

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

- | | |
|--|---|
| <input type="checkbox"/> Phonogram Cards 1-4 | <input type="checkbox"/> Word Cards 1-3 |
| <input type="checkbox"/> <i>Blast Off to Reading!</i> page 9 | <input type="checkbox"/> 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:

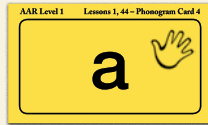
- /ă/ as in *apple*, known as the short sound (taught in this lesson)
- /ā/ as in *acorn*, known as the long sound (taught in Lesson 44)
- /ah/ as in *father* (taught in Lesson 44)



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.

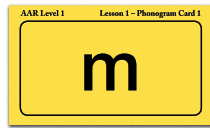
Throughout Level 1, we’ll be using a specific blending procedure. The scripted lessons will walk you through the blending procedure, but you might also refer to Appendix C for an overview.

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!

New Teaching

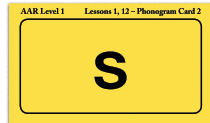
Teach New Letter Sounds



Hold up the Phonogram Card for the letter m.

“This letter says /m/.”

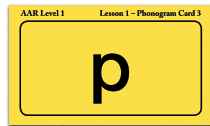
“Now it’s your turn. What does this letter say?” *Student says /m/.*



Hold up the Phonogram Card for the letter s.

“This letter says /s/.”

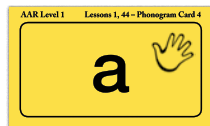
“Your turn. What does this letter say?” *Student says /s/.*



Hold up the Phonogram Card for the letter p.

“This letter says /p/.”

“Your turn.” *Student says /p/.*



Hold up the Phonogram Card for the letter a.

“This letter says /ă/.”

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

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.

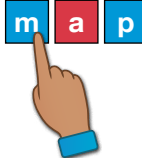
Demonstrate How to Blend Sounds

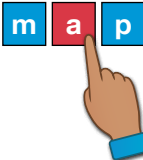
Be sure your student uses the pointer finger of his dominant hand for this exercise.

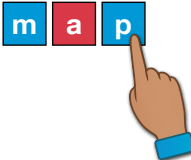
Build the word *map* with letter tiles. 

“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.”

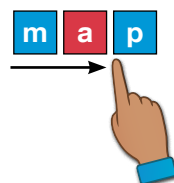
Touch under the m and say /m/. 

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.

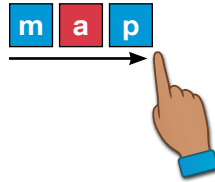
Slide your finger under the letters m-a and say /mă/.



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.”

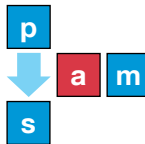
Using the same blending procedure, have your student sound out the word *Sam*.



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.

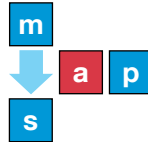


Build the word *sap*.



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

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



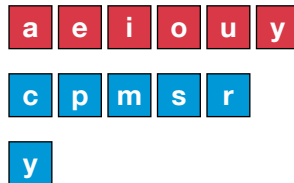
“What does this new word say?” Encourage your student to sound out the new word, *map*.

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.



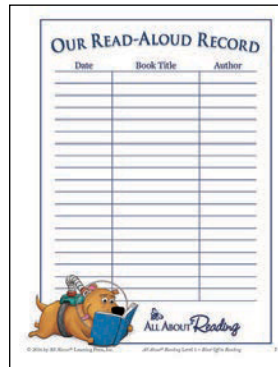
If your student can't automatically read these words by sight, he shouldn't guess at them. Instead, encourage your student to decode words using the blending procedure taught in this lesson.



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

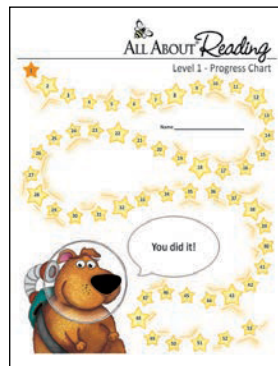


A table titled "OUR READ-ALoud RECORD" with three columns: "Date", "Book Title", and "Author". The table has ten rows for recording. At the bottom left is a cartoon dog wearing headphones and holding a book. At the bottom right is the "All About Reading" logo and the text "© 2019 by All About Learning Press, Inc." and "All About Reading Level 1 - All About Reading".

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



A progress chart titled "ALL ABOUT Reading Level 1 - Progress Chart". It features a large outline of a dog's head made of yellow stars, numbered 1 through 30. A cartoon dog is at the bottom left with a speech bubble that says "You did it!". At the top right is the "All About Reading" logo and the text "© 2019 by All About Learning Press, Inc." and "All About Reading Level 1 - Progress Chart".

Have your student mark Lesson 1 on the Progress Chart.