

# Lesson 1

# Mastering the First 26 Phonograms

## Objective

This lesson teaches the sounds of the first 26 phonograms.

## You Will Need

- ☐ Phonogram Cards 1-26
- ☐ Progress Chart
- ☐ *Zip into Spelling* pages 7-19

## Before You Begin

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

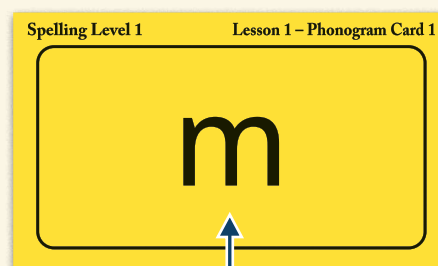
## Can You Skip This Lesson?

If your student already knows the sounds on Phonogram Cards 1-26 without hesitation, place the Phonogram Cards behind the **Mastered** divider in the Spelling Review Box and move on to Lesson 2. However, students who haven't completed *All About Reading* Level 1 may not know all the sounds of letters a to z and should not skip this important lesson.

## Preview the Phonogram Cards

In this lesson, you'll figure out which phonograms your student knows and which still need to be taught. The quickest way to do this is with Phonogram Cards.

Let's take a look at the first Phonogram Card



Show the front side to your student.



The back of the card is your "cheat sheet." The key word is for you, not your student.

## Before You Begin

(continued)

**How many phonograms should you teach in a day?** For some students, especially younger ones, learning four new Phonogram Cards at a time will be enough. Other students, especially those who are good readers, will be able to learn many more in a day. You will have to judge the attention span and previous experience of your student and adjust the number of cards to teach in a session. You don't want to frustrate your student by trying to teach too many in a day, yet you don't want to hold her back by not teaching *enough*, either.

**What order should the Phonogram Cards be taught in?** It is best to teach the phonograms in numerical order, according to the Phonogram Card number shown in the upper right corner of the card. Some phonograms, like b and d, sound alike to the untrained ear and teaching them together could result in confusion. By teaching them in the numerical order shown on the cards, the following sets of phonograms are split up and taught in separate learning sessions:

**b, d • a, e, i, o, u • p, b • m, n**

**How should you teach phonograms with multiple sounds?** When a phonogram has more than one sound, we say the sounds in a particular order, starting with the most common sound. For example, for the letter s we say /s/-/z/ with only a slight pause in between. For a demonstration of how this is done, refer to the free Phonogram Sounds app, described on page 20, or the paid Letter Tiles app described on page 25 and in Appendix O.

**How do you know when your student has mastered a Phonogram Card?** Look for these three signs that a phonogram has been mastered:

- Your student says the pure, clipped sound(s) without adding /uh/ at the end (for example, she says /p/, not /puh/).
- Your student responds quickly and easily when you hold up the card.
- You have no doubt that your student knows the card thoroughly.

## Using the Spelling Review Box



Throughout *All About Spelling*, you'll use the Spelling Review Box to keep track of what has been mastered and what still needs to be reviewed. If a card has been mastered, the lessons will prompt you to place it behind the **Mastered** divider. If the card has not yet been mastered, you will place it behind the **Review** divider so it can be reviewed again in the next learning session.

## Now you are ready to teach the first lesson!

This lesson provides the foundation for all spelling lessons that follow, so take as many teaching sessions as your student needs to master it.

### Set Your Timer



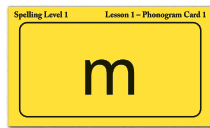
Remember that each teaching session should be short—no more than twenty minutes per day. If this is your student’s first introduction to phonograms, it will take multiple sessions to complete Lesson 1.

This lesson is the foundation for all future spelling lessons. Spend as many days on this lesson as your student needs.

### Determine Which Phonograms Need to Be Taught

Take out Phonogram Cards 1-26.

“Let’s find out which of these cards you know and which of them we should work on. We will sort them into two piles: *cards you know* and *cards you need to learn*.”

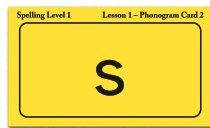


Show your student the front side of Phonogram Card 1.

m says /m/.”

“Most letters have one sound. For example, the letter

Return the card to the back of the deck. Your student does *not* write the phonogram.



Show your student the front side of Phonogram Card 2.

“But some letters can say *more* than one sound, depending on the word it is found in. For example, the letter s can say /s/ or /z/, depending on the word.”

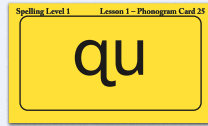
“When I show you a letter that can say more than one sound, tell me all the sounds. For this card, you would say /s/-/z/.”

Go through all the Phonogram Cards with your student and sort them into two piles: **Need to Learn** and **Mastered**.

## Evaluation

(continued)

When you get to Phonogram Card 25, you may need to give the following explanation to your student:



“You can see that there are two letters on this card. In English, q is always followed by a u. Together, they say the sound of /kw/. Repeat after me: /kw/.”

The u does not act like a vowel in this phonogram.

## Organize the Phonogram Cards in the Review Box



Now you have two piles of cards. Place the “Mastered” pile behind the divider labeled Mastered.



Next, arrange the cards in the “Need to Learn” pile in numerical order as indicated by the Phonogram Card number shown in the upper right corner of the card.

Place those cards behind the divider labeled Future Lessons.

## New Teaching

### Teach the Phonograms

Now that you have identified which phonograms your student needs to learn, **teach four phonograms at a time**. Be sure to teach them in numerical order and not in alphabetical order. Use the following procedure for each card.

1. Show the front of the Phonogram Card to your student.
2. Say the sound or sounds.
3. Have your student repeat the sound or sounds.

If a phonogram has several sounds, you can give your student a hint by holding up the appropriate number of fingers.

After several repetitions, see if your student can say the sound(s) without your prompting. The goal is that as you flip through the flashcards, your student will be able to say the phonograms without pausing to think.

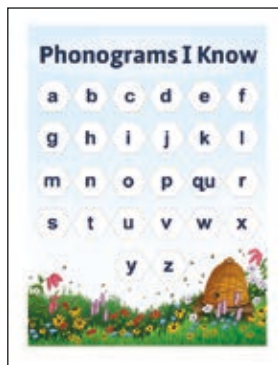
## New Teaching

(continued)



File the four Phonogram Cards that you are working on behind the **Phonogram Cards Review** divider in your student's Spelling Review Box. Review them at the beginning of each teaching session until each card is Mastered.

## Keep Track of Which Phonogram Cards Have Been Mastered



Remove the Phonograms I Know chart from page 7 of the *Zip into Spelling* activity book and post it in a prominent place. Have your student color in mastered phonograms with colored pencil.

Update the chart each time a Phonogram Card is moved to the Mastered pile.

## Practice with Games and Activities (Optional)

If your student would benefit from additional practice with the phonogram sounds, choose from any of the following activities.



### Try Not to Moo

Remove pages 9-12 from the activity book.

Cut out the cow cards, mix them up, and place them in a pile with the phonograms facing down.

Have your student select a card, turn it over, and look at the phonogram next to the cow's face. She should then say the sound(s) of that phonogram. If your student needs a hint, the number of sounds is represented by the number

on the cow's bell. If your student draws a Moo card, she should moo like a cow instead of saying the phonogram sounds.

Continue until all the cards have been completed.

## New Teaching

(continued)



### Splash!

Remove pages 13-15 from the activity book.

Cut out the penguin cards and place them at the top of the iceberg. Select a Phonogram Card and show it to your student. Have your student say all the sounds the phonogram makes. If it makes one sound, your student can help one penguin slide down the iceberg into the pool of water. If the phonogram makes two sounds, your student can help two penguins slide down, and so on.

Continue until all the penguins have made it safely down the iceberg and into the pool.



### Jungle Phonograms

Remove page 17 from the activity book.

Give your student something fun to use for markers, like popcorn, raisins, mini marshmallows, coins, or Bingo chips.

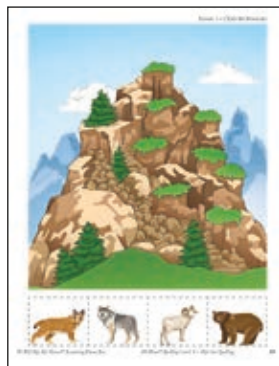
Place the appropriate number of markers in each square, referring to the number located in the lower right corner. For example, place eight markers in the first square (representing eight sounds), three in the next square (representing three sounds), and so on.

Have your student choose a square and say the sound(s) of each phonogram in that square. If she says the sounds correctly, she can keep the markers. Continue until all the markers have been collected.

You may wish to check your student's responses by listening to the sounds of the phonograms on the Letter Tiles app or referring to the phonograms chart in Appendix B.

## New Teaching

(continued)



### Climb the Mountain

Remove page 19 from the activity book.

Cut out the animal cards at the bottom of the page. Have your student choose her favorite animal (bobcat, wolf, mountain goat, or bear).

Show a Phonogram Card to your student and have her say the sound(s) of that phonogram. If she says the sound(s) correctly, the animal may advance up the mountain by one green space. If she says the sound(s) incorrectly, return the card to the pile to try again.

Continue until the animal has climbed the mountain and reached the top.

For more activities for practicing the Phonogram Cards, see Appendix M.



## Track Your Progress

### Mark the Progress Chart



Once your student has a firm grasp on all the sounds of the first 26 phonograms, you can consider this lesson mastered and have your student mark Lesson 1 on the Progress Chart.





Well,  
flap my flip-flops!!  
Look at that ... you're already  
done with Lesson 1!

Now that you know all the phonograms,  
it won't be long before you can spell  
lots of important words ...  
you know, like BUMBLE and BEE.

So what are we waiting for?  
Let's zip off to Lesson 2!





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