

Lesson 1 - Beginning Consonant/Vowel Sounds

Overview:

- Print beginning consonant letters
- Print beginning vowel letters
- Complete words by writing the vowel
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *Dan's Dog* (see note on p. 3 under "Readers: A Note to Teachers and Parents")

Teaching Tips:

Discuss the pictures so that the student is able to identify them correctly. Have the student practice printing the upper case and lower case alphabet on paper or on the white board.

Activity 1. Review the names of the pictures together. Have the student print the upper case and lower case consonant letters for the beginning sound of each picture.

Pictures: **bow, house, gum, pin, star wagon, cap, map, drum, bus dog, leaf, jar, fire, bed kite, lamp, nail, seven, pig**

Letters: **Bb, Hh, Gg, Pp, Ss Ww, Cc, Mm, Dd, Bb Dd, Ll, Jj, Ff, Bb Kk, Ll, Nn, Ss, Pp**

Activity 2. Review the names of the pictures together. Write the vowels on the board. Have the student print the upper case and lower case vowel letters for the beginning sound of each picture.

Pictures: **apple, elephant, inch, octopus, up ice cream, ax, umbrella, off, ant ostrich, astronaut, olive, iguana, engine elk, on, otter, egg, igloo**

Lesson _____ Beginning Consonant/Vowel Sounds _____ Name: _____

1. Say the name of each picture. Print the capital and lower case consonant letters for its beginning sound.

Bb Hh Gg Pp Ss
Ww Cc Mm Dd Bb
Dd Ll Jj Ff Bb
Kk Ll Nn Ss Pp

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2. Say the name of each picture. Print the capital and lower case vowel letters for its beginning sound.

Aa Ee Ii Oo Uu
Ii Aa Uu Oo Aa
Oo Aa Oo Ii Ee
Ee Oo Oo Ee Ii

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Letters: **Aa, Ee, Ii, Oo, Uu Ii, Aa, Uu, Oo, Aa Oo, Aa, Oo, Ii, Ee Ee, Oo, Oo, Ee, Ii**

Activity 3. Review vowel sounds using flash cards. Write the words **dad, fed, hit, Bob,** and **nut** on the white board, leaving out the vowel. Say each word and have a student tell you the letter for the missing vowel. Write the vowel completing the word. Review the pictures in the student book and have the student write the missing letters.

Pictures: **bed, gum, hot, bat, pig**

Letters: **e, u, o, a, i**


Activity 4. Practice each individual sound and blend the sounds together. For example: **buh plus aa is baa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 5. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 6. Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

Activity 7. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

3 Say the name of each picture. Finish the words under each picture with the short vowel sound.



bed gum hot bat pig

4 Practice reading these beginning blends. Use the short vowel sound.

b + a = ba	d + a = da	n + a = na
b + o = bo	d + o = do	n + o = no
a + b = ab	a + d = ad	a + n = an
o + b = ob	o + d = od	o + n = on

5 Add the ending sounds.

bă__	dă__	nă__	bö__	dö__	nö__
baa	dab	nab	bob	dob	nob
Bob	dad	Nad	Bob	dod	nod
bad	Dan	Nan	bod	don	non
ban			bon	Don	


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6 Practice reading these ending blends. Use the short vowel sound.

a + b = ab	a + d = ad	a + n = an
o + b = ob	o + d = od	o + n = on

7 Add the beginning sounds.

__ăb	__ăd	__ăn	__öb	__öd	__ön
Bab	ad	an	bob	odd	on
dab	add	ban	Bob	bod	bon
nab	bad	Dan	dob	dod	don
	dad	Nan	nob	nod	Don
	Nad				non



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Lesson 24 - Consonant Digraphs gm, mn, Consonant Blends gl, sp

Overview:

- Mark consonants in words
- Cross out silent consonants

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Story: *The Column of Numbers*

Teaching Tips:

Help the student read the words and identify the pictures. Discuss the rule with the student.

Activity 1. Help the students read the words in this activity. Define any of the words with which the students are unfamiliar. Before completing the activity, ask the students to identify another consonant digraph that appears in the words (ph).

- diaphragm: Circle **d, p, h, g, m** – cross out the **g**
- column: Circle **c, l, m, n** – cross out the **n**
- solemn: Circle **s, l, m, n** – cross out the **n**
- phlegm: Circle **p, h, l, g, m** – cross out the **g**

Activity 2. Review the consonant blend rule. Have the student add **gl** to each of the words and read them aloud.

Words: **glad, glass, glop, glen**

Name: _____

Lesson 24 Consonant Digraphs gm, mn
Consonant Blends gl, sp

Rules:


In consonant digraph *gm*, the *g* is silent and the *m* is pronounced as in *diaphragm*.
In consonant digraph *mn*, the *n* is silent and the *m* is pronounced as in *column* and *solemn*.


1. Circle the consonants in the words. Cross out the silent consonants.


2. Add *gl* to each of the words below, then read the words to your teacher.


gl ad gl ass gl op gl en

3. Look at the pictures. Circle the consonant blend that makes the beginning sound you hear.


 gl fl sp


 gl fl sp


 gl fl sp


 gl fl sp

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Activity 3. Help the student identify the pictures and circle the correct beginning consonant blend they hear.

Pictures: **glass, spider, glad, globe**

Activity 4. Discuss the consonant blend rule for **sp**, and have the student think of examples. Instruct the student to add **sp** to each of the words and read them aloud.

Words: **spill, spin, spell, spot**
spend, wisp, clasp, grasp

Activity 5. Help the student identify the pictures and listen for the beginning consonant blend as you say the name of each picture. The student is to circle the beginning sound he hears.

Pictures: **spool, Spot, spade, glue**


Activity 6. Help the student identify the pictures and listen for the beginning or ending consonant blend as you say the name of each picture. The student is to circle the beginning or ending sound he hears.

Pictures: **wasp, spill, clasp, grasp**

4. Add **sp** to each of the words below, then read the words to your teacher.


spill spin spell spot
 spend wisp clasp grasp

5. Look at the pictures. Circle the consonant blend that makes the beginning sound you hear.



gl fl **sp** gl fl **sp** gl fl **sp** **gl** fl sp

6. Look at the pictures below. Circle the **sp** to show whether the sound is at the beginning or at the end of the word.



sp **sp** **sp** sp sp **sp** sp **sp**

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Lesson 109 - Review: Synonyms, Antonyms, Homonyms

Overview:

- Sentence completion
- Short story reading comprehension
- Picture/word match

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Story: *The Beet that Beat All of the Others*

Teaching Tips:

Review the definitions with the student. Have the student write examples of synonyms, antonyms, and homonyms on the chalkboard or white board. Review any word cards as necessary. (**Optional:** Write several pairs of antonyms, synonyms, and homonyms on the board. Point to each set of words and have the student correctly identify them as either antonyms, synonyms, or homonyms.)

Activity 1. Help the student read the sentences and the word choices. Instruct the student to underline the antonym or homonym that will correctly complete each sentence and write the word on the line.

Sentences:

1. I like to swim.
2. The boat sails on the water.
3. I can't go right now.
4. My friend knows a lot about sailboats.
5. We drove over the bridge.
6. We were happy when we got to go to the zoo.

Lesson
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Review: _____
Synonyms, Antonyms, Homonyms

Name: _____

Definition Review:

Synonyms are words that mean the same or almost the same thing but are spelled differently. Antonyms are words that are the opposite or almost the opposite in meaning. Homonyms are words that sound the same but have different spellings and different meanings.

1. Read each sentence. Underline the correct homonym or antonym. Write the word on the line.

1. Eye I _____ like to swim.
Eye I _____



2. The boat _____ sails _____ on the water.
sails sales sails

3. I can't go _____ right _____ now.
right write

4. My friend _____ knows _____ a lot about sailboats.
knows nose

5. We drove _____ over _____ the river on the bridge.
over under

6. We were _____ happy _____ when we got to go to the zoo.
sad happy

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Activity 2. Have the student read the story and the words from the list aloud. The student will use the words from the list to answer the questions about the story.

Sentences:

1. **John's team beat most of the other teams in the league.**
2. **They rode to the game in a bus.**
3. **They wore their new shirts to the game.**
4. **John's team won the big game.**

Activity 3. Have the student identify the pictures and draw a line to match the pictures with the words. (**Optional:** Ask the student to spell the homonyms for each of the words – not, beat, wring, see, ate.)

Pictures: **knot** **sea**
 beet
 ring **eight**

2 Read the story. Use the correct words from the list to answer the questions after the story.

Word List
 beat beet knew new road rode one won

John's soccer team beat most of the other teams in the league. They made it to the finals. They rode to the game in a bus. They wore their new shirts to the game. The other team was good, but John's team won the game by one point.

1. John's team beat most of the other teams in the league.
2. They rode to the game in a bus.
3. They wore their new shirts to the game.
4. John's team won the big game.



3 Draw lines to match the pictures with the words.