

## LESSON 1

**A/a** (as in “apple”)

**M/m** (as in “mom”)

**T/t** (as in “top”)

- Make the sound of each letter with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make flashcards for your sound/letter deck

*Warm Up With Oral Brainstorming:*

Remember that in this part of the lesson we refer to sounds and not to the names of letters. Here is what you might say: “The vowel sound ‘a’ like in ‘apple’ is found most often in the middle of words like ‘can’ and sometimes at the beginning of words like ‘and’ or ‘am.’ Let’s brainstorm at least five more words that have the ‘a’ sound.”

Examples: camera, cap, cat, clap, am, as, happen, flat, bat, sand, giraffe, grass, plants, ants

To make brainstorming more fun, you can make it like a guessing game. You can say, “I was thinking of something you take pictures with” and pretend to hold a camera. Or, “I was thinking of what people do at the end of a play or concert” and pretend to clap. Or, “I was thinking of the animal at the zoo with the very long neck...”

Tell the student that “mmmm” is a consonant sound that can be at the beginning, middle, or end of words. Again, remember that in sound play, you make the sound rather than name the letter. You

might say, “Mom and mop both start with ‘mmmm.’ Can you think of other words that start with ‘mmmm’?”

Examples: monkey, make, more, mud, mind, mad, medium-sized, magic, magnet, muffin, McDonald’s, mug, milk

Say, “Can you think of some words that end with ‘mmmm’?” (Brainstorming end sounds will be more difficult than brainstorming beginning sounds.)

Examples: hum, thumb, lamb, him, trim, brim, tame, lame, flame, time

You can prompt a student to think of a word by giving the beginning of a thought that ends with the word, like, “Hurry! We are running out of....” Or, “Uh oh, I was hammering a nail and hit my....” Or, “My hair is so long, I need a....”

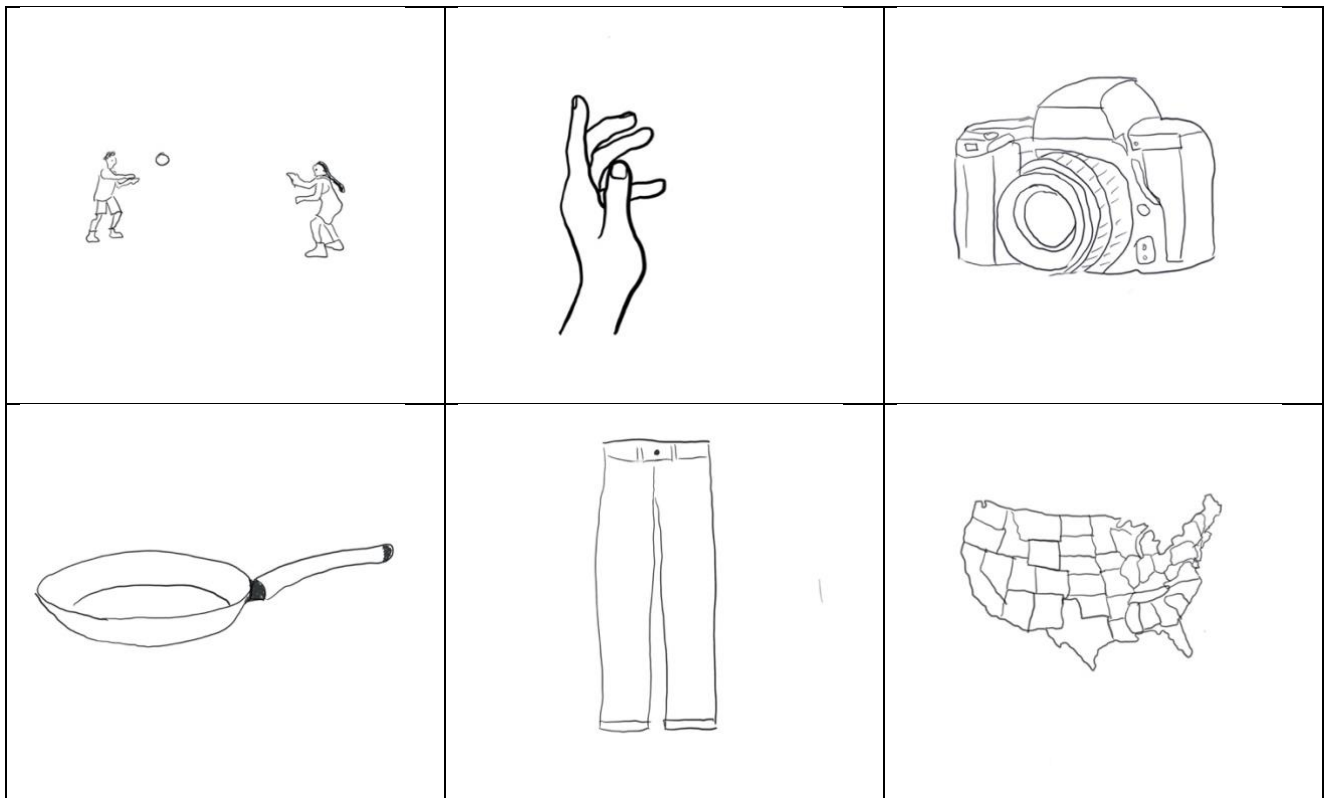
Finally, “t” is another consonant sound that can be at the beginning, middle, or end of words. (Remember to make the “t” sound rather than say the letter name, and not to say “tuh,” but make a quick “t.”) Ask the student, “Can you think of some words that begin with the ‘t’ sound?”

Examples: tickle, tackle, time, take, tiger, touch, table, trap

Then say, “Can you think of some words that end with the ‘t’ sound, like ‘hit’?” You can prompt students to guess words by playing with opposites, like, “I am thinking of a time that is NOT day but.... I am thinking of a road that is NOT hilly but is.... My favorite pants are loose, but these pants feel so....”

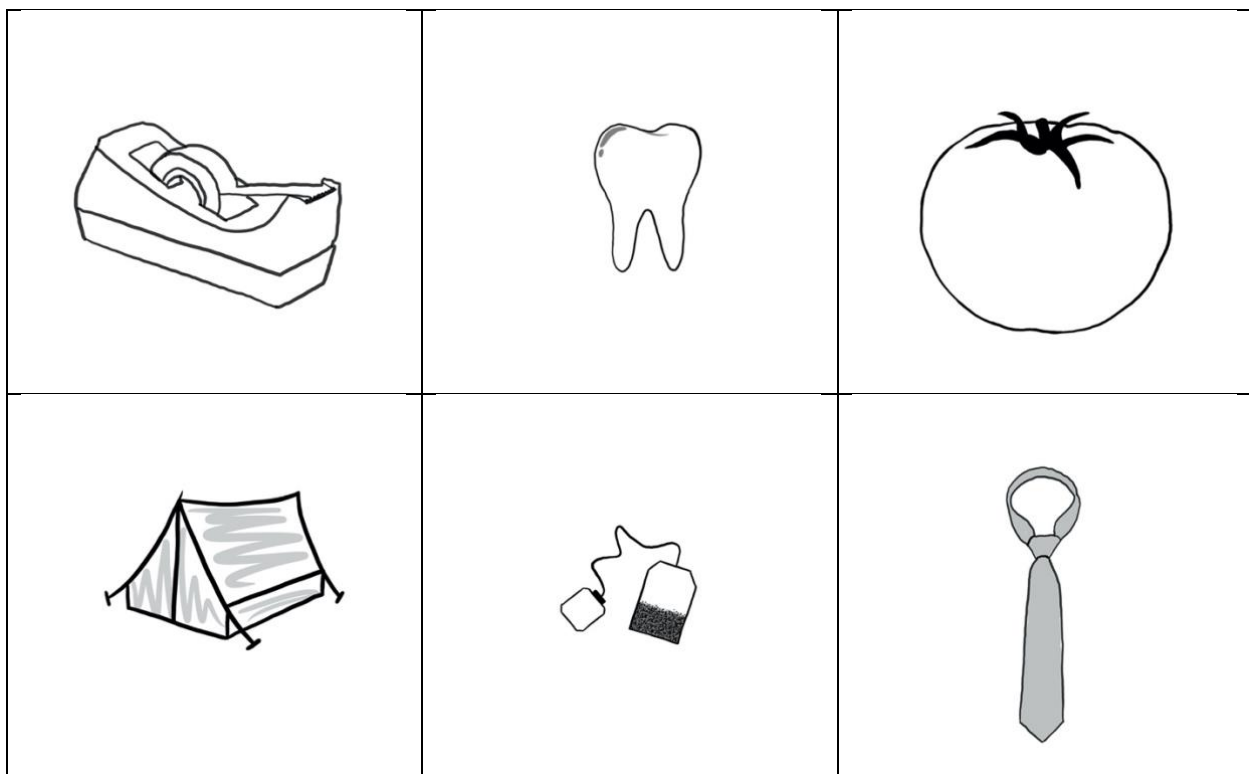
Examples: bat, cat, fat, fit, mitt, bite, fight, night, flat, kite, tight

Another fun way to brainstorm is by taking turns drawing pictures to suggest words with the target sound. Here again, it is the sound not the spelling that counts, and just like in the game Pictionary “bad” drawings can be more fun than good ones. It is easiest to think of words that have the target sound at the beginning, but you and your student can throw in a challenge by drawing a word that has the target sound at the middle or end rather than as the first sound. Here are a few ideas to get you started.



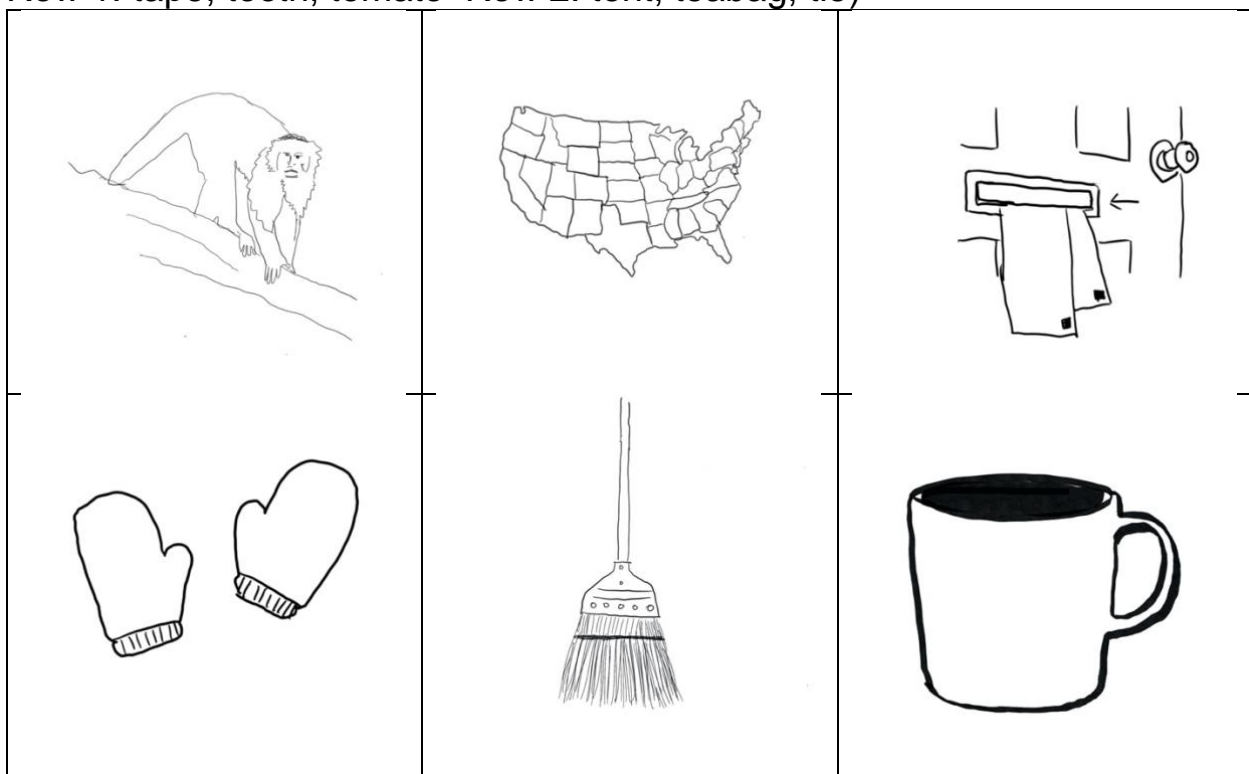
(Words with “a” as in “apple”

Row 1: pass, hand, camera Row 2: pan, pants, map)



(Words with “t” as in “top”

Row 1: tape, tooth, tomato Row 2: tent, teabag, tie)



(Words with “m” as in “map”

Row 1: monkey, map, mail Row 2: mittens, broom, mug

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**the, and<sup>1</sup>**

*Have the student read:*

**am**

**at**

**mat**

*Have the student write from your dictation:*

the mat

am and at

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<sup>1</sup> **the**: **th** will be decodable in Lesson 27; **e** making an “uh” sound is irregular  
**and**: **a** is already decodable; **nd** will be decodable (and practiced as a blend) in Lesson 36

## Student View

the

and

am

at

mat

## LESSON 2

*New material:*

**F/f** (as in “fox”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

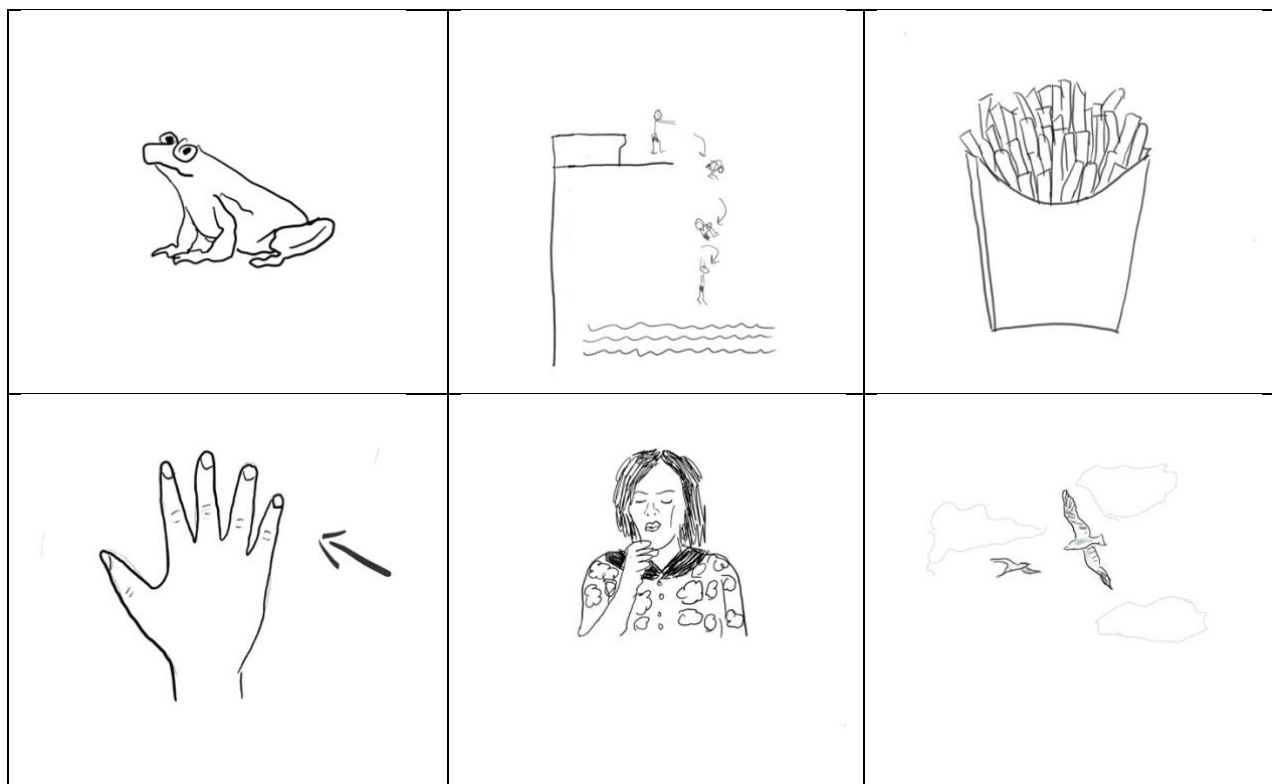
Say, “‘f’ is another consonant sound that can be found in the beginning, middle, and end of words. Let’s think of some words that begin with ‘f.’”

Examples: fight, fine, feel, fantastic, fix, family, phone, fender, fountain, fish, food, French fries, fans, fingers, face

Say, “Now let’s think of some words that end with ‘f.’” (Again, remember to make the sound rather than name the letter and to pronounce a quick “f,” not “fuh.”)

Examples: laugh, off, cough, sniff, huff, stuff, giraffe, tough, rough, fluff, puff, bluff, if, stiff

Or, brainstorm by taking turns drawing pictures:



(Words with “f” as in “fox”

Row 1: frog, flip, French Fries Row 2: fingers, cough, fly)

*Continue to Warm Up With Sound Play:*

Say, “Now, listen to the word ‘it.’ What happens if you add the ‘f’ sound to the beginning of the word?” (fit)

Say, “Listen to the word ‘laugh.’ Now take away the ‘l’ sound at the beginning. What do you have left?” (af)

Ask the student, “Should we do one more? Should we start by adding or taking away the ‘f’ sound?”



To add:

“Listen to the word ‘able.’ Add ‘f’ and what do we get?” (fable)

“Now take away the ‘f’ and what do we get?” (able)

“Now let’s add the ‘t’ sound to the beginning and what do we get?” (table)

To take away:

“Listen to the word ‘file.’ Now take away the ‘f’ sound and what do you get?” (ile)

“Now listen to the word ‘ile.’ What do you get if you put ‘m’ sound at the beginning?” (mile)

“Listen to the word ‘sniff.’ Now take away the ‘sn’ at the beginning. What do you get?” (if)

*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**good<sup>2</sup>**

*Have the student read:*

**maf**

**am**

**fat**

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<sup>2</sup> **good**: **g** will be decodable in Lesson 13; **oo** (rhyming with book) in Lesson 91; **d** in Lesson 12

*Have the student write from your dictation:*

the good mat

fat and tat

tam and am

## Student View

good

maf

am

fat

## LESSON 3

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**B/b** (as in “baby”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

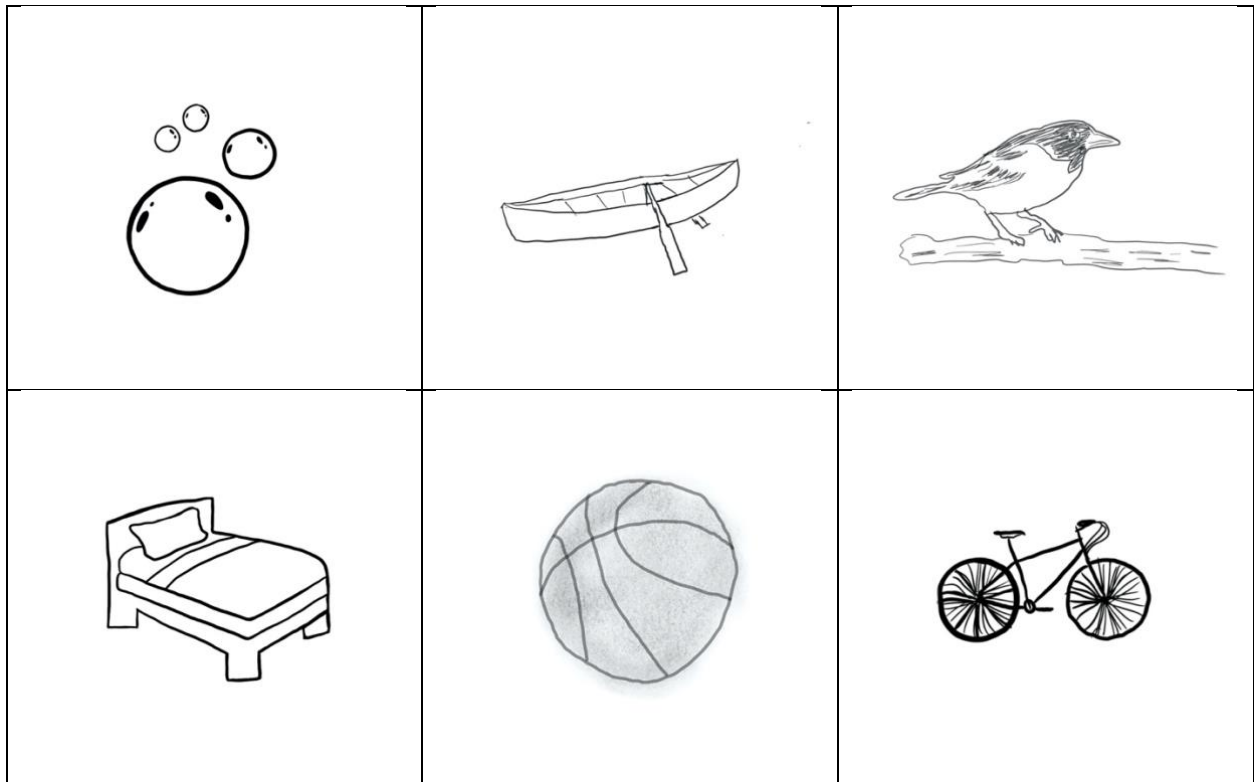
Say, “‘b’ is another consonant sound that can be found at the beginning, middle, and end of words. Can you think of words that start with ‘b’?” (Say just a brief “b”; avoid saying “buh.” If students say “buh,” you can tell them to snip off the sound with pretend scissors.)

Examples: basketball, bakery, books, big, bug, beach, breakfast, bacon, ball, building, bed

Say, “Can you think of words that end with a ‘b’ sound?”

Examples: grab, fib, rub, rib, bib, cab, robe, tube, cube, tub

Or, brainstorm by taking turns drawing pictures:



(Words with “b” as in “baby”

Row 1: bubble, boat, bird Row 2: bed, basketball, bike or bicycle)

*Continue to Warm Up With Sound Play:*

Say, “Now repeat the following words—can you hear a ‘b’ sound in them? Where in the word did you hear the sound?” (Say the words slowly, and ask students if they want to hear the word again before starting.)

table (Yes, in the middle)

bed (Yes, in the beginning)

tend (No, I can’t hear it)

crab (Yes, at the end)

before (Yes, at the beginning)

bubble (Yes, beginning and in the middle)

Remember to give positive feedback. Saying something like, “Wow, you are really using your ears to pick out these sounds!” may be good encouragement. If the student “gets it wrong” be positive and enthusiastic: “Let’s try it again.” Often students will find this work fun when they see how much success they are having.

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**is, I<sup>3</sup>**

*Have the student read:*

**fat, fam, fab**

**bat, bam, tab**

**the mat**

*Have the student write from your dictation:*

the mat

the tab

Bam! The bat is fat.

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<sup>3</sup> is: i will be decodable in Lesson 5; s making the “z” sound will be decodable in Lesson 25  
I: I making the long “i” sound will be decodable in Lesson 48

## Student View

is

I

fat, fam, fab

bat, bam, tab

the mat

## LESSON 4

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**H/h** (as in “hat”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

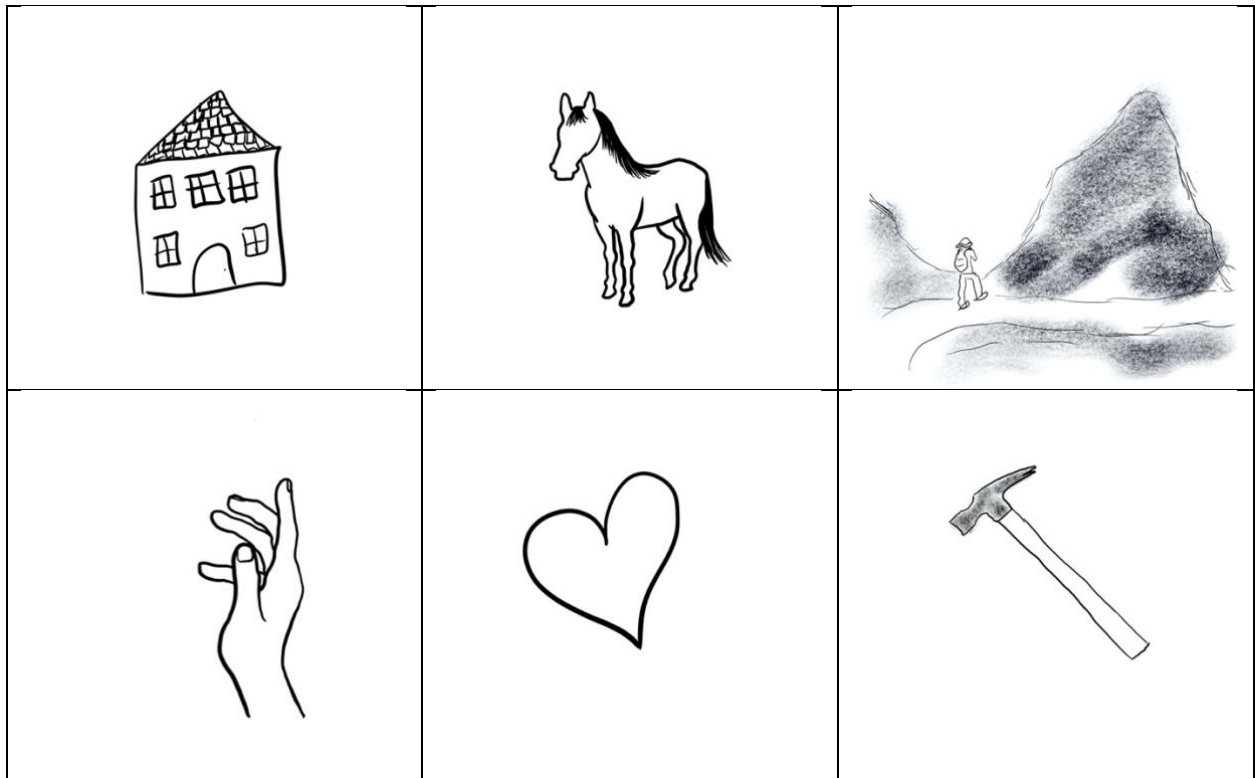
*Warm Up With Oral Brainstorming:*

Say, “The ‘h’ sound is a consonant sound that we find at the beginning of words. Can you think of some words that begin with the ‘h’ sound?”

Examples: hat, hamburger, hero, hit, hide, hate, howl, here, hand, handsome, hamster, home, Halloween, holiday, hot, hold, hole, high, hello

Or, brainstorm by taking turns drawing pictures.





(Words with “h” as in “hat”

Row 1: house or home, horse, hike, Row 2: hand, heart, hammer)

*Continue to Warm Up With Sound Play:*

Say, “Listen to the word ‘mouse.’ Now take away the ‘m’ sound at the beginning. What do you have?” (ouse). “Now put a ‘h’ sound at the beginning. What do you have now?” (house).

Say, “Say the word ‘eat.’ Put an ‘h’ in front of it and what do you get?” (heat)

*Words to read and write:*

**hat ham hab haf**

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**for, in<sup>4</sup>**

*Have the student read:*

**The tab is in the hat.**

**The good ham is for the bat.**

**The hat fit.**

*Have the student write from your dictation:*

The tab is in the hat.

The fab ham is for the bat.

*Have the student do a “triple read” of some of the sentences above.*

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<sup>4</sup> **for:** f is already decodable; **or** will be decodable in Lesson 78  
**in:** i will be decodable in Lesson 5; n will be decodable in Lesson 8

## Student View

hat ham hab haf

for

in

The tab is in the hat.

The good ham is for the bat.

The hat fit.

## LESSON 5

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**I/i** (as in “itch”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

You might say, “‘i’ is another vowel sound. Most of the time we will find it in the middle of words like ‘mix,’ but sometimes it is at the beginning of a word like ‘itch.’ Remember all the words we brainstormed that had the ‘a’ sound? Let’s now make a big list of words with the ‘i’ sound. By the way, I just noticed that ‘big’ and ‘list’ both have the ‘i’ sound!”

Examples: fit, lizard, chimp, spill, six, kitten, mitten, blister, sister, pillow, slipper, tip, swim, scissors, sit, lip

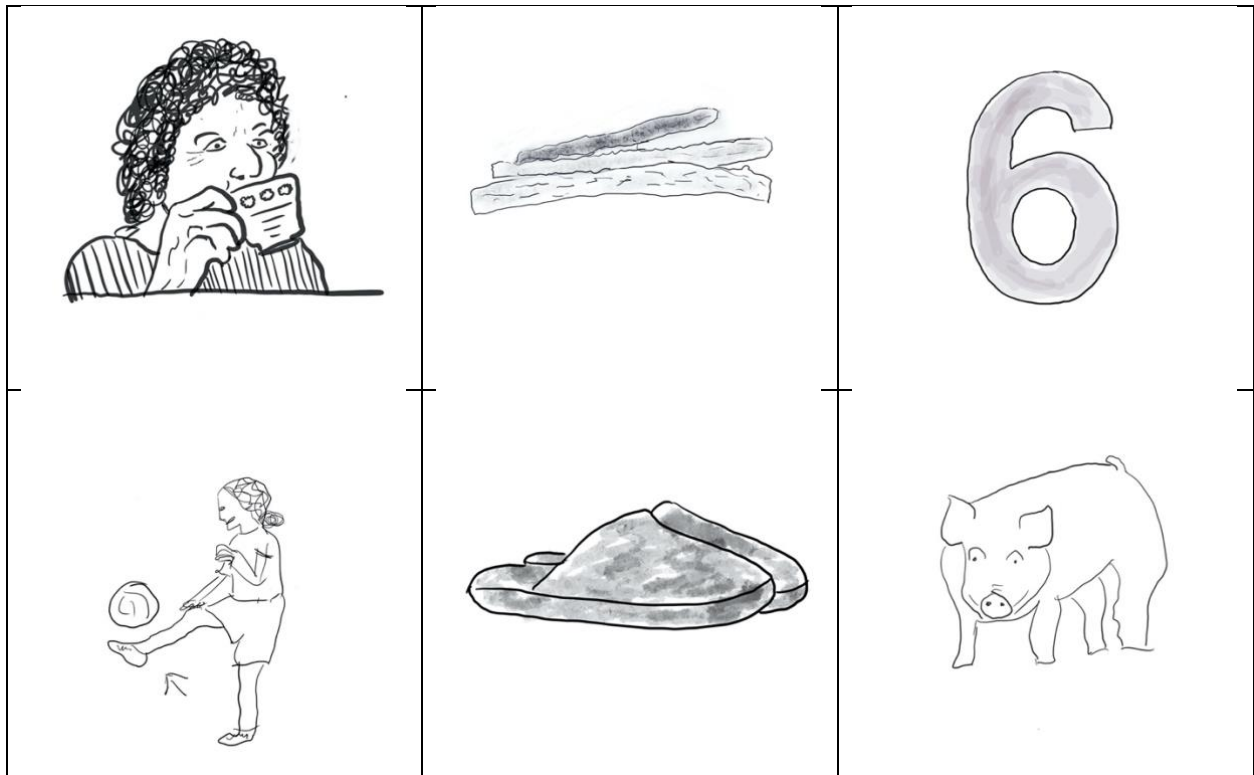
“Hmm, can you think of candy that has the ‘i’ sound?”

Examples: Kit Kat, Snickers, Twix, Twizzlers, Milky Way, Skittles, Swedish Fish, Sour Patch Kids

“That is a lot of candy! Can we think of other foods that have the ‘i’ sound?”

Examples: milk, spinach, fish, chicken, pickles, chips, sandwiches, fish sticks

Or, brainstorm by taking turns drawing pictures.



(Words with “i” as in “itch”

Row 1: sip or drink, sticks, six Row 2: kick, slippers, pig)

*Continue to Warm Up With Sound Play:*

Say, “Listen to the word ‘bag.’ What if you replace the ‘a’ sound with the ‘i’ sound?” (big)

Say, “Listen to the word ‘champ.’ What if you replace the ‘a’ sound with the ‘i’ sound?” (chimp)

*Words to read and write:*

<b>Tim bit fit hit tib</b>
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*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**my**<sup>5</sup>

*Have the student read:*

**Tim bit the good ham.**

**I am fit.**

**My hat is good.**

*Have the student write from your dictation:*

My good hat fit Tim.

The hit is good.

Tam is at bat.

*Have the student do a “triple read” of some of the sentences above.*

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<sup>5</sup> **my**: **m** is already decodable; **y** making the long “i” sound will be decodable in Lesson 92

## Student View

Tim bit fit hit tib

my

Tim bit the good ham.

I am fit.

My hat is good.

## LESSON 6

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**P/p** (as in “pat”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

Say, “‘p’ is another consonant sound that we can find in the beginning, middle, and end of words. Let’s brainstorm words that start with the ‘p’ sound.” (Sound just the brief “p”; avoid saying “puhhh.” If students say “puhhh,” tell them to snip off the sound with pretend scissors.)

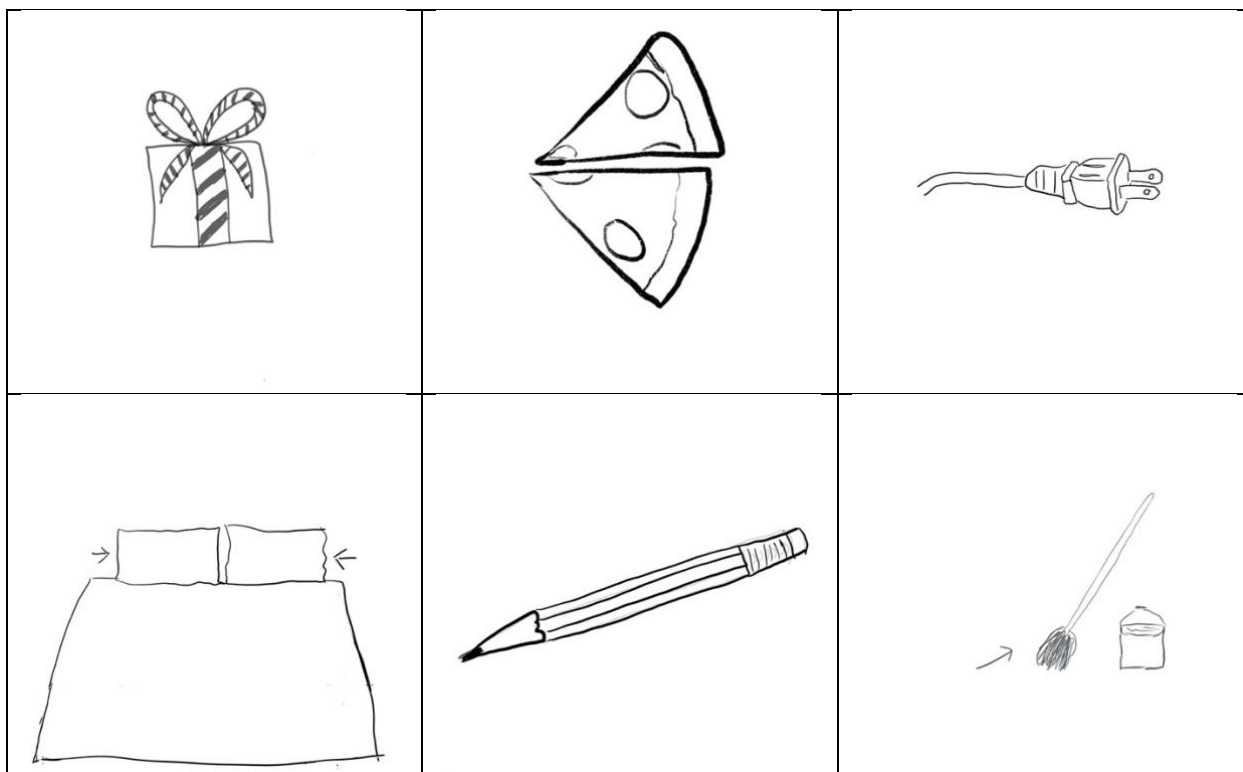
Examples: pancake, puppy, panther, practice, pants, pack, paint, pine, pole, point, polite, plate, play, pizza, put, pencil, plant

Say, “Now let’s brainstorm some words that end with the ‘p’ sound.”

Examples: hop, pop, cap, top, ape, grape, type, tape, stop, heap, Jeep, sweep, leap, type, pipe

Or, brainstorm by taking turns drawing pictures.





(Words with “p” as in “pat”

Row 1: present, pizza, plug Row 2: pillows, pencil, mop)

*Continue to Warm Up With Sound Play:*

Say, “Now, repeat the following words and say whether there is a ‘p’ sound in the beginning, middle, or end of the word.”

plastic (beginning)

paper (beginning and middle)

flipper (middle)

happened (middle)

weather (not there)

pumpkin (beginning and middle)

clapping (middle)

Say, “Now, can you think of some words to try on me, and I’ll listen?”

*Words to read and write:*

pat pit hip hap map Pam pip tip
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*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**said**<sup>6</sup>

*Have the student read:*

**I said, “Pam is good at bat.”**

**Pat and Tim tap the mat.**

*Have the student write from your dictation:*

Tim said, “Bam!”

Pam and Tim pat the mat.

Tam is in the pit.

*Have the student do a “triple read” of some of the sentences above.*

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<sup>6</sup> **said**: s will be decodable in Lesson 11; ai making the short “e” sound is irregular; d is already decodable

Student View

pat pit hip hap map Pam pip tip

said

I said, "Pam is good at bat."

Pat and Tim tap the mat.

## LESSON 7

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**C/c** (as in “cat”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

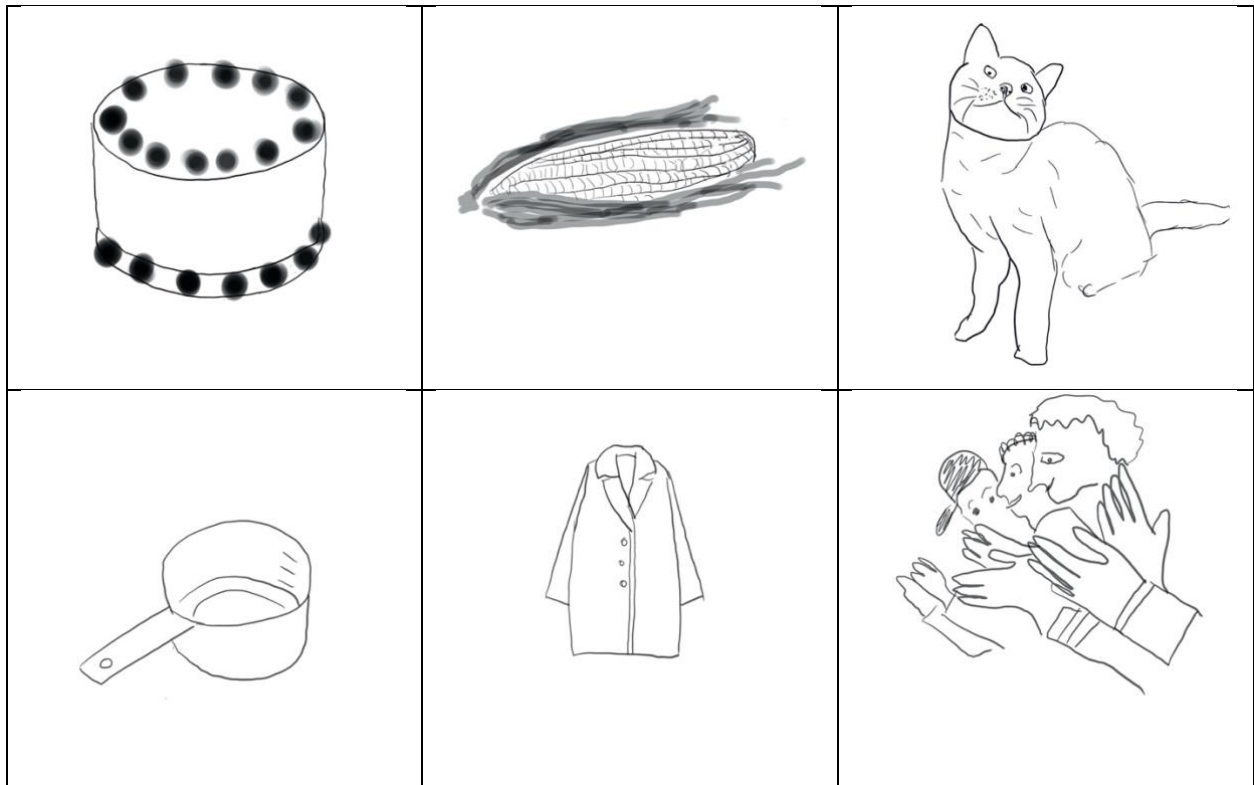
Say, “The letter **c** makes the ‘k’ sound. The letter **k** makes that sound too. Let’s brainstorm a list of words that have a ‘k’ sound at the beginning.”

Examples: crab, kangaroo, crackers, cranberry, kick, clean, careful, cry, cradle, camp, kiss, cake, cookies, crumbs, cramp, cap, kitten

Say, “Now, let’s brainstorm words that have a ‘k’ sound at the end.”

Examples: backpack, break, kick, hike, stack, peak, creek, lick, cake

Or, brainstorm by taking turns drawing pictures.



(Words with “k” as in “cat”

Row 1: cake, corn, cat or kitten Row 2: cup, coat, clap)

*Continue to Warm Up With Sound Play:*

Say, “Now listen to the word ‘bite.’ Take off the ‘t’ sound, and what do you have?” (bi) “Now, add a ‘k’ sound to the end and what do you get?” (bike)

Say, “Listen to the word ‘mitten.’ Take off the ‘m’ sound and tell me what we have.” (itten) “Now add the ‘b’ sound and what do we have?” (bitten)

Say, “Listen to the word ‘croak.’ Now take the ‘cr’ sounds away. What do we have?” (oak) “Wow, great job with that! You took two sounds away, no problem.”

Say, “Listen to the word ‘coke.’ Now take away the last ‘k’ sound and what do we have? (co). Now add a ‘d’ sound to the end and what do we have?” (code)

*Words to read and write:*

<b>bic mac cab cam tic tac</b>
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*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**a** (pronounced “uh”)<sup>7</sup>

*Have the student read:*

**Mac said, “My cat is in a cab.”**

**Pip said, “The cap is for Tim, and the good map is for him.”**

**Pam said my map is a hit.**

*The student can write from your dictation:*

**a cat and a cap**

**My cat is in a pit.**

**The fat cat bit the good ham.**

*Have the student do a “triple read” of some of the sentences above.*

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<sup>7</sup>a: a making the “uh” sound will be decodable in Lesson 57

Student View

bic mac cab cam tic tac

a

Mac said, "My cat is in a cab."

Pip said, "The cap is for Tim, and the good map is for him."

Pam said my map is a hit.

## LESSON 8

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**N/n** (as in “nap”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Oral Brainstorming:*

You might say, “The ‘n’ sound is another consonant sound that we find in the beginning, middle, and end of words. Let’s brainstorm words that begin with the ‘n’ sound.”

Examples: nice, nine, nap, none, no, napkin, needle, net, nickel

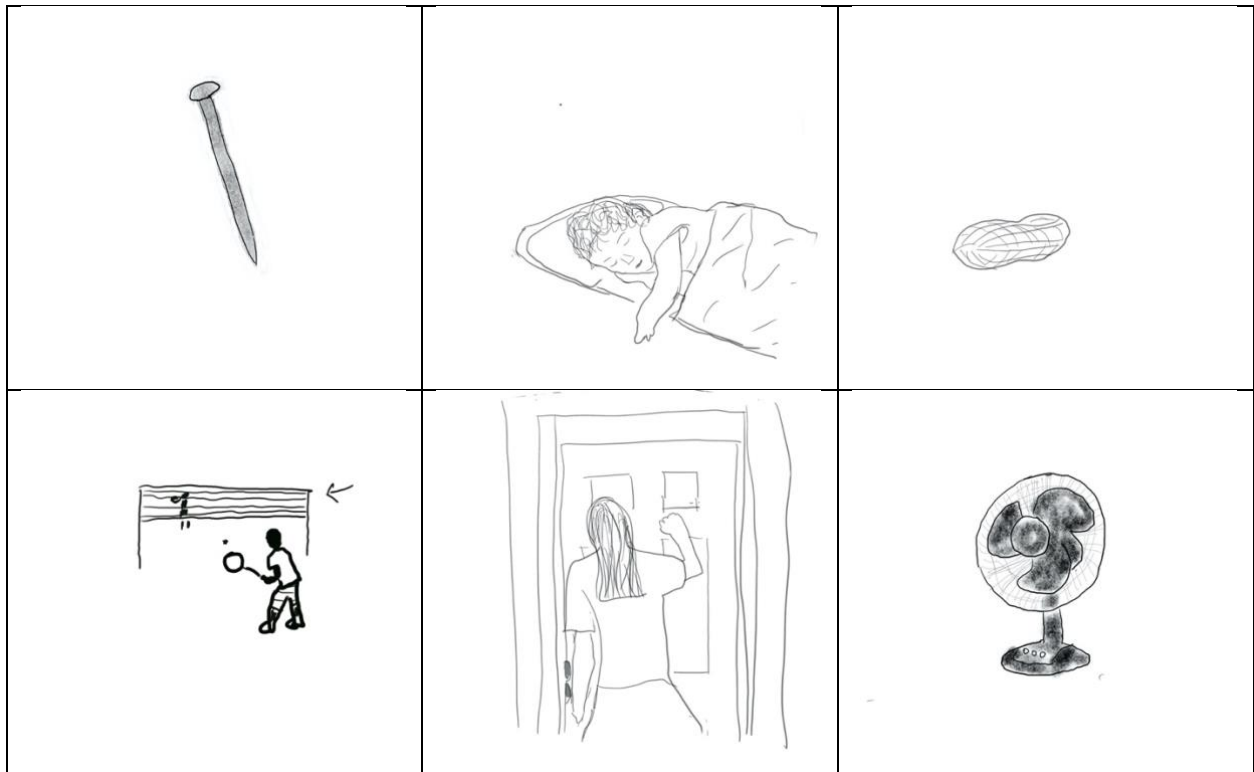
Also, the picture cards at the end of the lesson provide ideas for drawings that can prompt students to think of words with the “n” sound.

Say, “Let’s brainstorm a list of words that end with the ‘n’ sound.”

Examples: man, ten, golden, plan, one, pin, fin, fan, Dan, fun, done, rain, drain, pain, phone, fine

Or, brainstorm by taking turns drawing pictures.





(Words with “n” as in “nap”

Row 1: nail, nap, peanut or nut Row 2: net, knock, fan)

*Continue to Warm Up With Sound Play:*

Say, “Now, I am going to say four words. In each set, two words have the ‘n’ sound. Can you say those words?”

cup, man, boat, pen (man, pen)

step, tin, blame, plane (tin, plane)

cane, ten, tip, Tim (cane, ten)

plan, flip, mean, tip (plan, mean)

*Words to read and write:*

<b>nan fan fin nab han pan can pin</b>
--

*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**will**<sup>8</sup>

*Have the student read:*

**Tim will nab the cat for Pam.**

**A cap, a cat, and a man will fit in a cab.**

**The good cap fit Nan.**

**A nap is good for my cat.**

*Have the student write from your dictation:*

**I can nab a good map.**

**Tim will pat the cat.**

**My pin is good.**

**Mac will tip the pan.**

*Have the student do a “triple read” of some of the sentences above.*

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<sup>8</sup>**will:** **w** is decodable in Lesson 19; **i** is already decodable; **I** will be decodable in Lesson 9; FLOSS spelling rule will be taught in Lesson 26

Student View

nan fan fin nab han pan can pin

will

Tim will nab the cat for Pam.

A cap, a cat, and a man will fit in a cab.

The good cap fit Nan.

A nap is good for my cat.

## LESSON 9

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**L/l** (as in “lap”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Sound Play:*

Say, “Let’s brainstorm some words that begin with the ‘l’ sound.”

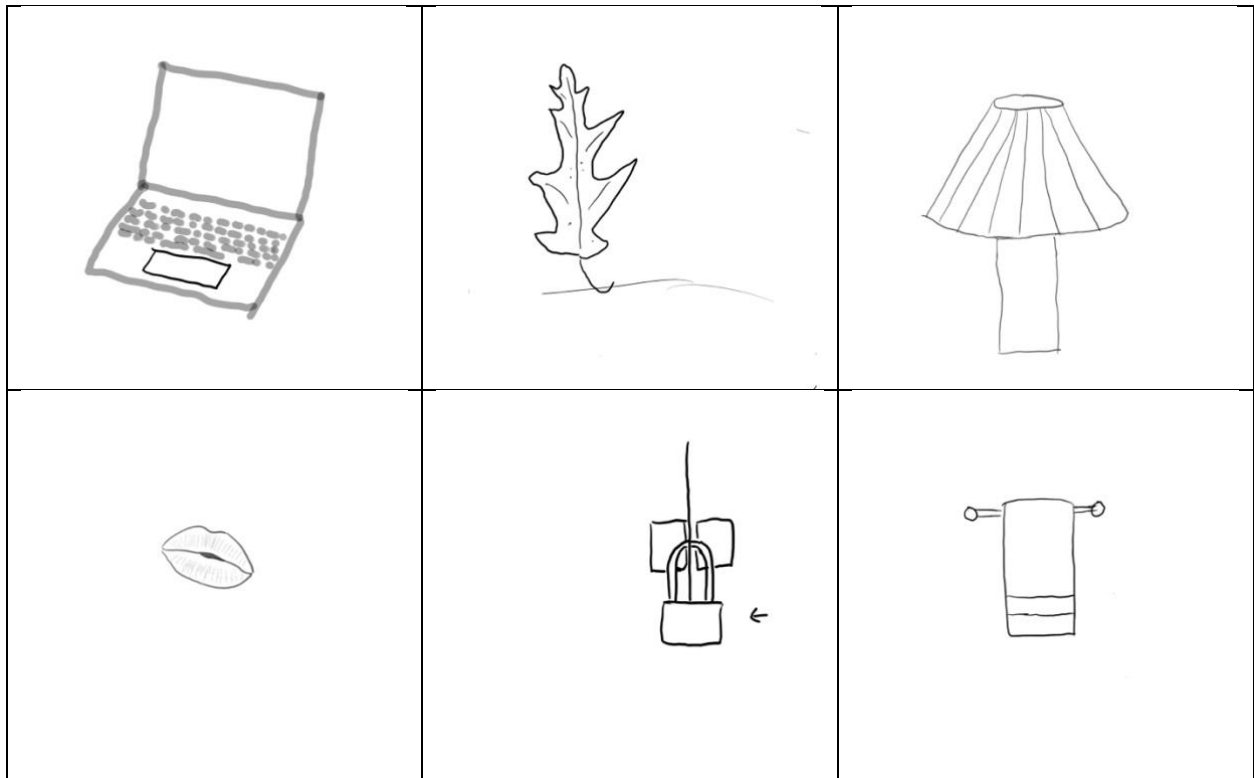
Examples: love, like, land, lake, lizard, lion, lazy, leopard, list, lap, lemon, lime, loud, letter, lawn, lost, laundry, little

(If you want to add some fun to the brainstorming, you can try a variety of prompts to suggest words, like: “I’m thinking of an animal at the zoo who is like a tiger.” Or, “Sometimes I am out of clean clothes and need to do some....” Or, “His voice is the opposite of quiet; it’s...”)

Say, “Let’s brainstorm some words that end with the ‘l’ sound.”

Examples: spill, will, ball, call, fall, sandal, tail, mail, tall, hall, travel, gravel, skill, bubble, trouble, table, until, bowl

Or, brainstorm by taking turns drawing pictures:



(Words with “l”

Row 1: laptop, leaf, lamp Row 2: lips, lock, towel)

*Continue to Warm Up With Sound Play:*

Say, “Let’s take away a sound from the middle of a word. Listen to the word ‘flake.’ Now, take away the ‘l’ sound. What do we have?” (fake)

“Now, listen to the word ‘steal.’ Take away the ‘t’ sound. What do we have?” (seal)

“Now, listen to the word ‘brake.’ Take away the ‘r’ sound. What do we have?” (bake)

“Now, take the ‘t’ sound away from stop. What do you get?” (sop)

*Words to read and write:*

lip lit lab pal lam lib
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*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

have<sup>9</sup>

*Have the student read:*

**I have a good ham for my pal.**

**I can nip, I can nab, and I can nap.**

**Lin said, “I will nab a cab for my pal.”**

*Have the student write from your dictation:*

Pam will have a good nap.

The cat bit my lip!

*Have the student do a “triple read” of some of the sentences above.*

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<sup>9</sup> **have:** **h** and **a** are already decodable; **v** will be decodable in Lesson 15; spelling rules for words ending in **v** will be taught in Lesson 55

## Student View

lip lit lab pal lam lib

have

I have a good ham for my pal.

I can nip, I can nab, and I can nap.

Lin said, "I will nab a cab for my pal."

## LESSON 10

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*New material:*

**J/j** (as in “juice”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

*Warm Up With Sound Play:*

Explain that “j” is a consonant sound we find at the beginning of words. Brainstorm with your student some words that begin with the “j” sound.

Examples: January, jet, jar, justice, junk, jog, June, jump, jeans, Japan, jokes, jaw, job, jogging, jail, jewelry, jacket

To help your student distinguish all the sounds in a word, you might try the following. Say, “Now, I am going to say some words slowly, almost as if I were stretching a big piece of gum out of my mouth while I say them. We’ll separate each sound and then count them.”

bend b---e---n---d (4)

clam c---l---a---m (4)



stick s---t---i---ck (4)

jump j---u---m---p (4)

*Words to read and write:*

<b>jab jib jat jam jit Jan Jim</b>
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*Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:*

**to**<sup>10</sup>

*Have the student read:*

**Jan said, “A cat in the lap is good.”**

**Jim will have to nab the cat for Jan.**

**The cap is for Jim.**

*Have the student write from your dictation:*

my jam

Jim and Jan will fit in the cab.

Jim and Jan have a bat for a pal.

*Have the student do a “triple read” of some of the sentences above.*

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<sup>10</sup> **to**: t is decodable; o making the “oo” sound is irregular

Student View

jab jib jat jam jit Jan Jim

to

Jan said, “A cat in the lap is good.”

Jim will have to nab the cat for Jan.

The cap is for Jim.