



ALL ABOUT *Reading*

The program that takes the struggle out of reading

Level 3

by Marie Rippel

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For more books in this series, go to www.AllAboutReading.com.

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1

Preparing for Level 3

What Do You Need?

In addition to this Teacher's Manual, you will need the following items:

1. Student Packet

The Student Packet contains:

- *Swing into Reading* activity book
- Phonogram Cards and Word Cards
- Syllable tags
- Prefix and suffix tiles



2. Interactive Kit

The Interactive Kit contains:

- Letter Tiles
- Divider Cards
- *The Basic Phonograms* CD-ROM
- Reading Review Box (Deluxe Kit)
- Stickers for the Progress Chart (Deluxe Kit)
- Tote Bag (Deluxe Kit)

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



3. Readers

- *Chasing Henry*
- *Shipwreck!*



4. Common Craft Materials

- Crayons or colored pencils, scissors, tape, stapler, paper



5. 2' x 3' Magnetic White Board

A magnetic white board is optional, but highly recommended.

6. Optional Item

- Globe or world map

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. If you can follow basic instructions, you can teach reading with this method—because everything is laid out for you, step by step. You get solid grounding in how to teach reading without being overwhelmed.

Your student will be actively involved in the learning process. This is a true 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. Those components are:

- Phonological Awareness
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension

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 as quickly as you can, while guaranteeing retention and enjoyment. Our approach to reading develops students into confident readers who 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.

Is Your Student in the Right Level?

Be sure your student is comfortable with the following concepts before beginning *All About Reading* Level 3.

- Your student should understand how to sound out **one-syllable** words using the Decoding Procedure demonstrated in Appendix C.

- Your student should understand how to sound out **two-syllable** words using the Decoding Procedure demonstrated in Appendix C.

- Your student should be able to read words with blends at the beginning and end. To test this, have your student read each of the following words.

bland	swept	print	craft	trust
branch	clamp	stunt	frost	spend

- Your student should be able to read words with the Vowel-Consonant-E (Name Game) syllable type. To test this, have your student read each of the following words.

made	dime	note	cane	ride
hope	five	like	snake	grape

- Your student should be able to read words with R-controlled (Bossy R) vowels. To test this, have your student read each of the following words.

winter	over	summer	garden	start
dark	forest	corn	north	perhaps

- Your student should have a basic understanding of contractions. To test this, have your student read each of the following words.

can't	what's	you're	I'll	we've
--------------	---------------	---------------	-------------	--------------

Now have your student identify the two smaller words in each contraction.

- Your student should be able to read words with the past tense ending **ed**. To test this, have your student read each of the following words.

wanted	tested	chipped	printed	stopped
planned	danced	hiked	locked	mixed

- Your student should understand syllable division rules for reading multisyllable words. To test this, have your student read each of the following words.

kitten	napkin	open	broken	refund
robin	cabin	blanket	hero	admit

- Your student should have mastered the sounds of Phonograms 1-44. Flashcards for phonograms 1-44 are included in the Level 3 Student Packet. You can also see the list of phonograms in Appendix B and use *The Basic Phonograms* CD-ROM to hear demonstrations of the sounds.

Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (c says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for ow, your student should say “/ow/-/ō/” without hesitation.

- Your student should be able to read sentences containing Level 2 concepts. To test this, have your student read the following sentences.

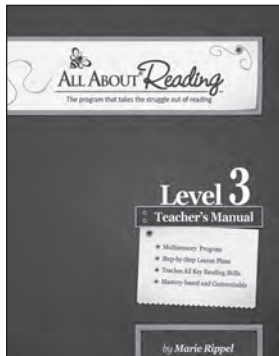
The farmer planted radish seeds in June.
My dog is brown and likes to bark at large cats.
Dennis likes to fly a blue kite on a string.
I can't sleep when it's cold outside.

How did your student do?

- If your student could easily complete each of these activities, begin with Level 3.
- If just one area was difficult, you can remediate in that specific area before progressing to Level 3.
- If your student needs help in two or more areas, start with Level 1 or 2 to build a strong foundation for reading.

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 2 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 47.

Most lessons consist of five parts:

- 1. Before You Begin.** In this section, you may be prompted to preview the sounds of the phonograms you will be teaching, or place new tiles on the magnetic white board, or get a quick introduction to new terminology. This section never takes more than a couple of minutes, and then you’ll be ready to call your student to the table.
- 2. Review.** You’ll give your student a quick review of previously taught concepts.
- 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 is the time you spend reading to your student from a book of your choice.
- 5. Track Your Progress.** This is where you will record your student’s progression on the Progress Chart.

Flip through the remaining lessons. You’ll see that some lessons are longer and others are shorter. Depending on the student and how much time you have allocated, you may sometimes be able to cover more than one lesson. If your student thoroughly understands a lesson and you sense that he is ready for the next challenge, move straight into the next lesson.

If you are working with a younger student, you may only complete part of a lesson. 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 if your student isn’t ready. Do what is best for your student.

Preview the Activity Book

The *Swing into Reading* activity book contains:



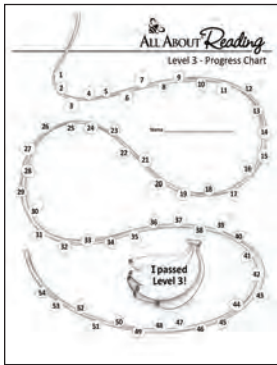
- Progress Chart
- Read-Aloud Record
- Activity Sheets
- Warm-Up Sheets
- Practice Sheets
- Certificate of Completion

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.

The 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 leaf on the chart.

The Read-Aloud Record

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



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 3.

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.

The Activity Sheets

The activity sheets are very motivating for most kids. They provide a variety of ways to practice the new concept taught in the lesson. 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 “Pigs in a Puddle” on page 19 of the activity book. When you get to Lesson 2, the lesson plans will prompt you to cut out the puddle and sixteen pig cards. You’ll place the pig cards in a pile, and your student will choose one pig card at a time. All the words on the back of the pig cards contain ai or ay, the two phonograms taught in Lesson 2. After reading the word aloud, your student will place the pig in the mud puddle—and optionally make a *Splash!* sound effect.

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 need these basic supplies:

- scissors
- stapler
- crayons, colored pencils, or markers (optional)
- pencil

The Warm-Up Sheets

You can find an example of a Warm-Up Sheet on page 27 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.

The Practice Sheets

Take a look at the first Practice Sheet on page 21 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, Sentences, and More Words.

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.

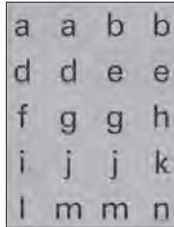
Here are some tips to help you get the most benefit out of the Practice Sheets:

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.

Organize the Manipulatives

There are three things left to do to prepare for your first lesson: get your letter tiles ready, set up your Reading Review Box, and preview *The Basic Phonograms* CD-ROM.

Get Your Letter Tiles Ready



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.)

Set aside the following letter tiles for the first lesson. You'll organize them on the next page.

- Two sets of letters a to z, third e, third s, and apostrophe
- Letter tiles ar, aw, au, ch, ck, ed, ee, er, ng, nk, oi, or, ou, ow, oy, sh, th, wh
- Labels: Consonant Teams, Vowel Teams, Sound of /er/, Other Tiles

(If you used Level 2, you already have these letter tiles on your magnetic white board.)



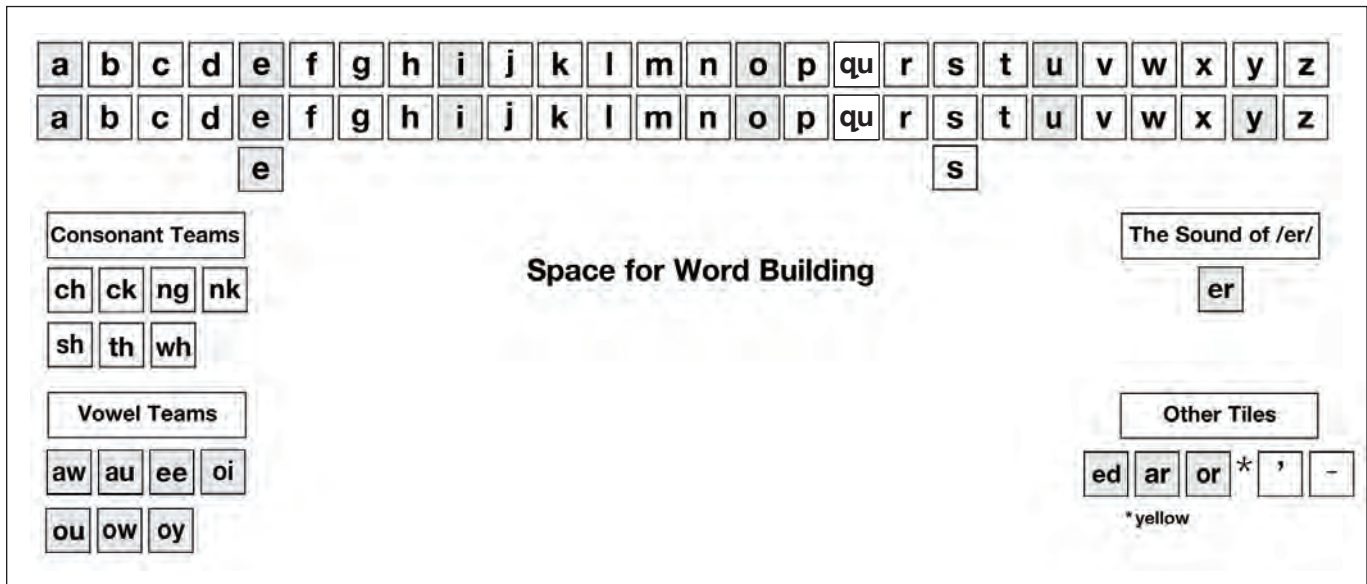
Next, prepare two small plastic baggies. Label one bag *Level 3* and the other bag *Level 4*. Place the following tiles and labels in your *Level 3* baggie:

- ai, ay, oa, ir, ur, oo, ea, igh, tch, dge, ew, wr, kn, eigh, oe, ti
- Sound of /sh/ label, prefix and suffix tiles

Put the remaining tiles and labels in the *Level 4* baggie. Store the baggie in your *All About Reading* tote bag or another safe place.

Set Up Your Magnetic White Board

You'll be using the letter tiles in every lesson. Set up the letter tiles on your magnetic white board as shown below.



Answers to Common Questions

What do the different colors mean?

- Blue tiles are consonants and consonant teams.
- Red tiles are vowels and vowel teams.
- Purple tiles are for the sound of /er/.
- Yellow tiles are for R-controlled (Bossy R) combinations.
- Green tiles are for alternate spellings of /sh/: ti, ci, si.
- 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 /ĭ/, /ī/, or /ē/.

What will happen with the other letter tiles that are left in my *Level 3* baggie?

- Starting in Lesson 2, 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.

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 one, you can set up the letter tiles right on your table. The lesson plans are worded as if you are using a magnetic white board, but please know that you can do exactly the same thing on your tabletop.

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, please see Appendix B.

Prepare Your Reading Review Box



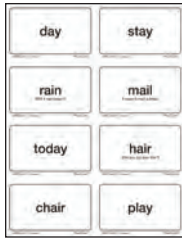
The Reading Review Box keeps track of what has been mastered and what still needs to be reviewed. Every lesson starts with review. Whether you use our custom Reading Review Box or your own index card box, follow the instructions below to set it up.



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.

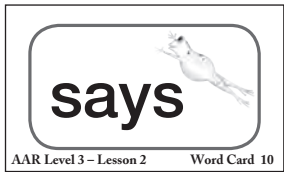
aw	au
ow	ou
ai	ay
oa	ir

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 10. 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 fifty-seven Leap Words in Level 3, 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.

Preview the Letter Sounds

In Level 3, we'll be teaching the sounds of ai, ay, oa, ir, ur, oo, ea, igh, tch, dge, ew, wr, kn, eigh, oe, and ti.

You can preview these sounds with *The Basic Phonograms* CD-ROM.



- **Insert the CD-ROM into your disk drive.** You'll see the letter tile setup on your screen.
- **Click on phonogram ai, which is the first new phonogram you will be teaching in Lesson 2.** You'll hear the sound of phonogram ai: /ā/, two-letter /ā/ that we may not use at the end of English words.
- **Next, click on phonogram ay, which is the second phonogram you will be teaching.** You'll hear the sound of phonogram ay: /ā/, two-letter /ā/ that we may use at the end of English words.
- **If you are ever unsure about how to pronounce the sounds of the letters** at any point in the program, refer to *The Basic Phonograms* CD-ROM.

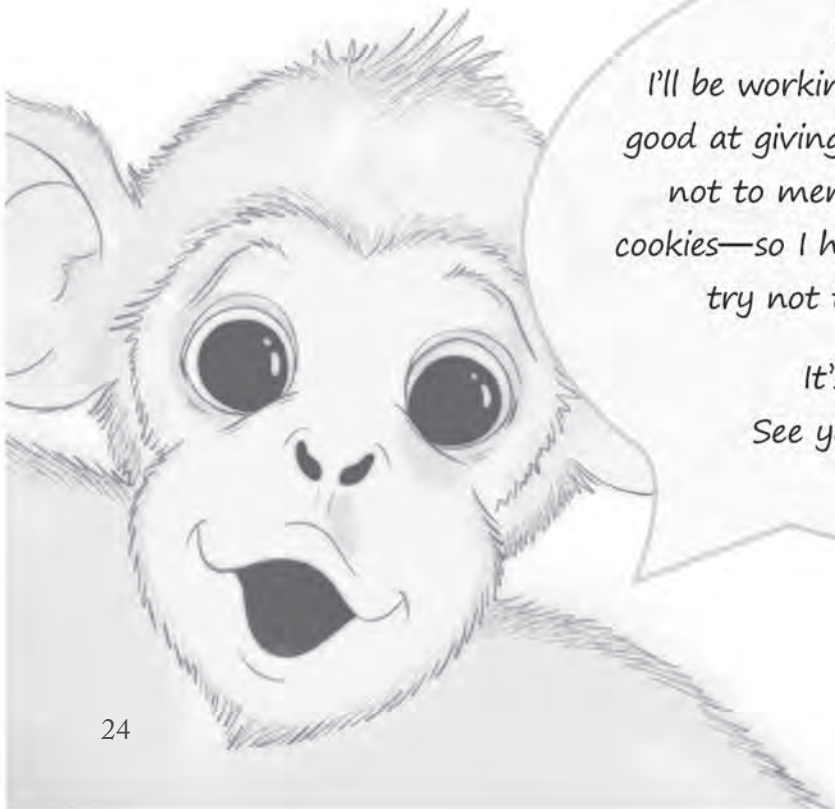
You can also find a chart of the phonograms in Appendix B of this teacher's manual.

How Long Should a Lesson Last?

Since every child and situation is unique, there is no cookie-cutter answer to this question. In general, the ideal scenario is to do short lessons five days a week.

With young students, aim for twenty minutes of lesson time and twenty minutes of read-aloud time. If you want to make faster progress with older remedial students, you might try scheduling two twenty-minute reading lessons per day, five days a week, plus daily read-alouds. But if you feel your student is getting “bogged down,” back off to one session per day to let the concepts sink in, and feel free to adjust the time up or down depending on your student’s attention span.

You may not be able to complete an entire lesson in a session. That’s normal! Just start the next day with a quick review, and continue where you left off the previous day.



*Hi there, new friend!
I'll be working on Level 3 with you! I'm really
good at giving pep talks and friendly reminders—
not to mention I bake some mean banana
cookies—so I hope you'll like studying with me. I'll
try not to monkey around too much.*

*It's so great to meet you.
See you at the end of Lesson 1!*

2

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

Lesson 25 - OO as in *Food*

In this lesson, students will decode words containing the first sound of phonogram oo and learn the sixth job of Silent E.

You will need: *Swing into Reading* pages 159-162

letter tile oo

Word Cards 157-168

Phonogram Card 50

Jobs of Silent E chart

Before You Begin

Preview Phonogram OO

Your student will learn phonogram oo, which has three sounds:

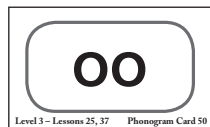
- /ōō/ as in *food* (emphasized in this lesson)
- /ōō/ as in *book* (emphasized in Level 3, Lesson 37)
- /ō/ as in *floor* (emphasized in this lesson)

In this lesson, your student will get very familiar with words containing the first sound of oo. Read the following examples and listen for the /ōō/ sound.

soon	food	room	moon	cool
tool	tooth	bloom	loose	mood

Your student will also learn two words in which oo says /ō/: *floor* and *door*. We will treat these two words as Leap Words so they stand out in your student's mind. There is only one other word in which oo has this sound: *brooch*.

In Lesson 37, your student will learn words in which oo says /ōō/ as in *book*.



When we practice the Phonogram Card for oo, we say “/ōō/-/ōō/-/ō/.” Since there is no way to tell which sound oo will say in a word, your student should try each sound in order until he finds the right one.

Before You Begin

(continued)



Listen to *The Basic Phonograms* CD-ROM for a demonstration of the oo phonogram sounds.

oo

When we use the oo letter tile, we only say the sound that the phonogram says in the word. To facilitate blending, we don't say all the sounds.

Store the tile under the following label:

Vowel Team

oo



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.

Your student could also use the Two Consonant Tiles syllable division rule and get the same result.



Previous Concepts

Build the following word with letter tiles. Have your student divide the word using the Suffixes syllable division rule for vowel suffixes, label with syllable tags, and read.

working

Bossy R Syllable

Closed Syllable

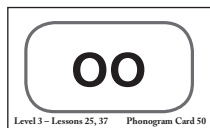
w or

k ing

New Teaching

Teach New Phonogram OO

Hold up the oo Phonogram Card.



“O-o says /ōō/-/ōō/-/ō/. Repeat after me: /ōō/-/ōō/-/ō/.” *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 Phonogram Card behind the Review divider in the Reading Review Box.

Set out the new letter tile. 

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

Blend Sounds with Letter Tiles

“Today you will learn words with the sound of /ōō/. Repeat these words after me and listen for the /ōō/ sound: *room, soon, loose, zoo.*” *Student repeats the words.*

Build the word *moon*. 

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

Touch the m and say /m/. 



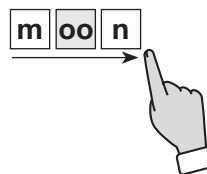
Touch the oo and say /ōō/. 



Touch the n and say /n/. 



Now go back to the beginning of the word. Slide your finger under the letters m-oo-n and say *moon* slowly.



New Teaching

(continued)

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

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

t oo l

Play “Change the Word”

Leave the word *tool* on the board. t oo l

“I’m going to change the first letter of this word.”

p
↓
t oo l

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

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

**pool → fool → food → mood → moon →
moo → zoo → too → tooth**

Build the word *goose*. g oo s e

“Silent E is added to this word to show that the word is not plural. Read this word.” *Goose*.

Change one tile at a time to form the following words:

goose → loose → moose

Label Syllable Types

Build the word *room*. r oo m

“Let’s label the syllable.”

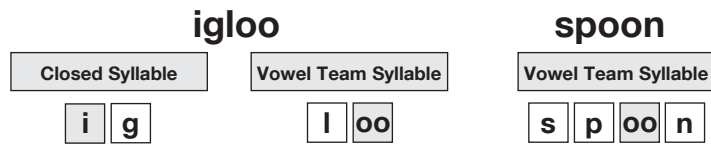
Point to the oo tile. “In this syllable, we have a tile with two vowels. This is a Vowel Team syllable. Label it with the Vowel Team syllable tag.”

Vowel Team Syllable
r oo m

New Teaching

(continued)

Build the following words. Have your student divide the words into syllables, label with syllable tags, and read.




Teach the Sixth Job of Silent E

Take out the Jobs of Silent E chart and set it aside.

Build the word *bathe*. b a th e

“This word is *bathe*. What sound does the th have in *bathe*?” /th/.


Point to the e. b a th e 

“Silent E makes the th say its second sound, /th/.”

Remove the e. b a th

“Without the Silent E, what would this word say?” *Bath*.

Replace the e. Point to the sixth job on the Jobs of Silent E chart. “So the sixth job of Silent E is to make th say /th/.”

Build the word *soothe* and point to the th. s oo th e 

“What sound is th going to say in this word?” /th/, *because of the Silent E*.

“Right. Sound out this word.” *Soothe*. (If necessary, remind your student to use the typical blending procedure.)

Silent E does its sixth job in words such as *teethe*, *bathe*, *soothe*, and *clothe*.

This job is not as common as the jobs that have a star next to their job number.

If your student isn't familiar with the word *soothe*, you can explain that it means to gently calm someone, as in *The music will soothe the crying baby*. It can also mean to reduce pain, as in *An ice pack will soothe the pain in your knee*.

Complete Activity Sheet

“Let’s practice reading words with oo.”



Help the Raccoon

Remove pages 159-160 from the *Swing into Reading* activity book.

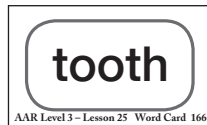
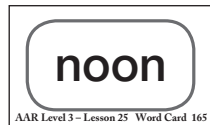
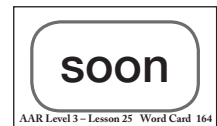
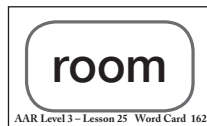
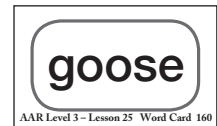
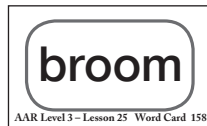
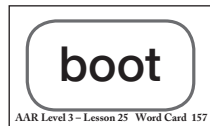
Cut out the raccoon and the button cards. Scatter the button cards on the table with the words facing down.

“Raccoon is making a sweater for his friend Moose, and he needs to collect a lot of buttons. Let’s help him!” Have your student pick up a button card, read the word on the back, and then give it to the raccoon.

Continue reading the cards until all the buttons have been collected.

Practice Reading Words

Have your student practice reading the words on Word Cards 157-166.



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

New Teaching

(continued)

We are treating *door* and *floor* as Leap Words to help them stand out in your student's mind. We want to differentiate them from the other words taught in this lesson.

Teach Two Leap Words: *door* and *floor*

Show Word Cards 167 and 168 to your student.



Point to the first card. “This word is *door*, as in *Please close the door*. The oo says its third sound. What sound does oo say in the word *door*?” /ō/.

“Oo only says /ō/ in two common words: *door* and *floor*.”

Point to the second card. “This word is *floor*, as in *Let's sweep the floor*. What sound does oo say in the word *floor*?” /ō/.

“*Door* and *floor* are Leap Words. The frog will help you remember that the sound of oo is different in these words than in the other words you've learned in this lesson.”

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 161-162 in the activity book.

Have your student read from the Practice Sheets.

New Teaching

(continued)

Avoid Excessive Feedback When Your Student Reads

We've already talked about why it is important to let your student finish reading a sentence even after he has misread a word. This practice encourages the student to catch his own mistakes, asking himself, "Does this sentence make sense?"

On the flip side of the coin is the teacher who offers immediate and constant feedback, interrupting the student for every misread word. Too often, such a stream of feedback causes the student to become dependent on the teacher to confirm that the word or phrase he just read is correct. The reader waits for the teacher to nod or say "good" or "uh-huh," which then becomes a cycle: the student reads a word or two, waits for affirmation, then reads a few more words. This stop-and-go cycle works against the development of fluency.

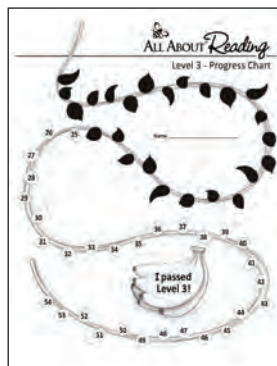
If you feel yourself falling into this negative routine with your student, let him know that from now on, you will give feedback after the sentence has been completed, instead of during his reading.

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.

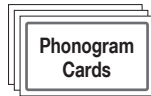
Lesson 26 - Read “Gabby Goose Saves the Day”

In this lesson, students will practice meaningful expression and read a story.

You will need: *Swing into Reading* pages 163-165

Chasing Henry book

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 decoding procedure shown in Appendix C.

New Teaching

Read the Warm-Up Sheet for “Gabby Goose Saves the Day”



Turn to page 163 in the *Swing into Reading* activity book.

Have your student practice reading words and phrases that will be encountered in “Gabby Goose Saves the Day.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

New Teaching

(continued)

Hiccuped can be spelled with one or two p's, though the preferred spelling has only one p.



Decoding Tips	
Word	Special Notes
cooed hiccuped	Build and decode the base word first, then add suffix <i>ed</i> .
mental expert	Follow the Two Consonant Tiles division rule. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Closed Syllable</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="text-align: center;">men</div> <div style="text-align: center;">tal</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Bossy R Syllable</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="text-align: center;">ex</div> <div style="text-align: center;">pert</div> </div>
yahoo	Follow the One Consonant Tile, Part 1 division rule. The <u>a</u> says its third sound, /ah/. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Open Syllable</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Vowel Team Syllable</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="text-align: center;">ya</div> <div style="text-align: center;">hoo</div> </div>
ruckus	Follow the One Consonant Tile, Part 2 division rule. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Closed Syllable</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Closed Syllable</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="text-align: center;">ruck</div> <div style="text-align: center;">us</div> </div>
comfort welcome	In these two words, <u>o</u> says its fourth sound, /ŭ/.
surely	Follow the Suffixes division rule.

Teach Vocabulary and Activate Prior Knowledge

“What do you do every morning to get ready for the day? Can you tell me your activities in order?”

Point out the illustration of the mental checklist on the Warm-Up Sheet. “After you’ve done something a few times, you might have a *mental checklist*—a list in your mind of the order in which things need to be done, or a list that helps you remember what to do in different situations. You just used a mental checklist to tell me how you start your day.”

“In our next story, one of the main characters uses a mental checklist. Let’s find out what happens.”

New Teaching

(continued)

Read “Gabby Goose Saves the Day”

“Turn to page 171 in your reader and read ‘Gabby Goose Saves the Day’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 175: “Why do you think Baby Moose might be crying?”

After page 185: “What do you think Mommy Moose means when she says, ‘You are a gem?’”

Give your student encouraging feedback when the story is completed.

Practice Meaningful Expression

“We can show how we are feeling by the way we speak. For example, if we’re angry, we might speak loudly. If we’re scared, we might whisper. In this activity, you’ll practice showing how the characters in the story feel.”



Say It Like Daddy Moose

Remove page 165 from the activity book.

Point to the first character on the page (Daddy Moose).

“Today, you’re going to pretend that you are the characters in ‘Gabby Goose Saves the Day.’ Practice saying each quote in the way that you imagine the character would say it, with full expression.”

Continue until your student has read all the quotations.

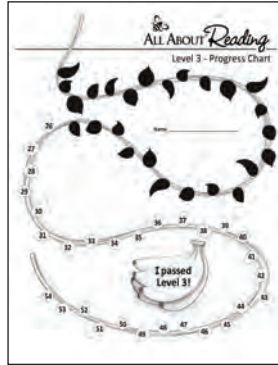
If desired, you can continue the activity by asking your student to demonstrate different ways of saying the same quote. For example, your student could read Daddy Moose’s quote in a loud, strong voice and then read the quote again using a high, squeaky voice. Or your student could read Mommy Moose’s quote using a very sad voice instead of a happy voice.

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 45 - KN

In this lesson, students will decode words containing phonogram kn.

You will need: *Swing into Reading* pages 259-262

kn letter tile

Phonogram Card 57

Word Cards 267-278

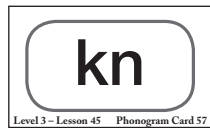
Before You Begin

Preview Phonogram KN

Phonogram kn says /n/ as in *knee*. Read the following examples and listen for the /n/ sound.

know **knew** **known** **knee** **knife**
knight **knit** **knock** **knot** **knuckle**

Phonogram kn is found only at the beginning of base words.



When we practice the Phonogram Card for kn, we say “/n/, two-letter /n/ used only at the beginning of a word.” This phrase distinguishes kn from the other ways of spelling /n/, such as n and gn. By learning the full wording for phonogram kn now, your student won’t have to relearn the flashcard for spelling purposes later.



Listen to *The Basic Phonograms* CD-ROM for a demonstration of the kn phonogram sound.

kn

When we use the kn letter tile, we only say the sound /n/. To facilitate blending, we don’t say the second part, “two-letter /n/ used only at the beginning of a word.”

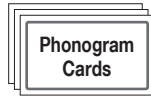
Store the tile under the following label:

Consonant Team

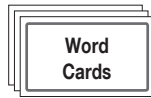
kn



Review



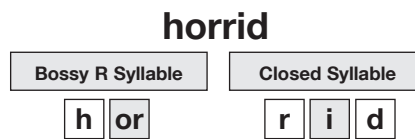
Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



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 decoding procedure shown in Appendix C.



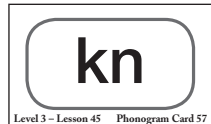
Build the following word with letter tiles. Have your student divide the word using the Two Consonant Tiles syllable division rule, label with syllable tags, and read.



New Teaching

Teach New Phonogram KN

Hold up the kn Phonogram Card.



“K-n says /n/. When we practice this card, we say /n/, *two-letter /n/ used only at the beginning of a word*. Repeat after me: /n/, *two-letter /n/ used only at the beginning of a word*.” *Student repeats the sound.*

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

Set out the new letter tile. kn

Point to the kn tile. “When you see this tile, say its sound, /n/. You don’t have to say *two-letter /n/ used only at the beginning of a word* when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review, and practice with the tile until your student can say the sound accurately.

New Teaching

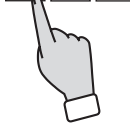
(continued)

Blend Sounds with Letter Tiles

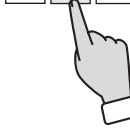
Build the word *kneel*. **kn ee l**

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

Touch the kn and say /n/. **kn ee l**



Touch the ee and say /ē/. **kn ee l**



Touch the l and say /l/. **kn ee l**



Now go back to the beginning of the word. Slide your finger under the letters kn-ee-l and say *kneel* slowly.

kn ee l



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

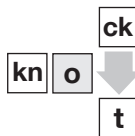
Using the same blending procedure, have your student sound out the word *knot*.

kn o t

Play “Change the Word”

Leave the word *knot* on the board.

“I’m going to change the last part of this word.”



New Teaching

(continued)

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

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

knock → know → knew → knee

Complete Activity Sheet

“Let’s practice reading words with kn.”

A *musher* is a driver of a dogsled. A *husky* is a breed of dog used for pulling dogsleds.



Mush!

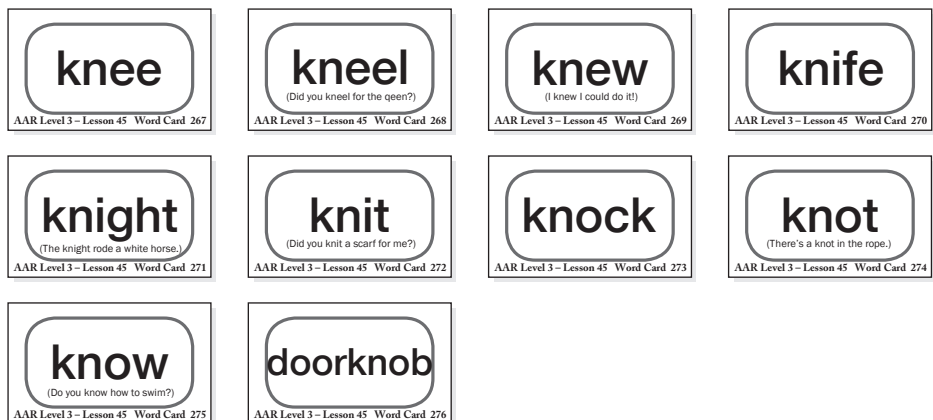
Remove pages 259-260 from the *Swing into Reading* activity book.

Cut out the dogsled and the musher on page 259, then cut out all the husky dogs. Place the huskies in a pile with the words facing up. To collect huskies, your student will select a card, read the word, and flip it over to reveal the husky. Your student may then pretend to harness each husky to the sled.

Continue until all the cards have been read and all the husky dogs have been harnessed to the sled.

Practice Reading Words

Have your student practice reading the words on Word Cards 267-276.



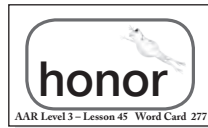
File the Word Cards behind the Review divider in the Reading Review Box.

New Teaching

(continued)

Teach Two Leap Words: *honor* and *castle*

Show Word Card 277 to your student.



“This word is *honor*, as in *It’s an honor to meet you*. This is a Leap Word because the h is silent.”

“What is this word?” *Honor.*

Show Word Card 278 to your student.



“This word is *castle*, as in *The queen lives in a castle*. This is a Leap Word because the t is silent.”

“What is this word?” *Castle.*

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 261-262 in the activity book.

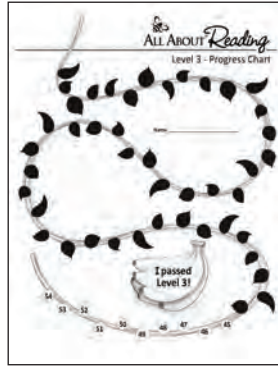
Have your student read from the Practice Sheets.

Read-Aloud Time Read a Story or Poem

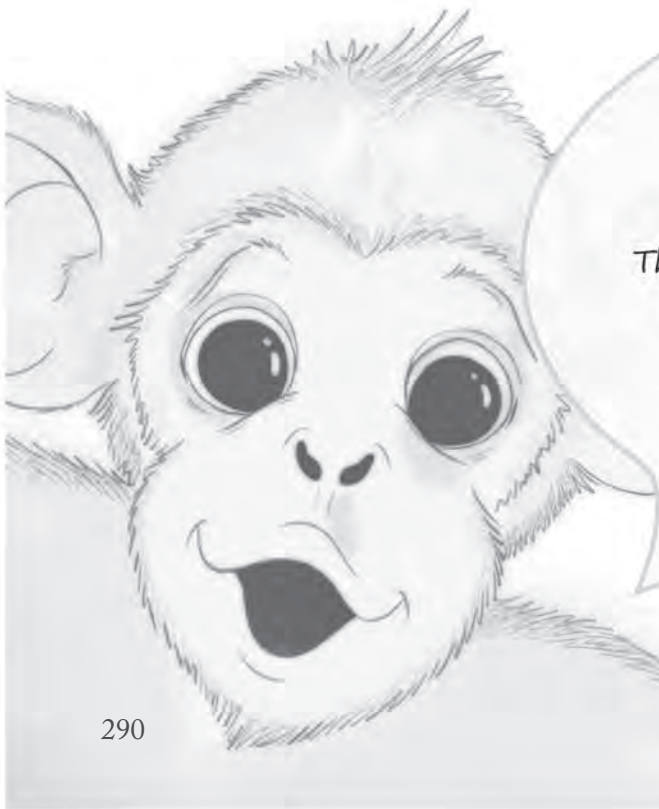
Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 45 on the Progress Chart.



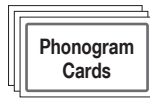
Well, knock me to my knees
with a knickknack!
I had no idea you could spell /n/ with KN.
This will come in handy when I start selling my
knitted knapsacks and knuckle warmers!
(Yes, chilly knuckles. It's a monkey thing.)

Lesson 46 - Read “Cedric the Brave Knight”

In this lesson, students will read a story and discuss the types of people who live in castles.

You will need: *Swing into Reading* pages 263-267
 Shipwreck! book

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 decoding procedure shown in Appendix C.

New Teaching

If your student is unfamiliar with any of the terms on the activity sheet, discuss the definitions of those terms.

page: a young boy in training to become a knight

jester: a clown who works for a king

maid: a young, unmarried girl

Learn about Castle Characters

“Have you ever visited a castle? In medieval times, many people lived and worked in castles besides the king and queen. In this activity, we’ll find out who these people were.”



Who’s in the Castle?

Remove pages 263-266 from the *Swing into Reading* activity book.

Cut the castle doors on the dotted lines so they open. Cut out the character cards on page 265 and spread them out on the table.

Have your student choose a character, turn the card over, and read the word. If the word is read correctly, the student may place the character in the castle. If the word is not read correctly, the

student should place the character back on the table to try again later.

Continue until all the characters are in the castle.

Read the Warm-Up Sheet for “Cedric the Brave Knight”



Turn to page 267 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Cedric the Brave Knight.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

Decoding Tips

Word	Special Notes
mew	<i>Mew</i> is one of the sounds a cat makes.
squeaked covered exactly felines excitement selected panicked	Build and decode the base word first, then add the suffix. Note that in the word <i>panic</i> , <u>c</u> is changed to <u>ck</u> before adding the suffix. This protects the <u>c</u> from the softening effect of the <u>e</u> in <i>ed</i> .
overcome	Follow the Prefixes division rule to separate this word into two recognizable parts: over come
banquet Cedric hidden	Follow the Two Consonant Tiles division rule. All syllables are Closed Syllable types. <i>Cedric</i> is a boy's name.
armor	Follow the Two Consonant Tiles division rule. Bossy R Syllable Bossy R Syllable ar mor

New Teaching

(continued)

Word	Special Notes								
deserve reason	<p>Follow the One Consonant Tile, Part 1 division rule.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">Open Syllable</td> <td style="border: 1px solid black; padding: 2px;">Bossy R Syllable</td> </tr> <tr> <td>de</td> <td>serve</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Vowel Team Syllable</td> <td style="border: 1px solid black; padding: 2px;">Closed Syllable</td> </tr> <tr> <td>rea</td> <td>son</td> </tr> </table>	Open Syllable	Bossy R Syllable	de	serve	Vowel Team Syllable	Closed Syllable	rea	son
Open Syllable	Bossy R Syllable								
de	serve								
Vowel Team Syllable	Closed Syllable								
rea	son								
talon	<p>Follow the One Consonant Tile, Part 2 division rule.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">Closed Syllable</td> <td style="border: 1px solid black; padding: 2px;">Closed Syllable</td> </tr> <tr> <td>tal</td> <td>on</td> </tr> </table>	Closed Syllable	Closed Syllable	tal	on				
Closed Syllable	Closed Syllable								
tal	on								
kingdom	<p>Follow the Three Consonant Tiles, Part 2 division rule. Keep phonogram <u>ng</u> together.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">Closed Syllable</td> <td style="border: 1px solid black; padding: 2px;">Closed Syllable</td> </tr> <tr> <td>king</td> <td>dom</td> </tr> </table>	Closed Syllable	Closed Syllable	king	dom				
Closed Syllable	Closed Syllable								
king	dom								
bravery	<p>Follow the One Consonant Tile division rule, first Part 1 and then Part 2.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">Open Syllable</td> <td style="border: 1px solid black; padding: 2px;">Bossy R Syllable</td> <td style="border: 1px solid black; padding: 2px;">Open Syllable</td> </tr> <tr> <td>bra</td> <td>ver</td> <td>y</td> </tr> </table>	Open Syllable	Bossy R Syllable	Open Syllable	bra	ver	y		
Open Syllable	Bossy R Syllable	Open Syllable							
bra	ver	y							

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the mascot on the Warm-Up Sheet. “A *mascot* is someone or something that is used to represent a group, a sports team, or an organization. For example, Smokey Bear is the mascot of the United States Forest Service. Can you think of any other mascots?”

“Are you afraid of something, like the dark or spiders? Why are you afraid of it?”

“In this next story, the main character is terribly afraid of a particular animal. Let’s find out what it is.”

New Teaching

(continued)

Read “Cedric the Brave Knight”

“Turn to page 137 in your reader and read ‘Cedric the Brave Knight’ aloud.”

After reading:

“The writer shows Cedric’s fear in various ways. Skim the text to find some examples of how Cedric shows his fear.” Guide your student in locating some of the following examples.

Page 140: The series of questions in the last paragraph shows Cedric’s anxiety.

Page 143: Cedric’s face grows pale when he finds out all knights must look for the cat.

Page 144: Cedric sways and almost faints. His voice squeaks.

Page 145: Cedric shows anxiety by repeating “Please don’t let it be a cat.” He freezes and squeezes his eyes shut.

Page 146: He trembles and has weak knees and shaky hands.

“At which point does Cedric’s attitude toward the cat begin to change?”
After he rescues the cat from the hawk. At that point, he realizes that the cat also had great fear. He feels sorry for her.

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 46 on the Progress Chart.

APPENDIX A

Scope and Sequence of Level 3

Your Student Will:	Lesson
Review concepts taught in Level 2	1
Decode words containing phonograms <u>ai</u> and <u>ay</u> and learn the Two Vowel Tiles syllable division rule	2
Read a short story and learn about onomatopoeia	3
Decode words containing phonogram <u>oa</u> and the second sound of <u>ow</u>	4
Read a short story and create a floor plan	5
Decode words containing the sound of /ē/ spelled <u>y</u>	6
Read a short story and discuss shades of meaning	7
Decode words containing Closed and Pickle syllable types, learn the fifth job of Silent E, and apply the Pickle syllable division rule	8
Read a short story and learn about alliteration	9
Decode words containing Open and Pickle syllable types	10
Read a short story and compare and contrast the main characters	11
Learn the Three Consonant Tiles syllable division rule	12
Decode words containing consonant suffixes and learn the syllable division rule for consonant suffixes	13
Read a short story and learn about similes	14
Decode words containing vowel suffixes, practice finding base words, and learn the syllable division rule for vowel suffixes	15
Decode words in which Silent E is dropped before a vowel suffix is added	16
Read a short story and discuss idioms	17
Decode words in which vowel suffixes are added to base words ending in <u>y</u>	18
Decode words containing phonogram <u>ir</u>	19
Read a short story and discuss character transformation	20
Decode words containing phonogram <u>ur</u>	21
Read a short story, learn about antonyms, and discuss the main conflict	22
Decode words containing the second sound of phonogram <u>or</u>	23
Read a short story and compare the main characters	24
Decode words containing the first sound of phonogram <u>oo</u> and learn the sixth job of Silent E	25
Read a short story and practice meaningful expression	26
Decode words containing the first sound of phonogram <u>ea</u>	27

Your Student Will:	Lesson
Read a short story, discuss help-wanted ads, and imagine an alternate ending	28
Decode words containing phonogram <u>igh</u>	29
Read a short story and learn facts about Florida	30
Decode words containing phonogram <u>tch</u>	31
Read a short poem and learn about personification and rhyming	32
Decode words containing phonogram <u>dge</u>	33
Read a short story and practice alphabetizing words	34
Decode words containing prefixes and apply the Prefixes syllable division rule	35
Read a short story and learn about synonyms	36
Decode words containing the second sound of phonogram <u>oo</u>	37
Read a short story and practice reading with expression	38
Decode words containing phonogram <u>ew</u>	39
Read a short story and discuss common fairy tales	40
Decode words containing the second sound of phonogram <u>ea</u> , learn the seventh job of Silent E, and discuss heteronyms	41
Read a short story and interpret weather pictographs	42
Decode words containing phonogram <u>wr</u>	43
Read a short story and learn facts about the ocean	44
Decode words containing phonogram <u>kn</u>	45
Read a short story and discuss the types of people who live in castles	46
Decode words containing the fourth sound of phonogram <u>o</u>	47
Read a short story and discuss realism vs. fantasy	48
Decode words containing phonograms <u>igh</u> and <u>oe</u>	49
Read a short story and learn about the care of ponies	50
Decode words containing the third sound of phonogram <u>ea</u>	51
Read a short story and learn the six question words	52
Decode words containing phonogram <u>ti</u> and suffix <i>tion</i>	53
Read a short story and match characters and objects	54

APPENDIX B

Phonograms Taught in Levels 1–3

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)	Level
Phonograms Taught in Levels 1 and 2				
1	m	/m/	moon	Level 1
2	s	/s/-/z/	sun has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple acorn father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow city	
12	y	/y/-/ÿ/-/ī/-/ē/	yarn gym my happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ĭ/-/ī/-/ē/	itchy ivy radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/oo/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/oo/	udder unit put	
24	e	/ĕ/-/ē/	echo even	
25	qu	/kw/	queen	
26	x	/ks/	ax	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Level
27	th	/th/-/th/	three then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/-/k/-/sh/	child school chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
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 may use at the end of English words	toy	
40	oi	/oy/ that we may not use at the end of English words	oil	
41	aw	/aw/ that we may use at the end of English words	saw	
42	au	/aw/ that we may not use at the end of English words	haul	
43	ow	/ow/-/ō/	cow low	
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	
New Phonograms Taught in Level 3				Lesson
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	2
46	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day	2

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	4
48	ir	/er/ as in <i>first</i>	first	19
49	ur	/er/ as in <i>nurse</i>	nurse	21
50	oo	/ōō/-/ōō/-/ō/	food book floor	25
51	ea	/ē/-/ĕ/-/ā/	leaf bread great	27
52	igh	/ī/, three-letter /ī/	light	29
53	tch	/ch/, three-letter /ch/	watch	31
54	dge	/j/, three-letter /j/	badge	33
55	ew	/ōō/-/ū/	grew few	39
56	wr	/r/, two-letter /r/ used only at the beginning of a word	write	43
57	kn	/n/, two-letter /n/ used only at the beginning of a word	know	45
58	eigh	/ā/, four-letter /ā/	eight	49
59	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	49
60	ti	/sh/, tall-letter /sh/	nation	53

The remaining twelve phonograms will be taught in Level 4.