
Lesson 3:

Teach Sounds:

- **p**
  
  This sound is /p/. Always say /p/ fast.

- **e**
  
  This letter has 2 sounds, /e/ and /ee/.
  
  Initial reading practice will be with /e/. Words with the /ee/ sound will be added later.

- **h**
  
  This sound is /h/. Always say /h/ fast.

- **v**
  
  This sound is /v/.

Practice Sound Cards: Add the new cards to your collection and practice all the sounds not known automatically. The student physically tracks and pronounces sounds correctly.

Write and Say Sounds: The student writes each sound 5-10 times saying the sound as he prints the letter(s). Write new and previous sounds that are not automatically known.

Word Making Activity: Make words with the sound tiles. Make sure the student says the sounds as he makes the words and uses proper blending. After he completes the word, have him read the word using finger tracking. Correct any errors. "*Please make the word ____*"

See page 34-37 for complete illustrated instructions.

Use tiles… a e i(2) o d f h l m n p r s(2) t v

vet spit drop spin trip prod ramp rest step vast pond melt drip plan held stamp slip stomp path help flip left nest trap pest flop spot vest strap print strip hand hint strand timid invest softest solid rapid limit profit himself

Sound Changing Activity: In this new word making activity, the student makes a word and then listens to determine changes to make a new word. At first, demonstrate how you change one sound to make the new word. Please make the word ___. (first word on list). When the student finishes the word do not clear the tiles. Instead say “That word says ___; now please change the sound to make the word ___ (next word on the list). Correct any errors immediately. See page 37 for complete illustrated instructions.

Use tiles….. a i o b f m n p s t th

that > sat > bat > bath > math > mat > that> than > thin > fin > pin > pit > pot > pit > fit

Use tiles…..a e i o f h l m n p r s t v

hint > lint > list > last > fast > fast > mast > vast > vest > rest > pest > pelt > melt > felt

step > stop > slop > slip > flip > flop > flap > flat > slat > slap
Reading Words: The student reads the following words sounding out with physical tracking and proper blending. Correct any errors immediately.

if is a am in
at it an on I
did not pit its dim
mop that doll this lit
him set man fell rap
pass man till lip tan
rid nap mass tip tell
than fed pot sap pan
pet pod net sod map
mill red dad hit the
had hot rod off its
thin tap ham hill fan
let fin Beth led ant
off lot to van pin
math vat lap moth that
mill path pill and sell
flap rasp flop tells tilt
pals span pits help fret
pest drip fast flip slit
lost step test mist snip 100
drop slip nest slim slap
left melt stop felt plan
flat drop land sloth list
The next words contain 5 or more sounds. Make sure the student is blending smoothly.

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slant stand stamp plant slams
strap print strip lifts flint
pants frost trips strand stops
split drift slept splint sprint

Writing (Spelling) Words: Have the student write/spell some of these words.