

Lesson 3 ***Back on the Right Track Reading Lessons 2nd Edition*** © 2013
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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 pelt slap 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 > 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	50
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	

snap	lint	trap	prom	sped
loft	sand	trim	Bill	pond
hint	stop	vest	slop	vast
held	last	slot	pelt	spin
trip	spell	slam	pond	tram
prod	tint	trap	frill	lets
rest	limp	pelt	depth	rinse 150
lamp	sand	stiff	self	spill
damp	smell	ramp	hand	soft
drill	sift	past	nips	still

----The next words contain 5 or more sounds. Make sure the student is blending smoothly.

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

lesson word count: 185

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