

Christian Light Education

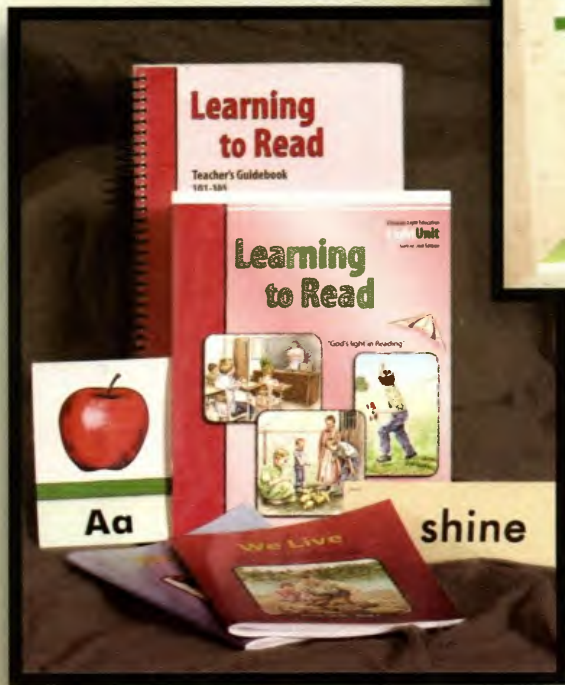
# Light Unit

# Training

Learning to Read



**“God’s light in Education”**



Name \_\_\_\_\_



# Learning to Read Training

## LightUnit

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the product of the Lord's blessing  
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## **Sunrise Edition**

LEARNING TO READ TRAINING

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# Section 1

## Philosophy of Learning to Read

### Objectives

When you have completed this section, you should be able to

- Briefly explain what Learning to Read is about.
- List the three steps of reading.
- Describe the phonics method of teaching reading.
- State the long-term advantage of teaching reading with the phonics method.
- Define *comprehension*.
- Define *analysis*.
- State how regional pronunciations should be handled.
- Give examples that show how concepts are introduced one at a time.
- Give examples that show how concepts progress from simple to complex.

### Vocabulary

**Analysis**—The reader's mental response to what he has read.

**Comprehension**—Understanding the meaning of words and sentences.

**Consonant digraph**—Two consonants together that make only one sound.

**Infer**—To form a conclusion using facts.

**Mechanics**—Recognizing and pronouncing letters arranged as words.

**Phonics method**—A method of teaching beginners to read and pronounce words by learning the sounds of letters, letter groups, and syllables.

**Sight words**—Words that are not phonetic and must be learned by sight.

**Visual discrimination**—The ability to see likenesses and differences.

Learning to Read is a course developed by Christian Light Education to teach children to read. There are 108 lessons in Learning to Read. They introduce the beginner to the basics in several areas of language arts. These areas

include phonics, listening, handwriting, spelling, and reading. Thus, in a given lesson, the children learn several things such as the sound of a letter, how to write the letter, and how to blend the sound of the letter with other sounds.



### What is Reading?

“Reading is the process by which one person’s thoughts entombed in print are released to live again in the mind of another.”

“Reading is a skill.”

“No, reading just requires skill.”

“Reading is gathering ideas from the printed page.”

“No, reading is simply recognizing and pronouncing words.”

Probably all of these and many other definitions carry a measure of truth, each expressing what its writer understands reading to be.

Christian Light Education’s reading program sees reading as the three steps by which the mind processes the written word—**mechanics**, **comprehension**, and **analysis**.

#### Mechanics

Reading always has to do, first of all, with the written word. Therefore, the mechanics of reading is recognizing and pronouncing letters arranged in sequences we call words.

#### Comprehension

Comprehension means understanding the meaning of words and sentences. It includes understanding the general information that a group of sentences in a passage intends to convey. It also includes the ability to read “between the lines” to grasp an implied meaning.

#### Analysis

Analysis is the mental response of the reader to what he understands from the written passage. It can be acceptance or rejection, interest or indifference, or a wide range of emotions—anger, depression, fear, relief, appreciation, astonishment.

The average six-year-old enters first grade with a speaking and comprehension vocabulary of six to ten thousand words. His reading vocabulary may be zero, but he already comprehends the meaning of many of the words he will encounter during his first year of reading. Many of those words evoke a mental response in the child because of personal associations with them. This is an elementary form of analysis, which continues automatically as the child combines words into phrases and sentences.

#### Summary

Naturally there can be no analysis without comprehension. And there can be no comprehension or analysis unless the child has mastered the mechanics of reading. Mechanics, comprehension, analysis—each calls for a different mental process; but all are interdependent. None has value alone. Learning to Read starts by teaching reading mechanics and brings in comprehension when the child’s reading skill reaches a level to make it practical.



#### Do these exercises.

1. List the three parts of the reading process.

\_\_\_\_\_

2. The mechanics of reading is \_\_\_\_\_ and \_\_\_\_\_ letters.



3. Comprehension includes understanding the meaning of \_\_\_\_\_  
and \_\_\_\_\_.
4. Analysis is the reader's \_\_\_\_\_ to what he has read.
5. How many words does the average six-year-old have in his speaking and comprehending vocabulary? \_\_\_\_\_

## Methods of Teaching Reading

How can a Christian educator make an intelligent decision when faced with various methods for teaching reading? By which method do beginners best learn to read?

In this section we will look at the theories behind several methods. This will give an overview of current methods and explain why Learning to Read uses the phonics method to teach reading.

### Whole-language

The whole-language method states that the best way to learn to read is to read meaningful materials. Children learn new words in the context of their reading material, where the meanings and uses of the words can best be understood. Students are allowed to choose reading materials that reflect their personal interests. Reading skills are not formally taught or drilled. Practice simply comes from reading more.

### Language-experience

The language-experience method is based on the belief that what a child can say, he can write, and what he can write, he can read.

Beginning readers create their own reading text by dictating stories to the teacher. The teacher writes the story ideas on the board or a large paper. Then the students read it, review materials they have already learned, or learn to read any new words the story may contain.

### Look-and-say

Look-and-say instruction developed from the assumption that children probably first learn to identify words by their appearance or by the context in which they are used. This method operates on the belief that new words can be taught as sight words, without any analysis of the sounds they contain. Look-and-say learning is no longer emphasized, but developing a sight word vocabulary remains a part of reading instruction in many classrooms.

### Phonics instruction

Phonics instruction teaches children to relate letters to sounds. By definition, *phonics* has to do with sounds and auditory discrimination. The **phonics method** teaches the child all the sounds of all the letters of the alphabet and shows him how to blend those sounds in the same sequence as the letters occur in words.



### Do these exercises.

6. In which method of instruction are students allowed to choose their own reading material?

---

7. In the language-experience method, how do beginning readers create their own text?

---

## Lesson 1

8. What part of look-and-say instruction is still used in many classrooms?

---

9. The phonics method teaches the \_\_\_\_\_ of all the letters and shows the child how to \_\_\_\_\_ those sounds together.

### Defense of the Phonics Method

One favorite criticism of the phonics method is that it turns children into word-callers who miss the meaning of what they are reading.

It is true, children who read by phonics are word-callers. So is every reader. However, if a child becomes only a word-caller, the fault does not lie with the phonics method. The fault lies with a teacher who neglects to teach comprehension.

A second objection to the phonics method is that our English language is not phonetically reliable, that phonics has too many rules and the exceptions to those rules are impossible to remember.

Although English does have a significant number of exceptions to its rules, several independent studies have revealed that 87% of English words follow fixed rules of phonics.\*

This does not, however, solve the problems created by the other 13%. There are 26 letters in our alphabet, yet three of them really are not necessary. *C*—the soft sound is the same as *s*. The hard sound is the same as *k*. *Q* is the same sound as *kw*, and *x* could just as easily be spelled *ks*.

This leaves 23 letters to be used to indicate the 44 or 45 sounds in our language. Obviously, some of those 23 letters, such as the vowels, have more than one sound. Not one of the

phonics rules holds true in every situation—all have exceptions.

No one denies that English has its difficulties. Nevertheless our children speak and hear it so they must learn to read and write it. The phonics method is a systematic approach that provides the fundamental mechanics to read a majority of English words.

Another accusation is that phonics learners will always be slow, plodding readers because they must sound out every word.

This belief reveals a lack of understanding of the total program. The reading program cannot be phonics only.

Teachers first train the beginning reader how to sound out words. As his reading skill increases, the need to consciously consider individual letters decreases. The child's knowledge of phonics begins to be applied subconsciously and he recognizes words without sounding them. His sight vocabulary grows. He begins to read by phrases, then sentences.

Naturally this transition takes time, but the task of every first grade teacher is to lead the children from sounding out words to whole-word recognition as soon as possible.

This makes it important that the mechanics of reading are learned thoroughly. The phonics method has proven to be an excellent way to teach reading.



### Do these exercises.

10. How can a teacher prevent her students from being mere word-callers? \_\_\_\_\_

---

\* Rudolf Flesch, *Why Johnny Can't Read*, Harper and Row, 1955

11. What percent of English words follow fixed rules of phonics? \_\_\_\_\_
12. The phonics method is a \_\_\_\_\_ approach that provides the mechanics to read a \_\_\_\_\_ of English words.
13. In order to avoid plodding reading, a child must learn to \_\_\_\_\_ words without \_\_\_\_\_ them.
14. Briefly describe how the transition to whole-word recognition takes place.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Learning to Read and Phonics Lesson 2

Although the theory underlying the phonics method of teaching reading mechanics is simple, the teaching of phonics requires time and effort. If the teaching is done in a structured and systematic way students will learn how to read. In a phonics program first graders can apply what they learn effectively. The teacher can watch their skill develop. Children usually learn to read better and faster using phonics.

## Reading Mechanics

Learning to Read uses the phonics method to teach reading mechanics because every word in the English language is made up of letters that have their own sounds. A beginner who can hear and speak can learn these sounds in the first grade if he is taught them in a systematic manner and given ample practice in their use.

To children, as nonreaders, the written word is a message written in code. The message may

be very simple, but he has no way of knowing what it is. Letters of the alphabet are the symbols used in writing the message, but the child does not know how to interpret those symbols. The sounds of the letters are the key to decoding the message locked in the word. It is only logical to teach what those sounds are.

Learning to Read teaches the beginner the sound of each letter and the basic phonics rules. Using the reading mechanics taught in Learning to Read, he will be able to independently sound out most of the words in his speaking vocabulary by the end of first grade. However, the CLE phonics program is not complete without Language Arts 100 and 200.

During the span of his lifetime, every child will be obliged to read tens of thousands of words he never met in grade school. The phonics method is the method of teaching reading which will best equip the child to decode the words he will encounter.

 **Do these exercises.**

1. Teaching reading by the phonics method is most effectively done in a \_\_\_\_\_ and \_\_\_\_\_ environment.

## Lesson 2

2. What is the key to decoding the message in a word? \_\_\_\_\_
3. Why does Learning to Read use phonics? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. In your own words, explain the long-term advantage of teaching reading with the phonics method.  
\_\_\_\_\_  
\_\_\_\_\_

### Comprehension

Comprehension, the second step in the three-fold process of reading, is not second in importance. It is second in sequence only, for comprehension follows word recognition. A simple definition of comprehension is the “ability to understand.”

Beginners require little help understanding the meaning of the single words they encounter in first grade. Their comprehension vocabulary already includes many of them. This is known as automatic comprehension.

Because of this, a teacher may feel that when his pupils have become reasonably skilled in sounding out words, his main task is accomplished. His pupils now know how to read. But the greater task lies ahead. A child with only the ability to sound out words is a word-caller.

Reading involves stories with sentences. Although the meaning may not be difficult, thinking is required to comprehend the content. This is called thoughtful comprehension. The teacher will notice that students fall into different levels of thoughtful comprehension as they begin reading stories.

Children need guidance in learning the skill of comprehension. When a child does not grasp the meaning of a sentence or paragraph, the teacher must discover why. Perhaps he is not acquainted with the subject matter.

Comprehension is affected by the background of the child; his ability to comprehend what he reads builds on the knowledge he brings to

class. What he does not know must be supplied by the teacher and school environment.

Children also need training in picking up context clues in the written text. First graders need to learn how to **infer** certain things from context clues on an elementary level. This level of comprehension demands mental alertness. The teacher needs to constantly encourage students to pay attention and think. Practice, drills, explanations, vocabulary exercises—all are essential to increased comprehension in reading. The comprehension exercises in Learning to Read focus mainly on comprehending facts stated in a story.

### Analysis

Analysis is a thought process different from pronouncing words or discovering what a writer was trying to say. Analysis might be called after-thought, or evaluation, or mental response. It involves the process of assessing a story or article and weighing it using Biblical principles. Children must be trained in this skill. Later in life, analysis will enable them to understand more deeply the material they read. It will help them discern between sound and unsound concepts that can affect them subconsciously.

The skill of analysis is introduced in first grade using teacher-directed discussion of stories in the LightUnits and Primers. Developing the skill of analysis is an ongoing part of Christian Light Education’s Reading to Learn curriculum—grades one through eight.

 **Do these exercises.**

5. If comprehension is not second in importance, why is it the second step in the reading process?  
\_\_\_\_\_
6. When will the teacher begin to notice his student's varying levels of reading comprehension?  
\_\_\_\_\_
7. Comprehension is affected by the child's \_\_\_\_\_.
8. Children must be trained to pick up \_\_\_\_\_ clues in written text to learn how to \_\_\_\_\_ information.
9. Analysis could be defined as \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ to what has been read.
10. How does Learning to Read incorporate analysis into the course? \_\_\_\_\_  
\_\_\_\_\_

## Working with Regional Pronunciations

Geographical areas have different ways of pronouncing some vowel sounds, which can create problems depending on the region where you teach. Some regional accents make it difficult for students to distinguish between vowel sounds. Several common difficulties are /ă/ and /ĕ/ as in b/ă/g and b/ĕ/g; /ī/ and /ä/ as in sm/ī/le and sm/ä/ll; and /ĩ/ and /ĕ/ as in p/ĩ/n and p/ĕ/n. Of the short vowel sounds, /ŏ/ and /ū/ seem to be the most distinct no matter where you live.

Students may initially sound the letters correctly, but when they recognize the word, they will revert to saying it as they always do. For example, a child may switch back to saying /ă/gg instead of /ĕ/gg. Christian Light Education does not condone substandard English and encourages teachers to promote pronunciations listed in the dictionary. However, we also recognize that regional variations occur. In such cases, do not try to make the children adopt a new way of saying words.

## One Concept at a Time

Learning to Read lessons have been designed so that concepts are usually introduced one at a time. Only one sound of a consonant or vowel is introduced in a given lesson. When letters have two sounds, one is reinforced and drilled before the second sound is introduced.

Sounds at the beginning of a word are the easiest to hear distinctly. This is why the children are trained to listen for the beginning sound before they are asked to identify the ending sound. Because consonants occur more frequently at the beginning of a word where they can be heard distinctly, several consonant sounds are introduced before any vowel sounds.

Two consecutive lessons are used to introduce each vowel sound because vowels are more difficult than consonant sounds. Vowels often come in the middle of a word, which means the children must learn to listen for the sound they hear in the middle position.

After a vowel is taught, the next several lessons introduce consonant sounds. This gives several days to practice the new vowel sound

## Lesson 2

before needing to distinguish it from another vowel sound.

The various vowel patterns used to spell long vowel sounds are usually introduced one at a time. The first two lessons on long *a* deal only with words that have an *e* on the end. A later lesson introduces *ai*. Still later, the children

learn that *ay* is used to say /ā/ at the end of a word.

In penmanship, the lowercase letters are introduced first because they are the ones that are used most frequently. Once the child learns to write them well, it is not hard to learn to make the capitals.



### Do these exercises.

11. Why do children in different areas confuse different vowels? \_\_\_\_\_  
\_\_\_\_\_
12. What should the teacher do when children revert to regional pronunciations?  
\_\_\_\_\_
13. Concepts in Learning to Read are generally introduced \_\_\_\_\_.
14. Where in a word are sounds easiest to hear distinctly? \_\_\_\_\_
15. How many sounds of a letter are taught in one lesson of Learning to Read? \_\_\_\_\_.
16. Why are vowel sounds more difficult for students to hear than consonant sounds?  
\_\_\_\_\_
17. Why are several consonant sounds introduced between the vowel sounds? \_\_\_\_\_  
\_\_\_\_\_
18. Why are lowercase letters introduced first in penmanship? \_\_\_\_\_  
\_\_\_\_\_

## From Simple to Complex

In teaching, one needs to move from simple ideas to more complex ideas. For this reason, Learning to Read introduces the short vowel sounds first. Words with short vowel sounds usually have only one vowel. The child can soon put together the three sounds /s/, /ǎ/, and /d/ to form the word *sad*.

Generally, long-vowel words contain a silent letter. That means there are usually two vowels in a long vowel word so that *bead* cannot be

spelled simply by putting together the three sounds /b/, /ē/, and /d/. Besides that, each long vowel sound may have several spelling patterns. Sometimes the silent vowel is an *e* on the end of the word. Sometimes the silent vowel is beside the long vowel. Not only does the child need to remember which two vowels to put together to make a certain sound, there may be several correct possibilities.

As was explained before, some vowel sounds are much more confusing than others. Therefore Learning to Read introduces /ō/ and /ū/ between

the troublesome /ǎ/, /ě/, and /ĩ/ rather than presenting the vowels in alphabetical order.

Presentation in this order does not cure all problems. After learning the long vowel sounds, don't be surprised if the children confuse /ǎ/ and /ĩ/ or /ǎ/ and /ě/ or /ĩ/ and /ǎ/. They need to hear you pronounce sounds and words correctly and they need much drill and repetition.

The consonant digraphs *sh* and *ch* are also often confused. Therefore, several other sounds are introduced between *sh* and *ch*.

The **visual discrimination** exercises progress from pictures to shapes, then letters,

and finally words. At first the words have only the first letter different, then only the last letter and then only a part in the middle of the word. Finally, the words are all very similar. The difference might be anywhere in the word. One word might be backwards, have a letter missing, or have two letters exchanged, as in *left* and *felt*.

The dot map exercises progress from very simple 5-dot patterns to 25-dot patterns. Eventually some dots are left out of the pattern and the child must visualize their correct location.

 **Do these exercises.**

19. One needs to move from the \_\_\_\_\_ to the \_\_\_\_\_ when teaching.
20. Which vowel sounds are introduced first? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_
21. Long vowel words usually contain a \_\_\_\_\_.
22. A long vowel sound may have several \_\_\_\_\_.
23. Why are the vowels not introduced in alphabetical order? \_\_\_\_\_  
\_\_\_\_\_



# Section 2

## Tips for Teaching Beginners

### Objectives

When you have completed this section, you should be able to

- Explain the best way to deal with a beginner's short attention span.
- List three classroom procedures beginners need to be taught.
- State how to react to a child's wrong answer.
- List three small rewards beginners appreciate.
- State when rules should be introduced.
- Explain how to relate to a misbehaving child.

## Characteristics of Beginners (Part 1)

### Lesson 3

Helping beginners start their school life well requires much teacher time during the first weeks of school. If a beginner is ready for school, he is eager to learn to read. This is a big asset and teachers should be careful to develop this enthusiasm and not hinder it.

In this section we will think more directly about teaching beginners, concentrating on how you as a teacher can best guide them into a successful school experience. First we will look at some characteristics of beginners.

Sometimes children come to school who are not ready to learn to read. They may be uncoordinated and have difficulty with academics. The teacher can help them develop coordination by showing them how to jump rope or throw and catch a ball. These children often have problems with visual discrimination. They may need extra practice sheets, extra drill, and additional help in other areas. Such children need patient encouragement.

Beginners have short attention spans. Depending on the activity, five to fifteen minutes is usually long enough. If the children become restless before they grasp a concept, give them a short break. Do an action rhyme, have them touch their toes ten times, or let them walk around the room twice. In some cases, you may want to completely change activities, such as singing for a while or having a math class, before you return to the difficult material. Often when children have had a break and their minds are refreshed, they will grasp the material quickly.

When presenting difficult material, be sure you teach only one concept at a time. Beginners may become confused when several ideas are presented together. It is amazing how much they can learn when each concept is presented one step at a time. If you build gradually with plenty of review, they will master much by the end of the year.

Review is a very important part of first-grade work. Beginners are just as prone to forget as adults. Even though concepts are presented one at a time, knowledge will soon be forgotten unless there is regular and continual review.

Because of their fast-growing muscles, beginners need many opportunities to move around. However, they do tire easily. Several short breaks are better than one long recess.

Beginners need to be occupied. They will find their own ways to keep busy if you do not guide their activities. It is good for them to learn to entertain themselves, but they get sidetracked if left to themselves too long. Provide pictures to color and educational games and activities for those who finish their work first. These are also useful to keep the

majority of the children occupied while you work with those who need extra help. Enrichment activities can be found in the appendices of the Learning to Read teacher's guides.

As school begins, remember that beginners are unfamiliar with simple classroom procedures. Teach them how to line up in a straight row, not to whisper in class, and how to concentrate on their own work instead of watching others. They also need to learn to use the restroom at the scheduled times. Of course, occasionally some children will need to use the restroom during class anyway, but this should be the exception. Make sure they understand the procedure for getting permission to use the restroom during class when necessary.



### Do these exercises.

1. Beginners are usually \_\_\_\_\_ to learn.
2. Children who are not ready to learn to read are frequently also \_\_\_\_\_.
3. \_\_\_\_\_ to \_\_\_\_\_ minutes is usually long enough for an activity.
4. Why do beginners need a lot of review? \_\_\_\_\_  
\_\_\_\_\_
5. Although beginners need opportunity for lots of \_\_\_\_\_, they \_\_\_\_\_ easily.
6. List four simple procedures beginners need to be taught.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For some children the adjustment of leaving their mother and home is a traumatic experience. When you determine that this is a crying child's problem, be sensitive to his feelings, but do not make the problem worse by focusing too

much on his tears. Help him forget himself by involving him in an interesting class activity.

If a child's tears persist, it may be necessary to speak with him privately. Explain to him that he cannot go home right now. Let him

### Lesson 3

know that you will give him the help he needs.

Children enjoy telling stories. You can expect many insights into home life, but remember that children often have distorted ideas about things. Be an interested listener, but be careful to not allow storytelling to consume class time. Teach children to save their stories for before school, during recess or lunch time, or during show-and-tell.

Emphasize that class discussion time is only for topics related to the subject. For example, when discussing the goat card to introduce the sound of *g*, it is fine to allow two or three children to tell about goats they have at home or saw at a friend's house. However, a goat story may lead to a cow story, and you will soon be far off the subject. If a child tells an off-the-subject story, you could say, "That was interesting, but did that story tell us more about goats?"

Be tactful when countering or refusing a child's story or answer. Try to find some part of the answer that you can accept. In the example above, the teacher told the child his story was interesting. Beginners can be deeply hurt by nagging, scolding, or harsh criticism.

On the other hand, beginners respond well to praise and small rewards. Frequently point out good things about their work. Expressions such as, "Good! That's better!" or "You're really learning!" will make the child beam with happiness and desire to try even harder. A smiling face drawn on a well-done paper means a lot to a child. He understands this better than *100%* or *A*. Other rewards include stars or stickers, extra recess, a special picture to color, or a snack.

From the beginning, tell the children the rules and what you expect of them. However,

don't introduce all the rules at once. During the first class you might discuss that they must stay in their seats and be quiet. As occasions arise throughout the day, introduce the procedures for lining up, for restroom use, and recess time. Follow them consistently, and they will soon be a normal part of the students' school day.

Although you must be loving and patient with the children, they need to know that you mean what you say. If, after about a week of reviewing the rules, misbehavior persists, start giving punishments. Having a child fold his arms on his desk and hide his face in them may be punishment enough. Missing recess time or some other special class activity is another method. Be sure you know your school's policy on corporal punishment before you administer a spanking.

Be careful that the misbehaving child does not get all the attention. Most beginners delight in attention and may be tempted to copy wrong behavior in order to get it. By frequently praising good behavior and calling attention to those who do well, you will encourage each one to choose right behavior.

Beginners relish teacher approval. They notice what you approve and commend, and will try to act in a way that will gain your approval. They are at a very workable age. It is your privilege and responsibility to mold them into the people they should be. They will catch much from your example.

"If any of you lack wisdom, let him ask of God, that giveth to all men liberally and upbraideth not; and it shall be given him" (James 1:5).



#### Do these exercises

7. What may cause crying at school? \_\_\_\_\_

\_\_\_\_\_

8. How should you deal with the crying child? \_\_\_\_\_

\_\_\_\_\_

9. What must you remember when listening to a child's stories about home?

---

---

10. When are good times to allow story telling? \_\_\_\_\_

---

11. How should you react when a child gives a wrong answer? \_\_\_\_\_

---

12. Beginners respond well to \_\_\_\_\_.

13. List three small rewards beginners appreciate.

---

---

---

14. How soon should you let the children know what the rules are and what you expect of them?

---

15. Deal with beginners in a \_\_\_\_\_ and \_\_\_\_\_ way.

16. After reviewing the rules for about a \_\_\_\_\_, start giving  
\_\_\_\_\_ if misbehavior persists.

17. Since beginners delight in attention, the teacher needs to call attention to  
\_\_\_\_\_.

18. Beginners are at a very \_\_\_\_\_ age.

### Early Childhood—Kindergarten (Ages 4-5)

#### Social Characteristics

- Growing in ability to get along with others.
- Self-centered; needs practice in sharing and giving.
- Best friend usually has complementary personality.
- May seem prone to mischief.
- Often calls attention of others to things he is doing. Appreciates approval from adults.
- Generally a good balance between self-sufficiency and sociability.
- Wants to do good in order to please.
- Mother is center of his world.
- Likes to play house and games involving cooperation.
- Not fond of competition games. Hesitant to participate if loss feared.
- Likes peers his age.
- Can't always differentiate between right and wrong.
- Usually ready for larger group activities. Can enjoy 2-3 hour periods of directed activities away from home.
- Tends to blame nearest person when he does wrong.
- Shy with strangers.

#### Physical Characteristics

- Loves resourceful, imaginative play. Play has value as physical training, mental and moral instruction, and social teamwork.
- Craves physical activities, much energy.
- Generally talks a lot.
- Struggles with fine motor coordination.
- Wants to do things that count in the grown-up world; feel big.
- Likes to look at things, pull things apart, express curiosity.
- Greater motor coordination permits ability to swing, climb, jump, roller-skate with ease.
- Enjoys wheeled vehicles.
- Enjoys puzzles. Loves to paint, draw, color, cut, paste. Likes to copy designs, letters, numbers.
- Quite independent regarding personal care.
- Enjoys tools, using rope, string, playing with water and sand.
- Enjoys making cookies, planting things, pets.

### Emotional Characteristics

- Gives an impression of competence and stability, more conservative in his actions.
  - Gaining a vivid sense of his own identity.
  - Growing in traits such as seriousness, patience, persistence, generosity, friendliness.
  - Interested in his home, likes to play house and dramatize domestic situations.
  - Credulous. Subject to fears, usually down-to-earth ones relating to bodily harm such as bears, giants, or the loss of a parent.
  - Needs gentle, firm, consistent discipline.
- Doesn't want to be seen as incapable.
  - Enjoys telling about himself, his activities.
  - Enjoys making purposeful things for parents.
  - Enthusiastic in wanting to help adults.
  - Doesn't strive for recognition from peers.
  - Big. Is Daddy's helper.
  - Little. Loves being held.
  - Wants to marry Mom when he grows up.
  - Familiar routines promote his sense of security.
  - Loves intensely, desires to please.

### Intellectual Characteristics

- Thinking is factual and literal.
  - Interested in purpose of things, how things work.
  - Likes short, action-filled stories related to things around him.
  - Apt to try only what he can accomplish.
  - Usually completes what he sets out to do.
  - Persistent with tasks, begins to plan work.
  - Usually capable of appraisal of own work.
  - Needs varied learning experiences; teaching regarding perception, listening skills, vocabulary.
- Realistically minded, puzzled by symbolism. View of death often personified, subject to fantasy.
  - Questions are his first and foremost way of learning. Needs specific answers to gain confidence, wisdom. Understands little of time and space.
  - Much imagination.
  - Likes to sing.
  - Likes stories he can tell, sharing experiences.
  - Enjoys books, puzzles. Can memorize short verses.
  - Ten-minute attention span.

### Spiritual Characteristics

- Believes everything. Naturally trusting.
  - Some sense of right and wrong, true and false, good and bad. Understands willful disobedience as sin. Soon discovers how to evade truth when convenient, using exaggerated statements, inaccurate responses, profitable deception.
  - Understands God as a heavenly Father with a loving Son. Understands His provision, care, love, trust.
  - Growing in understanding God as Creator and Sovereign.
  - Speaks of God and Christ in a personal way.
- Enjoys nature lessons, Bible stories involving children.
  - Comprehension of religious matters restricted and factual.
  - May be fearful of God's omnipresence.
  - Shows practical interest in God, who He is, where He lives.
  - Needs security of God's love, kindness.
  - Apt to confuse names, persons of God and Christ.



#### Do this exercise.

1. Study the characteristics of the kindergarten age group. Write a specific characteristic from each area that is a significant insight to you.

Social: \_\_\_\_\_

Physical: \_\_\_\_\_

Emotional: \_\_\_\_\_

Intellectual: \_\_\_\_\_

Spiritual: \_\_\_\_\_

### Primary—Grade 1 (Age 6)

#### Social Characteristics

- Likes peers and pets.
  - Enjoys stories about children his age.
  - Prefers non-competitive group activities.
  - May not have best skills in making friends, frequently changes best friends.
  - Increasingly aware of peer group, feels pressure to live up to their demands. Ties tested between peers and authority.
- Beginning awareness of gender differences.
  - Sympathetic to misfortunes of others.
  - Social consciousness developing rapidly, social approval and disapproval.
  - Limited sensitivity to the abilities of others.
  - Learns to conform to peer pressure, yet continues to feel and think in his private world much as he learned in earlier years.



### Physical Characteristics

- An effervescent vitality.
  - Tires easily.
  - Enjoys purposeful group play with chosen activities and companions.
  - Enjoys helping, but needs “know-how.”
  - Slower rate of growth. Tooth-losing age.
  - Tendency to far-sightedness because of immature eye muscles, hampers fine-print reading.
  - Competition games requiring good coordination not desired.
- Sitting still is difficult.
  - Needs guidance with use of energy.
  - Enjoys action, imitation of characters, imagination.
  - Needs to learn to complete tasks.
  - Much variation in size, abilities in peers.
  - Can be so engrossed in activity that he forgets bathroom control.
  - Beginning to develop fine muscle coordination (tying shoes, handwriting).
  - Often awkward because of poor hand-eye coordination.

### Emotional Characteristics

- Thrives on trust, respect, recognition.
  - Needs practice in helpfulness, kindness, cooperation, unselfishness, consideration.
  - Sometimes rebellious.
  - Tells tall tales.
  - Likes to pretend to be someone in play.
  - Begins to question rules, regulations.
  - Often unsure of himself, his skills.
  - Irritating mixture of bravery and helplessness.
  - Short periods of interest, difficulty in making decisions.
  - Likes to possess, own.
  - Extremes: love to hate, smiles to tears; with utter abandon. Needs emotional modulation and control.
- Imitates adults, desires their approval.
  - Usually enthusiastic and eager.
  - Emotional struggles between home and school.
  - Often full of inconsistencies. Wants to be big, but feels small. Wants independence, yet often acts babyish.
  - Nervous system more developed than body growth.
  - Needs every opportunity to feel competent.
  - Year of emotional adjustments.
  - Aware of restrictiveness of rules.
  - Wants to take objects to school; a support or expression of his importance.

### Intellectual Characteristics

- Wants correct information, eager to learn.
- Increasing ability to reason and discriminate. Learns to choose.
- Thinks literally, struggles with the abstract.
- Imaginative and credulous.
- Likes to solve mental problems verbally. Memorizes words easier than thoughts.
- Begins to appreciate geographical and historical background.
- Enjoys simple hands-on experiments: pets, plants, magnets, water, weather, insects, fire, and sounds.
- Short interest span, work crude.
- Craves special affection, guidance.
- Asks questions. Wants to know “why.”
- Little concept of time and space. Thinks largely in terms of here and now.
- Wants to touch, see, investigate.
- Sees connection between oral and printed words.
- Loves to see new things, learn more about old things.
- Age of cutting and pasting, making booklets, drawing, using pencil or wax crayons.
- May not understand nature of keeping secrets.
- Interests center in people, nature, home life, living things. Growing interests in how things are made, why things are as they are.

### Spiritual Characteristics

- Parental-teacher values become his standard, of conduct and conscience.
- Discriminates between fact and fiction, right and wrong.
- A discerner.
- Tender conscience, strong urge to obey.
- Distinguishes between what is taught by precept or by practice.
- God seen as faithful Friend, One who gives blessings, and also has expectations for behavior.
- Needs guidance to be reverent and orderly.
- Able to recognize God’s love and forgiveness.
- Tender conscience, strong desire to obey.
- Greatly influenced by teacher’s character.
- Symbolic, abstract terms have little meaning to him.
- Prayer important, expects literal and immediate answers.
- Needs to be taught to confess wrong promptly.
- Likes action stories about missionaries and God’s power.
- Curious about death.
- Discovers inconsistencies and contradictions in others.

 **Do these exercises.**

2. List two characteristics that show how the first grader relates to his peers.

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3. After evaluating the information on physical characteristics, explain why forty-five minutes of soft-ball would not be a good play activity for first graders. \_\_\_\_\_

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4. According to the information about emotional characteristics, what problems can the first grade teacher expect to encounter on the playground even when playing an age-appropriate game?

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5. List several characteristics that show why hands-on activities are valuable for first graders.

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6. What is the first grader's standard for conduct and conscience? \_\_\_\_\_

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## Review and Quiz 1

## Lesson 5

**Prepare for Quiz 1 by following this checklist:**

- Review the vocabulary words and their meanings.
- Review the behavioral characteristics charts.
- Review the exercises in Sections 1 and 2.



**Tell your teacher when you are ready to take the quiz.**

# Section 3

## Basic Phonics For Teachers

### Objectives

When you have completed this section, you should be able to

- Say the consonant sounds.
- Say the long and short vowel sounds.
- Recognize various spelling patterns.
- Recognize consonant digraphs and consonant blends.
- Recognize common vowel digraphs.
- Say variant sounds and show their markings.
- Recognize suffixes, compound words and silent consonants.

### Vocabulary

**Breve**—A small curved mark used to indicate a short vowel sound.

**Compound word**—Two words combined to form one word.

**Consonant blend**—Two or more consonants together, but the sound of each of them is heard.

**Consonant digraph**—Two consonants together, making a new sound.

**CVC spelling pattern**—A word spelled with a consonant, then a vowel, and then another consonant and having the short vowel sound.

**CVCE spelling pattern**—A word spelled with a consonant, then a vowel, then a consonant and ending with a silent *e*. The first vowel has the long sound.

**CVVC spelling pattern**—A word spelled with a consonant, then two vowels, and ending with a consonant. The first vowel has a long sound.

**Diacritical markings**—Macrons, breves, and other marks that indicate how a letter sounds.

**Hard sound**—The sound of *c* when it sounds /k/ and of *g* when it sounds /g/.

**Long vowel sound**—A vowel sound made by saying the name of the vowel.

**Macron**—A short straight line over a vowel to indicate the vowel is long.

**Root word**—A simple word that can be changed by adding letters to the beginning or the end.

**Schwa**—Sound that can be made by any vowel, and is frequently heard in unaccented syllables. Similar to the short *u* sound /ǘ/, it is the most common sound in the English language. The symbol ə used to designate the sound is also called schwa.

**Short vowel sound**—The vowel sounds for *a*, *e*, *i*, *o*, and *u* as heard in the words *cat*, *bed*, *pig*, *not*, and *bus*.

**Soft sound**—The sound of *c* when it sounds /s/ and of *g* when it sounds /j/.

**Suffix**—Letters such as *s*, *ed*, or *ing* that can be added to the end of a word to change its meaning.

**Variant vowel sound**—Vowel sounds that are not one of the standard long or short vowel sounds.

**Voiced**—A sound uttered with a vocal cord vibration.

**Voiceless**—A sound not made with a vocal cord vibration

**Vowel digraph**—Two vowels together which make only one sound. Also called a *vowel set*.

**Vowel diphthong**—Two letters that blend to make a new vowel sound.

## Consonants

## Lesson 6

In this section you will learn about some of the sounds of the English language. The sounds are used daily in our speech and reading, but many people do not stop to think about them. You need to know them well so that you can help your students learn them. You will profit the most from this section if you use the CD that accompanies it. You will need to study this section at a place where you can listen to the CD and say the sounds out loud.

Dictionaries vary in the **diacritical markings** they use for different sounds. Christian Light Education uses as its standard the diacritical markings found in *Merriam-Webster's Collegiate Dictionary*, 11th edition. However, a few exceptions are made in the first-grade curriculum to keep markings as simple as possible. By listening carefully you should be able to distinguish between similar sounds. Auditory discrimination is basic to an understanding of phonics. If at any time you are uncertain about

a sound you hear, replay the track on the CD and listen carefully to that sound again.

 **Begin track 1 of CD here.**

The alphabet is the basis of all language activities. There are twenty-six letters in the English alphabet. Each letter of the alphabet represents one or more sounds. When learning to read, the sounds of the letters are much more important than their names.

In the alphabet, there are two kinds of letters, vowels and consonants. The five letters *a*, *e*, *i*, *o*, and *u* are vowels. The letters that are not vowels are consonants.

A consonant is a sound in which the breath is stopped or blocked when saying it. When pronouncing some consonants a puff of air is released. To pronounce others, the tongue is placed behind the upper teeth. Sometimes the lower lip is placed against the upper teeth and sometimes the lips are closed.

## Lesson 6

Because we can hear most consonant sounds at the beginning of many words, they are easier to learn. Learning to Read uses key pictures to teach sounds. The names of the key pictures used for the consonant sounds distinctly illustrate the letters' sounds.

The sound you hear at the beginning of each key picture name is the sound of that consonant (except for the letter *x*, which is illustrated with a box).

When saying the sound of a consonant, be careful to say only its sound with no vowel sound following. For example, do not say /bŭ/

for /b/. A child attempting to sound out or spell *b-a-t* could become confused, thinking the word is /bŭ/ /ɑ/ /t/.

Note: When teacher guides want the sound of a letter to be spoken, the letter is shown between slash marks: / /. If you are to say the name of a letter, the letter is in italics. To read aloud to students the sentence "The letter *d* says /d/," say the name of the letter *d* (because it is in italics) and make the sound for /d/ (because it is between slash marks).

 **End track 1.**

 **Do these exercises.**

1. What is a consonant sound? \_\_\_\_\_  
\_\_\_\_\_
2. What must you be careful of when pronouncing a consonant sound? \_\_\_\_\_  
\_\_\_\_\_
3. Write each consonant in the correct list below. In the row labeled, "The sound stops," write all the consonants whose *sounds* (not the letter *names*) you cannot prolong during a whole breath of air. You must make the sound by letting out a puff of air or by closing your lips or by some other movement which stops the sound as soon as it is uttered.
  - a. The sound stops \_\_\_\_\_
  - b. Lower lip against upper teeth \_\_\_\_\_
  - c. Tongue placed on roof of mouth behind teeth \_\_\_\_\_
  - d. Lips closed \_\_\_\_\_

 **Begin track 2.**

### Consonants That Sound Similar

Some consonant sounds are very similar. Listen to these pairs of sounds, then repeat them.

/b/, /p/      /g/, /k/      /d/, /t/  
/v/, /f/      /z/, /s/

Notice that for both sounds in each pair the position of tongue, lips, and teeth is the same. The first sound in each pair is a **voiced** consonant sound because it is made with vibrations from the vocal cords. You use your voice box to properly say the sound.

The second consonant in each pair is a **voiceless** consonant sound. The sound is made merely by air passing through the mouth. You do not use your voice box to make these sounds.

Say these sounds again, noticing how the first one in each pair is voiced and the second one is voiceless.

## Unique Consonant Sounds

Some consonants have unique characteristics. Say the sound of the letter *q*. Did you hear the sound of two consonants? *Q* says /kw/ and can be used to write the sounds made by the letters *k* and *w*. The letter *q* almost never stands by itself. Always put a *u* after the *q*, as in *queen*, *quiet*, and *quarrel*.

Say the sound of the letter *x*. Did you hear the sound of two consonants? *X* is often pronounced /ks/, and can be used to write the sounds of the letters *k* and *s*. This can be seen in a word like *socks*, which can also be correctly written *s-o-x*. *X*, when it appears at the beginning of a word, usually has the /z/ sound. For example, *x* in the word *xylophone* has the /z/ sound. There are only a few words, such as *ray*, that have the /eks/ sound.

The key picture for *x* in Learning to Read is *ox*, with the /x/ sound at the end of the word.

The sounds for the letters *h*, *w*, and *y* are heard only when they are at the beginning of a word or syllable. If they appear at the end of a word, they are silent.

## Consonants With Two Sounds

Two consonants, *c* and *g*, have a **hard sound** and a **soft sound**.

The hard *c*, /k/, is heard in words such as *cat* and *cap*; the soft *c* sounds like /s/ and is heard in the words *city* and *circle*.

The sound of hard *g*, /g/, is heard in the word *goat* and the soft *g*, /j/, in the word *giraffe*.

The soft sounds of these two letters are introduced in Language Arts 100.

The *e*, *i*, or *y* rule helps determine which sound the letters *c* and *g* have. If they are followed by *e*, *i*, or *y*, they have the soft sound. For example: *gem*, *giant*, *gym*, *center*, *city*, and *cycle*.

The *e*, *i*, or *y* rule is important, but there are exceptions. Some of the most common words such as *get* and *girl* do not follow this rule. The children will learn these words as sight words before they learn the *e*, *i*, or *y* rule and will probably not have any trouble with them.

The letter *s* is another consonant that does not have one standard sound. Sometimes it says /z/ like *z*. This is true in some frequently used words such as *does*, *is*, and *has*, as well as when *s* or *es* are added to words such as *days* and *fusses*. The /z/ sound of *s* is not taught until LightUnit 110 of Learning to Read.



**End track 2.**



**Do these exercises.**

4. What is meant by a *voiced* consonant? \_\_\_\_\_  
\_\_\_\_\_
5. Write the voiceless "twin" for each given consonant.  
b \_\_\_\_\_, g \_\_\_\_\_, d \_\_\_\_\_, v \_\_\_\_\_, z \_\_\_\_\_
6. The *q* makes the sounds of which two consonants together? \_\_\_\_\_ and \_\_\_\_\_
7. The *x* makes the sounds of \_\_\_\_\_ and \_\_\_\_\_.
8. Why does the key picture for *x* have the *x* at the end of the word? \_\_\_\_\_  
\_\_\_\_\_
9. When are the sounds of *h*, *w*, and *y* heard? \_\_\_\_\_



**Lesson 6**

10. Write each sound on the line.

a. hard c \_\_\_\_\_

b. hard g \_\_\_\_\_

c. soft c \_\_\_\_\_

d. soft g \_\_\_\_\_

11. Circle each word that has a soft c or g. Underline the letter that makes c or g soft.

gymnasium

Germany

gather

giant

refrigerator

cereal

clothes

cyst

cinnamon

office

12. Say the words. Circle the ones in which s sounds /z/.

saddle

finds

boxes

works

toys

resses

13. Begin track 3 and write the beginning consonant of each word.



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 End track 3.

## Special Consonant Sounds

## Lesson 7

 Begin track 4.

### Consonant Digraphs

Consonant digraphs are two consonants that together do not make their own sounds, but make one new sound. The letters *th*, *wh*, *ch*, and *sh* are the four consonant digraphs taught in Learning to Read.

The consonant digraph *th* has two different sounds. Become familiar with the two sounds and discuss them with the children.

The one sound of *th* is voiced. It can be heard in the words *the*, *this*, and *though*. The voiced sound of *th* is underlined in Learning to Read: th. Remember that you use your voice to say this sound.

The other sound of *th* is voiceless. It can be whispered because it is made simply by blowing air through the teeth while the tongue is on the upper teeth. The position of tongue and

teeth is the same for the voiced and voiceless sounds. The voiceless sound of *th* is shown without the underline: /th/. It can be heard in the words *with*, *thin*, and *thank*.

The Learning to Read rhyme for *th* incorporates both sounds. *Thread and thimble, sew with fingers that are nimble*. The /th/ is heard in *thread*, *thimble*, and *with*. The /th/ is the sound in *that*.

You or your students may pronounce *wh* words with the /w/ sound instead of /wh/. According to dictionaries, either is acceptable. However, for spelling purposes, the students need to be able to hear the difference between the two sounds. When teaching the *wh* digraph, be careful to pronounce it with the /wh/ sound.

The consonant digraph *ch* has a special characteristic. When located at the end of a word the /ch/ sound is often spelled *tch* as in *match* and *switch*.

## Lesson 7

Two sounds are sometimes confused with /ch/. Students may say the voiced sound /j/, instead of the unvoiced /ch/. They may also say the similar sound /sh/, but the tongue briefly touches the roof of the mouth when saying /ch/.

Except for being used for /ch/, students seldom have problems with the consonant digraph /sh/ that is found in the words *shell* and *share*.

*Ng* is a consonant digraph used to say /ng/ at the end of a word. It is used in combination with any vowel except *e*. The suffix *-ing* is taught in Learning to Read, but *ng* is not taught as a digraph until Language Arts 107.

The sounds made by *ph* and *gh* are taught in Language Arts Light Unit 110. They both have the /f/ sound as heard in the words *phonics*, *elephant*, and *enough*.


## Consonant Blends

A consonant blend, like a consonant digraph, is two or three consonants together. However,

in a blend the sound of each consonant is heard and all the sounds blend together. The word *blend* has two consonant blends—*bl* at the beginning and *nd* at the end. Notice that you hear both /b/ and /l/ at the beginning of *blend*. You also hear both /n/ and /d/ at the end. *Straw* has a triple consonant blend at the beginning. Also, a consonant digraph may be blended with another consonant, as is the case in the words *three* and *shred*.

The consonant blend *nk* is similar to the consonant digraph *ng*. Actually the letters *nk* blend the sounds of the digraph *ng* with the consonant *k*. Listen for the /ngk/ sound as you say the following words with the CD: *bank*, *sink*, *honk*, *bunk*.

Most of the standard consonant blends are taught in Light Units 108-110 of Learning to Read.

 **End track 4.**

### Do these exercises.

1. Fill in the key picture names. Use the outline on pp. 64-68.

- Sh* does not sound /s/ /h/, but /sh/ as in \_\_\_\_\_.
- Th* does not sound /t/ /h/, but /th/ as in \_\_\_\_\_.
- Wh* does not sound /w/ /h/, but /wh/ as in \_\_\_\_\_.
- Ch* does not sound /k/ /h/, but /ch/ as in \_\_\_\_\_.

2. Mark the voiced *th* words with a v.

- |                            |                         |                       |
|----------------------------|-------------------------|-----------------------|
| a. <i>thoroughly</i> _____ | c. <i>them</i> _____    | e. <i>these</i> _____ |
| b. <i>they</i> _____       | d. <i>through</i> _____ | f. <i>that</i> _____  |

3. What is the difference between a consonant digraph and a consonant blend?

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4. Circle each consonant digraph. Underline each consonant blend.

- |       |      |       |       |           |
|-------|------|-------|-------|-----------|
| cloth | wish | bring | rough | telephone |
| swim  | whip | twist | split |           |

 **Begin track 5.**

## Silent consonants

There are some combinations of consonants in which one of the consonants is silent. *Kn* has a silent *k*; *wr* has a silent *w*; *gn* has a silent *g*; *mb* has a silent *b*; *lf* and *lk* may have a silent *l* and *tch* has a silent *t*.

Silent consonants are taught in Language Arts 106.

## Double consonants

The four consonants *s*, *f*, *l*, and *z* are doubled after a short vowel sound.

This means that words do not end merely with *s*, *f*, *l*, or *z*, but rather with *ss*, *ff*, *ll*, or *zz*.

The /k/ sound is also spelled with two letters at the end of a word; however, the letters are not doubled. The rule for spelling /k/ at the end of a word is to use *ck* after a short vowel sound and *ke* after a long vowel sound.

The letters *c* or *k* are used to make the /k/ sound at the beginning of a word. To decide which /k/ letter to use learn this simple rule: Use a *c* to spell /k/ before *a*, *o*, or *u*, and use *k* to spell the /k/ sound before *e* or *i*.

 **End track 5.**
 **Do these exercises.**

5. Underline the silent consonant in each of the following words.

kneel            write            calf            talk

comb            sign            match

6. Circle the double consonant at the end of each word.

miss            staff            doll            buzz

7. Write *k* or *ck* on each line to make a word. Put *ck* in the words that have only one vowel because they have the short vowel sound.

ba \_\_\_ e            pe \_\_\_            pi \_\_\_            cloa \_\_\_            du \_\_\_ e

ba \_\_\_            pee \_\_\_            pi \_\_\_ e            clo \_\_\_            du \_\_\_

8. Write *c* or *k* to complete each /k/ word correctly.

\_\_\_alendar            \_\_\_ettle            \_\_\_itchen            \_\_\_oat            \_\_\_otton

\_\_\_eep            \_\_\_uddle            \_\_\_atsup            \_\_\_etchup            \_\_\_ite

9. The consonants \_\_\_, \_\_\_, \_\_\_ and \_\_\_ are doubled after a \_\_\_\_\_ vowel sound.
10. Use \_\_\_\_\_ to spell the /k/ sound after a short vowel.
11. Use \_\_\_\_\_ to spell /k/ before *e* or *i*, and use \_\_\_\_\_ before *a*, *o*, or *u*.

 **Begin track 6.**

A vowel sound is an open sound. Unlike closed consonant sounds, vowel sounds can be drawn out. In singing, it is the sound of the vowel that you can hold out for three or four beats.

The five principle vowels in the English alphabet are *a*, *e*, *i*, *o*, and *u*. Each of the five vowels has a long sound and a short sound.

## Short vowels

The short vowel sounds are heard in the words *cat*, *bed*, *pig*, *not*, and *bus*. Short vowels are marked with a **breve**. A breve is a small curved line placed right on top of the vowel like this: *ă*, *ĕ*, *ĭ*, *ŏ*, *ŭ*.

The **short vowel sounds** are taught before the long vowel sounds in Learning to Read.

Learn the short vowel sounds. Listen to each of the short vowel sounds, and then repeat them.

 **Do these exercises.**

1. Say the long and short vowel sounds. As you say them, notice how open they are—you do not stop or block them in any way as you did the consonant sounds.

/ā/ /ĕ/ /ĭ/ /ō/ /ū/ /ă/ /ě/ /ĭ/ /ŏ/ /ŭ/

2. A vowel sound is an \_\_\_\_\_.
3. List the five vowels. \_\_\_\_\_
4. What two sounds does each vowel have? \_\_\_\_\_ and \_\_\_\_\_
5. When is the breve used? \_\_\_\_\_
6. When is the macron used? \_\_\_\_\_
7. What are the two different sounds of long *u*? Write each sound and then a word that contains an example of that sound.  
 \_\_\_\_\_

## Long Vowels

The **long vowel sound** is the same as the name of the vowel and is marked with a **macron**. A macron is a short straight line placed right on top of the vowel: *ā*, *ē*, *ī*, *ō*, *ū*.

The long *u* has two different sounds. The first one, /yū/, is the name of the letter. Words with this long *u* sound are *mule*, *cube*, and *cute*. The second sound omits the /y/ sound. The words *blue* and *fruit* are examples of this long *u* sound.

In Learning to Read the children are told that long *u* has two different sounds, but they are not asked to differentiate between the two. Both sounds of the long *u* are marked with a macron. Children usually do not have a problem saying the word with the correct long *u*.

 **End track 6.**

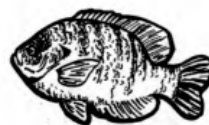
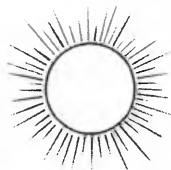
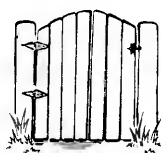
8. How are the sounds of long *u* marked in Learning to Read? \_\_\_\_\_
9. Complete the chart. Write each of the five vowels in the first blank. Put a breve on each vowel. Refer to the outline on pages 64-68 to find the key picture for each short vowel sound. Write the name of the key picture beside each vowel.

vowel	key picture	vowel	key picture
a. _____	_____	d. _____	_____
b. _____	_____	e. _____	_____
c. _____	_____		

10. Complete the chart. Write each of the vowels in the first blank. Put a macron on each vowel. Refer to the outline on pages 64-68 to find the key picture for each long vowel sound. Write the name of the key picture beside each vowel.

vowel	key picture	vowel	key picture
a. _____	_____	d. _____	_____
b. _____	_____	e. _____	_____
c. _____	_____		

11. Begin track 7 and write the first vowel sound you hear in each word. Remember to put a macron or a breve on each vowel.



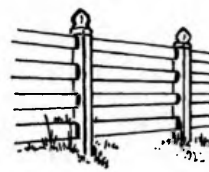

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 **End track 7.**

 **Begin track 8.**

## Vowel Rules

There are four basic rules taught in Learning to Read to help students determine when to use short and long vowels.

1. Usually a vowel has the short sound when it is the only vowel in the word and it is not at the end of the word.
2. A vowel is long when followed by an *e* on the end of the word.
3. The first vowel is usually long when two vowels are together in the same syllable.
4. A vowel is long when it is at the end of a word and is the only vowel in the word.

**Rule 1.** A word that begins with a consonant, has one vowel in the middle and ends with a consonant usually has the short vowel sound.

The word *sad* is an example of this rule.

s	a	d
consonant	vowel	consonant

This is a consonant-vowel-consonant spelling pattern, or in abbreviated form, the **CVC spelling pattern**.

**Rule 2.** A vowel is long when followed by an *e* on the end of the word.

The word tape is an example.

t	ā	p	e
consonant	vowel	consonant	e

This creates a consonant, vowel, consonant, *e* or **CVCE spelling pattern**.

**Rule 3.** The first vowel is usually long when two vowels are together in the same syllable.

Two vowels often appear together. When this occurs the first one is long.

Children quickly learn the rhyme:

When two vowels go walking,

*(Hold up two fingers on your right hand as you “walk” them in front of yourself.)*

The first one does the talking,

*(Wiggle one of the two fingers.)*

And it says its own name.

Two vowels together are known as **vowel digraphs**. Vowel digraphs are referred to as vowel sets in Learning to Read. In most vowel sets the first vowel is long and the second one is silent. On the chart below is a list of vowel sets taught in Learning to Read that follow this rule.



VOWEL SETS				
ā	ē	ī	ō	ū
ai	ee	ie	oa	ue
ay	ea		oe	ui

Some vowel sets are used only at specific places in a word. The vowel set *ai* is used to spell /ā/ in the middle of words, example *jail*. The vowel set *ay* is used at the end of words to say /ā/, example *jay*.

The /ē/ sound can be spelled *ee* or *ea* anywhere in the word. *Seed* and *seat* have the /ē/ sound in the middle. *Tree* and *sea* have the /ē/ sound on the end. It is necessary to memorize which vowel sets to use in each individual word, for there is no rule to help us.

The letters *ie* are used at the end of a word, as in *tie* and *die*.


The *oa* is used for the /ō/ sound in the middle of a words such as *boat*. At the end of a word the *oe*, as in *hoe* makes the /ō/ sound.

The /ū/ sound is often spelled with *ue*, as in *true* or with *ui* as in *juice* and *suit*.

Words with two vowels together have the consonant, vowel, vowel, consonant or **CVVC spelling pattern**.

**Rule 4.** A vowel is long when it is at the end of a word and is the only vowel in the word.

This is true of the vowels *e* and *o* in words such as *me* and *go*. The vowels *a*, *i*, and *u* seldom appear as the only vowel at the end of a word. However, the letter *y* is a vowel with the long sound of *i* when it appears as the only vowel at the end of a word. Examples of this are *sky* and *my*.

 **End track 8.**

 **Do these exercises.**

12. The CVC spelling pattern is a pattern for words with the \_\_\_\_\_ vowel sound.

13. Circle each word with the CVC spelling pattern.

- |      |      |      |      |      |
|------|------|------|------|------|
| cap  | red  | got  | huge | time |
| cape | read | goat | hug  | Tim  |

14. Write each long-vowel word in the correct column.

gave	cube	boat	train	seed	she	no	he	note
------	------	------	-------	------	-----	----	----	------

a. *e at the end*

b. *two vowels together*

c. *one vowel at end*

_____	_____	_____
_____	_____	_____
_____	_____	_____

15. What does an e at the end of a word do? \_\_\_\_\_

16. Write and learn the rhyme about two vowels in a word. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lesson 8, 9

17. What is a vowel set? \_\_\_\_\_
18. Write the vowel sets that are used to spell each of the following sounds.
- /ā/ \_\_\_\_\_ /ē/ \_\_\_\_\_ /ī/ \_\_\_\_\_
- /ō/ \_\_\_\_\_ /ū/ \_\_\_\_\_
19. Which three vowels may be at the end of a word and be the only vowel in the word?
- \_\_\_\_\_

## Special Vowel Combinations

## Lesson 9

 **Begin track 9.**

The *i* has several special cases where it has the long sound. The first vowel rule says that when a word has only one vowel and it is in the middle, it usually has the short sound. But sometimes the *i* is long when it is the only vowel and it is in the middle of a word. Words with *ind*, *igh*, and *ild* are in this category. Say these words: *blind*, *high*, *bright*, *wild*. Notice that with *igh* the vowel is long but the *g* and *h* are silent.

There are also cases in which *o* is long even though it is the only vowel and it is in the middle of the word. This happens when the word contains *ost*, *oll*, *old*, *oth*, or *olt*. You can

hear and see these sounds in *most*, *roll*, *cold*, *both*, and *bolt*.

Learning to Read 110 teaches only *ind* and *igh*. The rest of these letter combinations are taught in Language Arts 100.

### Y as a vowel

The letter *y* can serve as a consonant or a vowel. When *y* is the beginning letter of a word, it is a consonant. In the middle or at the end of a word or syllable, the letter *y* can be a vowel.

In a one-syllable word, the *y* makes the /ī/ sound, as in *sky*. In a word with more than one syllable, the *y* has the /ē/ sound, as in *candy*.

 **End track 9.**

 **Do these exercises.**

1. Which consonant is sometimes a vowel? \_\_\_\_\_ When is it a vowel? \_\_\_\_\_
2. What two sounds can *y* make as a vowel?
- a. At the end of a one-syllable word, *y* says \_\_\_\_\_.
- b. At the end of a two-syllable word, *y* says \_\_\_\_\_.

3. Write the three combinations of letters in which *i* is long even though there is only one vowel.

\_\_\_\_\_

4. Write the five combinations of letters in which *o* is long even though there is only one vowel.

\_\_\_\_\_

5. Mark the first vowel in each word below with a macron or a breve.

cat	pin	hold	true	suit
bed	cake	pine	boat	mind
note	treat	rain	cried	toe
rug	not	free	say	road

 **Begin track 10.**

## Variant Vowel Sounds

Variant vowel sounds are vowel sounds that are not one of the standard long or short vowel sounds. Most of these sounds will not be taught until Language Arts 100, but it is good to familiarize yourself with them now.

### **R-controlled vowels**

The consonant *r* usually changes the sound of a vowel preceding it, thus creating what are called *r*-controlled vowels, such as the sound of /*ör*/ in *corn*. This is the only *r*-controlled vowel taught in Learning to Read.


Most vowels controlled by *r* make the /*är*/ sound as in *fern*, *bird*, or *turn* and in some *ear* words such as *heard* and *earth*. Other *r*-controlled vowel sounds are the /*är*/ in *car*, /*ür*/ in *deer*, and /*ür*/ in *care*. Another situation is the letters *wor*. The *w* causes the *or* to make the /*är*/ sound. These sounds are taught in Language Arts 100.

### **Sounds of o**

In some words spelled with *o*, the *o* can be pronounced either with the /*ö*/ as in *mop* or with the /*ò*/ as in *boss*. Listen as the following words are pronounced first with /*ö*/ and then with /*ò*/: *cross*, *on*, *off*, *dog*, *soft*, *gone*.

The /*ò*/ sound is also made by the letters *ough* and *ough*. You hear /*ò*/ in the words *daughter* and *brought*. Another combination of letters with the /*ò*/ sound is *al*, as in the words *ball* and *salt*.

In Learning to Read the /*ò*/ sound of the letter *o* and the /*ò*/ sound heard with *al* are introduced. However, since in many cases the dictionary gives both options for pronouncing words with this sound, focus on teaching students that it is not the long *o* sound and do not confuse students by having them distinguish between the two sounds.

 **End track 10.**

 **Do these exercises.**

6. What are variant vowel sounds? \_\_\_\_\_

\_\_\_\_\_

7. Which consonant always changes the sound of the vowel preceding it? \_\_\_\_\_

## Lesson 9

8. Write the r-controlled vowel sound of these words.

a. hard \_\_\_\_\_

d. work \_\_\_\_\_

g. herd \_\_\_\_\_

b. burn \_\_\_\_\_

e. firm \_\_\_\_\_

h. bear \_\_\_\_\_

c. cord \_\_\_\_\_

f. share \_\_\_\_\_

i. steer \_\_\_\_\_

### Begin track 11.

#### Diphthongs

Another type of variant vowel sound is the diphthong. Diphthongs are sounds that blend two letters to make a new vowel sound.

Diphthongs are taught in Language Arts 100 and referred to as vowel blends.

VOWEL BLENDS			
oi	oy	ou	ow
oil coin	boy joy	out round	how cow

The letters *oi* or *oy* create the same vowel sound. *Oi* is used at the beginning or in the middle of a word, as in *oil*, *boil*, *coin*, and *joint*. *Oy* is almost always used at the end of a word.

The letters *ow* and *ou* also create the same vowel sound. Their sound can be heard in the words *vowel* and *sound*.

#### Variant Vowel sound $\text{ü}$

Several different vowels or combinations of

vowels make the variant vowel sound  $\text{ü}$ . The words *cook*, *put*, *should*, and *wolf* show examples of the different ways  $\text{ü}$  can be spelled.

Note also that the *oo* can make the long *u* sound heard in *cool*, *roost*, and *tooth*. And some *oo* words are pronounced with the  $\text{ü}$  or the  $\text{ü}$  sound, depending on the region. Three examples are *room*, *root*, and *roof*.

#### The Schwa

The **schwa** sound can be made by any of the five vowels and is frequently heard in unaccented syllables. Similar to the short *u* sound  $\text{ü}$ , it is the most common sound in the English language. The symbol  $\text{ə}$  used to designate the sound is also called schwa.

Listen for the schwa sound in the words *about*, *alike*, and *around*.

Learning to Read uses only  $\text{ü}$  to mark the schwa sound. In Reading to Learn 100 and Language Arts 100, the children will be introduced to the schwa symbol used in most dictionaries.

### End track 11.

### Do these exercises.

9. Underline the vowel or vowels that make the  $\text{ü}$  sound in each word.

cook

should

put

wolf

10. Underline the vowel that makes the schwa sound in each word.

pedal

seven

robin

lemon

syrup

11. Is *oi* or *oy* used at the end of a word? \_\_\_\_\_

12. List four vowels or vowel combinations that have the /ü/ sound.

\_\_\_\_\_

13. What two sounds does oo commonly make? \_\_\_\_\_ and \_\_\_\_\_

14. What is the most common sound in our language? \_\_\_\_\_

15. What is another name for the /ü/ sound? \_\_\_\_\_

16. What vowels can make the /ə/ sound? \_\_\_\_\_

17. Where is /ə/ frequently heard? \_\_\_\_\_

18. Which two groups of letters usually make the /ou/ sound? \_\_\_\_\_

**Suffixes** **Lesson 10**

A **suffix** is a letter or group of letters added to the end of a word to make a new word. The word before the suffix was added is the **root word**.

The letter *s* is frequently added to a singular root word to make it plural. The suffix *-s* can also be added to change the form of a verb. I *sit*, but she *sits*. You *play*, but he *plays*. Many words add *-es* instead of just *-s*: *boxes, wishes, fusses*.

Another very common suffix is *ing*. We use the *-ing* form of a verb to tell that something is happening right now. *I am singing. The children are working.*

A third frequently used suffix has three different sounds. The suffix *-ed* may sound /d/ as in *prayed*, /t/ as in *walked*, or /əd/ as in *wanted*.

**Spelling rules for suffixes**

Spelling changes are sometimes needed when

adding a suffix. A word ending in *e* drops the *e* before adding a suffix beginning with a vowel.

guide      guides      guided      guiding

A word ending with a short vowel followed by one consonant doubles that consonant before adding a suffix beginning with a vowel.

beg      begs      begged      begging

**Compounds words**

**Compound words** are two words put together to make one word: *pan + cake = pancake, dog + house = doghouse*. Compound words are easy to read and spell if one knows the two words from which the compound word was formed.

Compound words are introduced in Learning to Read 110 and taught in Language Arts 100.

 **Do these exercises.**

1. What is a suffix? \_\_\_\_\_

2. What is a root word? \_\_\_\_\_

3. Name three suffixes that are often used. \_\_\_\_\_

**Lessons 10, 11**

4. What are two functions of the suffix -s or -es? \_\_\_\_\_  
\_\_\_\_\_
5. What three different sounds does -ed make? \_\_\_\_\_
6. Name two spelling rules that are needed when adding suffixes.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What is a compound word? \_\_\_\_\_
8. Write two words together to make compound words.

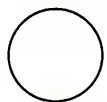
any      bow      box      house      rain      where      light      mail

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

# Review and Quiz 2 Lesson 11

**Prepare for Quiz 2 by following this checklist:**

- Review the consonant rules.
- Review the vowel rules.
- Review the exercises in this section.



**Tell your teacher when you are ready to take the quiz.**

# Section 4

## Teaching Learning to Read

### Objectives

When you have completed this section, you should be able to

- Organize a daily schedule for your class.
- Tell how to introduce a new sound to beginners.
- Teach a new sound to beginners.
- State ways of teaching a beginner how to write a letter.
- Explain the purpose of various LightUnit exercises.
- State ways to help beginners blend sounds.
- State methods for drilling new sounds and words.

### Vocabulary

**Kinesthetic reinforcement**—Strengthening the concept of how to form a letter by using sensations from the muscles and joints. This can be done in such ways as motioning the letter in the air or tracing a large model of the letter.

**Reversal**—Seeing shapes or letters backward.

**Rhythmic description**—Describing how to form a letter in parts, emphasizing the strokes in its formation.

## The Daily Schedule

## Lesson 12

During the first six and a half LightUnits of Learning to Read when basic sounds are being introduced, most lessons follow a specific pattern: new sound, penmanship, page of pictures for writing the specified sound, Star Words, blends, word list, dot maps, and visual discrimination.

The pattern changes after the basic sounds have been introduced. Lessons will introduce more advanced concepts such as consonant blends and the various spellings for long vowel sounds. In the beginning, all exercises will need

to be done in class, but as students become familiar with the lessons they can start doing some exercises at their desks.

The following lesson plan explains a typical lesson in Learning to Read. However, teachers should tailor their class procedure to meet the needs in their situation. The number of students in the classroom, the number of grade levels the teacher is supervising, the amount of time available for the lesson, and the ability of the students are all factors to consider when developing an effective teaching plan.



## Suggested Lesson Plan

### First Class Session

- 1) Begin class with review.
- 2) Introduce the new sound.
- 3) Read the story in the teacher guide section “Listening to a Story” while children listen for the sound of the new letter.
- 4) Discuss the story and then ask the questions in the teacher’s guide while students answer them in the LightUnit.
- 5) Use the “Learning a Sound” section in the teacher’s guide to teach students how to say the sound.
- 6) Teach students the correct way to form the letter before they write the letter in their LightUnit.
- 7) Orally drill students using the “Working with Sounds” section in the teacher’s guide.
- 8) Assign the exercise in the LightUnit where students identify and write the letter of the sound designated by the name of a picture.
- 9) The section in the teacher’s guide “Blending Fun” develops the student’s phonics skills. In this exercise the teacher breaks words into sounds, which the student then blends back into words.
- 10) The next part of the lesson is titled “Reading Skills” in the teacher’s guide and has a variety of exercises both oral and from the LightUnit.
  - a. Begin the “Reading Skills” exercises with review of previously taught word flash cards and an introduction to the new star words.
  - b. Use drill in the LightUnit to give students practice blending with the new sound and review previous blends.
  - c. Have students read the simple phrases and/or sentences from the LightUnit.
  - d. Introduce the new phrase flash card and review earlier phrase flash cards.
  - e. End the “Reading Skills” session by reading the word list with the students.
- 11) Use the story in the LightUnit to give students practice reading orally.
- 12) Discuss the story with the students and evaluate their comprehension, using questions in the LightUnit.
- 13) End the first class session and assign seatwork. Give instructions needed to complete seatwork.
- 14) Between the two class sessions listen to each student read the sight words and time how long it takes him to read the word lists.

### Second Class Session

- 15) Begin the second class session with oral reading, using a story from one of the primers.
- 16) After oral reading use the “Sound Review” section in the teacher’s guide to review the new sound taught in the first session.
- 17) Have students spell the spelling words from the teacher’s guide.
- 18) Based on the ability of the students and the time available, teachers may do additional drill and/or give reading assignments. For homework, they may photocopy the story from the LightUnit and send it home along with the word list bookmarks found in the back of the LightUnit.



 Do these exercises.

1. When does the LightUnit lesson pattern change? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What more advanced concepts are introduced in the later lessons? \_\_\_\_\_

\_\_\_\_\_

3. Students may begin doing more work on their own when \_\_\_\_\_

\_\_\_\_\_

4. List four factors to consider when developing your teaching plan.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### 1) Begin class with review.

The first part of each class should include a review of several rhymes and a brief review of the previous lesson before introducing anything new.

### 2) Introduce the new sound.

Sounds are introduced in Learning to Read using a letter card that has a key picture. The letter for the sound is printed on the card beneath the key picture.



Show the picture to the children and discuss it, emphasizing the beginning sound and pointing out the letter which makes that sound. As they discuss the new picture, they become acquainted with the sound of the letter they see under the picture.

### 3) Read the story in the teacher guide section “Listening to a Story” while children listen for the sound of the new letter.

Most children enjoy stories. Listening to the story not only trains the child’s ear to hear the new sound, it also trains him to listen carefully to facts, details, and main ideas. The stories contain a worthwhile lesson or an interesting fact of nature.

You could read the story while the children are in their seats or at the class table. However, it is nice to have a special place for story time. The children could place their chairs in a semicircle around you or sit on a rug on the floor. Having the story at a special place like this gives the children a change of position.

For the first few days of school the children will need to be shown exactly how you want them to come to the story area. Let them know that you expect them to walk quietly and without whispering. Gentle reminders are usually the best for several days while the children adjust to school. In a week or two you should be able to say, “You may come to hear a story,” and then watch as the children file in the orderly manner you have taught them.

Wait to begin the story until you have the attention of each child. When all eyes are on you, begin the story.

The story contains many words with the new sound. As the story is read the children listen for the new sound. Give slight emphasis to the day’s sound each time it occurs, but not so much that it detracts from the story. This trains their ear to hear it. At some point in the story, there is a rhyme about the key object on the letter card. The beginning of the rhyme repeats the sound of the letter four times. Example: /k/, /k/, /k/, /k/ kite so high . . . This helps to establish the sound in their minds.

✎ From the Teacher's Guide ✎



## Listening to a Story



Show the kite card.

Yesterday we learned that the letter *c* is not the only letter that says /k/. We use *c* to say /k/ before the /ā/ and /ō/ sounds. Today we will learn about the letter that says /k/ before the /ī/ sound. Call attention to the /k/ sound. Tell the children to listen for it while you read the story.

### Flying Kites

“Look, Mother, look at our kites,” cried Kendra and Kent, crowding through the kitchen door. “Daddy helped us put them together. He has one for himself too. Now we are going to ride on the back of the pick-up to the top of the high hill pasture to fly them. Can you come along?”

“Why, yes,” said Mother, “That sounds like fun!”

Kent and Kendra each took one of Mother’s arms. “We are pretending to kidnap you. Now you have to come with us,” they laughed.

Kent and Kendra rode on the back of the truck. They went slowly through the orchard and up the long hill. At the top everyone piled out of the truck.

“But what are you going to do, Mother?” Kendra asked. “You don’t have a kite to fly.”

“You can fly my kite, Mother,” Kent offered.

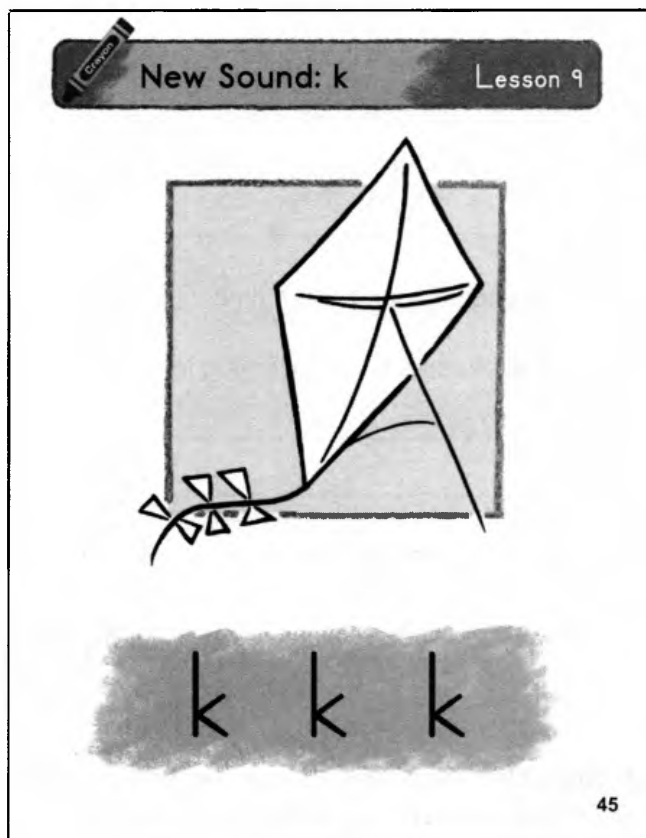
Mother laughed. “Oh, it’s been too long since I flew a kite. I don’t remember how anymore. You fly your own kites, and I will sit here and watch you.”

It took a while to get the kites flying, but finally all three were tugging at their strings, high in the sky. How beautiful they looked—winding in the kites.

“You missed all the fun, Mother,” cried Kent and Kendra.

“Oh, no, I didn’t,” said Mother. “It was fun watching you fly the kites. I never knew a simple thing like a kite tugging at the end of a string could look so beautiful against the blue sky. I made up a little rhyme about it. k, k, k, k, Kite so high, see it fly up in the sky. I also saw a kingbird chasing a crow five times its size, and I saw a killdeer. When I walked toward it, it pretended to have a broken wing because it wanted to lead me away from its nest. I’m glad you asked me to come along.”

“I’m going to make you a kite too, Mother,” said Daddy, “And the next time all four of us will have kites in the sky.”



 Do these exercises.

1. How should each reading class begin?

\_\_\_\_\_

\_\_\_\_\_

2. What is on the letter card which is used to introduce a new sound? \_\_\_\_\_

\_\_\_\_\_

3. You should spend some time \_\_\_\_\_ the key picture.

4. What benefits does "Listening to a Story" have besides training the children to hear the new sound? \_\_\_\_\_

\_\_\_\_\_

5. Wait to begin reading the story until you have each child's \_\_\_\_\_.

6. What is included in each story to further reinforce the new sound? \_\_\_\_\_

**4) Discuss the story and then ask the questions in the teacher's guide while students answer them in the LightUnit.**

The teacher's guide for each lesson gives suggestions for oral questions about the story and/or a guided seatwork activity in the

LightUnit to check listening comprehension.

After the children have marked their answers, discuss the correct answers as a class. If the children have not grasped a certain part of the story, you may want to read it again.


 From the Teacher's Guide 



When the children have read the directions at the top of this page, tell them: I will read a sentence. When I stop for a little and motion with my hand (motion as if drawing a blank line), you will ring the word that fits in the sentence.


Let's do one together. What are the three words in the first row in your book? (*to, do, is*) Now listen to the sentence: Daddy helped (*motion*) make the kites. Should we say "Daddy helped *to* make the kites," "Daddy helped *do* make the kites," or "Daddy helped *is* make the kites?" Yes, Daddy helped *to* make the kites.

1. Daddy helped \_\_\_\_\_ make the kites. (*to*)
2. The kites flew \_\_\_\_\_ the sky. (*in*)
3. Mother \_\_\_\_\_ on the hill to watch the kites. (*sat*)

Lesson 9 

**Ring 1 in the \_\_\_\_\_.**

1	to	do	is
2	did	in	at
3	sad	sap	sat

\_\_\_\_\_ 

**5) Use the “Learning a Sound” section in the teacher’s guide to teach students how to say the sound.**

This section gives additional practice with the sound that has been introduced. The teacher explains how to make the new sound, exploring with the children the position of tongue, teeth, and lips when making the sound. The rhyme from the story is introduced and practiced.

Children enjoy rhymes and learn them rapidly. It is helpful to review the rhymes often—preferably each day. As the new sounds are introduced, the letter card for each should be displayed in the room for all to see. As the children see the pictures and repeat the rhyme many times, they associate the letters and the sounds. A child may refer to the cards as frequently as he wishes until he has mastered the sounds.

An optional exercise is to ask the children to look around the room and raise their hand when they see something that begins with the

new sound. These could be parts of the body such as *feet* or *nose*, or things that stay in the classroom such as *desk* or *window*. Encourage the children to also think of words that are not things, such as *jump*, *talk*, or *big*.

Most lessons give suggestions of items you could bring from home to display and discuss. Naming objects brought by the teacher not only reinforces the sound of the new letter but also develops vocabulary if some unusual items are included. This is a good way to introduce the names of objects on the pages where the child writes the beginning sound of each picture. For example, in the *d* lesson, the children might not be acquainted with a *dart* or *dominoes*. By showing and discussing these items, you help the children better remember their names.

If your students cannot master a sound in one day, take an extra day or two to do review work for the new sound. More will be lost by not taking a day to review than is lost by taking an extra day to strengthen their competence with the sound.

From the Teacher’s Guide



### Learning a Sound

/k, k, k, k/ Kite so high,  
See it fly up in the sky.

Hand motion: Point and look up while waving your hand.



Name objects beginning with /k/, such as a *key*.

**6) Teach students the correct way to form the letter before they write the letter in their LightUnit.**

Demonstrate how to make a new letter by making a large example on lines on the board, showing which part of the letter to make first and second. Talk about the height of the various

parts or other special characteristics of the letter. Encourage the children to tell how it is the same or different from other letters they can already write. Show the various strokes of the letter on the colored alphabet wall cards.

Demonstrate the letter several more times, saying a **rhythmic description** of the letter

## Lesson 13

as you write it. The rhythmic description for each letter is included in the teacher's manual for that lesson.

Some children need **kinesthetic reinforcement** to learn how to make letters. Kinesthetic reinforcement is a method of learning using sensations from the muscles and joints to "feel" how a letter should be made. The letter strokes need to be made in large proportions. The children can motion the letter in the air or with their fingers make "a great big letter" on their desks several times. They could glue yarn on a large outline of the letter to make an ABC book. Those who have a lot of difficulty could write the letter with their fingers in a pan of sand or on sandpaper.

The roughness helps them get the "feel" of how the letter should be made. A school supply store may have Kin-Tac alphabet cards. They are excellent for kinesthetic reinforcement.

After sufficient kinesthetic reinforcement, let each child write several letters on the board. Have them all make a letter at the same time while you say its rhythmic description. When the letter is finished, say its sound together.

Have each child check his letter as you ask questions about it, such as "Does the headline down touch the top line?" or "Is the circle smooth and round?" Give help as needed before making another letter together. Encourage the children to make this one better than the first one. Praise any improvement.

Once the children are confident in forming the new letter, they are ready to write it in their LightUnit at their seats. Teach them to whisper the sound of each letter as they write it.

Your Learning to Read Teacher's Guide will give you guidelines for the students' posture, the placement of their papers, and the correct way to hold their pencils. It is important that you regularly make sure the students are following these directions.

The penmanship page in the LightUnit gives practice writing the new letter, but also provides a review of at least one letter learned previously. Often the children also write words or sentences. After all lowercase and capital letters have been learned, some lessons provide a paragraph for the children to copy.



### Penmanship

Review the kite rhyme.

Another letter that says /k/ is named *k*. Demonstrate how to make a *k*. Begin at the headline and go straight down, begin at the midline and slant back, then slant forward. The slanting part of the *k* is not very tall. The first slant line begins on the midline. Watch while I make some more. Headline down, slant, slant.



Use kinesthetic reinforcement for more practice.

Practice writing *k* on the first two lines. The next two lines review *c* and *i*.

Children should sound and read the three words as they trace and write them. Use the last line for extra practice, if needed.

### From the Teacher's Guide

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 **Do these exercises.**

7. What is the purpose of the oral questions about the story you have read? \_\_\_\_\_  
\_\_\_\_\_
8. Each new sound is made by a special position of the \_\_\_\_\_,  
\_\_\_\_\_ and lips.
9. What should be done with the letter cards as new sounds are introduced? \_\_\_\_\_  
\_\_\_\_\_
10. Naming objects brought by the teacher \_\_\_\_\_ the sound of the new letter and  
develops \_\_\_\_\_. It is a good way to \_\_\_\_\_ the names of  
\_\_\_\_\_ objects.
11. What are some things you should point out and discuss when teaching how to write a new letter?  
\_\_\_\_\_  
\_\_\_\_\_
12. When doing kinesthetic reinforcement, letter strokes must be made in \_\_\_\_\_  
proportions.

## Working with Sounds

## Lesson 14

### 7) Orally drill students using the “Working with Sounds” section in the teacher’s guide.

This section begins with an oral drill in which the children raise their hands every time the teacher says a word that begins with the new sound for the day.

These words may be unfamiliar to the children, but the meaning of the word is not important. The emphasis is on hearing the initial

sound of the word. A child can recognize the initial sound even though he has never heard the word before.

As the year progresses, students will sometimes write the beginning sound on the board. At first they will write the beginning sound only if it is the new sound for that day. In later lessons, all of the words will have beginning sounds the children know, and so they will write the beginning sound of every word.

✎ From the Teacher's Guide ✎



## Working with Sounds

Send the children to the board and tell them to write *c* or *k*. Pronounce the following words, emphasizing the vowel sound. Ask a student what vowel sound he heard, then ask another student whether the word is spelled with a *k* or a *c*.

*kitchen**kid**cat**kill**cot**cotton**can**kiss**kitten*

### 8) Assign the exercise in the LightUnit where students identify and write the letter of the sound designated by the name of a picture.

The next part of the lesson is a page where students are to write the sound indicated by a picture. At first you will need to dictate the

names of the pictures for the students. As they become more familiar with the exercise and the pictures that are used, this will become unnecessary. However, always be aware of new or confusing pictures and be prepared to clarify them. These are usually noted in the teacher's guide.

✎ From the Teacher's Guide ✎





















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Learning when to use *k* or *c* can be difficult for the children, so work through the first part of this page together. Say the word, emphasizing the vowel sound.

⚠ We realize that the children have not yet learned the /ī/ in kite, but they will be learning the Star Word kind today as well. Point out that they have learned *i* says /ī/, but that it can also say /i/. The important thing is to remember to write the /k/ sound using a *k* with *i*, and to use a *c* with *a* or *o*.

⚠ First row, third picture is a king, not just a man. Third row, second picture is kitten, not cat.

Lesson 9

				
k	k	k	k	c
				
b	c	k	c	k
				
k	k	c	b	k
				
r	k	c	k	k



**9) The section in the teacher's guide "Blending Fun" develops the student's phonics skills.**

The goal of this drill is to train the students to combine several sounds to make a word. This skill is necessary for decoding written words. Students are introduced to blending by listening to compound words and syllables which the teacher pronounces separately; the student then combines these into words. This activity moves gradually from compound words to syllables and then individual sounds.

This is a one-on-one type of drill. However, it is helpful to do several in unison as a class when first starting out. Keep practice sessions short. As you pronounce the word parts or individual sounds, make sure the student can hear you clearly and is able to see your mouth. Pause slightly between each syllable or sound so that each is separate.

Example:

**Teacher:** "What word does this sound

**like?** /m/ /o/ /p/" There should be about a one-second pause between each phoneme.

**Student:** "mop"

If a student does not give the correct answer on the first try, tell him what the word is so he can hear how the sounds work together. If a student is struggling, try again later in the day; several short sessions are better than one long one. Do not move faster than the child can progress.

As the student's knowledge of consonant and vowel sounds increases, the Blending Fun drill is phased out. After LightUnit 104, blending activities are part of the LightUnit lesson and are done by forming words from letters they have learned.

The first four LightUnit tests include a blending evaluation exercise. Correct responses will be recorded but not included as part of the test score. Your Learning to Read Teacher's Guide provides further direction for this part of the test.

 From the Teacher's Guide 



## Blending Fun

/ph/ /o/ /ne/	/sh/ /oo/ /k/	/w/ /a/ /ke/	/h/ /oo/ /k/	/r/ /u/ /b/
/m/ /oo/ /se/	/p/ /e/ /t/	/s/ /o/ /ck/	/h/ /e/ /n/	/r/ /a/ /m/
/g/ /r/ /ow/	/s/ /t/ /oo/ /d/	/s/ /t/ /i/ /ll/	/p/ /l/ /a/ /ne/	/g/ /r/ /i/ /n/
/g/ /r/ /ew/	/f/ /l/ /o/ /ck/	/g/ /l/ /a/ /ss/	/t/ /e/ /n/ /t/	/h/ /a/ /n/ /d/
/j/ /u/ /s/ /t/	/d/ /r/ /o/ /p/	/g/ /l/ /a/ /d/	/g/ /r/ /i/ /me/	/s/ /n/ /a/ /p/

 **Do these exercises.**

1. What is the emphasis of the "Working with Sounds" exercise? \_\_\_\_\_  
\_\_\_\_\_
2. Dictating picture names will become unnecessary when \_\_\_\_\_  
\_\_\_\_\_
3. What is the goal of the "Blending Fun" exercise? \_\_\_\_\_  
\_\_\_\_\_

**10) The next part of the lesson is titled “Reading Skills” in the teacher’s guide and has a variety of exercises both oral and from the LightUnit.**

**a. Begin the “Reading Skills” exercises with review of previously taught word flash cards and an introduction to the new word cards.**

New sight words, called Star Words, are introduced during this part of the lesson. Words that do not obey the rules of our English language must be learned by sight.

Most children are delighted to be able to read a word when they go home from school the first day. After all, that is the main reason they went to school. For this reason, Learning to Read begins teaching sight words in the second lesson of LightUnit 101 and continues to add more words throughout most of the course. In

the beginning some words may be sight words because the phonics rule they follow has not been taught yet.

The sight words are often partly phonetic even though they cannot be entirely sounded out. In many lessons, Learning to Read takes advantage of the phonetic part of a sight word. For example, most sight words begin with the sound of the letter studied in that lesson. Knowing the sound of this first letter helps children remember the word.

With much drill and practice, even the words a child sounds out will become sight words. He should not need to stop and think about the sound of each letter before he reads the word, but will know at a glance what it says. Even though the word may be unfamiliar to him, he will learn to almost automatically blend the sounds of letters he knows.

### From the Teacher’s Guide



## Reading Skills

Review: Word flash cards 103–1-8

New: Word flash cards 103–9


Star Words: *kind, a*


Teach the word *kind*. Recite the verse “Be ye kind” together. Let the children use the word in sentences.

A can be correctly pronounced two different ways—/ā/ or /ū/. Teach your students to say it the way that is most common in your area.



Read Star Words as a class and remind the children that they will read the words to you later.

Lesson 9 

★ Words	
kind	Pam    cat    cob    dim
a	cap    rag    jab    him
on	nap    dot    fig    big
could	

**b. Use the blend box in the LightUnit to give students practice blending with the new sound and to review previous blends.**

When children can identify a new sound, they are ready to blend it with other sounds they know. A new consonant is blended with all vowel sounds taught up to that point. A new vowel is blended with all known consonant sounds.

Keep a list of taught sounds on the board or on a chart. Write the new sound on a small card that you can place beside each of the letters on the board.

Practice blending from a vowel to a consonant first. Train the children to “slide” from one sound to the next. Tell them to say the vowel sound and hold it out. As soon as you place a consonant card beside the vowel, they must say the consonant sound.

Next, practice blending from consonant to vowel. Since consonant sounds are “stopped sounds,” it is important to say the vowel sound immediately after the consonant sound. Say these sounds: /dă/, /dĕ/, /dī/, /dŏ/, /dŭ/. Notice

that you are saying the vowel sound as soon as the tongue leaves the roof of the mouth.

At first blending sounds like this is difficult for some children. Practicing with the whole class will help the slow or timid ones gain confidence. If you have time later in the day, spend several minutes individually with a child who is struggling.

When the children can blend two sounds fairly well, they are ready for CVC (consonant-vowel-consonant) words with the sounds they have learned. For those who find this difficult, cover up the last letter and let them sound the first part of the word. Then have them repeat the first part, holding out the vowel sound and saying the last consonant sound as soon as you point to it.

Most lessons include a box with blends. You will want to read the words in the box orally and discuss their meaning. This exercise gives students practice in combining new vowel and consonant sounds into words. It also provides continuous review of sounds learned in previous lessons.

 From the Teacher's Guide 



**Blends**

Introduce the new blends: *ki-*, *-ock*, *-ick*, *-ack*. As a class, read the blends in the pink box.

When we hear /k/ at the end of a word having a short vowel sound, we do not use *c* or *k* by itself. We put both letters together to say /k/ at the end of the word.

<b>ki</b>	<b>ca</b>	<b>ock</b>	<b>ick</b>	<b>ack</b>	<b>it</b>
kid	cab	sock	sick	sack	bit
kit	cap	rock	tick	back	hit

**c. Have students read the simple phrases and/or sentences from the LightUnit.**

Read the phrases and sentences orally and discuss their meaning.

Reading phrases trains students to read groups of words instead of word by word. The phrases and/or sentences include new sound words and sight words. This gives the students practice in reading these words in context.

To be a good reader, a child needs to be able to read by phrases. He cannot read with interest and understanding if he painstakingly reads word by word. Teach phrases by helping students recognize thought segments expressed by groups of words.

**d. Introduce new phrase flash cards and review earlier phrase flash cards.**

Phrase flash cards help the student to

Lesson 15

progress beyond laboriously reading one word at a time. Phrase cards should be shown only briefly. Drill with phrase flash cards will help your students learn to see and read several

words quickly at a glance. The student who has regularly been drilled with phrase cards and recognizes the concept of phrases is better prepared to read fluently.

From the Teacher's Guide



Phrases

Read phrases as a class and then have each student read at least one phrase.

Review: Phrase flash cards 103-1-8

New: Phrase flash cards 103-9

<u>the</u> kid did	<u>kind</u> Sam <u>could</u>
<u>on</u> the rock	<u>is</u> a big rock
Kind Sam could sit on a rock.	

Sentences

Read the sentence as a class and call on several students to read it.

e. End the "Reading Skills" session by reading the word list with the students.

Go over the words in the word list box as a class at least once, discussing any unfamiliar words. Then as part of their seatwork, the children should read the list many times to themselves. Allow them to whisper these words at their seats, so they can hear the sounds. They should practice sounding and reading the

words until they can blend the sounds smoothly and read the list quickly.

Beginning in LightUnit 103, you will time each student while he reads the Word List. If a child can read the word list in one minute, the sound words have become sight words, and he is on the way to becoming a good reader. However, do not unduly pressure a child to achieve a certain speed. Commend him for whatever progress he makes.

From the Teacher's Guide

Word List



Read the Word List with your students and remind them to practice reading it. Hand out the bookmarks.

Time each student as he reads the Word List.

Listen while he reads the Star Words.

Lesson 9				
★ Words				
<u>kind</u>	Pam	cat	cob	dim
<u>a</u>	cap	rag	jab	him
<u>on</u>	nap	dot	fig	big
<u>could</u>				

 **Do these exercises.**

1. How does Learning to Read take advantage of the phonetic part of sight words? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. When blending from consonant to vowel, you must \_\_\_\_\_  
 \_\_\_\_\_
3. After learning to blend two sounds, children are ready to \_\_\_\_\_  
 \_\_\_\_\_
4. What is the purpose of using phrase flash cards? \_\_\_\_\_  
 \_\_\_\_\_
5. If the child can read the Word List in \_\_\_\_\_, the  
 \_\_\_\_\_ words have become \_\_\_\_\_ words.

**11) Use the story in the LightUnit to give students practice reading orally.**

Beginning in LightUnit 102, Lesson 8, short stories become part of the lessons. Eventually the stories become longer and many of them include questions that check the student's comprehension of what he read. Read the story orally in class and use the material in the teacher's guide to discuss the story.

**12) Discuss the story with the students and evaluate their comprehension, using questions in the LightUnit.**

Activities after reading the LightUnit story vary. Some stories have questions in the LightUnit, while others have questions in the teacher's guide.



From the Teacher's Guide



Oral Reading

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Review that sentences begin with capitals and end with periods. **What do periods tell you to do?** (stop) Point out that in this story the periods are not always at the end of the line. **You must keep on reading until you find a period. That period tells you that the sentence is finished. You must stop reading just a little bit before you begin the next sentence.**

Read "The Cap for Tim" orally and use these questions for discussion:

What color was the hat? Why should Tim not have it? What may Tim have? What color was the cap? Why is the cap good for Tim but not for Dad and Sam? How were the hat and the cap different? How would Dad look with the brown cap?

**13) End the first class session and assign seatwork. Give instructions needed to complete seatwork.**

You may assign "Skill Application," "Visual Discrimination," and "Dot Maps" exercises now as seatwork or wait until after the second class session. Another part of the students' seatwork could be to read the LightUnit story several times to themselves or to a partner. If there are questions with the story in the LightUnit, they should answer them.

Lesson 9

The Cap for Tim



Tim the tot got the big tan hat. Tim could put on the tan hat.  
The tan hat did not fit Tim.  
The tan hat is big for Tim.

Here is the brown cap for Tim. The brown cap is not big. The brown cap did not fit Dad. The brown cap did not fit Sam. The brown cap is good for Tim to put on.



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Coloring is an enjoyable activity that develops fine muscle coordination. Students can color the key picture used each time a new sound is introduced the LightUnit.

Skill Application

Skill Applications are short activities scattered throughout the lessons to provide practice of concepts students have learned. They should be able to do these exercises independently after a brief explanation.

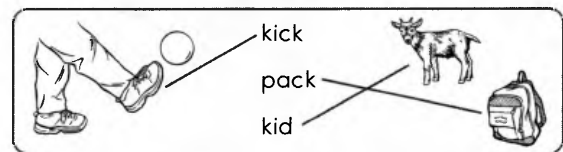
From the Teacher's Guide



Skill Application

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At the bottom, read the words and draw lines to match each word to a picture.



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## Visual Discrimination

An important part of being able to read well is the ability to see slight differences in letters and words. The child needs to discriminate, or be able to tell the difference, between a *b* and *d* or the words *met* and *net*. That is why the first 55 lessons of Learning to Read each include a visual discrimination exercise which drills recognizing likenesses and differences.

Some children may have an unusual amount of trouble with **reversals**. That is, they will see pictures, shapes, or letters as backward or upside down. The students with real difficulty should be given more pages to do, similar to the ones in the LightUnit. These could be taken from the Learning to Read Practice Sheets booklet.


 From the Teacher's Guide 




### Visual Discrimination



Cross out the word that is different in each row.

 Lesson 9

phone	phone	phone	phone	<del>shone</del>
grew	<del>drew</del>	grew	grew	grew
hook	hook	hook	<del>nook</del>	hook
<del>moose</del>	noose	noose	noose	noose
<del>hub</del>	hub	hub	hub	hub
make	<del>wake</del>	make	make	make
flock	flock	flock	<del>lock</del>	flock



## Dot Maps

In this exercise students copy a design by connecting dots with lines. Doing the dot map develops eye-hand coordination and understanding of spatial relationships.

Developing this skill will help the child to correctly copy words from the board or a textbook.


 From the Teacher's Guide 

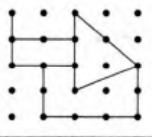
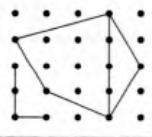
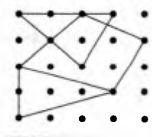
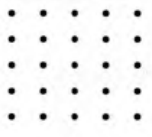
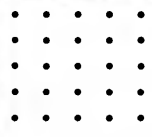
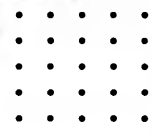


### Dot Maps



Copy the dot designs.



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## Lessons 15, 16

Some students may find the dot maps very difficult. Show them how by doing examples on the board. Allowing them to trace over the existing map with a crayon before attempting to draw their own may also help. Do not tell them where to draw the lines, but ask questions to help them think through what needs to be done. It may help the student if he always draws the lines from left to right, or from top to bottom.

Just as a puzzle with large pieces is easier, enlarging the dot map may make it easier for the struggling student. Help the student to see and copy each piece of the map, e.g. "Here is a triangle, see how it fits next to this jagged piece?"

The strategies used for copying dot maps are much the same as those used for solving jigsaw puzzles.

When a child makes a mistake, do not tell him exactly what he did wrong, but help him to find his mistake and correct it himself.

Dot maps progressively become more complex until they are dropped at the beginning of LightUnit 106.

This ends the first class session.

**14) Between the two class sessions listen to each student read the sight words and time how long it takes him to read the word lists.**



### Do these exercises.

6. What are two purposes of the LightUnit story? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What is the purpose of the "Skill Application" exercises? \_\_\_\_\_  
\_\_\_\_\_
8. What do "Visual Discrimination" exercises drill? \_\_\_\_\_  
\_\_\_\_\_
9. What two skills are developed by dot maps? \_\_\_\_\_  
\_\_\_\_\_

## Wrapping It Up

## Lesson 16

### 15) Begin with oral reading, using a story from one of the primers.

The underlined words in the Primer stories are sight words taught in the LightUnit. Words printed in bold are words that may be difficult

for the children to sound. They are called challenge words. The teacher's guide lists any challenge words the students will encounter in the primer story. It also gives several questions to aid in discussing the story.



✎ From the Teacher's Guide ✎



## Oral Reading

*We Explore:* page 7, "The Good Jam"

### Questions for discussion:

1. Who made the grapes?
2. What did Mom use to make the jam?
3. Why did Jon, Nan, and Tom have joy?

### 16) After oral reading use the "Sound Review" section in the teacher's guide to review the new sound taught in the first session.

First, briefly review the rhyme for the day and how to make the letter.

Give an oral drill to help children confirm the

association of the sound and letter. A good method for this is to do a board drill, having each child write the sound they hear at the beginning of each word you say. Sometimes you will ask them to write the ending sound they hear, or the vowel sound that comes in the middle of the word.

✎ From the Teacher's Guide ✎



## Sound Review

Review the /k/ rhyme and how to write *k*.

Do these words say /k/ at the beginning or end? Some of them may say /k/ both at the beginning and the end. Repeat each word after me and say *beginning* or *end*. If you hear /k/ at the beginning *and* at the end, say the word and then say *both*.

<i>peck</i>	<i>kite</i>	<i>truck</i>	<i>kick</i>	<i>cook</i>
<i>cake</i>	<i>rock</i>	<i>keep</i>	<i>speak</i>	<i>company</i>
<i>cut</i>	<i>like</i>	<i>car</i>	<i>book</i>	<i>came</i>
<i>castle</i>	<i>took</i>	<i>lake</i>	<i>kettle</i>	<i>snake</i>

Tell the children to turn back to page 45 and write *ki* above the kite to help them remember what they have learned. You may find it helpful to write *ca*, *co*, and *ki* on a poster to make frequent drill easier.

Since *c* and *k* have the same sound, they can be confusing to children as they supply the beginning consonants. Point out that the /k/ sound followed by /i/ tells us that we must use a *k* and not a *c*.

## Lesson 16

Every day you should review the blending of all sounds learned previously. A simple way is to write a column of all consonants they know on the board. Then make a card for each vowel and as you move the card down the column of consonants have students say the blend. Do this along both sides of the column of consonants. Regularly blending sounds like this will help establish them in the children's minds.

### 17) Have students spell the spelling words from the teacher's guide.

All spelling words are words students can sound out. Spelling requires students to

reverse the blending process, breaking the word into its individual sounds. As you say each word, the child writes the letters for the sounds he hears in the word.

Pronounce the words given in the teacher's guide for the children to write on paper. You should always pronounce the word, use it in a sentence, and pronounce it again. At first, you may say each sound individually. When spelling the word *bag*, you may say, "/b/, /ă/, /g/. Do this only as long as necessary. Most children will soon catch on, and pronouncing the word clearly will be all that is necessary.

### From the Teacher's Guide

#### Spelling

Remember, when you hear /k/ at the end of a word that has a short vowel sound, you must put *ck* together to make the /k/ sound. You might do several examples before giving the spelling test.

Review the hard *c* rule that says we usually put *c* at the beginning of a word when we hear /ă/ or /ŏ/ after the /k/ sound.

Remember to use *c* before the /ă/ and /ŏ/ sounds and *k* before the /ĩ/ sound. When pronouncing the words *kid* and *kick*, remind the children to listen to the vowel sound and then decide whether to use a *c* or a *k* at the beginning.

Have the children spell these words on a sheet of paper. Pronounce the words, separating each letter sound slightly.

*kid, sack, back, rock, kick*

### 18) Based on the ability of the students and the time available, teachers may do additional drill and/or give reading assignments.

For homework, you may photocopy the story from the LightUnit and send it home along with the word list bookmarks found in the back of the LightUnit.

Flash cards are excellent tools for drilling new words. Use your flash cards two or three times a day, or more if needed, to teach

instant word recognition. Do not put away cards from previous lessons too quickly. Drill them once or twice a week until students no longer need practice with them. As your learned stack of cards gets larger, begin dividing it into daily stacks. Eventually, you may have a Monday stack, a Tuesday stack, etc. in addition to your daily cards. Some students will enjoy seeing cards from earlier lessons again and want to see how quickly they can go through the stack.

Students should be trained to give full attention during flash card drills. Asking them to pronounce a word after it is out of sight helps

develop concentration and memory. And making them keep track of when it is their turn will help them keep their focus.



**Do these exercises.**

1. Why are some words printed in bold in the Primer? \_\_\_\_\_  
\_\_\_\_\_
2. What is the purpose of the "Sound Review" section of the Teacher's Guide? \_\_\_\_\_  
\_\_\_\_\_
3. What is a child doing when he spells a word? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What could be sent home besides the word list bookmark? \_\_\_\_\_  
\_\_\_\_\_
5. What are two ways to encourage students to pay attention during flash card drills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluating Reading Skills** **Lesson 17**

The Reading Rubric is used to assess a child's reading abilities. As a child learns to read he should be able to climb up the rubric scale. Begin using the rubric with LightUnit 108 of Learning to Read and continue through the end of Reading to Learn 210.

The goal of the rubric is to help teachers and parents better evaluate a child's reading fluency and ability. These greatly influence his comprehension of the material he is reading. Assessment should be done during normal reading time; often while the child is not aware he is being evaluated. This will

eliminate undue pressure and more fairly demonstrate his ability. Assessment should be made on a paragraph of at least three or four sentences, or a longer piece. Suggestions for stories to use with the rubric are given in the teacher's guide. In first grade it is recommended that students read the story silently before you use the rubric to evaluate their oral reading. Assessment can be done once per LightUnit or less often at the discretion of the teacher. A child who scores on the low end should be assessed more frequently to check progress.

## Lesson 17

At the completion of Learning to Read, a first grader should be able to score a 3 in each category on the rubric. By the end of grade one, a 4 should be attainable. A second grader should score a 5 upon completion of grade two Reading to Learn. These are goals to aim for. Some students may rate a little lower; however, if the student is too far below the recommended level, more reading practice should be given.

Since the reading rubric is a better overall evaluation of a student's reading ability than his LightUnit grades, it is an important tool in evaluating his readiness for second grade. If at the end of first grade, a student scores significantly lower than the goal of 3 in each category, consider having him rework some of the Learning to Read course or retain him in first grade.

### Reading Rubric

	1	2	3	4	5
<b><u>Rate</u></b>	Reads slowly; word by word; frequent pauses or hesitation between words	Reads slowly; uneven; word by word	Mixture of slow and fast	Reads well; reads smoothly most of the time	Reads at a rate close to normal conversation; few unnecessary pauses
<b><u>Word Recognition</u></b>	Sounds out most words	Sounds out many words and/or makes many careless mistakes	Sounds out some words; makes some careless mistakes	Infrequently sounds out words	Knows most words; usually self-corrects mistakes
<b><u>Phrasing</u></b>	No sense of how words are connected	Does not sense proper word connections; little observance of punctuation	Few pauses at inappropriate places; observes some punctuation	Uses two or three words phrases; observes most punctuation	Uses sensible phrasing within the sentence structure; observes punctuation
<b><u>Expression</u></b>	No expression; monotone	Uses little expression; saying the word is more important than understanding the concept	Attempts expression at times	Reads with expression, but does not always use correct expression	Uses appropriate expression throughout the reading. Sounds like natural conversation

To score a student, match his reading ability to the description that best fits his performance for each skill in the rubric. Then on the Student Reading Assessment Record record the number for each skill in the correct column and average the numbers. Scores do not need to be given in whole numbers. If a student falls somewhere between the descriptions, use quarter points.

By keeping track of each assessment, progress can be noted. The Student Reading Assessment Record shown below can be copied (Teacher’s Guide, Appendix K) and included with the student’s report card. If the Student Reading Assessment Record is sent home, parents will also need a copy of the rubric and the recommended goal for the student.

**Sample:**

**Student Reading Assessment Record**

Name of Student: \_\_\_\_\_

Grade Level of Student: \_\_\_\_\_

Date	LightUnit	Rate	Word Recognition	Phrasing	Expression	Average of the Categories

**Transition to Other Subjects**

Learning to Read does not include all the basic sounds and rules that are needed for good reading and spelling. Other vowel sounds and phonics concepts are taught in the language arts course for first grade. Language Arts 100 is designed to begin with Learning to Read 105, Lesson 1. It deals primarily with phonetic rules and grammar and both reviews and builds on the things taught in Learning to Read.

After finishing Learning to Read, students begin the Reading 100 course. This half-year course provides reading practice, phonics review, and comprehension exercises based on the *I Wonder* reader. Reading 100 demands less

time than Learning to Read, allowing more time for Bible, Math, and Language Arts. If time permits, portions of Social Studies and Science 100 may be used for optional enrichment activities, but not at the expense of the core subjects.

A school needs to decide when children should begin working in the school’s main learning center. Some schools introduce this transition in the middle of the first grade; others wait until a later year. Considering the needs of young children, CLE encourages the latter choice. If first graders do work in the main learning center, they should be taken to a separate room every day for reading and language arts classes.

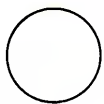


**Do these exercises.**

1. What is the goal of the rubric? \_\_\_\_\_  
\_\_\_\_\_
2. What influences a child's comprehension of his reading material? \_\_\_\_\_  
\_\_\_\_\_
3. It is best to evaluate the child when he is \_\_\_\_\_.  
This reduces \_\_\_\_\_ and will more  
fairly \_\_\_\_\_.
4. What score is the goal for students who have completed Learning to Read? \_\_\_\_\_  
\_\_\_\_\_
5. What should be done if a student scores too low at the end of first grade? \_\_\_\_\_  
\_\_\_\_\_

## Self Check

## Lesson 18



**To prepare for this self check, review the Vocabulary Words, Quizzes 1 and 2, and the exercises in the last section.**

**Do these exercises.** (3 points each) [36]

1. When and how should you introduce class room rules for behavior? \_\_\_\_\_  
\_\_\_\_\_
2. Since beginners love attention, one way to encourage good behavior is to \_\_\_\_\_  
\_\_\_\_\_
3. List three factors that you will need to consider as you develop your teaching plan.  
\_\_\_\_\_  
\_\_\_\_\_
4. Why should activities be kept short and breaks be given frequently? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Each reading class should begin with \_\_\_\_\_.
6. What are two things "Listening to a Story" will train the children to do? \_\_\_\_\_  
\_\_\_\_\_
7. What is one long-term advantage of teaching students to read by the phonics method?  
\_\_\_\_\_
8. What connection do most sight words have with the letter taught in the lesson where they first appear? \_\_\_\_\_
9. What is the advantage in learning to read by phrases? \_\_\_\_\_  
\_\_\_\_\_
10. What part of a lesson in Learning to Read's program drills reading by phrases? \_\_\_\_\_  
\_\_\_\_\_
11. Why are long vowel words more complex to read and spell than short vowel words?  
\_\_\_\_\_  
\_\_\_\_\_
12. What are some things you should point out about the letter *j* as you teach your students how to write it? Think of at least two. \_\_\_\_\_  
\_\_\_\_\_

**Match the aspect of reading with its description.** (3 points each) [9]

13. \_\_\_\_\_ the ability to understand the information contained in a group of words or sentences, often limited by the reader's background knowledge
14. \_\_\_\_\_ the recognition and pronunciation of letters in words
15. \_\_\_\_\_ the mental response of a reader to the message of a written passage

- |  |
|--|
| <p>a. Mechanics</p> <p>b. Comprehension</p> <p>c. Analysis</p> |
|--|

**Write True or False.** (2 points each) [14]

16. \_\_\_\_\_ Students should not refer to the letter cards after a new sound has been introduced.
17. \_\_\_\_\_ After a student can sound out a word, his next goal is recognize the word without sounding it.

**Lesson 18**

- 18. \_\_\_\_\_ If the teacher brings objects to school, she will help her students develop vocabulary and remember the names of unfamiliar items.
- 19. \_\_\_\_\_ When spelling, students must think about the word's individual sounds and write the letters for those sounds.
- 20. \_\_\_\_\_ The words in the Word List have become sight words when the child can read the list in three minutes.
- 21. \_\_\_\_\_ The story in the LightUnit gives practice in reading orally and can be used to check the students' comprehension.
- 22. \_\_\_\_\_ Only three of the five vowels can say the schwa sound.

**Match the exercise to its description.** (2 points each.) [10]

- 23. \_\_\_\_\_ The teacher pronounces several sounds separately which the student combines to make a word.
- 24. \_\_\_\_\_ Students recognize and mark pictures, shapes, or words which are alike or different in some way.
- 25. \_\_\_\_\_ Student's eye-hand coordination is developed by connecting dots to copy a design.
- 26. \_\_\_\_\_ Students practice concepts they have learned by doing these short activities as independently as possible.
- 27. \_\_\_\_\_ An oral drill used to review the sound learned in the first class session; students may write the first, last or middle sound in words the teacher pronounces.

- a. Visual Discrimination
- b. Blending Fun
- c. Dot Maps
- d. Sound Review
- e. Skill Application

**Complete these sentences about the Reading Rubric.** (2 points each blank.) [8]

28. The purpose of the rubric is to help \_\_\_\_\_ a child's reading fluency and ability. These two factors affect the child's ability to \_\_\_\_\_ what he reads. A child who has completed Learning to Read should score a \_\_\_\_\_ in each category. If a child falls too far below this recommended score at the end of first grade, he should \_\_\_\_\_.

**Complete these vowel rules.** (2 points each blank.) [6]

29. Rule 1: A word that begins with a \_\_\_\_\_, has one \_\_\_\_\_ in the middle and ends with a \_\_\_\_\_ usually has the short vowel sound.



30. Rule 2: A vowel is long when followed by an \_\_\_\_\_ on the end of the word.
31. Rule 3: When two vowels are together in the same syllable, the \_\_\_\_\_ vowel is usually long.
32. Rule 4: When a vowel at the end of a word is the only vowel in the word, it is \_\_\_\_\_.

**Circle the words that contain a consonant digraph.** (1 point each.) [6]

33. whistle          slop          chill          crib          fish          thumb

**Write the rule that tells you how to pronounce the c and g sounds in these words: ceiling, cotton, giraffe, garage.** (2 points each.) [2]

34. \_\_\_\_\_

**Write the correct vowel set to complete each word with the given long vowel sound.**

(1 point each.) [9]

35. a. /ā/ p \_\_\_\_\_ p \_\_\_\_\_ n                      d. /ō/ t \_\_\_\_\_ b \_\_\_\_\_ t
- b. /ē/ s \_\_\_\_\_ n    cl \_\_\_\_\_ n                      e. /ū/ tr \_\_\_\_\_ s \_\_\_\_\_ t
- c. /ī/ t \_\_\_\_\_

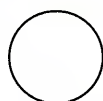
80		Score _____
100		

# Review for the Test

Lesson 19

**Use this checklist to review for the LightUnit test:**

- Review the vocabulary words.
- Review Quizzes 1 and 2.
- Review the self check.



**Tell your teacher when you are ready for the test.**

# Outline of Learning to Read

Light Unit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
<b>LTR 101</b> 1	Listening Skills					
2	/d/	duck	/d,d,d,d/ Debbie Duck Can say quack but can't say cluck.	do	d	
3	/s/	sun	/s,s,s,s/ Sun so bright Shines all day to give us light.	some	s	
4	/m/	monkey	/m,m,m,m/ Monkeys munch Bananas and peanuts for their lunch.	many	m	
5	/f/	fish	/f,f,f,f/ Fish are funny, They eat worms but don't eat honey.	for	f	
6	Ending Sounds: /d/, /s/, /m/					
7	/ă/	apple	/ă,ă,ă,ă/ Apple red, Keeps me healthy, it is said.		ă	
8	Middle Sound; Blending					
9	Review; Self Check			the		
10	Review; Test 101					
<b>LTR 102</b> 1	Review					
2	/t/	turtle	/t,t,t,t/ Turtle Tim Takes his house on top of him.	to	t	
3	Writing Name					<b>Begin Primer 1 – We Live, "At the Dam"</b>
4	/g/	goat	/g,g,g,g/ Goat is quick, You can chase him with a stick.	good	g	
5	/n/	nest	/n,n,n,n/ Nell's new nest, It's so nice to take a rest.	now	n	
6	Review					"Fat Tam"
7	/p/	pig	/p,p,p,p/ Porky Pig, With his nose he likes to dig.	put	p	
8	/ō/	octopus	/ō,ō,ō,ō/ Octopus, He has too many arms for us.	are	o	
9	Review			all		"Nan"
10	Review; Self Check					
11	Review; Test 102					

Light Unit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
LTR 103 1	/h/	house	/h,h,h,h/ house for Herb, Here he lives, close to the curb.	here	h	"Good Sam, Good Pam"
2	/j/	jug	/j,j,j,j/ Janie's jug, Pour the milk into her mug.	joy	j	
3	/r/	rat	/r,r,r,r/ Ronnie Rat Runs and hides in Robert's hat.	ring	r	
4	Review					"Good Tom"
5	/b/	bell	/b,b,b,b/ Bell is ringing, Come on in and let's start singing.	brown	b	<b>Begin Primer 2 –</b> <i>We Explore</i> , "Good for Jon"
6	/i/	iguana	/i,i,i,i/ iguana drop Into the river with a plop.	is	i	
7	Review			on		"Many Flowers"
8	/c/	cup	/c,c,c,c/ Carol's cup, Don't use it to feed the pup.	could	c	"The Brown Rabbit"
9	/k/	kite	/k,k,k,k/ Kite so high, See it fly up in the sky.	kind a	k	"The Good Jam"
10	Review; Self Check					"At School"
11	Review; Test 103					"Nip"
LTR 104 1	/w/	watch	/w,w,w,w/ Watch for Wes, He tells time without a guess.	was	w	"Pig and Cat"
2	/l/: ll	ladder	/l,l,l,l/ Ladder reaches Into trees to pick the peaches.	little	l, ll	"God Can"
3	Review					"Kind Jack"
4	/ü/	umbrella	/ü,ü,ü,ü/ Umbrella brown, Keeps us dry when rain comes down.	under	u	"The Big Job"
5	Review			have		"Kit"
6	Review					"The Balloon"
7	/v/	vegetable	/v,v,v,v/ Vegetables clean, They are yellow, red, and green.	very	v	
8	/y/	yo-yo	/y,y,y,y/ Yo-yo for Yost. It's the toy he likes the most.	you	y	"Little Pup"
9	Review; Self Check					"On the Bus"
10	Review; Test 104					

LightUnit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
LTR 105 *1	/ĕ/	elephant	/ĕ, ĕ, ĕ, ĕ/ Elephant gray, He eats peanuts every day.	seven	e	"Kind Pat"
2	Review			yellow		"Under the Apple Tree"
3	Plural					
4	Ending: ss, ff					"1 – 2 – 3"
5	Review					"The Red Pen"
6	/z/; zz	zebra	/z, z, z, z/ Zebras run Under Africa's blazing sun.	zero	z, zz	"Fun for Russ"
7	/x/	box	/x, x, x, x/ In the box Is the place for shoes and socks.	said	x	"Huff and Puff"
8	/q/	quail	/q, q, q, q/ Quail will fly When they see someone nearby.		qu	"In the Egg"
9	Review; Self Check					"The Big, Big Box"
10	Review; Test 105					
LTR 106 1	/ā/	acorn	/ā, ā, ā, ā/ Acorn tree. You are a strong oak, I see.	baby	A	
2	Long Vowel – Silent e			quiet	D	"The ABC's"
**3	Review /ā/ /ă/					"The Little Baby"
4	/sh/	shell	/sh, sh, sh, sh/ Shell so shiny, Inside lived a creature tiny.	and should	S	"A Job for Jane"
5	/ō/	ocean	/ō, ō, ō, ō/ Ocean wide, Sailors need a compass guide.	obey happy	O	"Tag"
6	Review			gives come	M	"At the Lake"
7	/th/	thimble	/th, th, th, th/ Thread and thimble, Sew with fingers that are nimble.	they	F	"Obey Dad"
8	/ī/	ivy	/ī, ī, ī, ī/ Ivy green, Three leaves grow with red between.		I	"A Cone for Rick"
9	Review; Self Check			Bible	B	"Can You Tell"
10	Review; Test 106					

\* Begin Language Arts 101.

\*\* Begin Language Arts 102.

Light Unit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
LTR 107 1	/wh/	wheat	/wh, wh, wh, wh/ Wheat golden brown, Grind it at the mill in town.	what	T	Begin Primer 3 – We Learn “A Note for Miss Esh”
2	/ū/	universe	/ū, ū, ū, ū/ Universe, God made heaven and the earth.		U	“The Big Fire”
3	Review			does, of	G	“The Bike Ride”
4	Review					“The Good Shot”
*5	/ch/	chipmunk	/ch, ch, ch, ch/ Chipmunk stores Food for winter safe indoors.	children, thank	N	“The Dime”
6	/ē/	eagle	/ē, ē, ē, ē/ Eagle strong, In the sky it glides along.	look easy	E	“The Good Rule”
7	Vowel set: ēe		Students read the story and answer questions about it.	because	P	
8	Vowel set: āi, āy				H	“The Sad Children”
9	Vowel set: ēa			Sunday	J	“Thank You”
10	Review; Self Check					
11	Review; Test 107					
LTR 108 1	Vowel set: Te; y = /ī/			teacher, loves, Jesus	R	“Cookies for Puff”
2	Review			please	C	“Mike’s Big Rush”
3	Vowel sets: ōa, ōe			teaches, about	K	
4	Vowel sets: ūe, ūi			who	W	“Sad Beth”
5	Review			color, pretty, purple, orange		“Jesus Loves Children”
**6	Blends: bl, cl, fl, gl			boy, others	L	
7	Blends: br, cr, pl, sl			too	Y	“The Best Team”
8	Blends: dr, fr, gr, pr, tr			shoe	V	“Bill’s Lie”
9	Blends: sc, sm, sp, sk			oh, one	Q	“The Pretty Colors”
10	Blends: sn, st, sw, tw			from	X	“The Slick Track”
11	Review; Self Check			girl, two	Z	“The Cupcakes”
12	Review; Test 108					“The Twins”

\* Begin Language Arts 103.

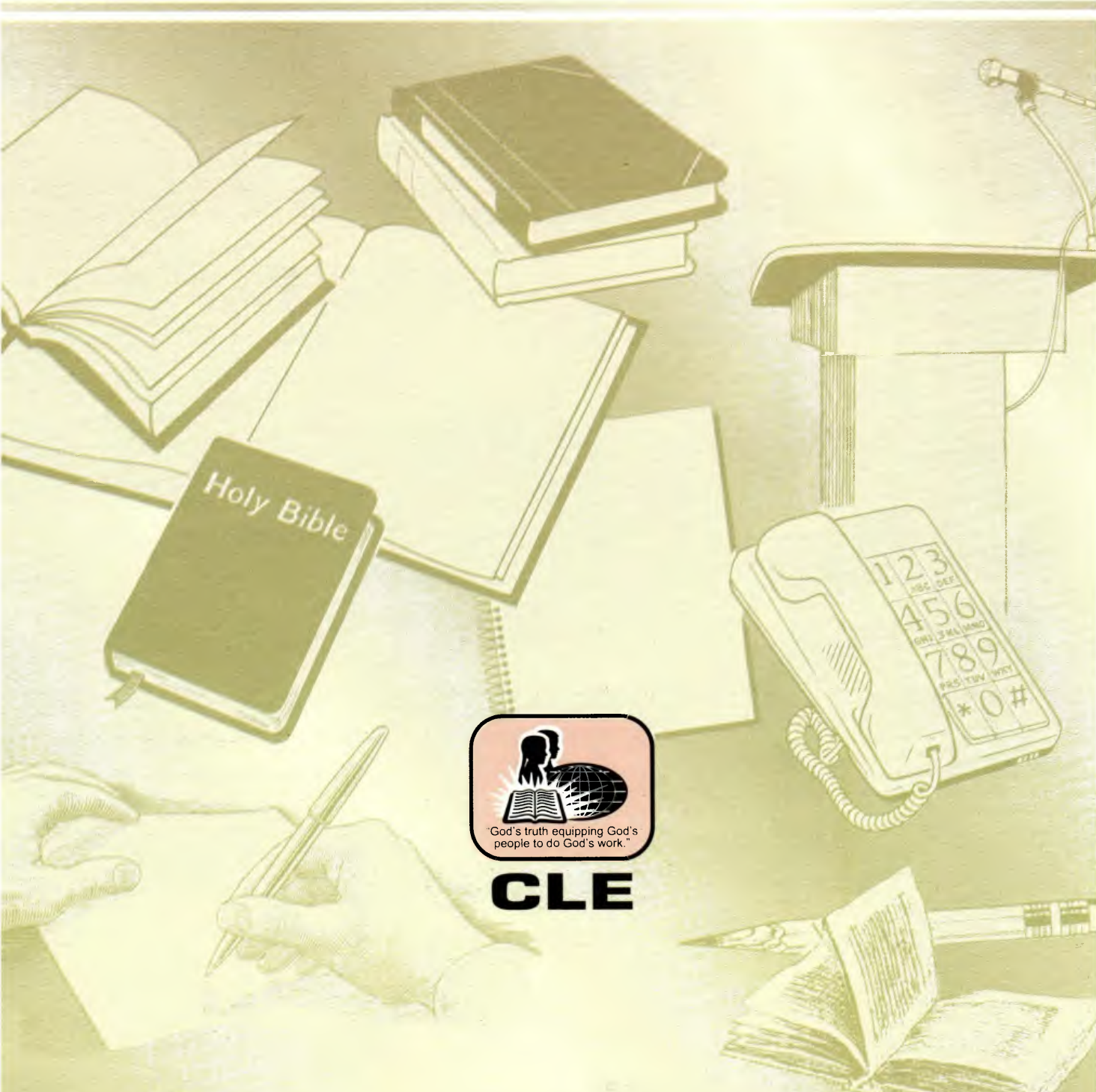
\*\* Begin Language Arts 104.

LightUnit and Lesson	Concept Taught	Rhyme	Sight Word	Writing	Primer Story
<b>LTR 109</b> 1	Suffix: -s		saw		<b>Begin Primer 4 –</b> <i>We Discover</i> , "The Fun Game"
2	Review		were, eyes		"A Test for Beth"
3	Suffix: -ing		as, any, ready		"The Baby Rabbit"
4	Ending Blends: ld, nd, lp, sp		book, picture		"Reading Is Fun"
5	Ending Blends: mp, lb, lf		find		"The Boat Ride"
*6	Review				"Glad for One Thing"
7	Ending Blends: sk, nk, lk		school, story		"A Good Show and Tell"
8	Ending Blends: nt, ft, pt		where		"Where Is Todd?"
9	Ending Blends: st, lt, ct, xt		friend, paper		"Who Sent It?"
10	Ending Vowels: ē, ō		want		"Story Time at School"
11	Review; Self Check		four, learn, number		"Mixing Paint"
12	Review; Test 109				"Be Ye Kind"
<b>LTR 110</b> 1	Digraph Blends: thr, shr		walk, water		"You Can Make a Picture!"
2	Blends: scr, spl, spr, str		animals		"On a Picnic"
3	Compound Words				"Time for Bed"
4	Suffix: ed = /d/				"A Good Game"
5	s = /z/				"Who Stole the Peanuts?"
**6	o, ol = /ò/				"The Lost Keys"
7	or = /òr/				"A Visit to the Doctor"
8	igh = /ī/; uses of y				"God's Call"
9	ind = /īnd/				"The Bee Sting"
10	Review; Self Check				"At Night"
11	Review; Test 110				

\* Begin Language Arts 105.

\*\* Begin Language Arts 106.





"God's truth equipping God's people to do God's work."

**CLE**

**CONTROLS**

Date issued _____	Date completed _____
Days to complete LightUnit _____	Test score _____



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