

# Lesson 2 Letters N, T, B, and J

## Objective

This lesson teaches words containing the letters n, t, b, and j and the Leap Word *the*.

## You Will Need

- ☐ Phonogram Cards 5-8
- ☐ Word Cards 4-13
- ☐ *Blast Off to Reading!* pages 11-15

## Before You Begin

## Preview the Sounds of the Letters

- n** The letter n says /n/ as in *nest*. If your student has difficulty discriminating between the sounds of /n/ and /m/, have him watch your lips as you pronounce the sounds.
- t** The letter t says /t/ as in *tent*. Be sure that you and your student don't add /uh/ to the end of the sound, as in /tuh/.
- b** The letter b says /b/ as in *bat*. It is impossible to say /b/ in isolation without any trace of /uh/ at the end, but clip the /uh/ as short as possible.
- j** The letter j says /j/ as in *jam*. Be sure that you and your student don't add /uh/ to the end of the sound, as in /juh/.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the n, t, b, and j phonogram sounds.

## Look Ahead to the Review Section

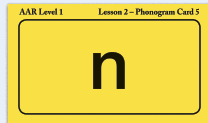
You'll see that each lesson starts with a Review section. Review covers two main areas: Phonogram Cards and Word Cards.



You'll use the Reading Review Box to keep track of what has been mastered and what still needs to be reviewed. If you feel that a card has been mastered, place it behind the **Mastered** divider. If the card has not yet been mastered, place it behind the **Review** divider so it can be reviewed again in the next lesson.

## Before You Begin

(continued)

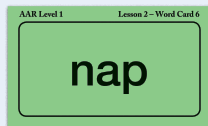


### How do you know when your student has mastered a Phonogram Card?

If your student...

- says the pure, clipped sound without adding /uh/ at the end—for example, he says /p/, not /puh/;
- responds quickly and easily when you hold up the card;
- does not hesitate to think of the answer; and
- you have no doubt that your student knows the card thoroughly...

**...then that Phonogram Card is mastered! Move it behind the Mastered divider.**



### How do you know when your student has mastered a Word Card?

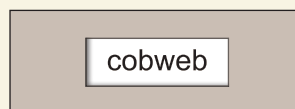
If your student is able to read the word on the card without having to sound it out, then you can consider that Word Card as mastered.

## Preview the Practice Sheets

Over time, using the Practice Sheets will help your student move from sounding out words letter by letter to being able to instantly recognize 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. **The Viewfinder Bookmark can help your student focus on individual words.** Either run the top edge of the bookmark under the line of text, or center the word or phrase in the cutout area.



## Before You Begin

(continued)

4. **Stop before your student fatigues.** You might not complete the Practice Sheets all in one day, depending on your student's age and attention span.
5. **Would your student benefit from reviewing the Practice Sheets several times?** If so, repeat the exercise several days in a row.
6. **On the other hand, don't overwhelm your beginning reader with *too much* practice with the Practice Sheets.** 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.

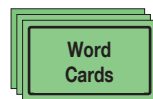
See Appendix F for more tips on using the Practice Sheets.

Remember that this is hard work for most beginning readers, especially if they are still at the stage of sounding out each word. Reward effort with words of praise!

## 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. If necessary, remind your student of the sound.



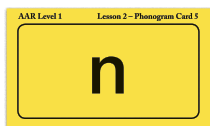
Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Ask your student to point to some vowels and some consonants.



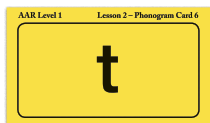
## Teach New Letter Sounds



Hold up the Phonogram Card for the letter n.

“This letter says /n/.”

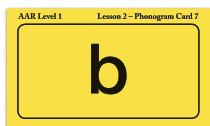
“Now it’s your turn. What does this letter say?” *Student says /n/.*



Hold up the Phonogram Card for the letter t.

“This letter says /t/.”

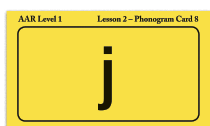
“Your turn. What does this letter say?” *Student says /t/.*



Hold up the Phonogram Card for the letter b.

“This letter says /b/.”

“Your turn.” *Student says /b/.*



Hold up the Phonogram Card for the letter j.

“This letter says /j/.”

“Your turn.” *Student says /j/.*

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.



Liven up practice with the new phonograms with the game “Phonogram Ball.” For instructions, look for this icon in Appendix G.

## New Teaching



(continued)



File the four new Phonogram Cards behind the **Review** divider and review them at the beginning of the next lesson. It often seems as if a student has mastered a new card during the reading lesson, but when you revisit that card in a day or two, it becomes obvious that he really hasn't.

It often takes multiple sessions to master a new phonogram.




## Practice Commonly Confused Letters

Move the m and n tiles into the workspace.  

Randomly dictate /m/ and /n/ to test whether your student can distinguish between the two sounds and choose the correct letter tile.

If your student has difficulty telling the difference between /m/ and /n/, have him watch your mouth as you say the sounds.

## Blend Sounds with Letter Tiles

Build the word *pan* with letter tiles.   

"I'll sound out this first word, and then you'll sound out the next word."

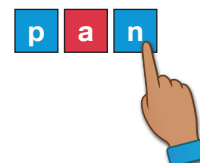
Touch under the p and say /p/.



Touch under the a and say /ă/.



Touch under the n and say /n/.

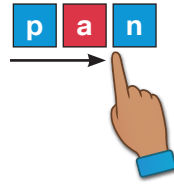


## New Teaching

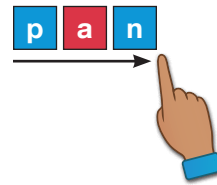
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Now go back to the beginning of the word and blend the sounds together as follows.

Slide your finger under the letters p-a and say /pă/.



Start at the beginning of the word again. Slide your finger under the letters p-a-n and say *pan* slowly.



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

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



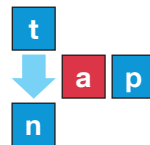
You may want to point out to your student that *pan* and *nap* contain the same letters, just in a different order.



Leave the word *nap* in the workspace.

## Play “Change the Word”

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

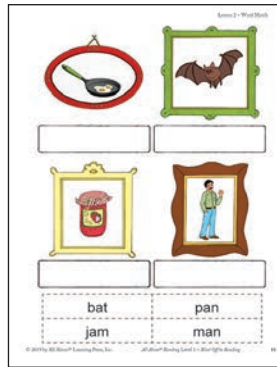


“What does this new word say?” Encourage your student to sound out the new word, *tap*.

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

**tap → tan → man → ban → an → at → bat → sat**

“Let’s match some words to pictures.”



## Word Match

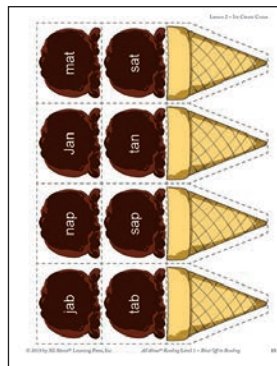
Remove page 11 from the *Blast Off* activity book.

Cut out the word cards from the bottom of the page and have your student place the appropriate card under the matching picture.

Ask the following questions.

1. “Which picture starts with the sound /j/?” *Jam*.
2. “Which picture starts with the sound /m/?” *Man*.
3. “What is the first sound in the word *bat*?” /b/.
4. “What is the first sound in the word *pan*?” /p/.

“Good work! I think we deserve some ice cream now!”



## Ice Cream Cones

Remove page 13 from the activity book.

Cut out the ice cream scoops and cones.

Have your student read the words on each ice cream scoop. Put the rhyming words together to form ice cream desserts.

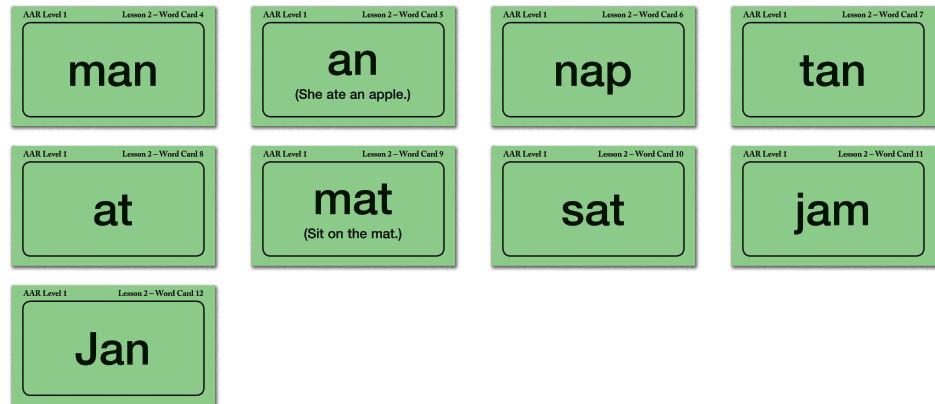


## New Teaching

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## Practice Reading Words

Have your student practice reading the words on Word Cards 4-12.



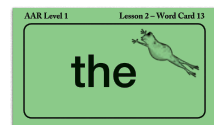
The words *an* and *Ann* are homophones (words that sound alike but are spelled differently), as are *mat*, *Matt*, and *matte*. A sentence has been added to the Word Cards *an* and *mat*, and to all cards containing homophones in future lessons. Your student does not read these sentences—they are there for your reference in case you wish to discuss the correct word usage.

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

## Teach a Leap Word: *the*

For more information on Leap Words, see page 23.

Show Word Card 13 to your student.



“Most words follow the rules and say the sounds that we expect them to say. But there are a few words that do not. Here is one of those words.”

“This word is *the*, as in *She has the balloons*.”

Point to the frog on the Word Card. “See this frog? This means that the word can’t be sounded out. It is a Leap Word that you just need to remember.”

“What is this word?” *The*.



## New Teaching

(continued)

You may wish to explain that we usually pronounce this word as /thŭ/. Sometimes we do say /thē/, but for the purposes of the flashcard review, say the more common pronunciation: /thŭ/.



Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

## Practice Fluency

Practice Sheet for Leap Words. The sheet includes a grid of words: the, sat, nap, Jan, Sam, Pam, tap, pat, Nan, am, at, map, tan, pan, mat, bat, sap, nab, Put, jab, an, jam, tab, Nat. Below the grid are sections for Phrases (the jam, the map, tan mat) and Sentences (The man sat., Tap the pan!, Pam sat., Jab the mat!). There is also a small illustration of a jar of jam.

Turn to page 15 in the activity book.

Point to a sentence that ends in a period. “This dot is a period. It is used to show the end of the sentence.”

Point to a sentence that ends in an exclamation point. “This is an exclamation point. It is used to show emotion or excitement.”

Model for your student the difference between reading a sentence with a period and reading a sentence with an exclamation point.

Have your student read from the Practice Sheet.

Exclamation points are used in the story your student will read in the next lesson.



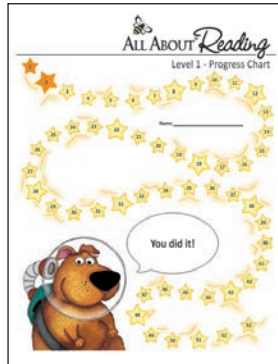
## Read-Aloud Time

### 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 2 on the Progress Chart.



Great job on Lesson 2!  
And guess what?  
Now you get to read your first story!

Go on!  
There's a four-legged creature  
(that's not me)  
waiting to meet you  
in Lesson 3.



## Did you enjoy this activity? Then you'll love **All About® Reading!**

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