

# Lesson 44 Additional Sounds for A, I, and C

## Objective

This lesson teaches additional sounds for the letters a, i, and c.

## You Will Need

- Phonogram Cards 4, 11, and 16
- Blast Off to Reading!* page 297
- raisins, M&Ms, coins, dried beans, or Cheerios

## Before You Begin

### Look Back at Previous Progress

Your student has come a long way! He can now decode any CVC (consonant-vowel-consonant) word as well as words containing these concepts:

- words with blends
- words with consonant teams th, sh, ch, ck, ng, and nk
- compound words

The one thing that ties these words together is that they are all short vowel words.

The sequence has been very intentional. We wanted your student to become confident in reading short vowel words because it is a developmentally appropriate approach to teaching reading.

And starting with this lesson, we're ready to build on this solid base!

### Look Ahead to Remaining Lessons

As you know by now, the vowels and some of the consonants have more than one sound. Your student has learned the first, most common sound for these letters, and now it is time to learn the remaining sounds.

Here's a summary of the remaining lessons in Level 1:

- The “new concept” lessons (Lessons 44, 46, 48, and 50) teach the remaining sounds of the letters. There are no new Word Cards taught during these lessons; the teaching time is devoted to the new phonogram sounds.
- The “read a story” lessons (Lessons 45, 47, 49, and 51) present eight new stories. These stories provide great practice with the words taught in Lessons 1-42 and help your student build fluency and reading stamina. No new words are introduced.

## Before You Begin

(continued)

- Lesson 52 puts all the newly learned long vowel sounds to use, and seven open syllable words are taught, including *she*, *go*, and *we*.
- The final lesson, Lesson 53, includes two stories that give practice with these new open syllable words.

## Preview the Sounds of the Letters

In this lesson, your student will be learning the remaining sounds of a, i, and c. Here's a quick reminder of the sounds of these letters.

**a** The letter a can say three sounds:

- /ă/ as in *apple*, known as the short sound (taught in Lesson 1)
- /ā/ as in *acorn*, known as the long sound
- /ah/ as in *father*

**i** The letter i can say three sounds:

- /ĭ/ as in *itchy*, known as the short sound (taught in Lesson 8)
- /ī/ as in *ivy*, known as the long sound
- /ē/ as in *radio*

**c** The letter c can say two sounds:

- /k/ as in *cat*, or hard c (taught in Lesson 4)
- /s/ as in *city*, or soft c



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the a, i, and c phonogram sounds.

## 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).

## Review

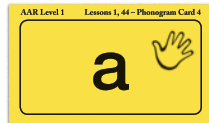
(continued)



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.

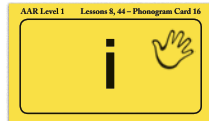
## New Teaching

### Teach New Letter Sounds



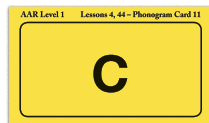
Show Phonogram Card 4 to your student.

“You already know that the letter a says /ă/. But it also makes two other sounds: /ā/ and /ah/. So the letter a makes three sounds: /ă/, /ā/, and /ah/. Repeat after me: /ă/-/ā/-/ah/.” *Student repeats the sounds.*



Show Phonogram Card 16 to your student.

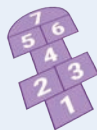
“You already know that the letter i says /ī/. But it also makes two other sounds: /ī/ and /ē/. So the letter i makes three sounds: /ī/, /ī/, and /ē/. Repeat after me: /ī/-/ī/-/ē/.” *Student repeats the sounds.*



Show Phonogram Card 11 to your student.

“You already know that the letter c says /k/. But it also makes another sound, /s/. So the letter c makes two sounds: /k/ and /s/. Repeat after me: /k/-/s/.” *Student repeats the sounds.*

Move the letter tiles into the workspace and practice until your student can say the sounds accurately.



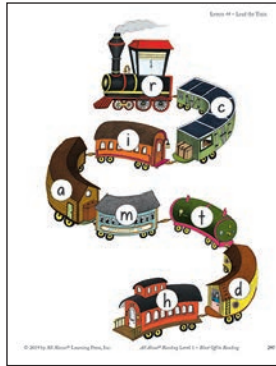
Get your student on her feet to practice these and other phonograms with the game “Phonogram Hopscotch.” For instructions, look for this icon in Appendix G.

## New Teaching

(continued)

## Complete Activity Sheet

“Let’s load this train with freight.”



### Load the Train

Remove page 297 from the *Blast Off* activity book.

Give your student something fun to use for markers, like raisins, M&Ms, coins, jelly beans, or Cheerios.

Randomly call out the sounds of the letters. As you call each sound or group of sounds, your student should put a marker over the corresponding letter. For instance, for the letter *i*, ask your student to place a jelly bean over the letter that can say /ī/-/ī/-/ē/.

When your student has filled all eight parts of the train, he says, “Choo-choo!”

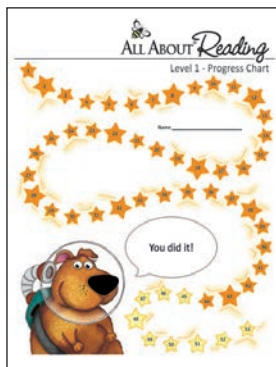
## Read-Aloud Time

### 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 44 on the Progress Chart.



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