

## APPENDIX A

# Scope and Sequence of Level 1

Your Student Will:	Lesson
Learn the blending procedure and the sounds of phonograms <u>m</u> , <u>s</u> , <u>p</u> , and <u>a</u>	1
Learn the sounds of phonograms <u>n</u> , <u>t</u> , <u>b</u> , and <u>j</u> and the Leap Word <u>the</u>	2
Read a short story and learn about periods and exclamation points	3
Learn the sounds of phonograms <u>g</u> , <u>d</u> , <u>c</u> , and <u>y</u> and that every word has a vowel	4
Read a short story and learn words with two meanings	5
Learn the sounds of phonograms <u>h</u> , <u>k</u> , and <u>r</u> and the Leap Word <u>a</u>	6
Read two short stories and complete a comprehension activity	7
Learn the sounds of phonograms <u>i</u> , <u>v</u> , <u>f</u> , and <u>z</u>	8
Read two short stories and practice punctuation marks	9
Learn the sounds of phonograms <u>o</u> , <u>l</u> , and <u>w</u> and the Leap Word <u>of</u>	10
Read two short stories and complete a comprehension activity	11
Learn the sound of phonogram <u>u</u> and the second sound of <u>s</u>	12
Read two short stories and discuss a character's point of view	13
Learn the sound of phonogram <u>e</u>	14
Read two short stories and complete a story sequencing activity	15
Learn the sounds of phonograms <u>qu</u> and <u>x</u>	16
Read two short stories and create silly sentences	17
Learn the concept of consonant teams and both sounds of consonant team <u>th</u>	18
Read two short stories and discuss character motivation	19
Learn the sound of consonant team <u>sh</u>	20
Read two short stories and discuss story setting	21
Learn the first sound of consonant team <u>ch</u>	22
Read two short stories and use illustrations to retell a story	23
Learn words with final blends and the Leap Word <u>was</u>	24
Read two short stories and match text with illustrations	25
Learn words with initial blends and the Leap Word <u>to</u>	26
Read two short stories and learn about onomatopoeia	27
Read two short stories and practice reading words with blends	28
Learn words ending in <u>ff</u> , <u>ll</u> , and <u>ss</u> and the Leap Words <u>said</u> and <u>I</u>	29
Read two short stories and follow recipe instructions	30

Your Student Will:	Lesson
Learn the Leap Words <u>or</u> , <u>for</u> , and <u>no</u>	31
Read two short stories and practice previously taught concepts	32
Read two short stories and discuss the main conflict	33
Learn the sound of consonant team <u>ck</u>	34
Read two short stories and discuss character traits	35
Learn the sound of consonant team <u>ng</u>	36
Read two short stories and learn about the five senses in literature	37
Learn the sound of consonant team <u>nk</u>	38
Read two short stories and learn about cause and effect	39
Learn compound words and the Leap Word <u>do</u>	40
Read two short stories and discuss realism vs. fantasy	41
Learn plural words and verbs ending in <u>s</u> and <u>es</u>	42
Read two short stories and learn about rhyme	43
Learn additional sounds for phonograms <u>a</u> , <u>i</u> , and <u>c</u>	44
Read two short stories and skim text to answer questions	45
Learn additional sounds for phonograms <u>o</u> and <u>g</u>	46
Read two short stories and discuss character motivation	47
Learn additional sounds for phonograms <u>e</u> , <u>u</u> , <u>y</u> , and <u>ch</u>	48
Read two short stories and use the table of contents to locate information	49
Learn the term <u>short vowel sound</u> and how to count syllables	50
Read two short stories and draw a picture from oral instructions	51
Learn long vowel sounds and open and closed syllables	52
Read two short stories and complete a story sequencing activity	53

## APPENDIX B

### Phonograms Taught in Levels 1-4

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)	Lesson/ Level
<b>Phonograms Taught in Level 1</b>				
1	m	/m/	moon	1
2	s	/s/-/z/	sun      has	1, 12
3	p	/p/	pig	1
4	a	/ă/-/ā/-/ah/	apple      acorn      father	1, 44
5	n	/n/	nest	2
6	t	/t/	tent	2
7	b	/b/	bat	2
8	j	/j/	jam	2
9	g	/g/-/j/	goose      gem	4, 46
10	d	/d/	deer	4
11	c	/k/-/s/	cow      city	4, 44
12	y	/y/-/ī/-/ē/	yarn      gym      my      happy	4, 48
13	h	/h/	hat	6
14	k	/k/	kite	6
15	r	/r/	rake	6
16	i	/ī/-/ī/-/ē/	itchy      ivy      radio	8, 44
17	v	/v/	vase	8
18	f	/f/	fish	8
19	z	/z/	zipper	8
20	o	/ō/-/ō/-/ō/-/ū/	otter      open      to      oven	10, 46
21	l	/l/	leaf	10
22	w	/w/	wave	10
23	u	/ū/-/ū/-/ō/	udder      unit      put	12, 48
24	e	/ē/-/ē/	echo      even	14, 48
25	qu	/kw/	queen	16
26	x	/ks/	ax	16
27	th	/th/-/th/	three      then	18

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
28	sh	/sh/	ship	20
29	ch	/ch/–/k/–/sh/	child      school      chef	22, 48
30	ck	/k/, two-letter /k/	duck	34
31	ng	/ng/	king	36
32	nk	/ngk/	thank	38
Phonograms Taught in Level 2				Level 2
33	wh	/hw/	while	
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 <b>may</b> use at the end of English words	toy	
40	oi	/oy/ that we may <b>not</b> use at the end of English words	oil	
41	aw	/aw/ that we <b>may</b> use at the end of English words	saw	
42	au	/aw/ that we may <b>not</b> use at the end of English words	haul	
43	ow	/ow/–/ō/	cow      low	Level 3
44	ou	/ow/–/ō/–/ōō/–/ŭ/	mouse      soul      soup      touch	
Phonograms Taught in Level 3				
45	ai	/ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	rain	
46	ay	/ā/, two-letter /ā/ that we <b>may</b> use at the end of English words	day	
47	oa	/ō/, two-letter /ō/ that we may <b>not</b> use at the end of English words	boat	


Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)			Lesson/ Level
48	ir	/er/ as in <i>first</i>	first			Level 3
49	ur	/er/ as in <i>nurse</i>	nurse			
50	oo	/ōō/-/öö/-/ō/	food	book	floor	
51	ea	/ē/-/ě/-/ā/	leaf	bread	great	
52	igh	/ī/, three-letter /ī/	light			
53	tch	/ch/, three-letter /ch/	watch			
54	dge	/j/, three-letter /j/	badge			
55	ew	/ōō/-/ū/	grew	few		
56	wr	/r/, two-letter /r/ used <b>only</b> at the beginning of a word	write			
57	kn	/n/, two-letter /n/ used <b>only</b> at the beginning of a word	know			
58	eigh	/ā/, four-letter /ā/	eight			
59	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe			
60	ti	/sh/, tall-letter /sh/	nation			
Phonograms Taught in Level 4						Level 4
61	ey	/ē/-/ā/	key	they		
62	ear	/er/ as in <i>early</i>	early			
63	ui	/ōō/	fruit			
64	ie	/ē/-/ī/	field	pie		
65	ph	/f/, two-letter /f/	phone			
66	gu	/g/, two-letter /g/	guide			
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat			
68	augh	/aw/, four-letter /aw/	daughter			
69	ei	/ā/-/ē/	vein	ceiling		
70	ough	/ō/-/ōō/-/űff/- /öff/-/aw/-/ow/	though cough	through thought	rough bough	
71	si	/sh/-/zh/	mission	vision		
72	mb	/m/, two-letter /m/	lamb			

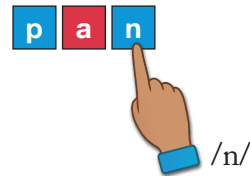
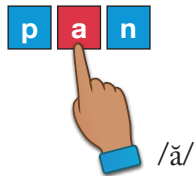
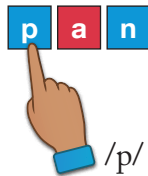
Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
73	our	/er/ as in <i>journey</i>	journey	Level 4
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

## APPENDIX C

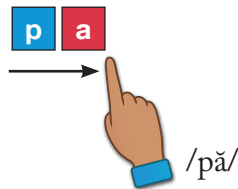
# Blending Procedure

### Blending one-syllable words

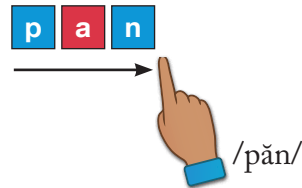
1. Build the word with letter tiles. 
2. Touch under one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all the letters without this additional step.

5. Finally, say the word at a normal pace as we do when we speak.



#### **“Touch the Vowel” Technique**

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.



In Level 2, the blending procedure will be expanded as shown below.

### Blending multisyllable words

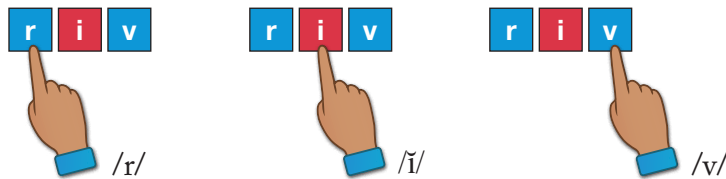
1. Build the word with letter tiles. The word 'river' is built using letter tiles: 'r' (blue), 'i' (red), 'v' (blue), and 'er' (purple).
2. Divide the word into syllables using the appropriate syllable division rules.



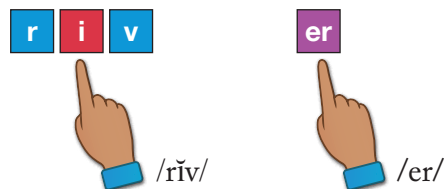
3. Label the syllable types.



4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



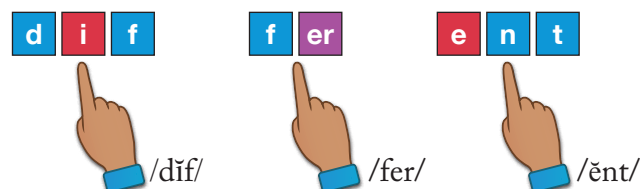
5. Start over at the beginning of the word. Slide your finger under each syllable, saying the sound of the syllables.



6. Finally, say the word at a normal pace as we do when we speak.

If the word has three or more syllables, follow the same procedure:

1. Divide the word.
2. Label the syllable types.
3. Decode one syllable at a time.





## APPENDIX D

# Solving Letter Reversal Problems

Most of the letters of the alphabet have unique shapes, so no matter which way you turn them, they can't be confused with any other letters. For example, the letter m looks quite different from the letter x, and f is not likely to be confused with z.

There are a few notorious troublemakers, however, particularly b and d, the letters that students most often have trouble with.

It is easy to see where the confusion comes in: flip the b and it becomes a d. The beginning reader or dyslexic student may not realize that the direction of the letter matters, or he may not be able to remember which letter is which.

Letters and numbers that can be flipped include:

b d   p q   p d   n u   6 9

### What is considered normal?

If your student is between the ages of three and seven, is just starting to read, and makes occasional reversal errors when reading or writing, it's perfectly normal. It doesn't mean that your student has dyslexia or a reading disability. Make a gentle correction and move on.

But if your student is eight years or older, has had prior reading instruction, and is making frequent letter reversal errors, it is important to take action to solve the reversal problems.

As reading instructors, we have two jobs to do regarding reversals:

1. Try to prevent confusion.
2. Where confusion exists, resolve it.

### Try to prevent letter confusion before it begins.

The *All About Reading* program is carefully structured to minimize the likelihood of letter reversals. We teach the sounds of potentially confusing letters like b and d in separate lessons. The student's task is simplified because he only has to make one new visual discrimination at a time.

When your student is learning to print, be sure to teach correct letter formation. Doing so is critical to prevent confusion.



When forming the letter b, start with the stick first, followed by the circle. To write the letter d, start with the circle first, followed by the stick.

Have your student use lined paper so it is clear where the circle is in relation to the stick. Also be sure your student does not lift the pencil from the paper when writing any of the confusable letters.



### **What to do if your student already reverses letters.**

If you are working with older learners, it may be too late to prevent confusion. They may have had a few false starts in reading and may have already confused these troublemakers. They may encounter the letter b and misinterpret it as the letter d. They may read the word *bad* as *dab*, or *fad* as *fab*. You might give a gentle correction, pull out the corresponding Phonogram Cards, and re-teach the letters separately, but your student still mixes them up.

Below are four effective methods to clear up tough reversal problems.

The demonstrations are for correcting b and d reversals, but the same concepts can be applied to any letter or number. You may only need to use one of these methods, but for really resistant cases, you will need to use all four methods.

Please note that it's important to concentrate on just one letter per session. Wait until that letter is completely mastered before teaching another letter.

#### **Method 1: Teach the letters b and d using tactile surfaces.**

Have a variety of tactile surfaces for your student to choose from. Possibilities include flannel fabric, corrugated cardboard, very fine sandpaper, fluffy fur fabric, or a carpet square. Ask your student which surface reminds him of the letter b, and then cut a large lowercase b out of the chosen tactile surface.

Using the pointer finger of his dominant hand, have your student trace the letter b on the textured surface. Be sure he starts and ends in the correct place. Practice until he can easily write the letter b.

When your student is ready to go on to a new letter, choose a different textured surface. If fine sandpaper was used for the letter b, perhaps furry fabric can be used for the letter d.

#### **Method 2: Use “air writing” to reinforce proper letter formation.**

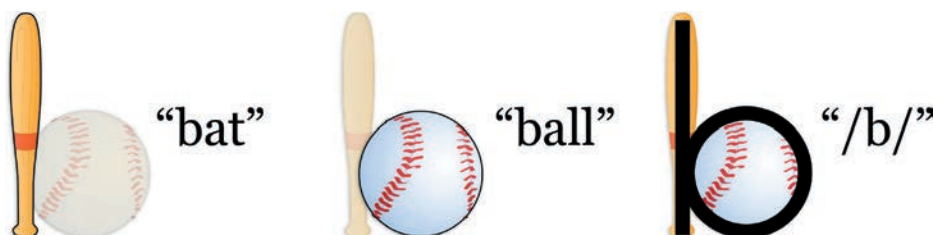
Another simple but powerful method for correcting reversals is “air writing.” Using the dominant hand, the student uses his entire arm to write letters in the air as he says the sound of the letter. The whole arm should be involved, and the student should pretend that his pointer finger is a pen.

Brain research shows that two ideas practiced at the same time can permanently bond the ideas together. In this case, the large movements of the arm combined with saying the sound of the letter helps link these two concepts together in your student's brain. Additionally, this multisensory activity takes advantage of the fact that the muscles in the shoulder and in the jaw have muscle memory, and this makes it easier for your student to recall the shape and sound of the letter.

### **Method #3: Teach the letters b and d using analogies.**

Explain that the letter b is made up of two shapes: a bat and a ball. Using the tactile surface, demonstrate how you write the bat part of the letter first, followed by the ball.

As you write the letter b, say “bat-ball-/b/,” like this:

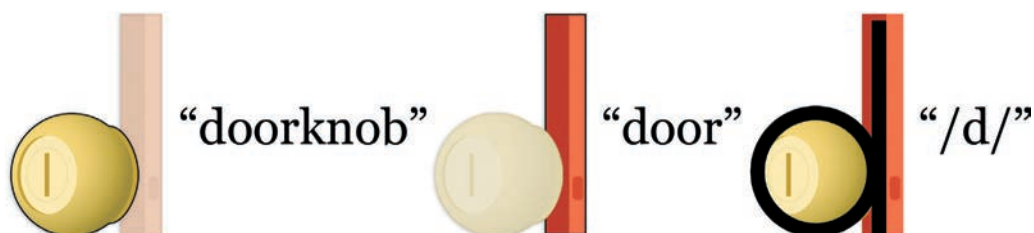


To further clarify which side of the letter the straight line is on, tell your student that *first you grab the bat, and then you hit the ball.*

Have your student practice this motion and chant many times over a two-minute time period. Repeat the exercise several times a day.

Show your student that when you are reading from left to right, you encounter the bat part of the letter first. If he is ever unsure of the sound this letter makes when he sees it, he should think to himself, “bat-ball-/b/.” This will help him recall the sound of the letter b.

To teach the letter d, you can use the analogy of a doorknob and a door. The doorknob represents the circle part of the letter, and the door represents the straight line, like this:

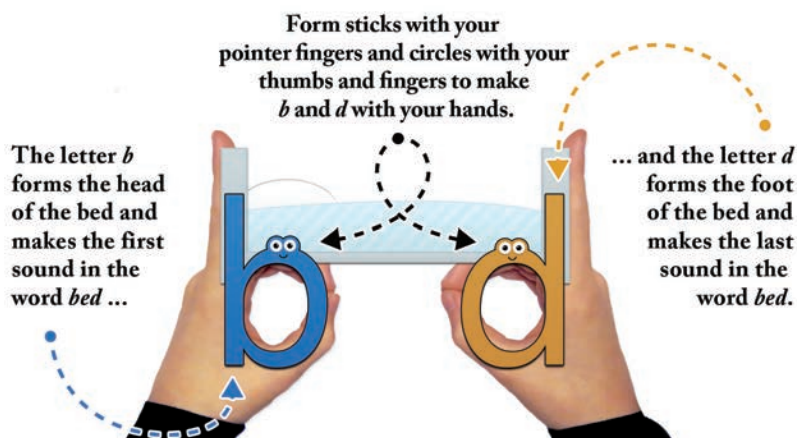


To clarify which side of the letter the straight line is on, tell your student that *first you grab the doorknob, and then you open the door.*

Again, practice the motion and chant many times over a two-minute period. Repeat the exercise several times a day.

Show your student that when you are reading from left to right, you encounter the doorknob part of the letter first. If he is ever unsure of the sound this letter makes when he sees it, he should think to himself, “doorknob-door-/d/.” He will now be able to recall the sound of the letter d.

Another common analogy to help with b and d is a bed. Though this analogy may help some kids, for others it may require more thought, and for many kids it may not become automatic.



#### **Method #4: Help your student notice the shape of the mouth while saying the letter sounds.**

When we say /b/, our lips come together in a straight line. Point out that the straight line comes first when you write the letter b.

When we say /d/, our lips are open. Coincidentally, the circle comes first when you write the letter d.

If your student misreads a b as a d, refer back to the tactile surface activity and air writing that you did together. Point to the misread letter and say, *If you wrote this letter, what would this letter say?*

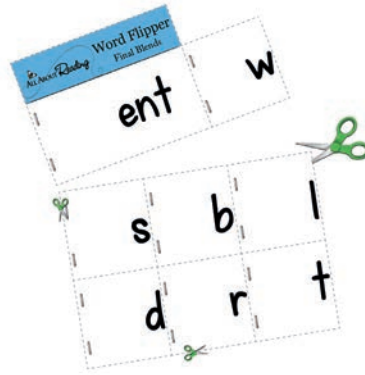
If your student can't answer easily, ask him to draw the letter b using air writing. The sound of the letter (/b/-bat) should come more easily this way. Then have your student read the word again.

## APPENDIX E

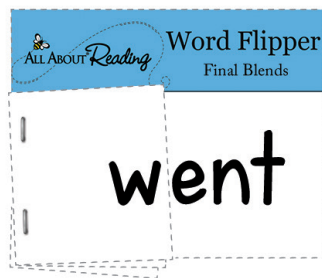
# How to Assemble Word Flippers

Word Flippers are a fun way for your student to practice fluency. Follow these steps to assemble and use them in your lessons.

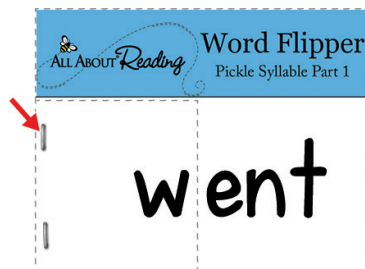
1. Remove the appropriate pages from the activity book. Cut apart the pages on the dotted lines.



2. Put the larger pieces of paper on the bottom. Stack the smaller pieces on top. Note that some Word Flippers will be stacked on the left side and some on the right side.



3. Staple the Word Flipper along the left or right side as indicated.



4. Have your student turn the pages and read the words that are formed.

## APPENDIX F

# Tips and Activities for Using the Practice Sheets

Fluency is the ability to read smoothly, accurately, and with expression, and the Practice Sheets are an important part of developing your student's fluency. But students don't always find the Practice Sheets as exciting as the other hands-on activities in the lessons.

If working on Practice Sheets becomes a chore for you and your student, try some of the following games and creative activities to make them fun again.

Be sure to photocopy the Practice Sheets before playing games that require the pages to be cut into strips or single words.

## Games and Activities



**Feed the monster.** Cut out the monster on page 375. Cut the Practice Sheets into strips. Have your student feed the strips to the monster as he reads them. For a fun alternative, go to [blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game](http://blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game) to download our Feed the Puppy printable.



**Number the rows** of words and sentences on the Practice Sheet from 1 to 6, repeating those numbers as necessary. Have the student roll a die and read the words or sentences in the row of the number he rolled. For example, if he rolls a 2, he must read the words in row 2.



**Read with a buddy.** Take turns reading lines with your student, or let her read with a favorite stuffed animal or toy.



**Use sticker dots.** Break up the assignment and reduce your student's frustration by creating a "starting dot" and a "stopping dot."



**Play hide and seek** with words and sentences. Cut up the Practice Sheets and hide the pieces around the room. When the student finds a piece, he must read it before searching for the next piece.



**Use an online word search puzzle maker** to create your own word search puzzle using your student's fluency words. Have the student read the words as she finds them.



**Choose a letter and have your student search for and read** only words that begin with that particular letter.



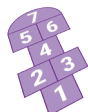
**Play Swat the Words.** Cut out the splat graphic on page 377. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it out loud. Then switch—you swat while your student reads.



**Break up the Practice Sheet** by covering it with a piece of paper. Slide the paper down to uncover one line or section at a time.



**Make progress more concrete.** Allow your student to track progress using colored highlighters or fun stickers.



**Play Fluency Hopscotch.** Write fluency words in each square of a hopscotch grid. Gather a different marker for each student, such as a beanbag, stone, or bottle cap. Follow the standard rules, but when the student stops to pick up his marker, he reads the word(s).



**Play Fluency Snowball Fight.** Cut up the Practice Sheets into strips and tape them to the wall. Have your student read the fluency words. After each strip is read correctly, have him stand back and throw a snowball at it! Use Ping-Pong balls, Nerf balls, styrofoam balls, or even crumpled paper for snowballs.

## Art and Creative Play



**Let your student use the Ziggy puppet** from the Pre-reading program to read the words and sentences on the Practice Sheets.



**Make a word road.** Cut the rows of words into long strips. Place the strips on a long table or on the floor to make a road. Have your student drive a matchbox car over the words as he reads them.



**Illustrate the words.** Select a few words and have your student draw a picture for each one. She may then make a collage of the words and pictures.



**Silly sentences.** Have your student read a word and then make up a silly sentence using the word.



**Have fun with emotions!** Cut out the emoticons on page 379. Put the faces in a hat. Cut out the words and sentences from the Practice Sheet and put those in another hat. Have your student pick a word/sentence from one hat, pick a face from the other hat, and then ham it up by reading the word with the selected emotion.



## Snacks and Rewards



**Eat your words!** Motivate your student to read each row of the Practice Sheet by putting a chocolate chip, marshmallow, M&M, popcorn, granola, fruit, or other favorite treat at the end of a section or row. At the end of the practice session, snuggle up with a story and munch on the rest of the snack.



**Set up a points system** in the corner of your white board or on a separate chart and give your student a small prize when she reaches 100 points. For example, you might give your student one point for every correct word she can read in five minutes. You might combine the points system with Phonogram Card and Word Card review as well so your student has more chances to rack up points. There are many point variations, so use what works best for you.

## Positive Words

**Fluent reading is hard work for your student!** Catch him working hard and give him a few words of encouragement. Try positive words like these:

“Very good! You are a quick learner!”

“Hey, you got that the first time!”

“You are doing great!”

“That was a tough one, and you got it!”

“You remembered that from yesterday—great!”

“I can tell that you tried hard to figure that out.”

Many of the tips and activities in Appendices F, G, and H can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.

