

One stop on the road to literacy...



Letter/Sound Correspondence (Phonics)

As you travel on the road to literacy, be sure to pack lots of these fun activities into your tutoring sessions. Mapping out phonics skills will propel your student confidently into the world of reading.

As you plan this portion of your trip...

Stay the course until your student is confident in identifying letter sounds. You may need to linger longer at some stops, but the extra time will be worth it.

Review previously learned lessons before introducing new sounds, and ***re-teach*** if needed.

Use nonsense words—words that contain common letter combinations but have no meaning, such as spag. Explain to your student that it's good to practice with nonsense words to break the habit of guessing. It also allows the tutor to notice if the student is using decoding skills.

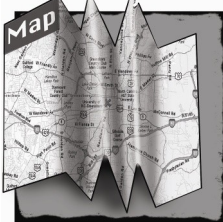
Teach consonants, short vowels, and the consonant digraphs (ch, sh, th, and wh) together. Introduce short **a** early on so that you can use it to form words—real and nonsense. When you teach short **e** (as in egg) and short **i** (as in itch), keep in mind they sound similar, and your student may get the two confused. Keep reviewing.

Recognize Letter/Sound Correspondence

One stop on the road to literacy...



The Outcome



The student will recognize letter/sound correspondence.

Why Go There?



Explain to your student that a good reader is familiar with the sounds that the letters represent. A good reader uses that knowledge as one strategy for figuring out unknown words.

How To Get There



Directions:

Use assessment information to identify which letter sounds need to be taught. Teach a few at a time.

Suggested activities are on pages 21-50.

Choose activities that provide a mix of visual, auditory, and tactile/kinesthetic experiences.

Key to success—Incorporate letter/sound correspondence with writing practice.



Getting Started

Before your tutoring session, cut out several sets of picture cards (pages 117-133), including the set with the sound(s) you are teaching. Then model your lesson after the following example.

Tutor: Today we are going to start studying the sounds that the letters of the alphabet represent and the rules that apply to the sounds. Knowing the rules will be one way for you to figure out words you don't know. These skills will help you become a better reader. We'll start with the letter *m*. (Show cards with the letters *M* and *m*.) What is this letter?

Student: *m*

Tutor: Yes. The letter *m* starts words like *m-m-monkey* and *m-m-mouse*. (Show picture cards of *monkey* and *mouse*.) What other word starts like *m-m-monkey* and *m-m-moose*?

Student: Milk.

Tutor: Yes. *M-m-milk* begins like *m-m-monkey* and *m-m-mouse*. What is this letter? (Hold up the card with the letter *m*.)

Student: *m*

Tutor: Yes! Now I'm going to say two words. Tell me which one of the words begins like *m-m-monkey*. *Tape*. *Movie*.

Student: Movie.

Tutor: That's right.

(Continue the lesson by using any practice activity, such as one found on pages 21-50.)



Recognize Letter/Sound Correspondence. Level 1A: RWA2

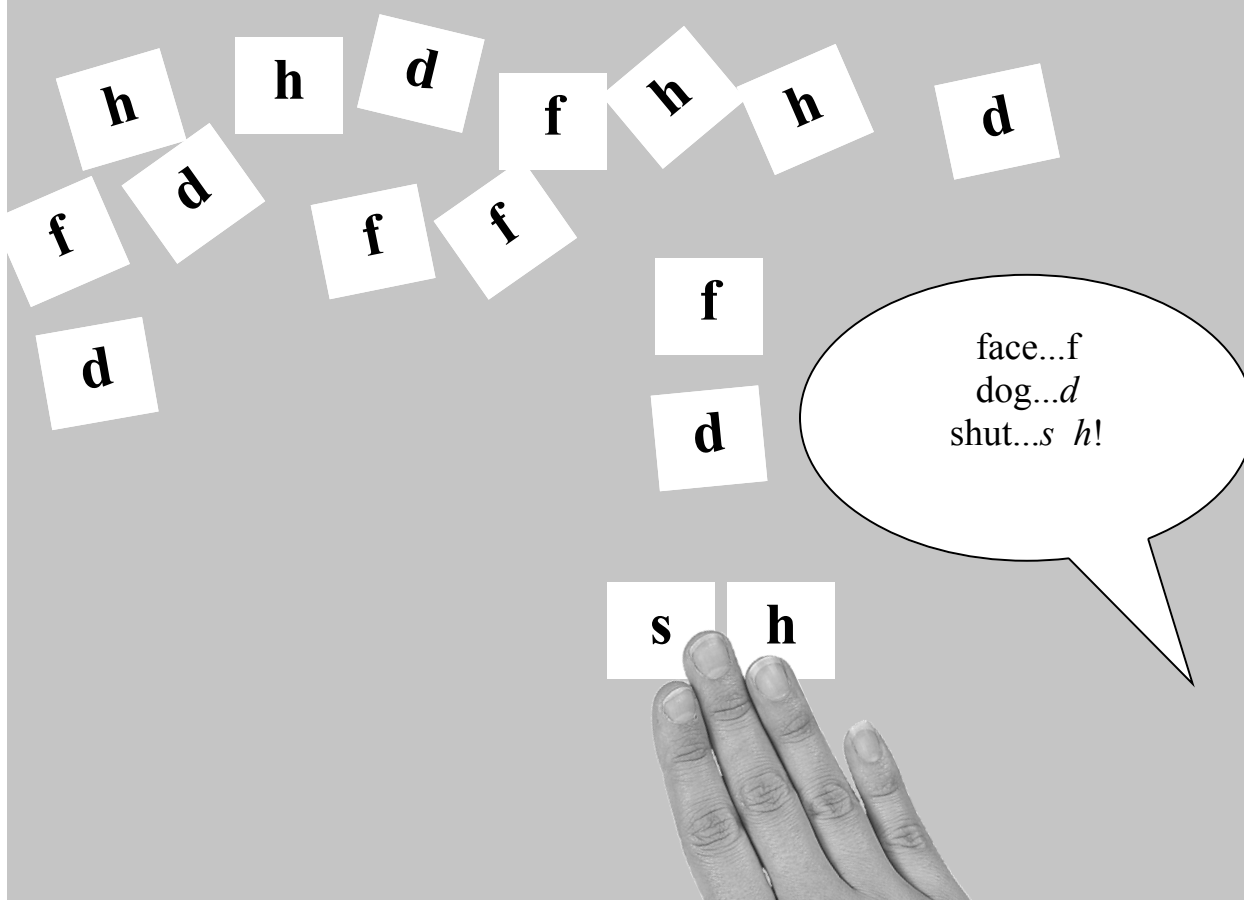
Use for teaching vowel, consonant, or consonant digraph sounds.

Listen Up!

Materials: lower case alphabet cards from pages 108-112, cut out

Directions: *First*, place the lower case letters to be practiced in your student's work area as shown below. Be sure to include a few copies of each letter.

Then, say a word that starts with the letter (or, in the case of a vowel, is heard in the middle of the word). Have your student locate the matching letter card. Encourage him to repeat the word and make its sound. Word lists are provided for your reference on pages 22-25 (initial consonants)
page 26 (initial digraphs)
page 27 (short vowels).





Initial Consonant Word Lists

B	HARD C, K	D	F
baby back bad bag bake balloon bark bath beach bean bed bee beetle before belt bend best big bite both bowl boy bucket build bump bus butter button buy	<div> <div> cabin cage call camera can candle cap car carrot cash catch coast coin cold color comb come cook copy corn cost count course cover cow cup curl curve cut </div> <div> kangaroo keep key kick kid kill </div> </div> <div> <p>Letters c and k: Teach hard <i>c</i> and <i>k</i> together. Explain to your student that <i>c</i> and <i>k</i> can make the same sound and that you can't tell by listening whether a word starts with <i>c</i> or <i>k</i>. Explain that more words start with <i>c</i> than <i>k</i>. If your student asks about a word with soft <i>c</i>, such as <i>circus</i>, explain that <i>c</i> has two sounds: hard c when followed by a consonant (except <i>h</i>), <i>a</i>, <i>o</i>, or <i>u</i> (<i>class</i>, <i>cram</i>, <i>cat</i>, <i>cot</i>, <i>cut</i>) soft c when followed by <i>e</i>, <i>i</i>, or <i>y</i> (<i>cell</i>, <i>city</i>, <i>cycle</i>)</p> </div>	dad daisy damp danger dark date day dead deal dear deep dentist desk die dig dime dip dirt dish dive do dock dog doll door dot down duck dull	face fact fair fall far farm fast fat fear feast feather feed feel fence ferry fight find fire first fish fit five fold food fork found full fun fur



Recognize Letter/Sound Correspondence. Level 1A: RWA2

HARD G	H	J	L	M
gallon gallop game gas gate gather get ghost giggle girl give go goal goat goggles gold good goose gorilla gear guess guitar gum	hair half hall hand hang happy hard hat hatch hate have ha head heat heel hello help hero high hold hole home hook horn hug huge hung hurry hurt	jacket jail jam jar jeans jelly jerk jet jewelry job jog join joke juice jump jungle junk	label lake lamb lap large last late law lay lazy lead learn leg lemon lend length less lick life light like line lion lock log look lost low lunch	mad magic mail make man many map march marry mate meal mean meat melt menu mess milk mind mine miss mitten mix moon more most motor mud music



Recognize Letter/Sound Correspondence. Level 1A: RWA2

The letter *q*: The sound for the letter *q* is taught as *qu* in the section on blends.

N	P	R	S	T
nail	pack	radio	safe	table
name	pad	rain	sail	tag
nap	page	raisin	salad	tale
narrow	pail	ramp	salt	tame
nature	pair	ranch	sank	taste
near	panda	raw	save	teach
neat	pants	ready	seal	tease
neck	park	real	search	tennis
need	pass	recipe	second	ticket
nest	pasta	relax	seed	tiger
net	paw	repair	selfish	tight
never	peach	rest	seven	time
new	pear	ribbon	side	tiny
next	pencil	rice	sign	tired
nice	penny	rich	silly	tissue
night	petal	ride	simple	toaster
nine	pick	right	sister	tomato
nobody	piece	river	size	tongue
nod	pile	road	soap	tool
noise	pilot	roast	soccer	tooth
noodle	pink	rob	solar	top
noon	pint	robot	solid	torn
north	pipe	rocket	sore	tornado
nose	poem	roof	south	towel
note	polite	root	sudden	tube
nothing	pond	rope	summer	tulip
number	poster	row	sunk	tunnel
nurse	puddle	rub	supper	turkey
nut	puzzle	rude	surface	turn



Recognize Letter/Sound Correspondence. Level 1A: RWA2

V

vacation
valley
value
vampire
van
vanilla
vapor
vest
victim
victory
video
violent
violin
visit
vitamin
voice
volcano
vote
voyage

W

wagon
wait
wake
war
warm
wash
waste
wave
wax
weak
weather
wedding
weed
weigh
wide
wild
window
wink
winter
wire
wizard
wolf
woolen
wore
work
world
worm
worry
worst

Y

yard
yarn
yawn
year
yell
yellow
yelp
yesterday
yogurt
young
yours
yo-yo

Z

zebra
zero
zigzag
zipper
zoo

The letter x: Teach the sound for x in final position as /ks/, such as in *box* and *fix*.



Consonant Digraphs Word Lists

A **consonant digraph** is two consonants together that make one sound.

ch	sh	th	wh
chain	shackles	thank	whale
chair	shadow	theater	wheel
chalk	shaft	thermal	wheelchair
chance	shake	thermometer	whip
change	shallow	thick	whisper
chap	shambles	thimble	white
chapter	shape	thin	whittle
chase	share	thing	
cheap	shark	think	
check	sharp	third	
checkers	shatter	thirsty	
cheerful	sheep	thirty	
cheese	shelf	thistle	
cherry	shell	thought	
chess	shelter	thousand	
chest	shift	thumb	
chew	shine	thunder	
chicken	ship	Thursday	
chief	shirt		
child	shoe		
chimney	shook		
chin	shoot		
chink	shop		
chipper	shore		
chocolate	short		
choose	shoulder		
chunk	shout		



Short Vowel Word Lists

ă	ĕ	ĭ	ŏ	ŭ
bad	bed	bib	bog	bud
cab	bell	bid	box	bun
cat	bet	big	cob	bus
cast	check	bit	cod	buzz
chap	chess	did	cot	cub
chat	deck	dim	dock	cuff
fan	dell	dish	don	cup
fast	den	fib	dot	cut
gas	fell	fill	fob	dub
ham	get	fin	fog	duck
hand	heck	fit	fox	fuss
jab	hem	fix	got	fuzz
Jack	hen	hid	hog	gull
lamp	led	hill	hot	hut
laugh	leg	jig	hock	jut
man	less	kick	job	luck
mask	let	kill	jog	lump
nag	mess	lick	lock	mud
pack	neck	lip	log	mug
pat	net	mix	mob	mush
ran	peck	nip	mock	nut
rat	peg	pick	nod	puff
sack	pen	pin	pod	pun
sad	pet	rib	pot	pup
tab	red	rig	rob	rub
tap	set	sip	rock	run
van	them	six	rot	shut
wag	well	tick	sob	tug
wax	wet	win	sod	tusk



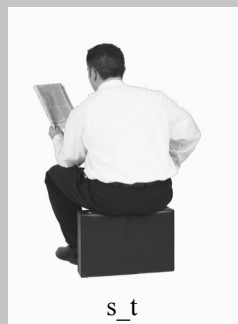
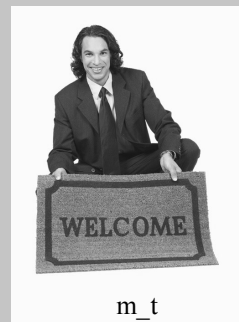
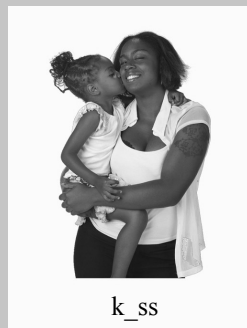
Short Vowels

Matching Vowel Sounds

Materials: vowel picture cards from pages 137-141, cut out

Directions: *First*, place the key-vowel picture card in front of your student. In the example below, the apple picture card is the key card. *Next*, teach the vowel sound giving your student examples. Refer to page 27 for a list of words with short vowel sounds. *Then*, lay out a variety of vowel picture cards. *Last*, instruct your student to find the other picture cards with the same vowel sound as the key card.

Start easy. Use only one or two contrasting vowel sounds until your student is proficient at hearing the differences between vowels.





Short Vowels

Vowel Line-up

Materials: vowel picture cards (pages 137-141), cut out

Directions: *First*, place key-vowel picture cards in front of your student. In the example below, the apple and octopus picture cards are the key cards.

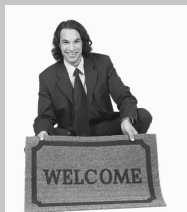
Then, set the vowel picture cards that go with the key cards in your student's work area. *Next*, name each picture and have your student repeat the names. Challenge her to match the vowel cards with the correct key card.



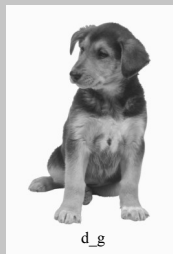
_pple



_ctopus



m_t



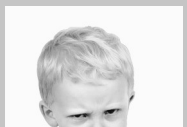
d_g



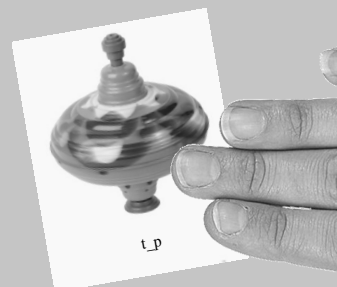
b_g



s_ck



n_p



t_p



Short Vowel, Consonant, or Consonant Digraph Sounds

Picture This

Materials: picture cards that correspond with the letters being studied from pages found in the appendix (pages 117-141) and their letter cards (pages 108-112), cut out

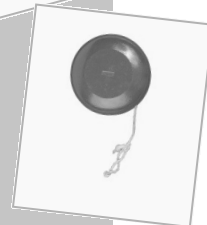
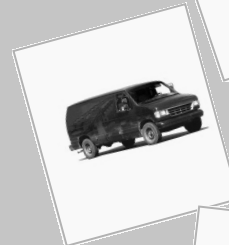
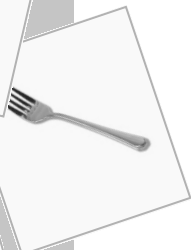
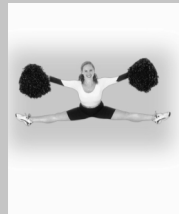
Directions: *First*, place the lower case letters being studied in front of your student as shown below. *Then*, randomly set out the picture cards. *Last*, instruct your student to identify the picture and place it under its matching letter. *For added challenge*, add some picture cards to the pile that don't belong under any of the letters.

f

v

c

h





Short Vowel, Consonant, or Consonant Digraph Sounds

That's Gotta Go!

Materials: picture cards found in the appendix (pages 117-141), cut out the letter card being studied (found in pages 108-112), cut out *yes/no* cards (page 109), cut out

Directions: *First*, in your student's work area, place picture cards that correspond with the sound he is learning and some that don't. *Then*, place the *yes* and *no* cards in front of him as shown below. *Next*, direct your student to say the name of each picture. If the word starts with the letter he is practicing, have him put it under the *yes* card. If it is not, place it under the *NO* card.

yes

f

NO





Short Vowel, Consonant, or Consonant Digraph Sounds

Right or Wrong?

Materials: picture cards found in the appendix (pages 117-141), cut out
alphabet cards of letters being studied (pages 108-112), cut out

Directions: *First*, set alphabet cards of the sounds your student is practicing in his work area. *Then*, under each letter, arrange some pictures that start with that sound and some pictures that don't. *Next*, have your student locate the incorrect pictures.

f



v



wh



Let's see...
fork, feather, thumb...
thumb doesn't start with
the letter *f*!



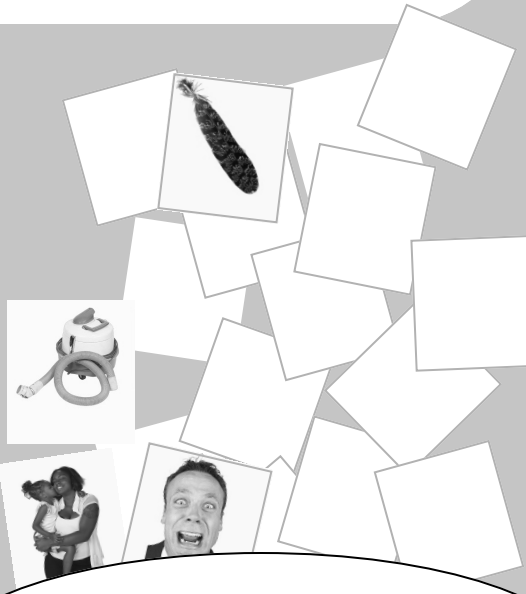
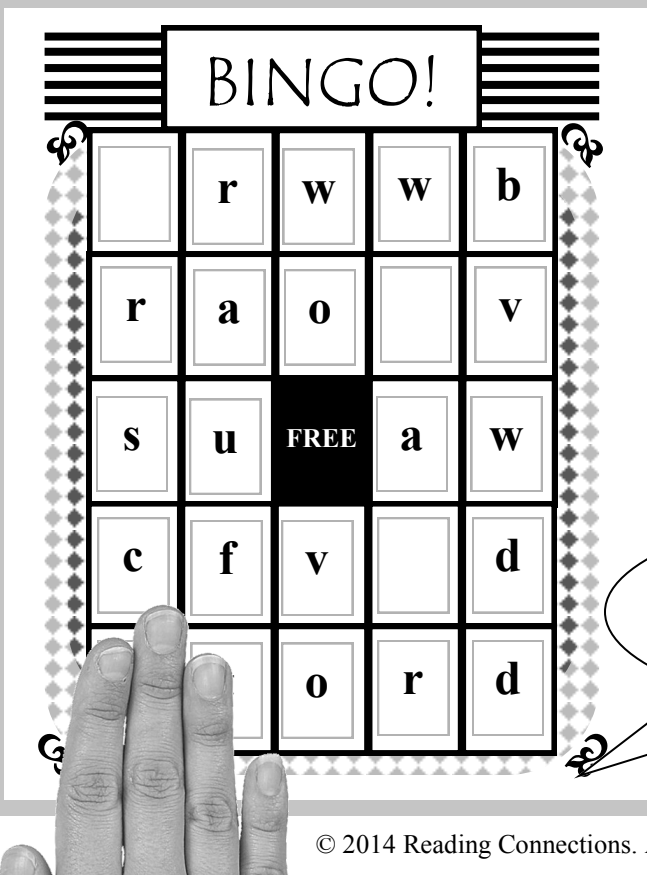
Short Vowel, Consonant, or Consonant Digraph Sounds

Bingo

Materials: bingo cards (pages 34-35), one each for student and tutor
picture cards of the letters being studied (pages 117-141), cut out
alphabet cards of letters being studied (pages 108-112), cut out

Directions: *First*, randomly place an alphabet card in each box of the bingo card as shown below. *Then*, place face down, off to the side, picture cards that match the letters.

To play the game: *First*, tell your student that he'll be identifying initial consonant and vowel sounds. *Then*, invite your student to flip over a picture card and name it. Players search their cards for the appropriate letter. If the letter is found, that letter is turned face down. (If a letter shows up more than once on a card, only one may be turned over per picture card.) Continue in this manner until one of the players has turned all letter cards over.



Feather...f. Yes! I have an f!

BINGO!

		FREE		

BINGO!

		FREE		



Short Vowel, Consonant, or Consonant Digraph Sounds

Spell It Out!

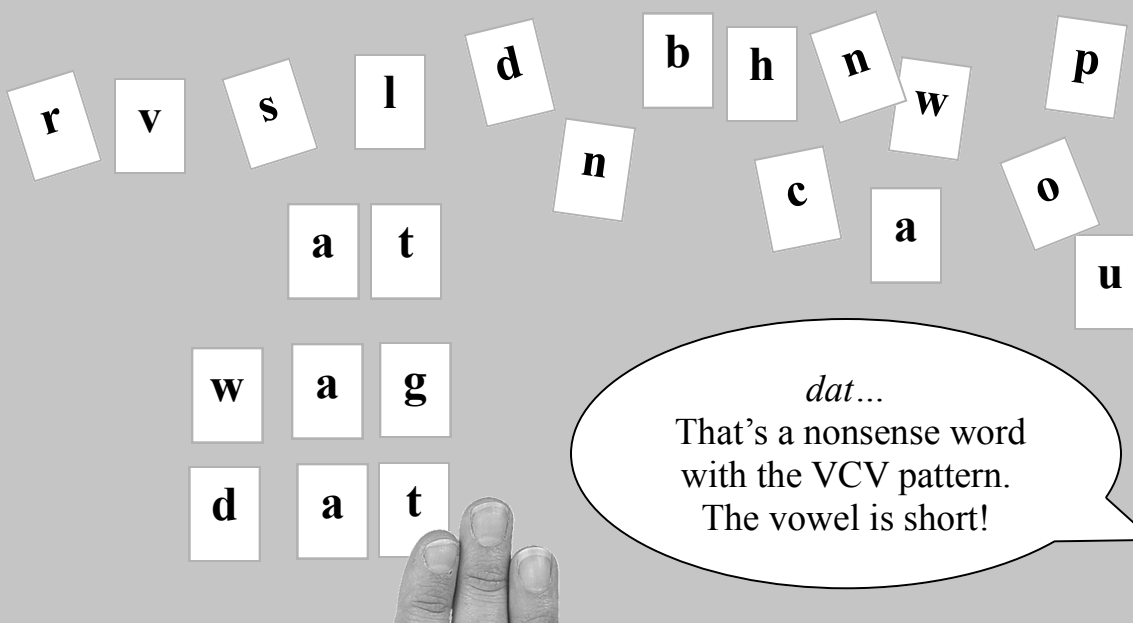
Materials: alphabet cards of letters being studied (pages 108-112), cut out two and three letter words (choose from patterns on pages 52-83)

Directions: *First*, explain to your student that words tend to follow rules. One rule is that a vowel (**V**) will be short when followed by a consonant (**C**). Two patterns to teach at this level are **VC** and **CVC**. Vowels are usually short in the **VC** and **CVC** patterns.

Next, randomly place alphabet cards in your student's work area as shown below. Use the alphabet cards to model how to sound out words that follow the **VC** and **CVC** patterns by touching each letter card when you make the sound. Allow the student to practice sounding out the letter cards and touching each letter.

Then, say a simple two or three-lettered word that contains the sounds he has been learning (refer to pages 52-83 for words). Direct your student to use the alphabet cards to form the words, touching each letter as he makes the sound. Encourage him to notice the **VC** or **VCV** pattern each time. Lead him to discover every word contains a vowel.

Remember—it's good practice to include nonsense words!





DIRECTIONS for *Read It, Write It* LESSONS 1–13, pages 38-50

1. Review

Review target sounds listed at the top of the page. If your student doesn't remember sounds, re-teach them using a new approach. If necessary, save the planned lesson for the next session.

2. Teach

Teach the new sight words found at the top of the page. Refer to pages 95-98 for suggested teaching strategies and the Appendix for sight word flashcards (pages 142-144).

3. Complete the Page

Have your student follow the directions for reading practice.

Then follow up with the dictation practice at the bottom of the page.

4. Extend Practice

1. Locate and circle the sight words in a newspaper article or language experience story.
2. Create sentences using the words and write them in a notebook.
3. Give weekly spelling tests using sight words and words with letter patterns being studied.

Read It, Write It Lesson 1

Target Sounds: ă, b, d, f, g, l, m, r, t, z

New Sight Word:

the*

**Pronounced thuh, not thee*

Student directions: Read each row of words aloud.
Which rows of words contain nonsense words?

1. bag	tag	rag	dag	lag
2. zam	fam	mam	ram	tam
3. dab	fab	mab	lab	gab
4. the bat	rat	fat	mat	tat
5. dab	fab	mab	lab	the zab
6. bad	fad	dad	the lad	mad
7. rab	zaf	baf	gam	mag
8. dat	gat	sat	gad	the zas

Tutor directions: Dictate the phrases below to your student. Say the words as phrases, not as isolated words. Have your student write them on a white board or on a sheet of paper and then read them back to you.

1. the fat cat
2. the mad dad
3. the fab lab
4. the rag tag



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 2

Target Sounds: ă, c, h, j, n, p, s, v, w, y, ck

New Sight Word:

a*

**Pronounced uh, not ay*

Student directions: Read each row of words aloud.
Which rows of words contain nonsense words?

1. hap	a nap	wap	a cap	sap
2. pav	jav	pav	yan	nan
3. haj	the van	yan	can	yap
4. jack	vack	cack	a sack	the pack
5. jan	pan	yack	han	hack
6. san	wan	vap	a pap	cas
7. sav	jas	nas	yav	vas
8. sas	vav	vaj	saj	haj

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. Pack the sack.
2. Nan can yack.
3. Jack can nap.
4. Jan can pack a cap.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 3

Target Sounds: ã, ch, sh, th, wh

New Sight Words: is in to do

Student directions: Read each row of words aloud.
Which rows of words contain nonsense words?

1. chap	do chat	chad	chaz	is chag
2. shap	is sham	shad	shaz	to shab
3. thap	is thab	to thad	thaz	thav
4. whap	whab	to whad	whaz	whav
5. chack	shack	whack	thack	do chan
6. bash	in cash	sash	hash	to lash
7. in bath	hath	yath	path	do math
8. fash	yash	vash	pash	in tash

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. The cash is in the bath.
2. Jack ran to the path.
3. Nan can do math.
4. Thad can whack the can.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 4

Target Sounds: ě, -ss

New Sight Word:

was

Student directions: Read each row of words aloud.
Which rows of words contain nonsense words?

1. get	was met	net	let	was pet
2. leg	meg	keg	veg	weg
3. hen	ben	men	was ten	pen
4. pep	hep	rep	dep	cep
5. was wed	led	ned	fed	shed
6. hem	yet	was wet	yen	yes
7. mess	tess	wess	vess	was less
8. web	seb	veb	beb	deb

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. The shed was wet.
2. Tess led the men to the shed.
3. The keg is a mess.
4. Deb set the wet hen in the pen.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 5

Target Sounds: ă, ě

New Sight Word:

at

Student directions: Read each row of words aloud.

1. hat	yam	met	yet	at the mat
2. cat	wet	tag	wag	at the set
3. can	ban	zap	zep	at the rat
4. ben	bet	tap	mass	at the mess
5. hess	less	pack	peck	at the pad
6. nap	mesh	mash	sham	at the zass
7. van	ven	fen	fan	at the fess
8. rap	rep	den	dash	at the bath
9. red	rad	sad	med	at the shack

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. Dash to the van.
2. The shed is a mess.
3. The wet cat met the wet rat.
4. Wag the red bat at the mad men.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 6

Target Sounds: ă, ǒ

New Sight Word:

got

Student directions: Read each row of words aloud.

1. pop	hop	dop	cop	got a shop
2. got	hot	not	tot	got a cot
3. cob	cab	job	jab	got a tab
4. ross	toss	loss	moss	got a boss
5. log	fog	bog	hog	got a hag
6. mop	map	top	tap	got a zop
7. lock	lack	mock	mack	got a dock
8. tock	tack	rock	rack	got a chock
9. zock	zack	sock	sack	got a shock

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. The rock got hot.
2. Mop the back dock.
3. I got the hog to the shack.
4. The man got a job at the shop.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 7

Target Sounds: ĭ, -ll, -x

New Sight Word:

of

Student directions: Read each row of words aloud.

1. sit hit pit fit wit

2. in bin sin tin shin

3. ill pill fill sill till

4. him rim lim vim zim

5. rig pig dig big wig

6. tick lick pick chick thick

7. lip sip whip tip chip

8. fix six mix nix pix

9. bid did lid kid rid

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. Dig a big pit.
2. The kid can fit in the bin.
3. Set the thick red wig on the pig.
4. Did the man get rid of the red lid?



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 8

Target Sounds: ă, ě, ĭ, ǫ

New Sight Words:

will on

Student directions: Read each row of words aloud.

- | | | | | |
|---------|------|------|------|-------------|
| 1. cat | sit | sat | set | will sin |
| 2. chip | chap | ship | thin | on the shin |
| 3. pet | pat | pot | top | will tap |
| 4. ham | him | hem | tag | on a tog |
| 5. wig | wag | red | rod | will rid |
| 6. pick | pock | pack | peck | on the tot |
| 7. rev | ven | van | von | will vin |
| 8. fax | fix | fox | sex | on six |
| 9. toss | bass | bess | hiss | will kiss |

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. The tot ran at the big pig.
2. Bob sat at the top of the wet deck.
3. The miss did a jig at the shack.
4. The cat on the cot will kiss the hog in the bog.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 9

Target Sounds: ũ, -ff, -zz

New Sight Words:

up had

Student directions: Read each row of words aloud.

- | | | | | |
|---------|-------|-------|------|-------------|
| 1. cut | rut | but | gut | had a hut |
| 2. rub | tub | hub | cub | had the sub |
| 3. buck | chuck | shuck | duck | had luck |
| 4. bud | cud | mud | thud | fud up |
| 5. buff | cuff | huff | muff | puff up |
| 6. bug | dug | hug | jug | lug up |
| 7. mug | pug | rug | tug | had a thug |
| 8. up | cup | pup | sup | had abuzz |
| 9. hush | lush | mush | rush | fuzz up |

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. The pup dug up the rug.
2. The duck had bad luck.
3. Chuck can rush a thug.
4. Shut the cub in the lush hut.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 10

Target Sounds: ă, ě, ĭ, ǒ, ŭ

New Sight Words:

that my for

Student directions: Read each column of words aloud. Then read each row of words.

1. sat set sit sot my sut

2. lag leg lig log lug

3. rab reb rib rob for a rub

4. gat get git got my gut

5. that sack seck sick sock suck

6. my lap lep lip lop lup

7. mash mesh mish mosh that mush

8. up cup that pup sup buzz

9. hush lush mush rush my fuzz

Tutor directions: Dictate the sentences below to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Have your student write the sentences on a white board or on a sheet of paper and then read them back to you.

1. Van sat on the bed that is a big mess.
2. Jill will sit on that cot on the thin red rug.
3. My wet duck Rex will beg mom for fish.
4. Chuck will check the fox for bugs.



Incorporate sight word activities with this writing activity, pages 95-98.

Read It, Write It Lesson 11

Target Sounds: ă, ě, ĭ, ǒ, ŭ



Words to Know!

New:

and

Review:

the was not on a of
in my that did do to

Student directions: Read each sentence below. Remember to pronounce *a* and *the* correctly.

1. The man was not on the dock and not in the hut.
2. Was that a sack of cash?
3. Did Bess lick the hot lid of a pan?
4. Vick was in that cab that was in a jam.
5. The fin of a fish cut my leg.
6. Tim met Bell and Bill in a dim pub.
7. The gun sank in a vat of mud and mush.
8. The big jug of rum was in the hull of the ship.
9. Chuck and Tess do not get up to my pad.
10. Dash to the deck and get my muff and wig.

Tutor directions: Dictate some of the sentences above to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Then have your student read the sentences back to you.

Read It, Write It Lesson 12

Target Sounds: ă, ě, ĭ, ǒ, ŭ



Words to Know!

New:

you

I

Review:

**was that on the at up my
had to a will on is for up of**

Student directions: Read each sentence below. Remember to pronounce *a* and *the* correctly.

1. Was that you on the bus at the bend?
2. I bet you a buck that you can not pick up my fat, wet pig.
3. I had to huff and puff a lot to get to the top of the hill.
4. I will pick a thin cot to nap on.
5. Check that the path to my hut is wet.
6. I got a bib and a ham for my dog Tex.
7. Dig up the rock and set it in a tub of wax.
8. You and I can hit and kick back.
9. Can you and Bud nab and gag the bad man?
10. I had a rash on my neck and was sick in bed.

Tutor directions: Dictate some of the sentences above to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Then have your student read the sentences back to you.

Read It, Write It Lesson 13

Target Sounds: ă, ě, ĭ, ǒ, ŭ



Words to Know!

New:

with are it

Review:

in the of to my you and
that a will for is can

Student directions: Read each sentence below. Remember to pronounce *a* and *the* correctly.

1. It was in the back of the van.
2. Send the ax with the pick to my shed.
3. Will you hug my mom and dad?
4. That cat, dog, and pig are my pets.
5. Pick the lock with a pin and I will rob it for you.
6. It is not in with the tan cap.
7. Are you mad with the bad chap and the big lad?
8. I can not sell the bell. It fell in the well with the shell.
9. You gab a lot but you are a fun gal.
10. The pan of ham was with the pot of hash that fell in the mud.

Tutor directions: Dictate some of the sentences above to your student. Always say the complete sentence. Repeat the sentence as often as necessary. Then have your student read the sentences back to you.