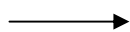


# Section1: Learn Basic Sounds & Establish Foundational Skills

## Lesson 1:

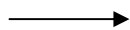
**Teach Sounds:** “I am going to teach you how written letters have certain sounds. Once you learn their sounds you will be able to begin to read. Learning the sounds of the letters is the secret to reading!” Follow under the sound with your finger and say the sound for your child making sure to pronounce the sound correctly. Demonstrate a few times and then have you child say it with you and then alone. Make sure the child says the sound correctly as he follows under the sound with his finger. **Complete directions are found on page 29.**

**m** This sound is /m/.



**t**

This sound is /t/ ... we always say /t/ fast.



>

The > mark under the **t** reminds us we need to always say /t/ fast.  
(/t/ /t/ /t/.... tap your tongue quickly!)

**a**

This letter has two sounds... the sounds are /a/ and /ay/.



You will learn both the /a/ and /ay/ sounds. At first you will practice words with the /a/ sound and later you will practice words with the /ay/ sound. Later you will also learn how **a** sometimes has a 3<sup>rd</sup> funny /ah/ sound.

**Give the New Sound Cards to Your Child:** Present the sound cards (index cards w/ sound written on it) to the child for these new letters. You will continue to add to this sound card collection as additional sounds are introduced. Make sure the child follows under the letter with his finger and says the sound correctly. **Practice the sounds: m, t, a See page 29 for directions.**

**Write and Say Sounds:** Tell the child you are going to show him a great way to learn the sounds. Say “You will write the letter and say the sound at the same time.” Make sure your child forms the letter correctly AS he says the sound. If your child struggles with letter writing, have him trace over dashed letters. Free tracer letter worksheets for *Right Track Reading Lessons* are found at [www.rightrackreading.com/tracerletterpages.html](http://www.rightrackreading.com/tracerletterpages.html). Writing *and* saying the sound *at the same time* is critical. If he isn’t saying the sound, tell him “Oops, make sure you say the sound as you write so I can hear you”. **Write each sound m, t, a 5 times. See page 30 for complete directions.**

**Getting Ready to Make Words:** Now that you know some sounds we are going to make words. Just like you make a train by hooking together train cars, we make words by hooking together sounds. Before we start making words there are a few things you must know.

1) “When making words we always start on the left and go to the right. We will follow the arrow and use our finger to help us learn this. Let me show you what I mean. Take the child’s finger and run it down the directional arrow several times. We start here and go this direction.” Words ALWAYS go left to right. Just like you never see a caboose pulling a train... you never make words backwards. We always go this way. (Show w/ finger movement). Now which way do words go? Have the child physically show you which direction words are made.



2) When we make and say words we need to keep the sounds hooked together. Words are like a train, except instead of train cars hooked together words are made of sounds hooked together. Just like when train cars come unhooked (or uncoupled for children who are train fans and insist on proper train terminology) the train falls apart, when we separate the sounds the word falls apart. We keep sounds hooked together so our word does not fall apart. Listen carefully and I will say a word with the sounds hooked together. Demonstrate the correct technique by saying a few words slowly with sounds connected. (fun, mom, sit). Please see the complete instructions for teaching smooth blending skills on page 27. Some children may need oral blending exercises. See oral blending exercises in Appendix E.

**Word Making Game:** Now it is time to make some words. Take out the sound tiles a, m and t and show the child how the sounds are written on the tiles. Have the child tell you the sound for each individual tile. Show the child the arrow and demonstrate how to build the first word. Say “I am going to make the word “mat”. Demonstrate saying each sound as you make the word, keeping the sounds hooked together (blended properly) and proper tracking. After making the word, read the word to him, sounding it out with finger tracking. Then tell him “Now it is your turn to make a word! Please make the word \_\_\_\_\_” The child does not see the word but rather listens as you read the words one at a time to him speaking clearly and repeating it at least once so the child hears correctly. When he is making the word, be sure he says the individual sounds as he lays down the appropriate sound tile in order and is blending sounds properly. Immediately correct any errors. After he makes the word, have him read/sound out the word with finger tracking. When he reads the word, say “GREAT JOB, you are reading! You just read the word \_\_\_\_\_”.

**See complete illustrated directions starting on page 31.**

Use sound tiles: a m t

Say “**Please make the word \_\_\_\_\_**”: at am mat

**Reminder for Reading Words:** Now you are going to read some words. Remember, you need to use your finger (or toothpick) to follow along, look carefully keeping your eyes on the sounds, say the sounds, and make sure you smoothly hook the sounds together.

**Reading Words:** Have your child read the following words to you. He needs to sound out the words with finger tracking and proper blending. Correct any errors immediately. **Please see page 34 for complete directions.** It is essential to help you child establish the foundational skills when learning to decode. Directly teach essential skills in blending, tracking and attention to detail. Stop all errors. Helpful reminders such as “look carefully”, “use your finger” and “keep the sound hooked together” are frequently needed in the early stages to help your child learn correctly.

at  
→

am  
→

mat  
→

am  
→

mat  
→

at  
→

## Lesson 2:

**Teach Sounds:** “Now you are going to learn new sounds.” Follow under the sound with your finger and say the sound for your child making sure to pronounce the sound correctly. Demonstrate a few times and then have you child say it with you and then alone. Make sure he says the sound correctly as he follows under the sound with his finger.

s  
→

This letter has 2 sounds.. The sounds are /s/ and sometimes /z/.

First you will practice words with the /s/ sound and later you will practice words with the /z/ sound. You will learn both the /s/ sound and the /z/ sound when s is naughty and steals the /z/ sound!

d  
→  
>

This letter has the sound /d/... we always say /d/ fast.

The > mark under the d reminds us we always need to say /d/ fast.

\*\* Specifically point out how the round part of the d comes first.

Round like a donut.... donut for dad...the donut/round part first.

**Practice Sound Cards:** Add the new sound cards to your previous sound card collection and practice *all* the cards. Make sure the child follows under the letter with his finger and says the sound correctly. **Practice the sound cards for: s, d + previous sounds m, t, a**

**Write and Say Sounds:** Tell the child “please write (or trace) the letters and say the sound when you are writing it”. Make sure he forms the letter correctly as he says the sound. **Please write each of the sounds 5 times: s d m t a** Complete directions are on page 34



/d/ = doughnut

\*\*\*\*Formation of the d is very important to prevent the child from confusing d, b and p. To help the child avoid confusion emphasize the formation. Emphasize you form the round portion first...around then up. A fun way to help the child learn this is to tell them to them remember the round part first...round like a donut.....a donut for dad! The round ‘donut’ first is /d/. Lots of tracing and writing d is important. This is a good letter to make into a large texture picture for the child to trace making sure they are starting at the correct spot, going around to make the donut first and then up to make the tall part. Make sure they form the round part first, then up.

**Reminder on Getting Ready to Make Words:** Now that you know more sounds we are going to make even more words. Just like you make a train by hooking together train cars, we make words by hooking together sounds. Remember that when we make the words we always start on the left and go to the right. Track down the directional arrow with you finger and then have the child show you which way we start and make words.



Also remember, when you make and say words you need to keep the sounds hooked together. Don't unhook the sounds. We do not want the word to fall apart.

**Word Making Game:** Now it's time to make some more words. Take out the appropriate sound tiles. Have the child tell you the sound for each of the individual tiles. For the first few lessons, show him the arrow and demonstrate how to build one of the words. Then tell the child it is his turn to make some words. Say "please make the word \_\_\_\_\_ for me". Read the list of words one at a time, speaking clearly and repeating the word at least once so the child is sure to hear the sounds correctly. When he is making the word, be sure he says the individual sounds as he lays down the appropriate sound tile in order. Immediately correct any errors. After he completes the word, have him sound out the word to you using finger tracking and proper blending skills. Correct any errors and give short encouraging remarks like good job, great sounding out, way to follow with your finger, ...etc. Clear all the tiles before reading the next word on the list to him. See complete directions starting on page 31.

**"Please make the word \_\_\_\_\_":**

Use sound tiles... a d(2) m s t  
 at am sad Sam mad mat sat dad

**Reading Words:** Have your child read the following words to you. He needs to sound out the words with finger tracking and proper blending. Correct any errors immediately. Please see page 34 for complete directions.

at →	am →	mad →	sad →
mat →	dad →	Sam →	sat →
mad →	tad →	mat →	am →
sad →	at →	dad →	
* mass →	* add →		

\* Teaching Note: The words 'mass' and 'add' contain double letters. Specifically explain to and show the child how when two of the same letters are next each other, we tend to say the sounds together as one sound. For mass, remind the child 'both these letters say /s/ so we can say the sounds together as one /s/. If the child sounds out the word as /m/ /a//s//s/...just remind him to say the /s/ sounds together and have them re-read the word as /mass/ **Please see 'reading words with double letters' on page 37 for complete directions.**