

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....”

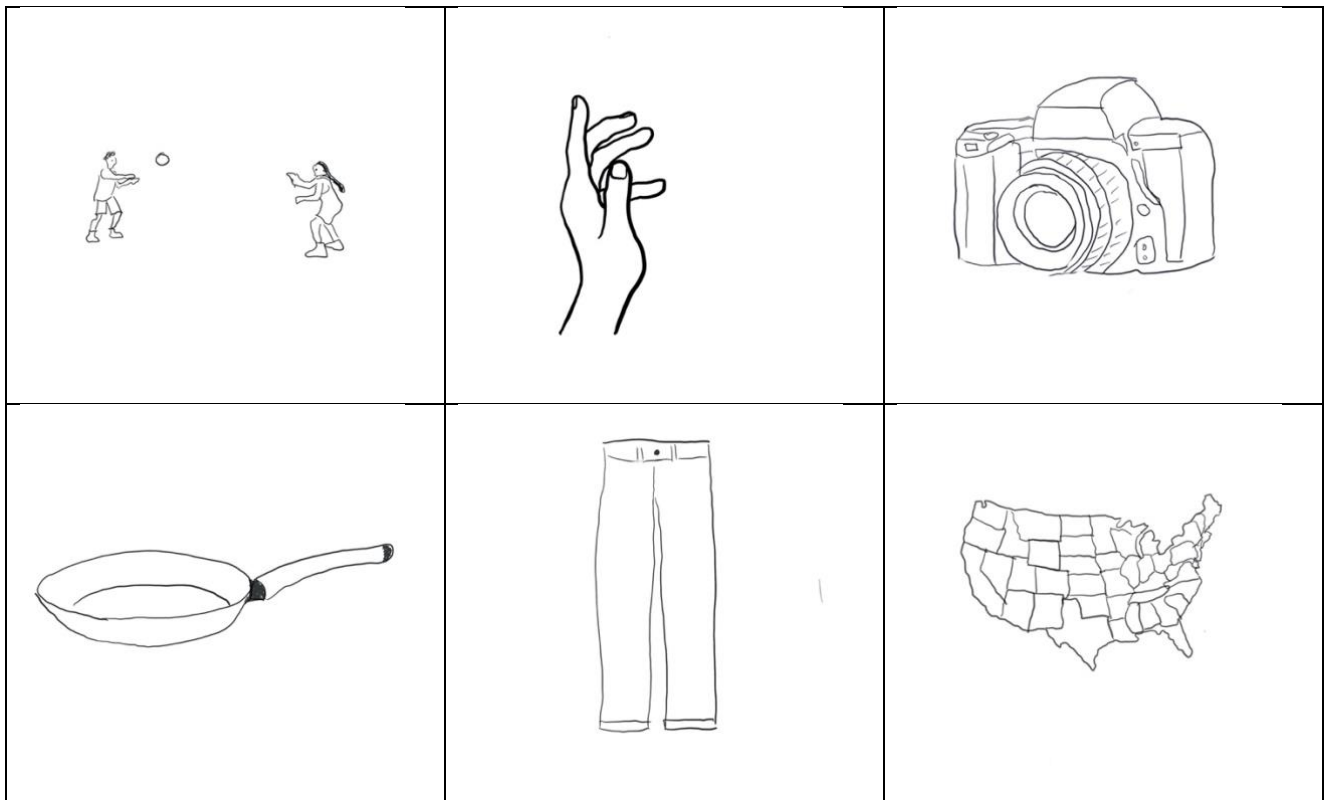
Finally, “t” is another consonant sound that can be at the beginning, middle, or end of words. (Remember to make the “t” sound rather than say the letter name, and not to say “tuh,” but make a quick “t.”) Ask the student, “Can you think of some words that begin with the ‘t’ sound?”

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....”

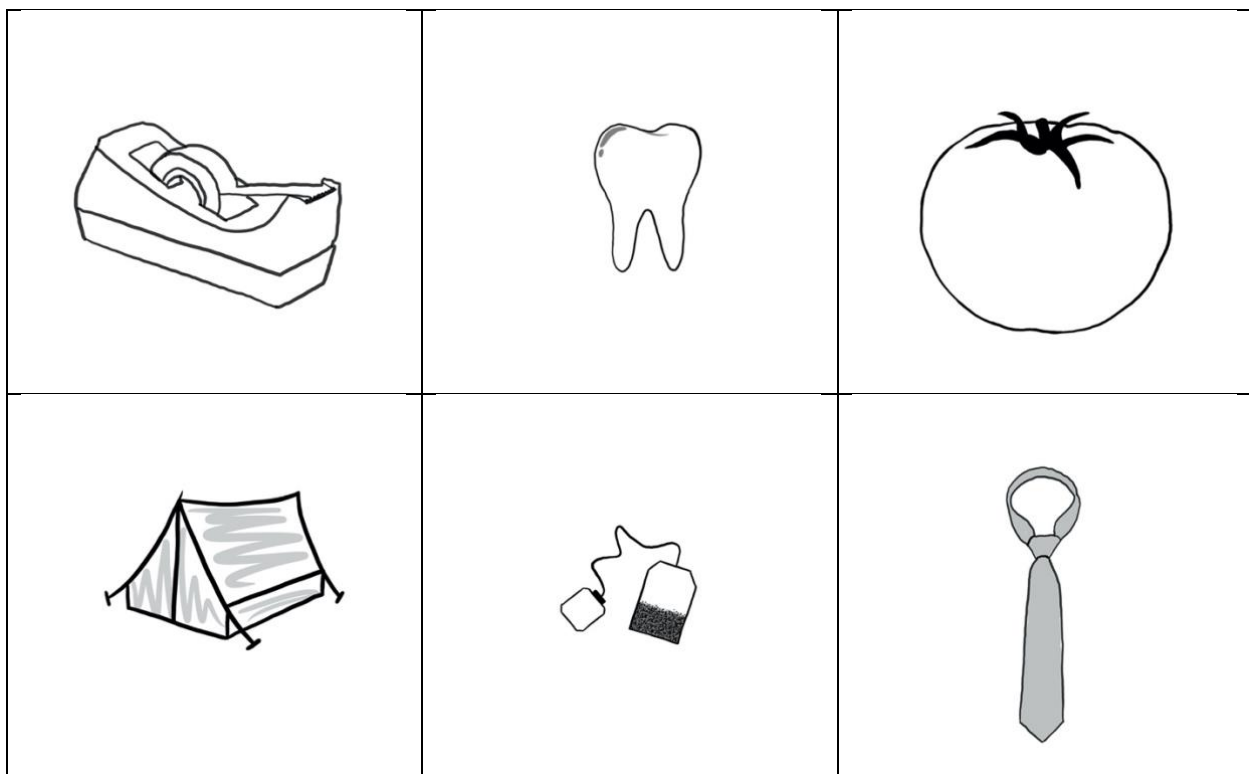
Examples: bat, cat, fat, fit, mitt, bite, fight, night, flat, kite, tight

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.



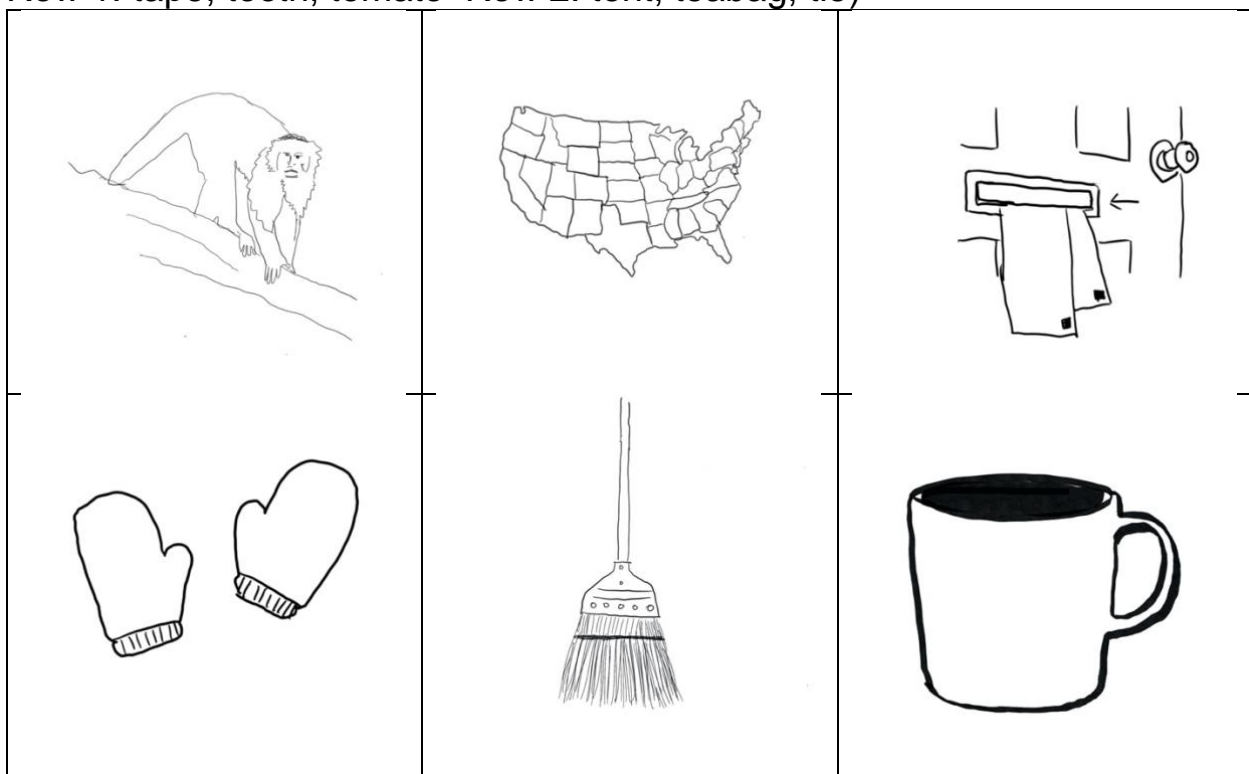
(Words with “a” as in “apple”

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, and¹

Have the student read:

am

at

mat

Have the student write from your dictation:

the mat

am and at

¹ **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