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How It Works

One side of the book is for students. The other side is for teachers. Each lesson introduces one or two new phonics concepts. The book is designed to be taught sequentially **Lesson by Lesson** or **Word by Word** by looking up words in the Index.

1

New Concept

Whether you're teaching **Lesson by Lesson** or **Word by Word**, all lessons start by learning the new concept. Next all students apply the concept along with the most common sounds of A-Z to reading words.

2

Review, Learn, & Apply

If you're teaching **Lesson by Lesson**, this section guides you in systematic review of previously taught concepts. Students then apply new concepts when reading words with multiple concepts.

If you're teaching **Word by Word**, use this section to reference additional lessons you will need to teach before your students can read these words.

3

Play

Choose to play 1-3 games from the *Logic of English Game Book* to reinforce the skill(s) being learned in a fun and engaging way.

New Concept

Simple instructions guide you through teaching the new concept.

New Concept

New concept to be taught.

New Concept

A list of new Dolch words and additional words unlocked by this lesson's concept combined with the most common sounds of A-Z.

Review, Learn, & Apply

Additional instruction if teaching lessons sequentially.

Review, Learn, & Apply

Words in blue include concepts from previous lessons. The lesson where each concept is taught is included for easy reference. Turn to these lessons and introduce these concepts to continue teaching these words.

Review, Learn, & Apply

Additional words that can be read using this lesson's new concept as well as concepts taught in previous lessons.

Dolch words taught in upcoming lessons that include this concept.

ee

Lesson 4

All Students

- Teach the phonogram *ee* says /e/ as in *green*.
- Ask the students to read the words in the green lists.
- Explain that vowels are sounds that can be sung and they can be made louder and softer. Vowels are also not blocked by the lips, tongue, or teeth. Consonants cannot be sung. They cannot be made louder or softer. They are blocked in some way by the lips, tongue, and/or teeth.
- Test each of the phonogram sounds learned so far. Is each one a consonant or a vowel?
- Review the phonograms the students have learned.

Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z, th

Vowels: a, e, i, o, u, ee

Additional Instruction

- Ask the students to read the words in the blue lists.
- Review words from previous lessons.

Concepts from Previous Lessons

Word	Lesson	Concept
three	2	th says /th/
	4	ee says /e/

Upcoming Dolch Words

sheep	L 22
been	L 14

Games

- Spelling and decoding are related skills. Because of this, practicing how to spell words also develops reading fluency.
- Phonogram Obstacle Course p.29
- Word Fluency - Reading Bubble Race p.144
- Spelling - Spelling Hide and Go Seek p.190

Notes

- EE is a multi-letter vowel.
- OU says the consonant sound /ow/. U is not a vowel here. This is a multi-letter phonogram.
- Land Y have three vowel sounds /i-ä-ä/. They also both say the consonant sound /y/.



A section of notes, including teacher tips and further explanations.

Play

Reinforce the concept through extra multi-sensory practice by playing games from the *Logic of English Game Book*.



Dolch Words Using the Most Common Sounds of A-Z

on	in	box	him	fast
ran	can	bed	had	best
get	big	ten	an	stop
did	and	six	yes	just
but	top	if	went	ask
at	sun	hot	jump	must
am	pig	got	help	robin
up	men	cut	wind	rabbit
run	man	us	nest	seven
red	leg	sit	milk	upon
not	dog	its	hand	
it	cat	let	drink	

Pre-Lesson

Prerequisite Skills for All Students

1. **Blend one-syllable words from an auditory prompt.** Without any written text, segment one-syllable words, such as dog, into individual sounds: /d/ /o/ /g/. Pause between each sound. Ask the student to blend the sounds together into a word. Remember to do this activity without any written text.
2. **Read the most common sound of the single letter phonograms (a-z).** Use the Basic Phonogram Flash Cards. Ask the student to read the letter and say its first sound. The first sound is the most common sound.

a says /ă/ as in **a**pple.

b says /b/ as in **b**oy.

c says /k/ as in **c**at.

d says /d/ as in **d**og.

e says /ě/ as in **e**gg.

f says /f/ as in **f**an.

g says /g/ as in **g**oat.

h says /h/ as in **h**at.

i says /ĭ/ as in **i**nn.

j says /j/ as in **j**ump.

k says /k/ as in **k**ite.

l says /l/ as in **l**amp.

m says /m/ as in **m**op.

n says /n/ as in **n**ote.

o says /ŏ/ as in **o**ctopus.

p says /p/ as in **p**an.

qu says /kw/ as in **qu**een.

r says /r/ as in **r**ose.

s says /s/ as in **s**un.

t says /t/ as in **t**oy.

u says /ŭ/ as in **u**mbrella.

v says /v/ as in **v**an.

w says /w/ as in **w**et.

x says /ks/ as in **x**ox.

y says /y/ as in **y**ellow.

z says /z/ as in **z**oo.

3. Ask the students to read the words in the green lists.
4. Play a game to practice the skills.



Games

If a student struggles to blend one-syllable words, practice with phonemic awareness games before continuing with Lesson 1. If a student does not know the first sounds of the a-z phonograms, help the student master them by playing phonogram games. Find these games in the Logic of English Game Book.

Phonemic Awareness

- Blending Animal Names p.12
- Blend and Do p.13
- Consonant Blending Game p.14
- Blending I Spy p.15

Phonograms

- Phonogram Light-Up p.22

Word Fluency

- Word Retriever p.99

S

Dolch Words

is
his
as
has

More Words

kids
pigs
jobs
bugs
frogs
moms
visit
dads
transit

Lesson 1

All Students

1. Teach the phonogram **s** says two sounds, /s-z/ as in **sent** and **as**.
2. Place your hand on your throat as you say /s/ and /z/. Feel how /s/ is unvoiced and /z/ is voiced.
3. Ask the students to read the words in the green lists.
4. Play a game to practice the skills.



Games

Once a student has been taught that a given phonogram makes more than one sound, be sure the student reads ALL the sounds during phonogram practice.

Phonograms

- Phonogram Hop p.24

Word Fluency

- Reading Journey p.100

Spelling

- Fly Swatter Spelling p.161

Upcoming Dolch Words

was	L 15
always	L 15
use	L 18
those	L 18
these	L 18
please	L 46
because	L 51



Notes * Rule 29 Z, never S, spells /z/ at the beginning of a base word.

u

Spelling Rule 4

A E O U usually say their long sounds at the end of a syllable.

Dolch Words

put

More Words

unit
tulip
student
pupil
human

Dolch Words

full
pull

More Words

music
computer
pudding

Lesson 17

All Students

1. Teach the phonogram **u** says /ŭ-ū-ö-ü/ as in **cut**, **cute**, **flute**, and **put**.
2. Teach or review that /ŭ/ is the short sound.
3. Compare the sounds /ū/ and /ö/ (/yoo/ and /oo/). Feel how they are the same except for the sound /y/. Say words such as *cute* and *flute*. Notice how the /y/ is dropped. Try to say *flyoot*. U has two long sounds, /ū/ and /ö/.
4. Teach or review Spelling Rule 4: A E O U usually say their long sounds at the end of a syllable.
5. Teach that the last sound /ü/ is the broad sound.
6. Ask the students to read the words in the green lists.
7. Review the phonograms and spelling rules the students have learned.

Additional Instruction

8. Ask the students to read the words in the blue lists.
9. Have the students read the words again and count the number of syllables in each word.
10. Review words from previous lessons.

Upcoming Dolch Words

use	L 18
picture	L 61
blue	L 21



Concepts from Previous Lessons

Word	Lesson	Concept
full	17 9	u says /ŭ-ū-ö-ü/. R.30 We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.
pull	17 9	u says /ŭ-ū-ö-ü/. R.30 We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.



Games

Many students will develop favorite games. Repeat games as requested by your students!

Phonograms

- Slap It! p.63

Word Fluency

- Reading Hop Along p.107

Spelling

- Spelling Tiles Relay p.160

Notes

* There is not a rule that governs when U will say its broad sound. It is generally used in contexts where U could also say its short sound (consider *rush* and *bush*). However, the short sound is much more common.