as you say each word.

Introduce the sight words "of," "to," and "in" by showing the sight word cards for them and saying the words as you point to them. Ask, "Which card says 'of'?" Repeat for "to" and "in." Turn these three cards face down (don't add the previous sight word cards yet), and ask your child to turn them over and say the words. Repeat this process as needed until your child can recognize the words.

Day 2

Activity 2.1: *g*, *n*, *d*

Today, you will review the sounds for *g*, *n*, and *d* with your child. Show the lowercase letter cards for these letters, and ask her to make the sound for each letter as you point to it. 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 /g/ sound as in "gas."

Add the letter cards for *r*, *b*, *l*, and *i* to today's cards, and ask your child to say each sound as you point to the letters randomly. Turn the cards face down, and challenge your child to turn them over and say each sound as quickly as she can.

Activity 2.2: Beginning Letters

Your child will complete the "Beginning Letters" page by writing the beginning letter for each picture shown. Tell your child that the picture of the bug is actually an insect. You may need to help her with the identification of other images as needed. For example, the animal beside the dog is a goose.

NOTE: It is common for young children to confuse the letters *b* and *d*. Once your child has learned the short /e/ sound (Week 4), you can teach her this trick as needed: consider the word "bed" where *b* is at the head of the word and *d* is at the foot.

Answer Key:

- Page 1, Row 1: n (net), i (igloo)
- Page 1, Row 2: n (nine), l (lid), i (insect), r (ring)
- Page 2, Row 1: d (dot), d (dog), g (goose), b (box)
- Page 2, Row 2: g (goat), l (leg), r (rug), b (bell)

Activity 2.3: Ending Letters

Write *r*, *b*, *l*, *g*, *n*, and *d* on the laminated writing sheet. As you say a word, she will either point to or write the letter that makes the ending sound in the word. For example, if you say "bell," she will point to the *l* you wrote or write *l* herself. Encourage her say each word slowly, sounding out the beginning, middle, and end.

Say the following words:

- car
- dig
- lab
- ball
- fin
- dad
- rib
- pin

You can also add any other words that end with *r*, *b*, *l*, *g*, *n*, or *d*.

Learning Gates

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

Day 3

Activity 3.1: Sight Words

Review this lesson's sight words — "of," "to," and "in" — by showing their cards and asking your child to point to each word as you say it. Then, add the Lesson 1 sight words ("the," "and," "a"). Place all of the cards face down, and ask your child to read them as she flips them over.

Reread the "Weekly Message #2," and ask your child to point to the letters *g*, *n*, and *d* in the message as she says their names. Then, ask, "Can you find any of your sight words in the message?" She should find "to," "and," "of," and "the."

Point to the word "can," and ask her to sound it out.

Activity 3.2: Building Words

Give your child all of the letter cards for this lesson and Lesson 1. If she needs to review the sounds of the letters, ask her to say each sound as she holds up its letter card. Remind her that she learned how to build words using the letter cards during the last lesson. Also remind her that these letters make the same sound whether they come at the beginning of a word or at the end of a word. For example, *n* is pronounced /n/ in both "nap" and "fan."

If needed, model the building words process using the word "big":

1. Say the letter sound /b/ as you point to the *b* letter card.
2. Move to the letter sound /i/ as you point to the *i* letter card.
3. End with the letter sound /g/ as you point to the *g* letter card.

4. Then say "big" again: "/b/ /i/ /g/, big."

Explain to your child that she is going to blend sounds to build words as you say them. Repeat this process with the following words:

- | | |
|-------|-------|
| • rib | • pig |
| • dig | • man |
| • fit | • bad |

If your child is ready for a challenge, ask her to spell "ramp" and "list."

Activity 3.3: Word Family Review of *at* and *ap*

Remind your child that she worked with the *at* and *ap* word families in Lesson 1. Ask, "Does the word 'cat' belong to the *at* family or the *ap* family?" Ask her if she can recall any other words that belong in these families.

Now, give her the "Word Families at, ap" pages, and explain that she's going to cut out the words and put them under the correct word family name. For example, she should put "cat" under *at*. Point out that the sheet shows some words that she hasn't worked with yet, but that they belong to one of these two families. Ask her to read each word as she points to it.

After you've checked her work, she can glue the words where they belong on the second page. If she puts some words in the wrong family, help her sound out the words and place them correctly.

Store these pages in a Word Collection folder or binder. (If you are using a binder, you will need to hole-punch the sheets first.)

NOTE: In this activity and any future activity that requires cutting, if your child struggles with fine motor skills, have her cut out a row or two of words while you cut out the remaining ones. You can also assist her with pasting the words down as needed.

Answer Key:

These words can be in any order for each column.

- at: sat, fat, rat, bat, pat, mat
- ap: cap, lap, rap, sap, nap, tap

Day 4

Activity 4.1: Writing Letters

Your child will practice writing this week's letters on the "Writing Letters" page. She will begin by tracing two of each letter and then will write four more of each letter (she can finish each line if she wants to). Encourage her to say the sound of each letter as she writes it, and make sure that she writes the letters correctly. When she finishes the page, ask her to read the words she wrote at the bottom ("rip," "bag"). As needed, help her sound out the words.

If your child gets tired while writing, allow her to finish this page later.

Activity 4.2: Word Families: *it, in, ig, ip*

Give your child all of the letter cards she's worked with and the following word building cards: *it, in, ig, ip*. Allow her to play with making words by adding one letter at a time to the front of the word building cards as she's done before. Ask her to read each word that she makes. It's fine if she makes nonsense words as long as she can sound them out correctly (though you may want to point out any nonsense words). This will help her blend sounds in words that she doesn't yet know.

Once she's had time to build words on her own, give her the "Word Families *it, in, ig, ip*" pages. Ask her to read all of the words on the first two pages. Define any words that she's not familiar with. For example, explain that a "bin" is something we put things in like a box. Help her sound out words as needed.

Next, your child will cut out the words and place them under the correct word family name on the second page. Remind her that she did this with the *at* and *ap* word families. (Assist with the cutting as needed.)

After you've checked her work, she can glue the words where they belong on the third and fourth pages. If she puts some words in the wrong family, help her sound out the words and place them correctly. When she is done, place these pages in the Word Collection folder or binder.

Answer Key:

These words can be in any order for each column.

- *it*: bit, fit, lit, sit, pit
- *in*: fin, tin, pin, bin
- *ig*: pig, rig, fig, big, dig
- *ip*: nip, sip, lip, rip, tip, dip

Learning Gates

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

Day 5

Activity 5.1: Writing Words

Your child will write words on the "Writing Words" pages using the letters that she's worked with in the first two lessons. First, she will identify each picture:

- Page 1: pin, tag, lip, fan
- Page 2: pig, lid, can
- Page 3: rip, rat, bat

Next, she will say the word slowly so that she can hear all the sounds. Finally, she will write the word below the picture as she says the sounds in it. For an easier option, your child can spell the word to you as you write it on the laminated writing sheet. Then she can copy the word onto the activity page. If your child struggles with writing, you can take turns writing on the activity page (with your child spelling the words as you write).

Activity 5.2: Word Chains

Give your child all of the letter cards she's worked with thus far. Review the sounds as needed. Follow these steps to have your child create word chains:

1. Say the first word in the first word chain ("tap") and ask her to spell it using the cards. Encourage her to say each letter sound as she spells the word.
2. Now say the second word in the first chain ("tip"), and ask her to spell this new word by changing only one letter card. Again, encourage her to say each letter sound as she changes the word.
3. Repeat this process until she gets to the end of the chain.
4. Repeat the steps with the second chain.

Word Chains:

Chain 1: tap ➡ tip ➡ sip ➡ sit ➡ sat

Chain 2: lap ➡ lip ➡ lid ➡ lad ➡ sad

Activity 5.3: Reader #2 — *The Pig Can*

Show your child the reader *The Pig Can*, and ask her to read the title and describe what's on the cover. Say, "What do you think this book is about?"

On the first page, point to the period and the question mark, and remind your child that all sentences end with periods, question marks, or exclamation points. Explain that each page in this book has a sentence that ends with a period and a sentence that ends with a question mark. Using the first page of the book, model how to read a question by making your voice go up at the end.

Now, ask your child to begin reading the book, and make sure that she begins on the first page and in the correct place. Encourage her to point to each word as she reads it. When your child finishes the book, ask her to read it a second time. Then ask, "Do you think the pig and the cat can fit in the box?" Ask her to explain her thinking.

Learning Gates

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

Wrapping Up

Ask your child to share some words that she now knows how to read and spell. Allow her to show you how to spell some of them using the letter cards. Then, review the sight words she's worked with thus far.

Encourage your child to read *The Pig Can* to others. Reading these simple readers to others each week will help her develop fluency with reading and give her confidence and pride in her growing reading ability.

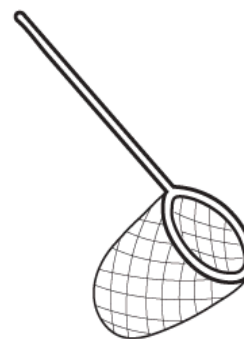
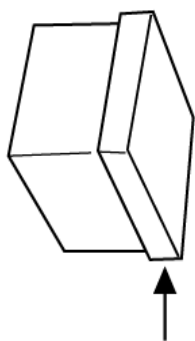
Life Application

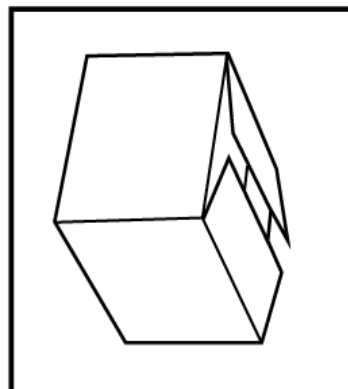
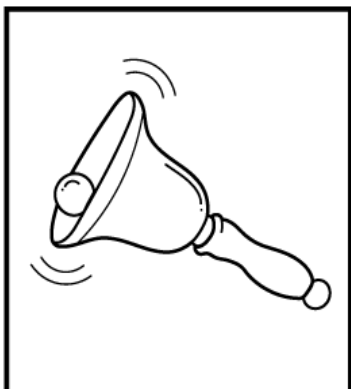
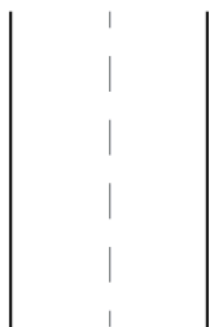
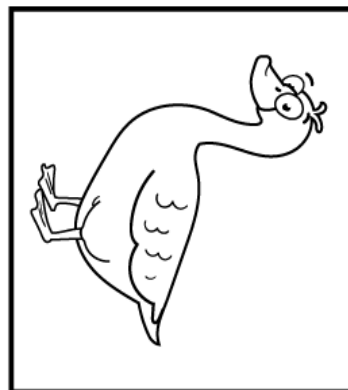
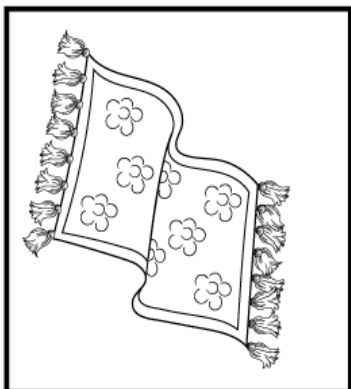
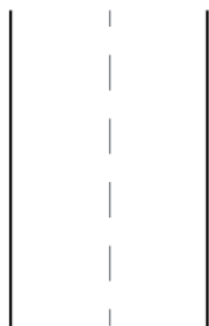
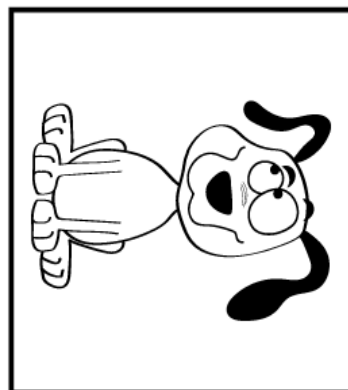
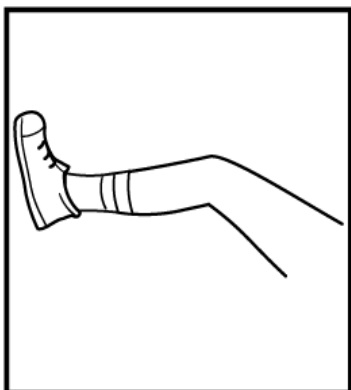
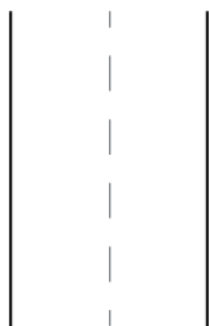
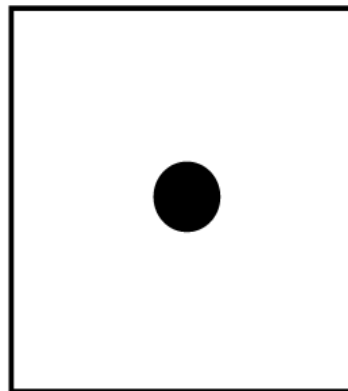
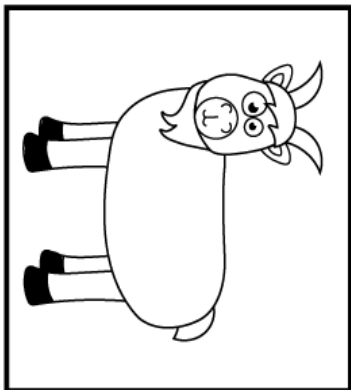
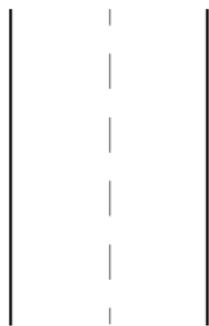
Create a "Word Wall" somewhere in your house where your child can see it regularly (inside a cabinet or inside her bedroom closet door might work well). As your child expresses interest in knowing how to spell specific words, write them on index cards, and tape them to the word wall. Review her collection of words with her periodically.

Beginning Letters

r, b, l, i, g, n, d

9





WORD FAMILIES



at, ap



cap

lap

sat

fat

rap

sap

rat

bat

nap

pat

mat

tap

WORD FAMILIES

at, ap

at

ap

Handwriting practice sheet for letter sounds. The sheet features four rows of vertical lines (solid top and bottom lines, dashed middle line) for tracing and writing. The letters to be practiced are:

- Row 1: i (solid), i (dashed), i (dashed)
- Row 2: l (solid), l (dashed), l (dashed)
- Row 3: b (solid), b (dashed), b (dashed)
- Row 4: r (solid), r (dashed), r (dashed)

On the right side, there is a decorative banner with the word "writing letters" written in a stylized font. A star is positioned above the banner, and a pencil is positioned below the banner.

rip

p

p

p

n

n

n

g

g

g

bag

WORD FAMILIES

it, in,
ig, ip

bit

sip

pig

fit

nip

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fin

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WORD FAMILIES

it, in,
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WORD FAMILIES

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WORD FAMILIES

it, in,
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Writing words

