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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.



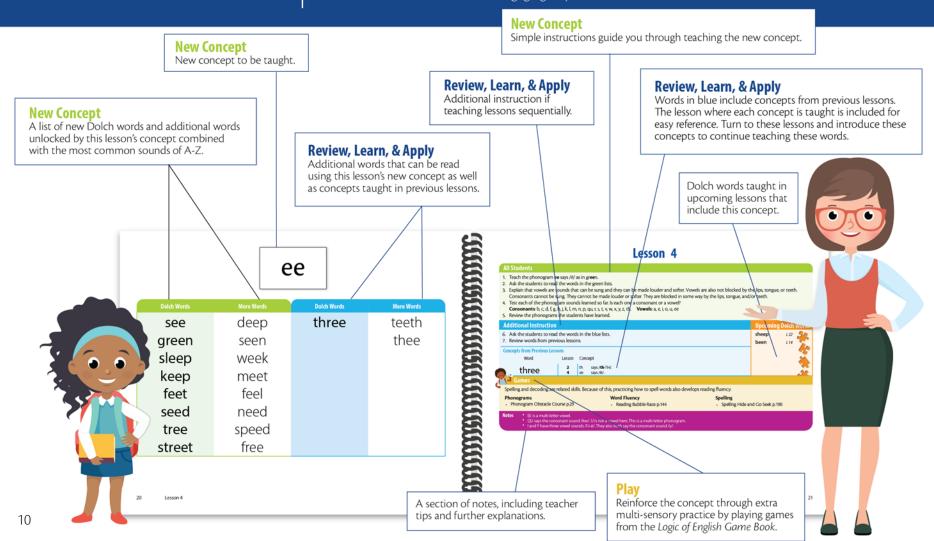
Whether you're teaching Lesson by Lesson or Word by Word, all lessons start by learning the new concept. Next all students apply the concept along with the most common sounds of A-Z to reading words.

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.

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.



	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 apple.

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

c says /k/ as in cat.

d says /d/ as in dog.

e says /ĕ/ as in egg.

f says /f/ as in fan.

g says /g/ as in goat.

h says /h/ as in hat.

i says /ĭ/ as in inn.

j says /j/ as in jump.

k says /k/ as in kite.

I says /I/ as in lamp.

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

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

o says /ŏ/ as in octopus.

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

qu says /kw/ as in queen.

r says /r/ as in rose.

s says /s/ as in sun.

t says /t/ as in toy.

u says /ŭ/ as in umbrella.

v says /v/ as in van.

w says /w/ as in wet.

x says /ks/ as in box.

y says /y/ as in yellow.

z says /z/ as in zoo.

- 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	More Words	
is	kids	
his	pigs	
as	jobs	
has	bugs	
	frogs	
	moms	
	visit	
	dads	
	transit	

Lesson 1

All Students

- 1. Teach the phonogram ${\bf s}$ says two sounds, /s-z/ as in ${\bf s}$ ent and a ${\bf s}$.
- 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

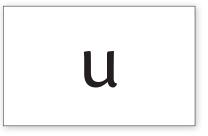
Upcoming Dolch Words

vvas	LIJ
always	L 15
use	L 18
those	L 18
these	L 18
please	L 46
because	L 51

L 18 L 18 L 18 L 46 L 51

Notes

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



Spelling Rule 4

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

Dolch Words	More Words	Dolch Words	More Words
put	unit	full	music
	tulip	pull	computer
	student		pudding
	pupil		
	human		

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			Upcoming Dolch Words	
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.			use picture blue	L 18 L 61 L 21
Concepts from Previous Lesso Word	ons 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

Notes

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

Phonograms Word Fluency Spelling

• Slap It! p.63 • Reading Hop Along p.107

Spelling Tiles Relay p.160

* 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.