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Kindergarten | Teacher's Guide

LANGUAGE ARTS

LANGUAGE ARTS KINDERGARTEN

Teacher's Guide

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LANGUAGE ARTS SCOPE & SEQUENCE

KINDERGARTEN

Lessons 1-40	Lessons 41-80	Lessons 81-120	Lessons 121-160
Alphabet -say the alphabet Colors -recognize colors Directions -left to right Following directions -oral and written Grammar -form simple sentences Listening skills Personal recognition -read and write first name -know age and address -recognize names of family members Phonics -short <i>a, e, i</i> vowels -initial: <i>b, t, m, r, s, n, d, p, l</i> -form and read simple words -form rhyming words Shapes -circle, square, triangle, and rectangle -recognize shapes in objects Stories and poems -create simple stories and poems Writing -form circle and lines - <i>Aa, Bb, Dd, Ee, Ii, Ll, Mm, Nn, Pp, Rr, Ss, and Tt</i>	Grammar -sentences begin with capital, end with period Patterns -simple shape, color patterns Personal recognition -read and write first and last name Phonics -short <i>a, e, i, o, and u</i> vowels -initial: <i>k, c, ck, f, h, g, j, v, w, y, z, qu, and x</i> -read simple sentences Position/direction concepts -in/out, in front of/behind, up/down, on/off, open/closed, over/under Sequencing -alphabetical order -simple story Shapes -oval Size concepts -big/little, large/small Writing - <i>Kk, Cc, Ff, Hh, Oo, Gg, Jj, Vv, Ww, Uu, Yy, Zz, Qq, and Xx</i>	Phonics -recognize the short vowel sounds -recognize all initial consonant sounds -recognize long <i>a, e, i, o, and u</i> sounds -silent <i>e</i> -initial consonant digraphs: <i>sh, ch</i> , both soft and hard <i>th</i> -final consonant sounds: <i>_b, _ck, _k, _l</i> Word recognition -color words, number words, and shape words Writing -name -complete alphabet, capital and small letters -all color words -number words: <i>one, two, three, four, five, six</i> -shape words: <i>circle, square, triangle</i>	Phonics -recognize the long vowel sounds -initial consonant digraphs: <i>wh</i> , review <i>ch, sh, th</i> -recognize all final consonant sounds Stories and poems -create, tell, and recite stories and poems Word recognition -position/direction words: <i>up/down, high/low, in/inside, out/outside, top/bottom</i> -number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> Writing -number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> -position/direction words: <i>up/down, high/low, in/inside, out/outside, top/bottom</i>

INSTRUCTIONS FOR KINDERGARTEN LANGUAGE ARTS

This Kindergarten Language Arts *Getting Ready to Read* program is designed to develop early literacy skills. It is geared towards children of Kindergarten age (usually five-year-olds) and is meant to lead them gradually to reading. It provides the basis from which more advanced children can move into reading at any time. At the same time, it will gradually move children who are not yet ready to read into the reading process.

Each student book contains 80 lessons and is divided into four sections: the main lessons; a writing practice; a story log; and a story book. The last three sections are intended for use along with the main lessons throughout the year.

The pages of the student workbooks are perforated for easy tear-out. We recommend the pages be torn out so that the paper lies flat on the desk or table to promote better penmanship.

The *Writing Practice* section in Student Book One provides additional space to practice each letter of the alphabet as it is presented in the lessons. In Student Book Two, this section offers additional practice space for name, address, color, number, and shape words as well as position and direction words. This section is to be used in “small doses” according to the child’s abilities and individual needs. Correct letter formation and word spacing are the goal, not completion of a large number of pages in a short amount of time. If a child quickly forms some letters easily and well, additional practice for those particular letters may not be needed. Other letters, however, may cause more difficulty and require additional practice.

The *Story Log* section provides space for teacher, parent, or both to record the titles of

stories and poems read aloud to the students. As their abilities increase, this can also include stories read by the children. In several studies, reading aloud has been found to be one of the most important factors in successful learning for children. Reading aloud to children from an early age promotes vocabulary understanding and development; increases attention span; develops imagination; and helps the child gain an interest in reading. Reading to children also establishes a bond between child and reader that is very important for learning and growth. A key to this program is spending at least 15 to 30 minutes a day, every day, reading aloud. Trips to the library that allow the children to select books to be read aloud and to choose books they are able to read are also suggested.

The *My Stories* section of the student book provides space for stories *created by the child* but *scripted by the teacher, an older child, or another adult*. Telling and writing stories and reciting and creating poems are other keys to developing vocabulary and the skills needed for reading. This program contains many activities, both within the lessons and supplementary to the lessons, for creating stories and poems. At first, a child should not be expected to write out all of the stories created. This can be handled in several ways:

1. Write group stories or poems on chart paper and save them like a “big book.”
2. Write stories or poems on the board, copying them and reproducing them later into booklets for the child to revisit throughout the year.
3. Parents, aides, or older children who write legibly may script the stories and poems for the children in the back of their books or in a notebook.

LANGUAGE ARTS K INDEX OF CONCEPTS: LESSONS 41–80

CONCEPT	LESSON	CONCEPT	LESSON
Alphabetical order:	50, 58, 65, 68, 79	Initial consonant review:	50, 55, 61, 71, 77, 80
Individual letter recognition:	41, 43, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72	Vowels, short:	
Colors:	46, 59, 70, 71, 77	Oo:	51, 52, 64
Following Directions/Listening:	42, 53, 62, 73, 80	Uu:	66, 67, 80
Name:	62	Vowel review:	64, 74, 80
Numbers:		Position and Direction:	
Counting:	68	Left to Right:	68, 74
Patterns:	53, 77	Up/down; under/over; in front of/beside:	53, 56, 73, 80
Phonics		Pronouns:	26, 34, 68
Initial sounds:		Sentences:	68, 74
Kk:	41, 42, 50	Sequence:	
Cc:	43, 44, 50, 61	Stories:	42, 62
Ff:	45, 46, 50	Alphabet:	47, 50, 56, 58, 65, 68, 79
Hh:	48, 49, 50	Shapes:	46, 53, 59, 70
Gg:	54, 55	Story writing:	most lessons
Jj:	57, 58, 61	Writing:	41, 43, 45, 48, 51, 54, 57, 58, 60, 63, 66, 69, 72, 75, 78
Vv:	60, 61	Word Formation:	52, 66
Ww:	63, 64		
Yy:	69, 70		
Zz:	72, 73		
Qu:	75, 76		
Xx:	78, 79		

LESSON 1

MATERIALS NEEDED	
Required	
• pencils	• crayons
• name cards	
Optional	
• photographs	• tactile letters

Objectives:

- 1. To follow directions.
- 2. To recognize and write first names.
- 3. To identify family members by name.
- 4. To recognize and tell age.

Teaching Pages 1, 2, and 3:

- 1. Turn to page 1. Read what Sam and Jip are saying. Write the first name of the child on the first line. Have the child trace and say their name. Have the child copy on the next line. If children have difficulty, help them. The pages of the student workbooks are perforated for easy tear-out. We recommend the pages be torn out so that the paper lies flat on the desk or table to promote better penmanship.
- 2. Introduce page 2 by talking about the names of family, friends, and pets. Have the children look at page 2 and talk about who they will place on the page. Fill in the blanks on the student page with the names that best represent their family. Have the children draw and color pictures for each box. If photographs are available, they may be used. Write the name of each person/ animal pictured for the children.
- 3. Introduce page 3 by asking the children their ages. Talk about the pictures. Count the candles on Sam’s and Jip’s cakes. Read the page and help the children write their ages in the space provided.

Student Book 1 | GETTING READY TO READ



What is your name?

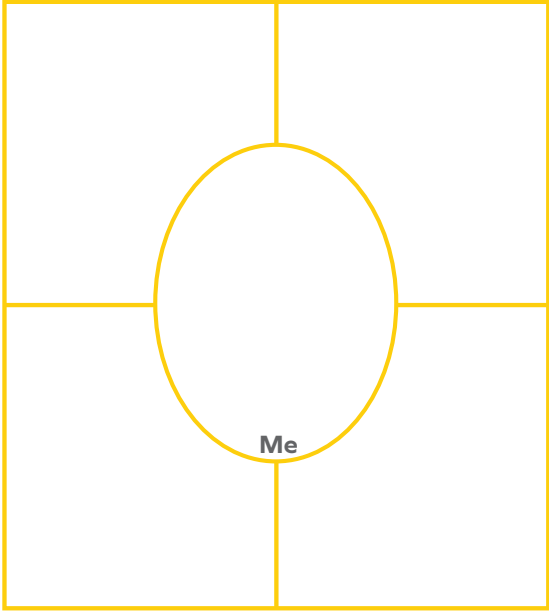
My name is

Lesson 1 | 1

Lesson 1 | GETTING READY TO READ

All about Me

Draw the pictures.



Me

Lesson 1 | 2

LESSON 21

MATERIALS NEEDED

- pencils and crayons
- poster board or chart paper
- magazines or newspapers
- glue or paste
- scissors

Objectives:

1. To recognize capital *E* and small *e*.
2. To write capital *E* and small *e*.
3. To recognize the sound of short *Ee*.

Teaching Pages 42 and 43:


1. For the steps to teach pages 42 and 43, see pages 14 and 15 of Lesson 7. Emphasize the short sound of *e* in *egg*, *elephant*, *Elliot*, and *Emory* on page 42.
2. Read a list of words such as *egg*, *bat*, *men*, *elephant*, *man*, and *pet*. Have the children raise their hands or hold up a card with an *e* on it when they hear the short *e* sound.

Extended Activities:


1. Make a short *Ee* chart.
2. Play a rhyming game with short *e* words. Say a word, such as *hen* or *get*, and see if the children can find other words that rhyme with them.
3. For more advanced children, continue the letter game begun in Lesson 15, Extended Activity 2. Help the children sound out new words with the sounds they have learned. Examples: *met*, *bet*. The children can also review other words they have made, such as *mat*, *bat*, *rat*.

Lesson 21 | GETTING READY TO READ


Practice e E.







e









egg




elephant

















E


Elliot

Emory




Lesson 21 | 42

GETTING READY TO READ | Student Book 1




Ee


How does short /e/ sound?




envelope




pencil




bell








men



bed

10

ten

**Listen for short /e/.
Can you find more?**

43 | Lesson 21

LESSON 31

MATERIALS NEEDED

- pencils
- crayons
- magazines or newspapers
- paste or glue
- chart paper or poster board
- alphabet or flashcards for *Pp*
- 3" × 5" cards

Objectives:

1. To recognize capital *P* and small *p*.
2. To write capital *P* and small *p*.
3. To recognize the sound of *Pp*.

Teaching Pages 62 and 63:


1. To introduce *Pp* on pages 62 and 63, follow the procedures from Lesson 10. Emphasize the words *pig*, *pail*, *Parker*, *Pam*, and *Paul* on page 62.
2. Read a list of words such as *paper*, *big*, *pizza*, *pipe*, *doll*, *Pamela*, *dog*, and *penny*. Have the children raise their hands or hold up a card with a *p* on it when they hear the *p* sound.
3. Have the children experiment with making the *p* sound and the *b* sound. Which one is louder (*b*)? Which is quieter (*p*)? Which lets more air through (*p*)?

Extended Activities:


1. Make a *Pp* chart.
2. Have the children play the letter game introduced in Lesson 15, Activity 2. Add *p* cards to those already made. Have the children spread the cards out and see if they can add more words to those they have already found. Examples: *pet*, *pan*, *Pam*, *Pat*. Have them use the words in a sentence. Add to the list of words and names they are able to form and sound out with the sounds already learned. Provide assistance

Lesson 31 | GETTING READY TO READ


Practice p P.







p









pig




pail














P


Parker












Pam

Paul





Lesson 31 | 62

GETTING READY TO READ | Student Book 1




Pp


What sound does /p/ make?




picture




pillow




paintbrush



pumpkin



piano



pie

**Listen for /p/.
Can you find more?**

63 | Lesson 31

LESSON 41

MATERIALS NEEDED

- pencils
- crayons
- magazines or newspapers
- paste or glue
- chart paper or poster board
- alphabet or flashcards for Kk
- 3" x 5" cards

Objectives:

1. To recognize capital K and small k.
2. To write capital K and small k.
3. To recognize the sound of Kk.

Teaching Pages 82 and 83:




1. To introduce Kk on pages 82 and 83, follow the procedures for Lesson 10. Emphasize the words *kitten*, *kite*, *Ken*, and *Kathleen* on page 82.
2. Read a list of words such as *kitchen*, *Bob*, *Katie*, *kind*, *doctor*, and *kidding*. Have the children raise their hands or hold up a card with a k on it when they hear the k sound.
3. The k sound is made in the throat. Have the children make the k sound and describe how it feels.

Extended Activities:


















1. Make a Kk chart.
2. Play the letter game introduced in Lesson 15, Activity 2. Add k cards to those already made. Have the children spread the cards out and see if they can add more words to those they have already found. Examples: *Ken*, *kit*, *Kim*. Have them use the words in a sentence. Add to the list of words and names they are able to form and sound out with the sounds already learned. Help as needed. *Reminder:* If the children are not ready and find this activity difficult, wait several weeks and try again.

Student Book 1 | GETTING READY TO READ









Practice k K.

kittens kite




Ken Kathleen







Lesson 41 | 82

GETTING READY TO READ | Student Book 1





What sound does k make?


key king kite

kangaroo kitten kick

Listen for k.
Can you find more?



83 | Lesson 41

LESSON 51

MATERIALS NEEDED

- pencils and crayons
- poster board or chart paper
- magazines or newspapers
- glue or paste
- scissors
- flashcards for short o
- 3" x 5" cards

Objectives:

1. To recognize capital O and small o.
2. To write capital O and small o.
3. To recognize the sound of short Oo.

Teaching Pages 102 and 103:

1. For the steps to teach pages 102 and 103, see Lesson 7. Emphasize the short sound of o in *ox*, *octopus*, *October*, and *Oscar* on page 102.
2. Read a list of words such as *on*, *opposite*, *inch*, *top*, *Oliver*, *ant*, *egg*, *of*, and *odd*. Have the children raise their hands or hold up a card with an o on it when they hear the short o sound.

Extended Activities:

1. Make a short Oo chart.
2. Play a rhyming game with short o words. Say a word, such as *hot* or *mop*, and see if the children can find other words that rhyme with them.
3. For more advanced children, continue the letter game begun in Lesson 15, Activity 2. Help the children sound out new words with the sounds they have learned. Examples: *pot*, *not*, *on*. They can also review other words they have made: *mat*, *bat*, *rat*, *let*, *met*, *sit*, *pit*.

Student Book 1 | GETTING READY TO READ

Practice o O.

o O ox octopus

October Oscar

Lesson 51 | 102

GETTING READY TO READ | Student Book 1

How does short /o/ sound?

top octopus stop

sock box clock

Listen for short /o/.
Can you find more?

103 | Lesson 51

LESSON 61

MATERIALS NEEDED

- pencils
- crayons
- magazines and newspapers
- paste or glue
- materials to make a puppet
- alphabet scrapbook
- alphabet charts and flashcards
- 3" x 5" cards

Objectives:

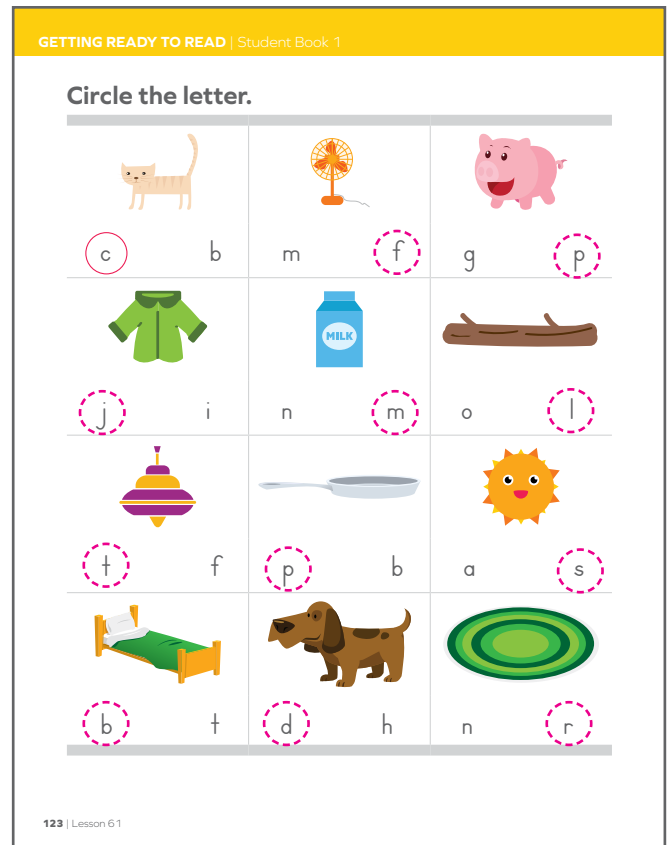
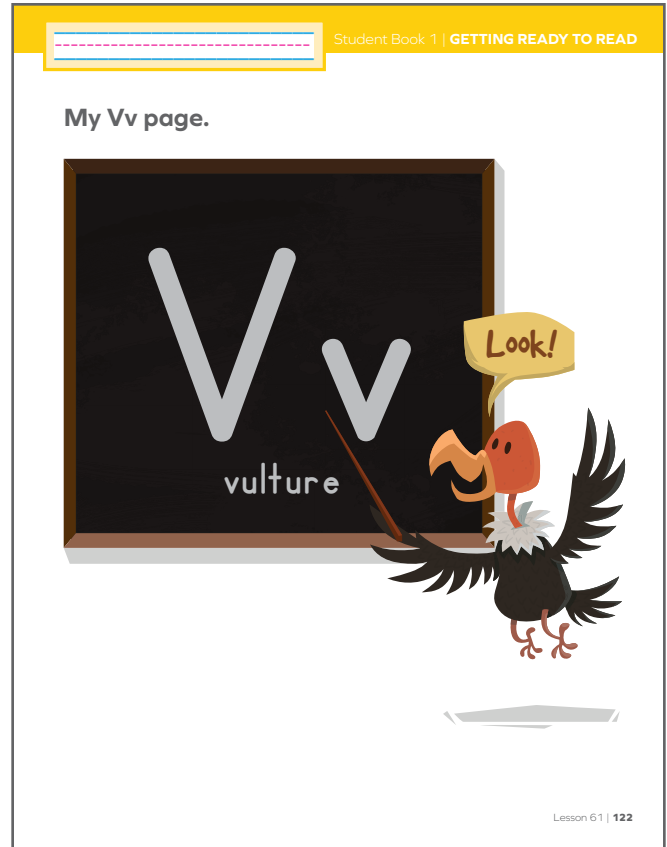
1. To recognize capital V and small v.
2. To write capital V and small v.
3. To recognize the sound of Vv.
4. To review initial consonants: c, f, p, j, m, l, t, p, s, b, d, and r.

Teaching Pages 122 and 123:

1. To reinforce and review the Vv sound on page 122, follow the procedures for steps 1, 2, and 3 of Lesson 8.
2. To prepare for page 123, say the words *jump*, *bake*, *pink*, and *tub* slowly and clearly. Ask the children to identify the beginning sound for each. Repeat the words one by one. Review the procedure used for number 2, Lesson 55 (page 111). Read the directions and complete the first row of boxes with the children. Let them finish the exercise by themselves AFTER naming all of the pictures in the boxes. When everyone has finished, have the children take turns naming the picture, giving the beginning sound, and naming the letter circled.

Extended Activities:

1. Make a Vv puppet.
2. Add to the alphabet scrapbook at home.
3. If new words or pictures have been found, add them to the Vv chart.



LESSON 81

MATERIALS NEEDED

- pencil
- crayons
- alphabet chart or flashcards
- name and address cards

Objectives:

1. To review first and last name.
2. To recognize age.
3. To review address.
4. To say the alphabet.
5. To recognize both capital and small letters.

Teaching Pages 1, 2, and 3:

1. The first three pages of Student Book 2 review the student's name, age, and address; the alphabet; and individual letter recognition. At this stage, most children will not encounter difficulty with these pages. However, please remember that children develop differently and at different rates. If you find the children are not ready to work on these pages independently, assist them as needed.
2. On page 1, the students review their names, ages, and addresses. If possible, let them do the page independently once directions have been given. They may use their name and address cards for reference if needed. Circle the letters or numerals that need additional practice. Check the formation of letters and numerals carefully.
3. Page 2 reviews the entire alphabet (Aa-Zz), both capital and small letters. Have the class say or sing the alphabet and ask them to point to individual letters. See Extended Activity 1.
4. On page 3, children practice names once again. Explain that they will be writing their

Student Book 2 | GETTING READY TO READ



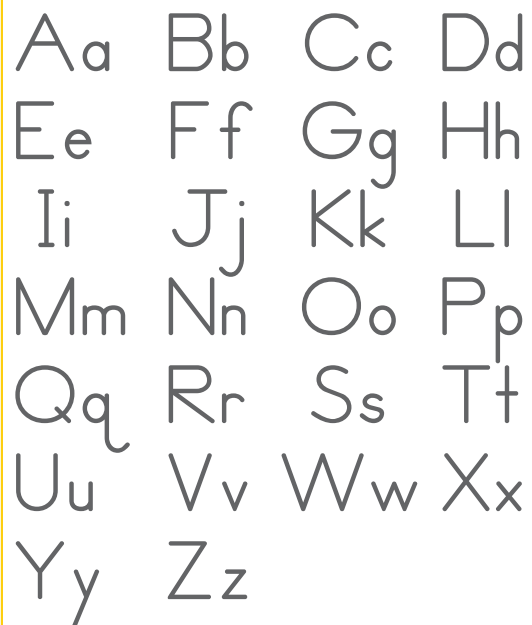
My name is

My age is

I live at

Lesson 81 | 1

Student Book 2 | GETTING READY TO READ



Say the alphabet for your teacher.

Lesson 81 | 2

LESSON 91

MATERIALS NEEDED

- pencils
- long *a* and long *e* charts
- sequence cards

Objectives:








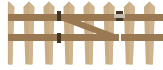

1. To recognize long *a* and long *e* sounds.
2. To listen carefully.
3. To follow a direction given only once.
4. To put things in order.

Teaching Pages 22 and 23:

1. Prepare for page 22 by reading a list of words containing both long *a* and long *e* sounds in them. Have the children raise their *a* cards when they hear the long *a* sound and their *e* cards when they hear the long *e* sound.
2. Read the direction on page 22. Explain to the children that as they name each picture, they are to listen carefully for the long sound. Ask them to point to the first picture (bee), say the name, and say which long sound they hear (*e*). Tell them to write an *e* on the line under the picture of the bee. Continue this procedure for the first two rows. If they are able, let students complete the third row on their own. Check their work and correct errors and letter formation problems.
3. Prepare for page 23 by using the sequence cards and asking the children to put them in order and tell the story. Put a simple sequence on the board out of order such as child holding flower, flower in garden, flower in vase. Ask the children which picture comes first (flower in garden). Write a large numeral *1* under the picture of the flower in the garden. Ask them what happened next (child holding flower). Write a large numeral *2* under this picture. Ask

Student Book 2 | GETTING READY TO READ










Write /a/ or /e/.

		
<u> e </u>	<u> a </u>	<u> e </u>
		
<u> a </u>	<u> e </u>	<u> a </u>
		
<u> e </u>	<u> a </u>	<u> e </u>

Lesson 91 | 22

GETTING READY TO READ | Student Book 2

Listen and write.

		
<u> 3 </u>	<u> 2 </u>	<u> 1 </u>
		
<u> 3 </u>	<u> 1 </u>	<u> 2 </u>
		
<u> 1 </u>	<u> 2 </u>	<u> 3 </u>

23 | Lesson 91

LESSON 111

MATERIALS NEEDED

- pencils and crayons
- *ch* chart
- pictures charts of objects that end in the *_d* sound and the *_g* sound

Objectives:

1. To write a story.
2. To recognize words that begin with the soft sound of *ch*.
3. To recognize the sound of *d* at the end of words.
4. To recognize the sound of *g* at the end of words.

Teaching Pages 62 and 63:

1. Prepare for page 62 by asking the students to find as many words or objects in the room as they can that begin with the *ch* sound. Allow about five minutes and then ask them to tell you the words they have found. Write the words on a whiteboard or paper. Next, ask the children if they can group any of the words together. Begin working on ideas for a story that will use as many *ch* words as possible.
2. Work with the children to write the *ch* story. Write it on the board or on chart paper. Some children may be able to copy the story into their books. Others will need help. If the story is longer than the space in the book, have them write the name of the story and one sentence of the story in their book. Have students draw a picture to accompany the story.
3. Write the letter *d* on the board and have the children give you words that begin with the letter. Explain that today they will be looking for this sound at the end of words. Ask them if they can think of any words that end with the *d* sound. Instruct the children to

Student Book 2 | GETTING READY TO READ

My /ch/ story.
Make a story with your /ch/ words.





Draw a picture for your story.

Lesson 111 | 62


GETTING READY TO READ | Student Book 2

____ d






____ d




____ d




____ d


____ g



____ g



____ g



____ g

Can you find more?

63 | Lesson 111

LESSON 121

MATERIALS NEEDED

- pencils
- crayons
- magazines or newspapers
- paste or glue
- chart paper or poster board
- *wh* flashcards


Objectives:

1. To recognize the consonant digraph *wh*.
2. To find words and pictures which begin with the sound of *wh*.


Teaching Pages 82 and 83:

1. Prepare for page 82 by asking the class to say the *wh* sound as in the word *where*. As the children say the sound, ask them to put their hands in front of their mouths. What do they feel? In what position are their lips? This is a quiet sound. How is it different from the *w* sound? Ask them to think of words that begin with the *wh* sound and write them on the board. Then have the children look at the first picture on the page (whale) and ask the class to say the word. What sound do they hear at the beginning? (*wh*) Have them write *wh* on the lines under the picture. Repeat this procedure for the remaining pictures.
2. Read a list of words such as *what, why, this, children, when, them, whistle, shop, and white*. Have the children raise their hands or hold up a *wh* card when they hear the *wh* sound.
3. Page 83 is a review and reinforcement of the *wh* sound. It gives the class an opportunity to work with you to find pictures and words with the hard *wh* sound. Discuss the work done on page 82.
4. Have the children trace the large *wh* on the page.


Lesson 121 | GETTING READY TO READ



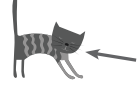
Try these!




How does /wh/ sound?




whale




whiskers




white



whistle



wheel




wheat

Listen for /wh/. Can you find more?


Lesson 121 | 82

GETTING READY TO READ | Student Book 2

My wh page.



Look!



83 | Lesson 121

LESSON 151

MATERIALS NEEDED

- pencils
- crayons
- long vowel charts and stories
- pattern cards
- objects to make patterns

Objectives:

1. To review all long vowel sounds.
2. To recognize patterns.
3. To complete patterns.

Teaching Pages 142 and 143:










The lessons from this point on are primarily review lessons. They will include all of the major concepts covered in this program. This curriculum does not include “tests” as such. These pages may be used to check skills learned in previous lessons. Activities and procedures for all of these lessons can be drawn from previous lessons as well. Please feel free to go back to activities that the children liked and found helpful.

1. Page 142 can be used as a review to check recognition of long vowel sounds. Review the vowel sounds briefly with the children. Read the direction on page 142. Have the children say the names of all the pictures to make sure they can identify them. Do the first box with the children. Let them complete the page on their own. Check.
2. Put some simple patterns on the board:
2 3 2 3 _ _ _ _ ;
oval, square, triangle, oval, square, _ _ _ ,
_ _ _ , _ _ _ .

Ask the children to help you finish the patterns. Use both numeral and shape patterns. Read the direction on page 143. Ask the children to read the pattern in the first box: 1 2 1 _ _ _ . Have the children tell you what numeral comes after the 1 (2).

Lesson 151 | GETTING READY TO READ

Circle the letter.

 a e i o u e	 i a o u e u	 i a o u e u
 i a o u e u	 i a o u e u	 i a o u e u
 i a o u e u	 i a o u e u	 i a o u e u

Lesson 151 | 142

GETTING READY TO READ | Student Book 2

Finish the pattern.

1 2 1 2 1 2

3 4 4 3 4 4

143 | Lesson 151

STUDENT EVALUATION: LESSONS 121–160

Alphabet:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

___ A	___ B	___ C	___ D	___ E	___ F	___ G
___ H	___ I	___ J	___ K	___ L	___ M	___ N
___ O	___ P	___ Q	___ R	___ S	___ T	___ U
___ V	___ W	___ X	___ Y	___ Z		

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

___ a	___ b	___ c	___ d	___ e	___ f	___ g
___ h	___ i	___ j	___ k	___ l	___ m	___ n
___ o	___ p	___ q	___ r	___ s	___ t	___ u
___ v	___ w	___ x	___ y	___ z		

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper are good). Have the color word cards for each color. Have the student select the color word for each object as you point to it. Check the colors that are known.

___ red	___ blue	___ green	___ yellow
___ purple	___ orange	___ pink	___ brown
___ black	___ white		

Shapes:

Have shape cards (or shapes cut from construction paper) available. Include different sizes for each shape and some shapes that the student does not know. Have the shape word cards for circle, square, rectangle, oval, star, and triangle on the table in front of the student. Ask the student to hand you the word card for the shape you choose and all the examples of a shape that they see.

___ circles ___ square ___ triangles ___ rectangles ___ ovals ___ stars

Have several objects that have obvious shapes in them (square or rectangular blocks or boxes, round wheels on toys, and so on). Ask the student to find an object for each shape as you name it. Have the student point out the shape in the object. Check those that are known.

___ circles ___ square ___ triangles ___ rectangles ___ ovals ___ stars

Name Recognition:

Ask the student to write their first and last name.

____ Yes ____ No

Age:

Ask the student how old they are.

____ Yes ____ No

Address:

Ask the student to tell you their address.

____ Yes ____ No

Phonics:

Have pictures or objects that have short *a*, *e*, *i*, *o*, and *u* vowels in their names available. Ask the child to select a picture or object for each short vowel sound as you give it. Place a *short a* flash-card on the desk or table. Ask the student to group the pictures or objects for short *a*. This may be done in two separate groups.

Repeat for other vowels. Check those completed correctly.

____ a ____ e ____ i ____ o ____ u

Review the initial consonant digraphs in the same manner, using pictures or objects.

____ sh ____ ch ____ th (soft) ____ th (hard)

Review all initial consonant sounds, using picture cards or objects. Use groups of 5 or 6:

First group: ____ k ____ c ____ f ____ b ____ d ____ l

Second group: ____ j ____ g ____ h ____ m ____ n

Third group: ____ v ____ w ____ y ____ r ____ s

Fourth group: ____ z ____ qu ____ x ____ t ____ p

Include some pictures which begin with sounds other than those in the group in each set. Ask more advanced students to name these extra sounds if they can. Record which additional sounds are recognized.

Review long vowel sounds in the same manner.

____ a ____ e ____ i ____ o ____ u



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