



Parent Empowerment Kit

by Arlene Sondag

K

INTRODUCTION

Essentials Parent K builds language and literacy foundational skills. Essentials Parent K is based on the Orton-Gillingham Approach to teaching reading, writing, and spelling. It is a structured, systematic, phonic-based, multisensory, scaffolded curriculum that includes a substantial spelling component. Multisensory practice through tracing and spelling provides the glue for memory.

Resources—Locate the pages of cards, cut them apart, and arrange them in numerical order.

- Sound Cards

Essentials Parent K provides a 20-minute (expandable to 30-minute) prepared daily lesson plan. The Learning Plan provides content and explicit directions for implementation.

This curriculum follows the recommendations of the National Reading Panel by addressing Phonemic Awareness, Direct and Explicit Phonics, Fluency, Vocabulary, and Comprehension as well as Spelling. While this curriculum provides the prerequisites for all of the recommendations, additional time should be scheduled to focus on vocabulary and text comprehension, especially by reading to the students and questioning.

The teacher may sit beside or across from the student. Sitting across enables both teacher and student to see mouth and lip movements and make eye contact, but teachers may need to learn to read and print upside down in order to keep the material in focus for the student. Sitting beside the student may make it easier to read text and monitor reading lists, especially when sharing the same book or article. Use cards or markers to highlight rows or columns when reading from the Learning Plan.

Each **Sunday System Essentials Parent K** reading lesson is constructed to include:

- 1. Read Sounds** provides a review of all previously taught sounds, enabling students to provide correct responses quickly. This sets a positive tone at the start of the lesson and builds the automaticity that provides a foundation for fluency.
- 2. Spell Sounds** requires students to write 10 sounds from dictation to reinforce rules and multiple spellings as well as place value while incorporating multisensory practice and basics for spelling.
- 3. Read Words** includes more words, phrases, and sentences than are needed to fill the time suggested for the section. Read as many words as possible. It is important to teach every section of every lesson every day.
- 4. Spell Words** carries the power of the lesson for the students, as well as diagnostic information for the teacher and proof of effective learning. The dictated spelling list is structured so that sounds to be reviewed are in every column of words. Emphasis is on the words and rules most recently taught. Dictate as many words as possible in the time allotted, but leave time to dictate at least one phrase or sentence where provided and to allow students to read aloud the words, phrases, and/or sentences written.
- 5. Introduce New Material** requires that students see and hear the new element, repeat it, write it, then read and spell words incorporating it. New material is not introduced in every lesson.



When printing cards, select Double-Sided Printing and be sure it is set to flip on long side of paper. Cut along dotted lines and organize by category. Categories and card numbers will be on back side of cards. Some cards may not be used in the Lesson Plan. These cards can be set aside and used for additional practice.

Phonemic Awareness activities provide a foundation for reading and spelling words. When students are spelling words from dictation, phonemic awareness is embedded in the spelling dictation. Before writing a word, the students must:

- REPEAT the word aloud (accurate auditory input and reproduction)
- TOUCH SPELL the word (phonemic segmentation, multisensory)
- Identify the sound-symbol connection for each sound (phonics, phoneme/grapheme link)
- Apply appropriate rules or generalizations
- WRITE the phonemes in the correct order (sequencing) using legible handwriting (multisensory)
- REREAD the word to verify accuracy

When a student is spelling words accurately, isolated phonemic awareness activities are no longer needed; if spelling is not successful, take time for targeted phonemic awareness activities to solidify the language base for reading and spelling. Examples can be found in Appendix A.

Remember to complete explanations and provide quiet time. Some students can focus on only one thing at a time, and listening to extended explanations may interfere with processing and writing.

Mastery Checks for spelling are informal diagnostic tests given every 5th lesson that provide information to inform instruction. If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and repeat the last 5 lessons.

There are **5 Appendices** included. They are:

- A–Supplemental Activities
- B–Independent Practice
- C–Error Correction
- D–Definitions and Descriptions
- E–Quick Reference to English Language Rules

This curriculum is written for students with a variety of skills. Some adjustments may need to be considered for those who have had an intense pre-reading focus and those who have not. Some students are early entrants or less mature. Some students have dyslexia, limited language proficiency, slower processing ability, low cognitive ability, motor difficulties, or health issues. For some, English is not their first language. These variables may mean changing the pace with which some students proceed. The Mastery Checks will clearly indicate when additional time and practice are needed as well as isolate and identify specific areas of weakness.

Working memory overload occurs when students are juggling too many new or insecure skills. Overload can be avoided by focusing on phonological awareness ability and letter formation before beginning instruction in reading and spelling. Teach students to listen to words and isolate onset or ending sounds, segment words into sounds, blend sounds into words, and play with oral language. No print is involved in phonological awareness instruction. In addition, students should learn the sound/symbol connection for letters and know how to write uppercase and lowercase letters without hesitation. When these skills are automatic, working memory is free to focus on print and print concepts.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* 1-17
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for clean, clipped consonant sounds.

2 SPELL SOUNDS

5
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **b m h l g d n r**
/k/, 2 ways. (Answer: c, k)
- Students WRITE the alphabet in lowercase letters on elementary lined paper.

3 PHONEMIC AWARENESS ACTIVITY

3
min

Ending Sounds

- Ask the students, What is the last sound in these words?

<u>stick</u>	<u>spill</u>	<u>miss</u>	<u>drip</u>	<u>hiss</u>
<u>harm</u>	<u>buzz</u>	<u>rid</u>	<u>rub</u>	<u>rug</u>
<u>stiff</u>	<u>dip</u>	<u>pal</u>	<u>fit</u>	<u>ten</u>
<u>grin</u>	<u>spent</u>	<u>bed</u>	<u>had</u>	<u>jump</u>

TOUCH SPELLING is a strategy for separating the sounds in a word, identifying the sounds, and putting them in the correct sequence. To use **Touch Spelling**, have the student hold up the non-writing hand and assign one sound to each finger to separate the sounds that make up the word. For example, when writing the word **sat**, the right-handed writer would hold up the left hand, palm toward the face, extend the thumb, and say /s/, extend the forefinger and say /a/, and extend the middle finger and say /t/. Then the writer would write the sounds assigned to each finger, in order, from left to right, to form the word **sat**, saying the sounds aloud while writing.

The left-handed writer would hold up the right hand, palm facing outward, extend the thumb and say /s/, extend the forefinger and say /a/, and extend the middle finger and say /t/. Then the writer would write the sounds assigned to each finger, in order, from left to right, to form the word **sat**, saying the sounds aloud while writing.

4 INTRODUCE NEW MATERIAL

10
min

Teach Sound

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 18 **a** /a/ as in apple

Rule: *Short vowels are found at the beginning or in the middle of a word; vowels also have a long sound, which is the same as the name of the vowel. Single vowels are short when followed by a consonant.*

- Using Sound Cards, display the **at** matrix.



- Say the sounds aloud /a/, /t/ and blend the 2 sounds to make the word **at**.
- Students REPEAT the sounds, TRACE the letters on the desk with 2 fingers, UNDERLINE the letters, BLEND the sounds, and SAY **at** 3 times.

- Add the **m** Sound Card.



- Say the sounds aloud, /m/, /a/, /t/, and blend the 3 sounds to make the word **mat**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **mat** 3 times.
- Using additional sound cards, repeat this procedure for **sat, bat, cat, pat, vat, fat**.

- Students READ the following word list.

1. **at** **sat** **vat** **pat**
cat **bat** **fat** **hat**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

sat **bat** **cat** **mat** **pat**

- Students READ the words just written.

TOUCH SPELLING is magic! It involves segmenting words into sounds using the thumb and fingers of the non-writing hand to mark each sound. Sounds that have been taught as units will be easily recognized when the word is broken into units.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards 1-18*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for 2 sounds of *a*, short and long.

2 SPELL SOUNDS

3
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **p t a f b h s d n r**
- Students WRITE the alphabet in lowercase letters on elementary lined paper.

3 READ WORDS

3
min

- Students READ aloud.

1. at

at	sat	mat	vat	rat
cat	bat	pat	fat	hat

4 SPELL WORDS

5
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud. See Appendix C.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 5 minutes.

at	mat	sat	hat
at	bat	rat	fat

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

?
min

Practice Short a

- Using Sound Cards, display the **an** matrix.

a

n

- Say the sounds aloud, /a/, /n/. Blend the 2 sounds to make the word **an**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **an** 3 times.
- Repeat this procedure for **man, tan, can, pan, fan, ran, van**.
- Students READ the following word list.

2. **an man tan can pan fan ran van**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

pan ran can man tan

- Students READ the words just written.

Practice Short a

- Using Sound Cards, display the **ad** matrix.

a

d

- Say the sounds aloud, /a/, /d/. Blend the 2 sounds to make the word **ad**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **ad** 3 times.
- Repeat this procedure for **bad, mad, lad, dad, pad, fad**.
- Students READ the following word list.

3. **sad bad mad lad dad pad fad had**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

sad pad had mad bad

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards 1-18*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: *Mix cards before review.*

REMINDER: *Ask for 2 sounds of a, short and long.*

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **b m s a h d g r**
/k/, 2 ways. (Answer: c, k)

3 READ WORDS

4
min

- Students READ aloud.

1. an

an	fan	can	Dan	ban	tan
man	ran	pan	van	Nan	Jan

2. ad

ad	bad	tad	dad	fad	pad
mad	rad	had	sad	lad	cad

3. at

sat	vat	fat	rat	pat
cat	hat	mat	at	bat

Working memory overload occurs when students are juggling too many new or insecure skills. Overload can be avoided by focusing on phonological awareness ability and letter formation before beginning instruction in reading and spelling. Teach students to listen to words and isolate onset or ending sounds, segment words into sounds, blend sounds into words, and play with oral language. No print is involved in phonological awareness instruction. In addition, students should learn the sound/symbol connection for letters and know how to write uppercase and lowercase letters without hesitation. When these skills are automatic, working memory is free to focus on print and print concepts.

4 SPELL WORDS

?
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud. See Appendix C.

REMINDER: *First column lists the sounds being practiced.*

at	fat	mat	hat	sat
an	pan	fan	ran	tan
ad	mad	sad	lad	had
an/ad	man	pad	can	bad

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Practice Short a

- Using Sound Cards, display the **map** matrix.



- Say the sounds aloud /m/, /a/, /p/. Blend the 3 sounds to make the word **map**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **map** 3 times.
- Repeat this procedure for **lap, nap, zap, cap, gap, rap, sap**.
- Students READ aloud the following word list.

4. **map lap nap zap cap gap rap sap**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

rap nap cap gap zap

- Students READ the words just written.

Practice Short a

- Using Sound Cards, display the **am** matrix.



- Say the sounds aloud /a/, /m/. Blend the 2 sounds to make the word **am**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **am** 3 times.
- Repeat this procedure for **ham, ram, cam, jam, Pam, Sam**.
- Students READ aloud the following word list.

5. **am ham ram cam jam Pam Sam bam**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

jam ham ram am Pam

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* 1-18
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for clean, clipped consonant sounds.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **g l d h r b a p**
/k/, 2 ways. (Answer: c, k)

3 READ WORDS

4
min

- Students READ aloud.

1. ap

map	nap	cap	rap
lap	zap	gap	sap

2. am

ham	am	bam	jam	ram
Sam	dam	tam	Pam	cam

3. Short a

can	bat	had	fat	pan	mat
rat	dad	fan	tan	tap	ham
tad	ran	vat	mad	Sam	Dan
sap	bam	zap	rad	hat	bad

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

at/an	rat	ran	sat	van
ad	mad	sad	lad	had
ap	map	cap	rap*	lap
am	jam	am	ham	ram

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Practice Short a

- Using Sound Cards, display the **ag** matrix.



- Say the sounds aloud /r/, /a/, /g/. Blend the 3 sounds to make the word **rag**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **rag** 3 times.
- Repeat this procedure for **lag, sag, tag, bag, nag**.
- Students READ aloud the following word list.

4. **lag rag sag tag bag nag hag gag**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

sag bag tag nag rag

- Students READ the words just written.

Practice Short a

- Using Sound Cards, display the **ab** matrix.



- Say the sounds aloud /c/, /a/, /b/. Blend the 3 sounds to make the word **cab**.
- Students REPEAT the sounds, TRACE the letters, UNDERLINE the letters, BLEND the sounds, and SAY **cab** 3 times.
- Repeat this procedure for **lab, tab, dab, nab, gab**.
- Students READ aloud the following word list.

5. **cab lab tab dab nab gab fab jab**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

lab tab dab gab cab

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* **1-18**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for clean, clipped consonant sounds.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: **p t l f a z r b m s**

3 READ WORDS

4
min

- Students READ aloud.

1. ag

tag	jag	rag	bag	gag
hag	sag	nag	zag	lag

2. ab

cab	ab	fab	lab
jab	tab	gab	nab

3. Short a

cat	ad	rag	tan	zag	mad
lag	sad	map	bad	jab	zap
am	lap	sat	nap	bat	cam
man	ham	ab	ram	can	tag

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or Touch Spell the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

vat	bag	tap	mad	jam
ban	had	pad	tan	rag
at	lab	bat	cab	rat
fan	ham	ran	map	can

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

The ALPHABET is the code of the language. Students should become intimately familiar with the sequence of letters, the position of each letter in the sequence, the letters that come before and after each letter, and the sounds and idiosyncracies of each letter.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* 1-18
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **s a j r h v g f**
/k/, 2 ways. (Answer: c, k)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

3 READ WORDS

4
min

- Students READ aloud.

1. Short a

cap	had	pan	fat	tan	pad
lag	rap	sat	cat	lad	sad
ham	jam	hat	bag	map	zap
am	at	ram	cab	an	bad
sap	rag	mad	gap	van	jab

2. ag, ab

sag	tag	gag	jag	zag	lag
tab	nab	fab	lab	jab	rag
dab	hag	ab	nag	cab	bag

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: *First column lists the sounds being practiced.*

at/an	at	can	bat	ran
am/ap	ham	rap	jam	tap
ag	lag	rag	sag	tag
ab	cab	tab	lab	dab
ad	sad	pad	had	mad

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 19 i /i/ as in itch

Rule: *Short vowels are found at the beginning or in the middle of a word; vowels also have a long sound, which is the same as the name of the vowel. Single vowels are short when followed by a consonant.*

- Using Sound Cards, display the **it** matrix.

i	t
---	---

- Say the sounds aloud /i/, /t/ and blend the 2 sounds to make the word **it**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **it** 3 times.
- Add the **s** Sound Card.

s	i	t
---	---	---

- Students sound out the 3 letters and blend them together to make the word **sit**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **sit** 3 times.
- Repeat this procedure for **lit, pit, bit, fit, hit**.
- Students READ the following word list.

3. **sit** **fit** **bit** **pit** **hit** **lit** **it** **kit**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

it **hit** **sit** **fit** **pit**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards 1-19*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: *Mix cards before review.*

REMINDER: *Ask for 2 sounds of a and i, short and long.*

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **v f s a j i r h**
/k/, 2 ways. (Answer: c, k)

REMINDER: *Give the sound when a slash appears on both sides of a letter. Example: /k/*

3 READ WORDS

4
min

- Students READ aloud.

1. it

it	sit	lit	bit	nit
hit	fit	pit	kit	zit

2. Short a

cap	am	had	at	pan	ram
lag	sap	rap	rag	sat	mad
ham	pad	jam	sad	hat	zap
zag	dam	ad	jab	fab	jag
ab	hag	gag	bam	tam	gab
an	tan	pan	ran	Dan	rad
man	can	fan	van	ban	tag

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: *First column lists the sounds being practiced.*

REMINDER: *Dictate words and sentences for a total of 7 minutes.*

it	sit	fit	pit	bit
ap	cap	map	tap	lap
at/an	cat	man	hat	tan
it/ag	hit	tag	lit	bag
ad/am	bad	am	mad	Sam

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

sad man bit it

- Students READ aloud the phrases just written.

5 INTRODUCE NEW MATERIAL

5
min

Practice Short i

- Using Sound Cards, display the **in** matrix.

i

n

- Say the sounds aloud /i/, /n/ and blend the 2 sounds to make the word **in**.
- Students REPEAT the sounds, TRACE the letters on the desk, UNDERLINE the letters, BLEND the sounds, and SAY **in** 3 times.
- Repeat this procedure for **pin, fin, tin, sin, kin**.
- Students READ aloud the following word list.

3. **in pin bin fin tin sin kin din**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

tin fin bin pin in

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* 1-19
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for 2 sounds of **a** and **i**, short and long.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **a j b i r h t g**
/k/, 2 ways. (Answer: c, k)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

3 READ WORDS

4
min

- Students READ aloud.

1. in

in	bin	tin	kin
pin	fin	sin	din

2. it

it	sit	lit	bit	nit
hit	fit	pit	kit	zit

3. Short a

cap	had	pan	tap	gap	van
lag	rap	sat	zap	bad	jab
ham	jam	hat	fat	tan	lap
am	at	ram	cat	lad	bat
sap	rag	mad	bag	map	tag
pad	sad	fab	cab	an	nab

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: *First column lists the sounds being practiced.*

REMINDER: *Dictate words and sentences for a total of 7 minutes.*

at/ab	cat	cab	mat	nab
in	pin	tin	fin	bin
ap/ag	map	rag	tap	tag
an/ad/am	pan	bad	ram	man
it	fit	sit	pit	hit

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

man ran

sad lad

- Students READ aloud the phrases just written.

5 INTRODUCE NEW MATERIAL

5
min

Review Short i

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 19

i

/i/ as in itch

- Students READ aloud the following word list.

4. hid dig rip dim big rim him lip

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

hid him lip big rim

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

2
min

- Review *Sound Cards 1-19*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **b r h s i j v t f a**

3 READ WORDS

4
min

- Students READ aloud.

1. Short i

hid	dim	rim	lid	miss	bill
dig	bin	jig	fig	fib	nip
rip	sip	him	it	pig	big
fill	tip	lip	rib	rig	kin
did	rid	bib	pill	zip	fit
pit	hill	tin	if	kid	hip

2. Phrases and sentences

sad man	fat cat	sad kid
Pat ran.	Tip it.	Zip it!
Dan ran.	tin can	

Note: *Repetition builds automaticity and fluency.*

4 SPELL WORDS

12
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 12 minutes.

	▼	▼	▼	▼
i	dig	if	rib	lid
i	pit	tin	bit	bin
a	am	tap	jam	rap*
i	rim	sip	dim	hip
a	fan	rag	tan	nag

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

sad rat

bad rap

- Students READ aloud the phrases just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **map** is spelled **nap**, SAY:
 REPEAT the word. TOUCH SPELL the word.
 What is the first sound? How do you spell it?
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Sound Cards**1 READ SOUNDS**1
min

- Review *Sound Cards* **1-19**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **s a j r h v t i**
/k/, 2 ways. (Answer: c,k)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

3 READ WORDS5
min

- Students READ aloud.

1. Short i

dim	lid	hid	bin	zip	fin
big	fig	dig	rib	kid	zig
sip	hip	rip	fill	him	mid
rim	miss	if	nip	tin	fit
jig	fib	bill	pit	rig	kin
him	pig	bit	in	lip	pill

2. Short a

am	pan	cat	van	gas	lab
sap	sat	bag	jab	dad	gab
pad	hat	cab	lap	nap	pal
had	ram	gap	bat	fan	vat
rap	mad	bad	man	tag	rag
jam	zap	tan	fad	ban	can

4 Mastery Check for Spelling

12
min

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or Touch Spell the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

fit	rib	sad	can	lip
pad	gap	tip	sag	dig
pit	bag	lab	fad	tap
lap	him	bid	rap*	pin

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

TOUCH SPELLING is magic! It involves segmenting words into sounds using the thumb and fingers of the non-writing hand to mark each sound. Sounds that have been taught as units will be easily recognized when the word is broken into units.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

1
min

- Review *Sound Cards 1-19*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: *Mix cards before review.*

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **p r a b g i h l d**
/k/, 2 ways. (Answer: c,k)

REMINDER: *Give the sound when a slash appears on both sides of a letter. Example: /k/*

3 READ WORDS

5
min

- Students READ aloud.

1. Short i

rib	hill	if	lip	miss	him
nip	bib	hit	in	fig	fill
fin	jig	dim	lit	hip	sit
kid	zip	pill	fib	it	rip

2. Phrases and sentences

fat cat	sad man	sad kid	mad dad
Tip it.	Pat ran.	Zip it!	Pam can!
tin can	Dan ran.	cat nap	sit in

TRACING unlocks words! If a student does not readily recognize a word, have the student TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make a word.

For reading errors, TRACE.

For spelling errors, TOUCH SPELL.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 7 minutes.

	▼	▼	▼	▼
a	lag	hag	sat	van
i	hid	fit	pig	sip
a	pad	sad	pan	map
i	bib	did	dim	fig
i	jig	zip	it	tin

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

hid it

tan van

- Students READ aloud the phrases just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 20



short /o/ as in octopus

Rule: Short vowels are found at the beginning or in the middle of a word; vowels also have a long sound, which is the same as the name of the vowel. Single vowels are short when followed by a consonant.

- Students READ aloud the following word list.

3. cob sob got dot nod hop hog on

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

on hop sob got cob

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

1
min

- Review *Sound Cards* **1-20**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for 2 sounds of vowels, short and long. The long sound is the same as the name of the letter.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **a b n o r l g h d i**

3 READ WORDS

5
min

- Students READ aloud.

1. Short o

mop	pop	hot	not	top	sob	dot	log
jog	rod	pot	cot	cob	got	nod	rot
pod	hop	on	hog	lot	rob	cod	off

2. Short i

fill	tip	lip	rib	rig	bid
did	rid	bib	pill	zip	pig
bill	hill	nip	if	kid	mid

3. Short a

cap	sap	jam	pan	mad	bag
lag	pad	at	sat	zap	cab
ham	had	rag	hat	fat	gap

4 SPELL WORDS

12
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 12 minutes.

	▼	▼	▼	▼
i	zip	him	rib	bid
o	hog	job	lot	top
a	bad	nag	fad	am
i	fit	hid	dim	pin
o	dog	hop	jog	pop

- Students READ aloud the list of words just written.
-
- Dictate the following phrases.
 - Students REPEAT and WRITE each phrase.

tin man

big lid

- Students READ aloud the phrases just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **dog** is spelled **bog**, SAY:
 REPEAT the word. TOUCH SPELL the word.
 What is the first sound in the word? How do you write that sound?
- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

1
min

- Review *Sound Cards* **1-20**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Ask for 2 sounds of vowels, short and long. The long sound is the same as the name of the letter.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **p d i r a b g o**
/k/, 2 ways (Answer: c,k)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

3 READ WORDS

5
min

- Students READ aloud.

1. Short o

pod	hog	lot	doll	cop	fog
hop	on	rob	cod	log	rot

2. Phrases and sentences

hot dog	big doll	hot pan	Toss it!
top dog	lap dog	Tag Rob.	top hat

3. Review

mad	gap	lid	man	gas	Jill
zap	pin	fizz	fad	bid	ban
Liz	hip	van	sib	kiss	gab
fat	bad	hid	jig	dad	sill
cab	map	in	tap	sip	lip
tin	an	bat	fin	tag	bin

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 7 minutes.

	▼	▼	▼	▼
a	cap	had	lap	fad
i	sit	nit*	hit	sis
o	bog	on	rod	hot
i	fin	zig	bin	fig
o	mop	got	mob	hop

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

hot dog

big job

- Students READ aloud the phrases just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 21



/ks/ as in fox

- Students READ aloud the following word list.

4. **fix ax box tax mix six fox max**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

mix tax box fix max

- Students READ the words just written.

MATERIALS NEEDED Sound Cards

1 READ SOUNDS

1
min

- Review *Sound Cards 1-21*
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **b o g p r a h x d i**

3 READ WORDS

5
min

- Students READ aloud.

1. x

fix	tax	fax	fox	lax
ax	ox	lox	mix	sax
box	six	max	pox	nix

2. Short o, short i

pop	if	cob	nip	din	sit
Tim	hill	jib	pot	sob	kid
rod	mop	bit	jog	ill	cot

3. Automaticity practice (read across)

lap	pan	cap	bag	had
bag	had	cap	lap	pan
had	pan	cap	bag	lap
pan	cap	lap	bag	had
had	pan	bag	cap	lap

4 SPELL WORDS

12
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: *First column lists the sounds being practiced.*

REMINDER: *Dictate words and sentences for a total of 12 minutes.*

	▼	▼	▼	▼
i	pig	lip	lid	pin
x	fix	box	mix	fox
i	sip	fin	tin	tip
a	had	tax*	ham	sad
o	got	cob	jog	not*

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

- Dictate the following phrases.
- Students REPEAT and WRITE each phrase.

bit him

lap dog

- Students READ aloud the phrases just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **hip** is spelled **hit**, SAY:
 REPEAT the word. TOUCH SPELL the word.
 What is the last sound? How do you spell it?
- Student WRITES the word correctly and rewrites the corrected word twice.

Error Correction probes should be positive and enable self-correction. Avoid saying no, wrong, uh-uh, whoops! Instead, make suggestions or ask questions such as:

- Say the word again.
- Touch Spell the word.
- What is the beginning (ending, vowel) sound?
- What is the rule?
- When the error has been isolated, have the student rewrite the correct word.
- For specific error correction suggestions, see Appendix C.

MATERIALS NEEDED *Sound Cards***1** READ SOUNDS1
min

- Review *Sound Cards* 1-21
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **p r a b o g h l x i**

3 READ WORDS5
min

- Students READ aloud.

1. **x**

tax	fax	fox	ax	sax
ox	lox	mix	box	pox
six	max	fix	lax	nix

2. Review

mop	map	rap	tax	cap	lad
tab	kid	six	rip	jog	miss
fix	box	nod	gas	cat	pig
dog	lap	lop	big	sit	tan
hat	mix	rag	off	man	cob
got	not	toss	dim	hat	can
max	it	mad	lox	fox	pit
job	pan	bog	hop	tip	log

4 Mastery Check for Spelling

12
min

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or Touch Spell the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

▼	▼	▼	▼	▼
sat	tax*	sit	ran	zip
fix	mop	rib	fox	got
jam	hop	bag	lot	log
jog	cap	lid	van	hid

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

APPENDIX A - SUPPLEMENTAL ACTIVITIES

The **Essential Components** of reading instruction include teaching:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic awareness, phonics, and fluency are incorporated in every lesson.

Appendix A contains suggestions for:

- vocabulary activities to incorporate in **3. READ WORDS** or **4. SPELL WORDS**
- supplemental phonological/phonemic awareness activities for students who need extra practice
- comprehension strategies that may be incorporated when reading or spelling sentences or when context reading is the focus of a scheduled activity.

PHONOLOGICAL/PHONEMIC AWARENESS SUPPLEMENTAL ACTIVITIES

Rhyme

Ask for a word that rhymes with **deep**. Then **ate, park, sink**.

- If students can't recall words, build a bank of rhyming words.

Say the words below, one at a time, and have the students REPEAT.

Word Bank

deep sleep, keep, leap, steep, creep, heap
ate late, gate, bait, plate, sate, wait, mate
park dark, bark, shark, lark, mark, spark
sink link, wink, think, rink, drink, pink, blink

Ask for a word that rhymes with **hair**. Then **ball, saw, low**.

- If students can't recall words, build a bank of rhyming words.

Say the words below, one at a time, and have the students REPEAT.

Word Bank

hair bear, care, wear, air, dare, fair, rare
ball wall, tall, call, doll, mall, fall, hall
saw claw, raw, paw, draw, jaw, law, straw
low blow, slow, show, grow, know, go, so, toe

Ask for a word that rhymes with **find**. Then **port, bean, quicker**.

- If students can't recall words, build a bank of rhyming words.

Say the words below, one at a time, and have the students REPEAT.

Word Bank

find mind, blind, grind, kind, bind, wind, hind
port fort, sort, sport, short, court, snort
bean clean, seen, queen, green, mean, jean, teen
quicker sticker, clicker, picker, ticker, kicker, sicker, slicker

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Listen to Rhythm

- Demonstrate a clapping pattern and have students copy the pattern.
clap clap-----clap
clap-----clap clap
- Increase to 4 or 5 claps when students can manage 3 comfortably.
clap clap clap-----clap clap

Beginning Sound

- Say a word.
- Students REPEAT the word.
- Students isolate the **beginning** sound and SAY it aloud.
Example: Say **sun**.
Students REPEAT **sun**, and SAY /s/.
- Continue this using the following words:

fill	gone	type	stop	hard
like	best	zip	most	nest
wink	east	dust	barn	horse
yell	keep	sell	gave	fun
pass	bud	dig	cat	rub
shop	lap	mud	run	gum

Ending Sounds

- Say the following words, one at a time.
- Ask the students to SAY the **ending** sound.

big	card	spoon	seed	zip
much	dim	nest	van	give
lip	pet	quack	rap	wig
trip	still	pass	make	back
pay	bet	buzz	stop	have
dim	luck	three	come	sad
mash	pass	pinch	tug	tack
tray	farm	bark	plop	swell
spill	free	shy	grim	flag

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Vowel Sounds

- What is the vowel sound in each of these words?
- Say the following words, one at a time.
- Ask the students to SAY the **vowel** sound.

map	list	troop	jump	trash
mail	speed	coat	stay	stop
tub	boost	feed	clip	seek
green	sheep	boat	smash	dig
raid	click	tame	sweet	chick
best	snap	toss	droop	block
base	mix	way	drive	up
step	box	run	rose	slide
foam	trail	drop	crop	post

FLUENCY

Fluency involves 3 components:

- Accuracy
- Automaticity – recognizing words without having to decode
- Prosody – reading text with intonation, phrasing, and expression.

Lesson plans include intensive practice for accuracy and automaticity. Prosody begins with reading sentences in **3. Read Words**. Context reading that is scheduled to complement this skills segment will provide opportunities to develop prosody.

VOCABULARY

Vocabulary activities can include:

- Word definitions
- Antonym/opposite; synonym/same
- Multiple meanings
- Parts of speech—nouns and verbs
- Creating sentences

APPENDIX A - SUPPLEMENTAL ACTIVITIES

Vocabulary activities can be efficiently incorporated in **3. READ WORDS** and **4. SPELL WORDS**, and when reading and spelling phrases and sentences. Focused questioning can expand the options for added knowledge. For example, have students read a page of words using a marker and reading across the rows.

shock	tuck	to	need
toss	mill	quit	may
day	puff	doll	feed
back	beef	lick	ship

Then ask focused questions that are age- and grade-appropriate and require rereading the words multiple times to build automaticity and fluency and to reinforce any of the following skills.

Phonological/Phonemic Awareness, ask:

In Row 1, which word rhymes with seed? (need)

In Row 2, which word starts with /kw/? (quit)

In Row 4, which word rhymes with leaf? (beef) With clip? (ship)

Definitions for Vocabulary and Comprehension, ask:

In Row 2, which word means stop? (quit)

In Row 3, which word means the opposite of night? (day)

In Row 4, which word means meat? (beef)

Same (synonyms), ask:

In Row 4, which word means the same as boat? (ship)

Opposite (antonyms), ask:

In Row 1, which word is the opposite of from? (to)

Multiple Meanings, ask:

In Row 4, what does back mean? Can you think of another meaning?

(part of the body, return, reverse, direction)

Grammar, ask:

Row 3, Which words are verbs? (puff, feed) (Ask students to create sentences.)

Row 4, Which words are nouns? (back, beef, ship)

Or, ask,

Can you make a sentence using the word _____?

COMPREHENSION

Comprehension, an essential component of reading instruction, can be woven into the lesson format regularly when reading or writing phrases and sentences and in more depth when reading in context.

5 Ws and 1 H

Who is it about?

What happened?

When did it take place?

Where did it take place?

Why did it happen?

How did it happen?

APPENDIX B - INDEPENDENT PRACTICE

Independent Practice for seatwork, stations, or homework is an optional activity. Using review material to increase time on task is a proven way to solidify learning and build confidence. Independent practice is not a place to promote discovery or provide new material.

Suggestions:

1. **Select 3 to 5 words** from the spelling dictation and ask students to write a sentence using each word. As students become confident with this task, suggest that:
 - Sentences each begin with a different word (to avoid all sentences beginning with “I see a...” or “It is a....”)
 - A minimum number of words per sentence
 - One sentence in each assignment structured as a question
 - Sentences created as statements may be converted to questions or vice versa.
2. **Games** using 2 identical decks of cards printed with sounds or words can follow the rules of Go Fish, Memory or others.
3. **Create Word Lists** using tiles or paper squares printed with the letters of the alphabet.
 - Have students arrange the letters in alphabetical order in an arc or a straight line on the table
 - Ask the students to create a list of words using a designated short vowel, vowel pair, blend, etc.
 - Students record each word on paper.
 - Students read aloud the recorded list of words.
4. **Handwriting Practice** provides an opportunity to improve letter formation and automaticity.
 - Provide letter forms in manuscript or cursive and have students practice the letters and words
 - Have students write the alphabet in uppercase and lowercase letters.

APPENDIX C - ERROR CORRECTION DIALOGUE

Guiding students to self-correction empowers students and enables them to feel successful even when errors are made. Avoid giving negative responses but use **eliciting questions** to help students self-correct.

- **SAY:** Repeat the word. TOUCH SPELL the word.
- The next questions will be specific to the error and will enable students to bring the error to correction.
- **SAY:** Write the word again saying each sound aloud while writing.

Following are examples of common errors:

Middle sounds/vowel sound

If **pup** is spelled as **pop** or if **deep** is spelled as **dep**

- **SAY:** Repeat the word.
TOUCH SPELL the word.
What is the vowel sound (or middle sound) in that word? How do you spell that sound?
Rewrite the word twice, saying each sound aloud while writing.

Beginning sound

If **cap** is spelled as **gap** or **nod** is spelled as **mod**

- **SAY:** Repeat the word.
TOUCH SPELL the word.
What is the beginning sound (or first sound) in that word? How do you spell that sound?
Rewrite the word twice, saying each sound aloud while writing.

Ending sound

If **cap** is spelled as **cat** or **hum** is spelled as **hun**

- **SAY:** Repeat the word.
TOUCH SPELL the word.
What is the ending sound (or last sound) in that word? How do you spell that sound?
Rewrite the word twice, saying each sound aloud while writing.

Beginning or ending blends

If **flat** is spelled as **fat** or **fast** is spelled as **fat**

- **SAY:** Repeat the word.
TOUCH SPELL the word.
Name the sound on each finger, putting each sound of the blend on one finger.
How many sounds are there? Write all sounds.
Rewrite the word twice, saying each sound aloud while writing.

Rules: -ff, -ss, -ll, -zz, -ck

If **back** is spelled as **bak** or if **miss** is spelled as **mis**, **sell** as **sel**, **jazz** as **jaz**, etc.

- **SAY:** Repeat the word.
TOUCH SPELL the word.
What is the last sound in the word?
How do you spell that sound after a short vowel?
Rewrite the word twice, saying each sound aloud while writing.

APPENDIX C - ERROR CORRECTION DIALOGUE

w/wh

If **whip** is spelled as **wip** or **wish** is spelled as **whish**

- **SAY:** Repeat the word.
TOUCH SPELL the word.
What is the first sound in the word?
How else can you spell that sound?
Rewrite the word twice, saying each sound aloud while writing.

Note: w and wh sound the same. There is no rule or generalization to help differentiate.

Sound units: sh, ch, th, wh; qu; all; er, or, ar; oy, ow, and other vowel pairs

- **SAY:** Repeat the word.
TOUCH SPELL the word. When a sound unit consists of 2 or 3 letters, use 1 finger to represent that sound unit. (Have students wiggle or touch the finger representing the sound unit.)
What is that sound? How do you spell it?
Rewrite the word twice, saying each sound aloud while writing.

Sound units, -ing, -ang, -ong, -ung; -ink, -ank, -onk, -unk

If **bring** is spelling as **brig** or **honk** is spelled as **honck**

- **SAY:** Repeat the word.
I'll start the word, you finish it. /br/ (-ing has been taught as a unit. Put /ing/ on one finger when TOUCH SPELLING.)
Rewrite the word twice, saying each sound aloud while writing.

c/k Confusion

If **clap** is spelled as **klap** or **cut** as **kut**

- **SAY:** Repeat the word.
TOUCH SPELL the word.
What is the first sound in the word?
Rewrite the word twice, saying each sound aloud while writing.

Generalization: *c is the first choice at the beginning of a word, used before all consonants, a, o, or u. Use k at the beginning of a word before e, i, or y to keep the hard sound of /k/.*

Silent e

If **mate** is spelled as **mat** or **ripe** is spelled as **rip**

- **SAY:** Repeat the word.
What is the vowel sound in the word? Is it long or short?
How can you make that vowel long?
Rewrite the word twice, saying each sound aloud while writing.

Prefix or Suffix

- When the word involves a prefix or suffix, ask the student to separate the base word from the affix.
- Bring the error to correction.

Sight Word

- Show the word.
- Have students say the letter names while writing the word. Repeat word. Do this twice.

APPENDIX D - DEFINITIONS AND DESCRIPTIONS

Auditory The learning modality or pathway that involves hearing and listening.

Base Word The word to which prefixes and suffixes may be added.

Consonant The consonants in the English alphabet are **b c d f g h j k l m n p q r s t v w x y z**.

Consonant Blends A consonant blend consists of two consonants that blend together either at the beginning or end of a word. Examples: **stop** or **stamp**

CVC Words Words that follow the consonant-vowel-consonant pattern. Examples: **pat, dim**

Key Words Words and pictures that provide a memory key to the sound of a letter. Examples: **b** as in **boat**, **a** as in **apple**

Kinesthetic The learning modality or pathway that involves feeling with large motor movement. Examples: Air-writing or other large writing medium

Morphemes Smallest units of language that contain meaning. Examples: **man, port, re-, in-, -ing**

Mastery Check A 20-word spelling dictation used in every 5th lesson. Measures progress and identifies when additional practice is needed.

Multisensory Reinforcement Practice using seeing, hearing, and touching to involve all pathways of learning to read and spell.

New Material New sounds, rules, or concepts.

Suffix An ending attached after a base or root word. Examples: **-ing** in parking or **-er** in farmer

Tactile Reinforcement Practice using the sense of touch. Examples: tracing on a table or other firm surface

Touch Spelling Students segment words into sounds or syllables using the thumb and fingers of the non-writing hand to isolate each sound, then write the sounds in the correct sequence.

Tracing A multisensory strategy that cements letter forms and words into motor memory. Using the first 2 fingers of writing hand to trace on a table, paper, or any textured surface will anchor images in long-term memory, where they are easily retrieved.

Visual The learning modality or pathway that involves seeing.

Vowel The vowels in the English alphabet are **a e i o u** and sometimes **y** and **w**.

VCe Words following the **vowel-consonant-silent e** pattern. Examples: **game, time**

APPENDIX E - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
a	Short a is found at the beginning or in the middle of a word.
ay	ay is always used at the end of a word.
c	c is the first choice for /k/ at the beginning of a word.
-ck	Use ck to spell /k/ after a short vowel. Examples: black, stick, lock
e	Short e is found at the beginning or middle of a word.
VCe	Silent e on the end of a word usually indicates that the preceding vowel is long (says its name). Examples: same, these, time, hope, cute
ee	ee is the first choice for the sound of long e in the middle of a word.
er	er is found in the middle of a word or at the end as a suffix.
fszl	Double the final f, s, z, or l in short words after a single vowel. Examples: pass, cuff, buzz, will
i	Short i is found at the beginning or middle of a word.
k	k is the first choice for /k/ at the end of a word after a consonant, a long vowel, or a double vowel. Examples: pink, cork, bike, soak, peak
o	Short o is found at the beginning or middle of a word.
oo	The first choice for spelling /oo/ in the middle of a word is oo . Examples: soon, smooth, loop
ow	The first choice for spelling long /o/ at the end of a word is ow . When ow is not at the end of a word, it is often followed by n . Examples: show, blow, flown, thrown
oy	oy is usually at the end of a word.
qu	The letter q is always followed by u and one or more vowels. Examples: quit, quack, queen
th	th has two sounds, unvoiced (thick, thin) and voiced (that, those).
u	Short u is found at the beginning or in the middle of a word.
v, w, x, y	The letters v, w, x, and y are never doubled.
wh	The letters wh always come at the beginning of a word. wh often sounds like /w/ . There is no rule to differentiate between wh and w .
y	When y comes at the end of a short word, it has the sound of long /i/ . Examples: cry, fly, by

s

-ft

b

t

l

m

n

d

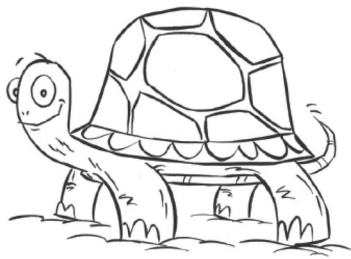
sock



BLEND CARD 25

SOUND CARD 1

turtle



SOUND CARD 2

boat



SOUND CARD 3

mouse



SOUND CARD 4

lamp



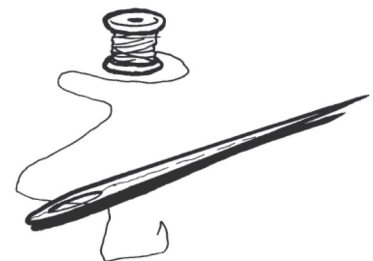
SOUND CARD 5

dog



SOUND CARD 6

needle



SOUND CARD 7

k

p

v

j

f

z

g

c

pajamas



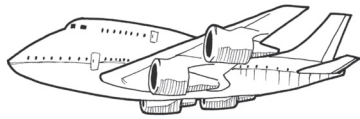
SOUND CARD 8

kangaroo



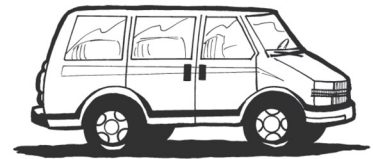
SOUND CARD 9

jet



SOUND CARD 10

van



SOUND CARD 11

zebra



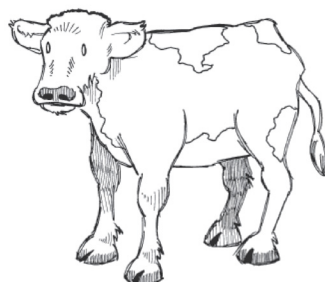
SOUND CARD 12

fish



SOUND CARD 13

cow



SOUND CARD 14

garden



SOUND CARD 15

h

r

i

a

x

o

u

ay

rabbit



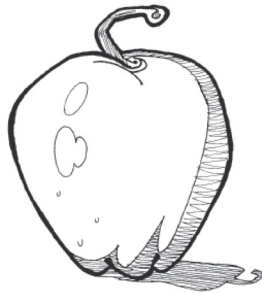
SOUND CARD 16

house



SOUND CARD 17

apple



SOUND CARD 18

itch



SOUND CARD 19

octopus



SOUND CARD 20

fox



SOUND CARD 21

day



SOUND CARD 22

umbrella



SOUND CARD 23

e

ee

y

w

-ck

sh

ch

qu

SONDAY SYSTEM® ESSENTIALS

feet



SOUND CARD 24

SONDAY SYSTEM® ESSENTIALS

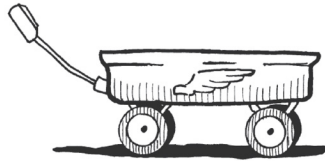
edge



SOUND CARD 25

SONDAY SYSTEM® ESSENTIALS

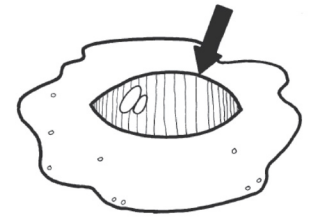
wagon



SOUND CARD 26

SONDAY SYSTEM® ESSENTIALS

yolk



SOUND CARD 27

SONDAY SYSTEM® ESSENTIALS

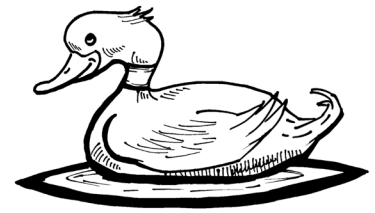
sh-h-h



SOUND CARD 28

SONDAY SYSTEM® ESSENTIALS

duck



SOUND CARD 29

SONDAY SYSTEM® ESSENTIALS

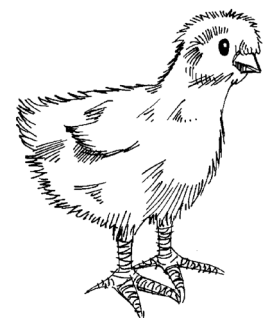
queen



SOUND CARD 30

SONDAY SYSTEM® ESSENTIALS

chick



SOUND CARD 31

all

or

-ing
-ang

-ong
-ung

th

ar

oy

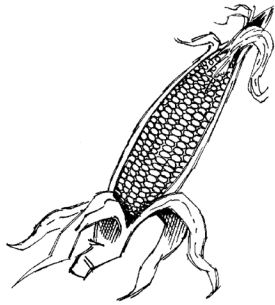
-ink
-ank

-onk
-unk

wh

SONDAY SYSTEM® ESSENTIALS

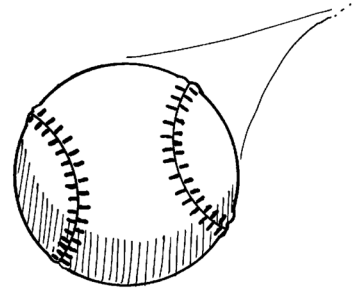
corn



SOUND CARD 32

SONDAY SYSTEM® ESSENTIALS

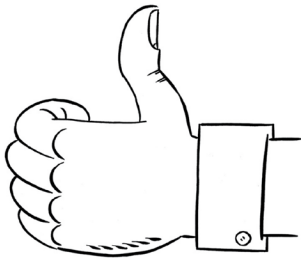
ball



SOUND CARD 33

SONDAY SYSTEM® ESSENTIALS

**thumb/
that**



SOUND CARD 34

SONDAY SYSTEM® ESSENTIALS

**sing
sang**

**song
sung**

SOUND CARD 35

SONDAY SYSTEM® ESSENTIALS

boy



SOUND CARD 36

SONDAY SYSTEM® ESSENTIALS

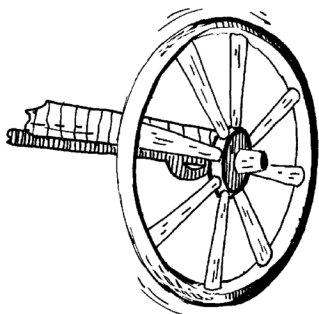
car



SOUND CARD 37

SONDAY SYSTEM® ESSENTIALS

wheel



SOUND CARD 38

SONDAY SYSTEM® ESSENTIALS

**sink
bank**

**honk
junk**

SOUND CARD 39

a-e
i-e

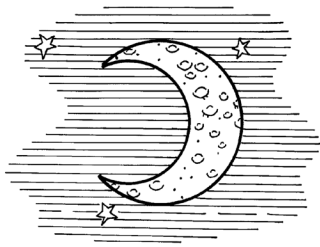
o-e
u-e

oo

ow

er

moon



SOUND CARD 40

**cake
bike**

**joke
tube**

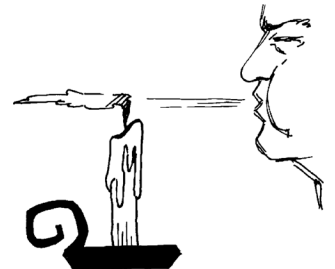
SOUND CARD 41

farmer



SOUND CARD 42

blow



SOUND CARD 43