Volume 1 covered Section 1: Phonemic Awareness Fast Track (Lessons 1-18) and Section 2: a-z Word Building (Lessons 19-87) plus Small Group Intervention.

Volume 2 of the full printed guide covers:

Section 2. a-z Word Building (Lessons 19-87)
Small Group Intervention
Section 3. Onsets and Rimes
Section 4. Consonant Blends (Lessons 138-148)
Section 5. Long Vowels and Silent Magic e (Lessons 149-162)
Section 6. The Vowel Men Out Walking (Lessons 163-172)
Section 7. The Vowel Stealers: r-controlled vowels (Lessons 173-180)
Small Group Intervention

Please note:
This e-book contains sample pages only - the full printed guide is 245 pages in total.
The full printed guide is 245 pages in total. This e-book preview contains the following sample pages:

**Volume 2 Contents Spread**

**Section 3:**
- Onset and Rimes introduction
- Unit 3 Word Families with o: Rhyming with op, ot, ock
- Sentence Practice

**Section 4:**
- Unit 8 Introducing R-blends
- Read and spell with R-blends
- Review R-blends

**Section 5:**
- Unit 10 Magic e make Mr. A appear

**Section 6:**
- The Vowel Men Out Walking introduction
- Unit 14 Mr. A and Mr. I Out Walking

**Section 7:**
- The Vowel Stealers introduction
- Unit 17 Introducing Arthur Ar

**Small Group Intervention:**
- Continuing your Intervention Lessons from Volume 1
- Small Group Intervention for Sections 3-7

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Onsets and Rimes Introduction

- Introducing the Word families with short vowels a,e,i,o,u
- Learning Outcomes and Assessments at a glance
- Tricky Words to be taught in Section 3.
Onsets and Rimes

With 30 lessons Section 3: Onsets and Rimes, builds on children’s knowledge of letter sounds and the skills of segmenting and blending from Section 2. In this new section, children learn to read words by analogy, using the onset (the c in cat) and the rime (the at in cat) to read words with ease and fluency. The activities make extensive use of Word Cards (from the Teacher’s Guide CD) for picture-word matching, sorting words, and playing games. Children will also practice reading, building and writing sentences in lively, interactive activities.

- As in the previous section, each daily lesson includes whole group activities, small group activities and some independent activities. Teachers who primarily teach in only one of these settings, i.e. whole group, can adapt the small group activities to the whole group setting to provide the needed instruction and practice.
- Beginning with Section 3, daily lessons are grouped into learning Units. In this section there are five Units as listed here:
  - **Unit 1:** Lessons 108-115  Word families with short a
  - **Unit 2:** Lessons 116-121  Word families with short i
  - **Unit 3:** Lessons 122-127  Word families with short o
  - **Unit 4:** Lessons 128-132  Word families with short u
  - **Unit 5:** Lessons 133-137  Word families with short e

- The reason for the sequence of short vowels in these units (a, i, o, u, e) is to separate the short e from the two vowel sounds it is most easily confused with, short a and short i.

**Learning Outcomes and Assessments**

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**Tricky Words**

- Children are taught to read and spell the following 16 Tricky Words in this Section:
  - is  on  me  see  this  to  in  I
  - the  no  you  for  she  now  he  was
Word Families with o
Sample Lesson 122: Rhyming with op, ot, ock

- Review of letter sounds
- Live Reading
- Vocabulary Cards and rhyming
- Small group/independent activities.

Pages 99-101

Sample Lesson 123: Sentence Practice

- Review onset and rimes for a, i and o
- Making words on pocket chart
- Word/picture matching
- Sentence building
- Small group/independent activities.

Please note:
This e-book contains sample pages only - the full printed guide is 245 pages in total.
Rhyming with -op, -ot, -ock

Review

- **PCCs**: d, ē, h, ĭ, l, m, ē, p, r, s, t, cksh, **Rime Cards**: at, ap, ig, ip
  - Use the ‘Quick Dash’. When showing the Rime Cards, children say the two sounds together. Then you might ask for some words spelled with that rime.

Rhyming Chant for -op

- Practice saying the chant together several times.
- Ask which words rhyme.
- Underline the rhyming op words.
- Ask the children which two Letterlanders make their sounds in all four of these rhyming words.
- If practical, quickly picture-code Oscar Orange and Peter Puppy at the end of each rhyming word.
- Ask the children to think of more words that rhyme with mop (pop, chop, shop, plop).

Rhyming Picture sort

**Rhyming Pictures**: mop, top, hop; lock, rock, sock; dot, hot, pot

- Children sort and name the Rhyming Pictures.
- Place three pictures at the top of the pocket chart; hot, mop, lock.
- Let individual children place additional pictures that rhyme under the first word in each column. Remember to:
  - Let the child point to each word in the column for the class to say the rhyming words.
  - Ask the class to raise their hands if the words rhyme.
  - When a picture is placed have children say all the rhyming words in that column.
  - Ask occasionally, Why do these go together? Answer: “They rhyme.”

Live Reading

**Rhyming Pictures**: mop, top, hop; lock, rock, sock; dot, hot, pot

- (Leave these pictures in rhyming columns on the pocket chart from above.)
- **PCCs**: d, ē, h, ĭ, l, m, ē, p, r, s, t, ck
- **Rime Cards**: op, ot, ock (ready to use)
- **Word Cards**: mop, top, hop, lock, rock, sock, dot, hot, pot
Live reading m-o-p
- Hand out the PCCs listed above.
- Line up children with the PCCs to form the word mop.
- Have the class sound out the word.

Replace o-p with Rime Card op
- Have the two children with o and p hold the op Rime Card instead.
- Have the class sound out “op,” then “m-op” again.

Live reading and Word Cards for -op words
- Show the class the mop Word Card and have a child place it on the pocket chart next to the mop picture.
- Live read top and hop by changing the first letter.
- Add the top and hop cards to the pocket chart next to their pictures.
- Each time a word is added to the pocket chart, have the class read all the rhyming words in the column.

Words with -ot and -ock
- Follow the same steps with ot and ock words.
- Finally, remove all the Rhyming Pictures and practice reading the Word Cards using the Tractors, Trains, Planes, and Helicopters game (see page 80).

Vocabulary Cards and rhyming
- Show the children the fronts and backs of the Vocabulary Cards, dog and fox.
- Point out that the big word in the middle and the words in the corners all have the same two letters at the end and that they rhyme.
- Practice reading the words on the cards with the children.
- Ask for volunteers to try reading a few of the words.
- Leave the cards out for independent exploration with a few other decodable Vocabulary Cards (those with the thin blue frame around the picture). Suggest that pairs of children explore reading the words when your schedule allows.

Small group/independent activities
- Picture-coding Provide copies of the large, plain op and display PCCs as a model. Children picture-code and add rhyming words and pictures around the Letterlanders.
- Vocabulary Cards One child holds the card and points to the word on the back while the other child reads; then they switch.
- Pocket chart/table reading Make words using the op, ot, and ock Rime Cards. Have the children arm-blend the onset and rime.

PCCs: h, l, n, s, sh
Rime Cards: op, ot, ock
Word Cards: hop, shop; shot, not, lot; lock, sock

- Hide-a-Word Display pictures for hot, mop, and lock in a horizontal row. Children take turns matching rhyming Word Cards and hiding them under the picture. After all Word Cards are hidden, point to a picture and see how many rhyming words the children can name. Then take the cards out and have children read them, one rhyming group of words at a time.
Review

- **Word stretching warm up** What do all these words tell us about? Say the first word below, children repeat. One child segments saying each sound, all repeat. (Mystery answer: The weather.)
  
  **Words:** hot (h-o-t), cool (c-oo-l), wind (w-i-n-d), rain (r-ai-n), snow (s-n-ow)
  
  **PCCs:** ā, g, h, ĭ, l, m, n, p, r, t, w, ch, sh, th
  
  **Rime Cards:** op, ot, ock, an, in ap, ig. Play ‘Guess Who?’ or use the ‘Handwriting Review’ with whole group or small groups (page 242).

Rhyming Chant for -op

- Practice saying the chant together several times.
- Ask which words rhyme.
- Underline the rhyming ot words.
- Ask the children which two Letterlanders make their sounds in all four of these rhyming words.
- If practical, quickly picture-code Oscar Orange and Talking Tess at the end of each rhyming word.
- Ask the children to think of more words that rhyme with hot (pot, shot, got, not).

Make words on the pocket chart

- **PCCs:** d, h, m, r, w, ch, sh, th
- **Rime Cards:** ot, op, ock, ig, ap
- **Words to make:** hot, dot, chot*, hop, chop, rock, thock*, shock, wig, hig*, map (*Nonsense words)

Make words with PCCs and Rime Cards

- Review the latest Rime Cards with the class: op, ot, ock
- Make the first word, hot
- Arm-blend the word with the children. (Touch the shoulder and say /h/, slide hand down your forearm and say /ot/. Then slide your hand from shoulder to wrist and say “hot.”) Continue with the word list as above.

Thumbs up for real words, thumbs down for nonsense words

- The children give a “thumbs up” for a real word, “thumbs down” for a nonsense word.
- After children give the sign, write the real words in one list on the board and nonsense words in another list.
- Continue with the word list asking individual children to “lead the class” in arm-blending. (The child blends the word first. Then the class blends the same word.)
Read the word lists
- Read the real and nonsense word lists with the children several times, going a little bit faster each time.

Word/picture matching

- **Word Cards and Rhyming Pictures:** hop, mop, top, lock, rock, sock, dot, hot, pot

- **Preparation:** Place each group of Rhyming Pictures in a column with space to the right of each picture for a Word Card.

Match the words with the pictures
- Point to the pictures and have children name them.
- Hand out the Word Cards. Have children, one at a time, place the words beside the pictures.
- Each time a card is placed have everyone read all the words in the same column.

Practice reading the words without the pictures
- After all the words are placed, remove the pictures, and practice reading the words together by columns, then by pointing to the words randomly.
- Let a few children have turns reading some words on their own.

Independent practice
- Leave the words and pictures out for children to match up at other times during the day.

Sentence Building

- **Word Cards:** rock, top, lock, pot, chip, hat, map
- **Tricky Word Cards:** This, is, for, you
- **Rhyming Pictures:** rock, top, lock, pot, chip, hat, map

Read the sentence
- Point to the words as you read the sentence aloud.
- Point and read it together.
- Show everyone the Rhyming Picture of a rock (or an actual rock) and explain that they will take turns holding the rock picture and pointing to the sentence and reading the words.

Children lead the sentence reading
- Give the rock picture to a child and have that child point to the sentence as the class reads.
- Tell the first child to give the rock to a classmate and say, “This rock is for you.”
- Repeat with several children. The classmate then leads the rereading of the sentence and passes the rock on to another.

Change the words
- Change the word in the sentence from rock to top.
- The next child leads the reading of the sentence and must pick out the picture of the top to give to another child.
- Substitute other words and let different children lead the reading and deliver the pictures.
Variation: Replace the word you with the children’s names, and deliver the picture of the rock or top to them.

Practice the words
- Point in a random order to words in the sentence and have individuals or the whole class read them.
- Pick up the words from the sentence, show them in a random order, and have children read them.

Small group/independent activities

- **Picture-coding** Provide copies of the large, plain ot and display PCCs as a model. Children picture-code and add rhyming words and pictures around the Letterlanders.
- **Chant review** Let pairs of children reread the ot chant and other previously introduced chants.
- **Pocket chart/table spelling** Call out words for the children to build, using the PCCs and ot, op, and ock Rime Cards. Have the children use word stretching to segment the words.
  - **PCCs:** h, l, p, n, s, sh
  - **Rime Cards:** op, ot, ock
  - **Words:** not, lots; pop, shop, hop; lock, locks
- **Word Card reading** Display the words in rhyming columns. Practice reading the words in columns at first as you point. Then point to the words randomly for reading. You may want to use the Tractors, Trains, Planes, and Helicopters activity (see page 80).
- **Sentence Building** Use name cards for each child in the group. Make a sentence such as “This hat is for Marcus.” All read the sentence and then Marcus picks up the picture of the hat. Then Marcus changes the word “hat” for another pictured word and replaces his name with another child’s. All read the new sentence and the named child follows the same steps, and so on until all have had a turn.
  - **Word Cards:** pot, top, rock, sock, fan, pan, chip, pin, plus name cards for each child
  - **Tricky Word Cards:** This, is, for
  - **Picture Cards:** pot, top, rock, sock, fan, pan, chip, pin
Sample Lesson 145: Introducing R-blends

- Review of letter sounds
- Introducing R-blends
- Live Reading
- fr blend Song
- Small group/independent activities.

Sample Lesson 146: Read and spell with R-blends

- Review of letter sounds
- Live spelling and Word Cards
- dr blend Song
- Small group/independent activities.

Sample Lesson 147: Review R-blends

- Songs and games
Section 4: Consonant Blends

Unit 8: Lesson 145

Introducing R-blends

**Review**
- **PCCs** ō, b, d, f, g, ĭ, ĝ, r, ū, ck, ng, th Use the ‘Quick Dash’ activity.

**Introducing R-blends**
- **PCCs** for use with the following story: b, c, d, g, l, p, r, t, th
- Let’s play a word game while I tell you a story. In some of the words, I will leave out the first sound. I will hold up the Picture Code Card for the first sound and you say the word correctly. For example, The third little pig made a house of _ricks (hold up the b PCC). “Bricks.” Here’s another one. The baby sleeps in a _rib (hold up the c PCC). “Crib.” All the words will have Red Robot’s /rrr/ sound as the second sound in the word (display the r PCC) because we are learning about how he often blends his sound with some of our other Letterland friends when they start words.
- This is the story of Three Billy Goats and Red Robot. You may have heard another story about some Billy Goats and a bad guy who lived under the _ridge (Hold up b: “bridge”). He was a _roll (Hold up t: “troll”), but in this story it is Red Robot who lives under the _ridge (b: “bridge”). Red Robot keeps stealing the first letter in words, and that is causing all the Billy Goats lots of _rouble (t: “trouble”). When the Billy Goats talk about what they like to eat it comes out _reen _rass (g: “green grass”). And when the Billy Goats go across the _ridge (b: “bridge”) the sound that they make is all wrong, it sounds like _rip, _rap, _rip, _rap (t: “trip, trap, trip, trap”).

**Decodable Word Bank**
- brag dress grass
- brick drip grin
- brush drop press
- crack fresh truck
- crib frog trap
- crush grab

- As a matter of fact the Billy Goats couldn’t even say their last name. It came out as Billy Goats _ruff (g: “Gruff”). They couldn’t even say how many Billy Goats there were. They kept saying _ree (th: “three”). One day a solution to the Goats’ _roblem (p: “problem”) came in a surprising way. It started to rain.
- Red Robot was _rilled (th: “thrilled”). He begin grabbing up first sounds so that the rain went _rip, _rop, _rip, _rop (d: “drip, drop, drip, drop”). But then it started to rain harder and harder, and Red Robot tried to get all of Dippy Duck’s /d/ sounds, but pretty soon his robber sack was all full and he could not get any more sounds in it.
- So from that day on, Red Robot has stopped stealing sounds at the start of words. (Occasionally he manages to capture Walter Walrus and steal away his sound, but that’s another story.) But he still _ries to steal those Dippy Duck sounds, so you have to listen really closely when you say drip and drop because he makes it hard to hear the /d/ sound. And he also still _ries to steal the /t/ sound in words like trip and trap, so listen very carefully so you won’t miss the little /t/ sound in these words.
Live Reading

- **Distribute the PCCs** Let one child hold Red Robot’s PCC and wait to the left of the class. Have the children with the other PCCs stay in their seats.
  
  **PCCs:** ō, b, d, f, g, ţ, ō, p, r, t, ū, ck
  
  **Words:** tuck/truck, bag/brag, fog/frog, dip/drip, tap/trap
  
- Sometimes Red Robot likes to play a trick. He runs up to words and squeezes in just after the first letter and changes the meaning of the word! We are going to do some live reading to show how he does this.

- Line children with PCCs up to form the word tuck. Have the class blend the sounds to read the word. Use it in a brief phrase or sentence. Then have Red Robot rush in from the side and change the word to truck. Have the children blend this word. Did Red Robot change the meaning of the word? Give a brief phrase or sentence with truck. Do the same with the other pairs of words above. You may want to let a different child be Red Robot for each pair of words.

Firefighter Fred and Red Robot Song

- **Listen** Ask the children to be ready to tell what happens in the song. Play the song (Track 14). If you have a beanbag frog or puppet, children could pass this around as each one tells part of the story. Next point to the words as you read the lyrics from the first stanza to the children from your chart or projected image. Then read the lyrics with the children a few times. Talk about any unfamiliar words such as frisky and fond. You might have a few children take turns being the pointer. Also, you might have children highlight or picture-code the fr in words. Do the same with the second stanza.

- **Plan and play** Plan with the children how each stanza could be acted out with one child playing Firefighter Fred, another playing Red Robot, and a few playing the part of frisky frogs. How could Red Robot turn from red to white? Perhaps with a reversible paper plate mask. Have them read one stanza, then act it out, etc. Play again with different children in the acting roles.

Small group/independent activities

- **Picture-coding** (Ind) Print some of the words in the Decodable Word Bank from the previous page, one word per page for children to picture-code.

- **Reading with letter sets** (SG) Call out the sounds for the first word. Children build the word with their own letters and sound it out. Tell them which sounds to change for the next word. For some words, call on individuals to read the new word, and then the group. For other words, ask for a group response first.
  
  **Letters:** ā, b, c, d, ō, g, ĭ, n, ŏ, p, r, s, t
  
  **Words:** brag, grab, grass, press, dress, drop, drip, trip, trap, crab, crib, bring
  
- **Song sequencing** Display the sentence strips you have made of the Firefighter Fred and Red Robot Song in random order one stanza at a time. Read each sentence strip to the children and then with the children. Have the children put the lines in correct sequence. Then reread the whole stanza with them. Do the same with the second stanza. Then read and/or sing the whole song again.
Read and spell with R-blends

**Review**

- **PCCs** ă, b, d, e, ĭ, o, r, ŭ, ng, sh, ss Use the ‘Guess Who?’ activity.

**Live Spelling and Word Cards**

- **Live Spelling** Distribute the PCCs. Have the children with b, c, d, f, g, p, and t stand to the left of the class. Let one child hold the Red Robot PCC and stand towards the back of the group. (Let a different child be Red Robot for each word. Other children with PCCs stay in their seats.)

  PCCs: ă, b, c, d, ĭ, e, f, r, g, ĭ, n, ŭ, p, r, t, ŭ, ng, sh, ss

  **Words:** grin, fresh, trap, crib, dress, bring, press, crush, drop

- Say the first word. Children repeat and rubber-band stretch the word. Red Robot decides which of the beginning consonants is paired with him. He tags that child, who, with one hand on Red Robot’s shoulder, travels with him to the front to begin the word. Then the children decide on the other Letterlanders needed and they take their places in the word. After the children are lined up, have them blend the first two sounds, then the last two and then the whole word.

- **Word Sort** Place the Blend Cards on your pocket chart as shown. Show the first Word Card (see the list in the Preparation box) and have children blend it. Have the class decide which Blend Card it should be placed under. Place the card and read the word again. Show the next word and have one child read it. Have the child place it on the pocket chart and then let that child point to all the words placed so far as the class rereads them. Do the same with about half the words.

  - Read the rest of the words without showing them to the children. Say a word and guide the children in rubber-band stretching it. Then tell them to use their eyes to point to the correct blend (this keeps everyone thinking). Next, call on one child to place the word, and to point to other words for the class to read together.

**Dippy Duck and Red Robot Song**

- **Play the Song** Ask the children to listen to the words, and be ready to tell what happens in the song. Let them listen a few times. Ask the children, Who likes the rain? and have them speculate why. Then ask who doesn’t like the rain and why. Talk about how real ducks’ feathers and their body oils help keep them dry under their feathers like a rain coat. Discuss the word driving as it relates to rain. With the children, rubber-band stretch the words drip and drop to establish that they both start with d and r. (Children tend to hear a /j/ sound when pronouncing the dr blend.)

  - Read the lyrics, one sentence at a time as you point to the words and then have children read the sentence with you a couple times. Have children highlight or picture-code the dr in the words. Play the song again for them to sing along as you point to the words.
Small group/independent activities

- **Spelling with letter sets** Call out the words for children to repeat and then rubber-band stretch. Children build the words and then spell them aloud (with eyes open or shut). They should leave the previous word in place each time and decide which letters need to be changed.
  
  **Letters:** ā, b, c, d, ē, g, ī, ē, p, r, s, s, t
  
  **Words:** grab, crab, crib, dress, drop, drip, trip, trap

- **Sort Word Cards** This time lay out the five short vowel PCCs as shown at the left. Have children take turns sorting Word Cards under the vowels (see the list in the Preparation box). Each time, the child that places the word points to all the words under that vowel, for all to read.

- **Sentence Building** Build the first sentence and have the children read it with you. Change the two Word Cards to make the next sentence and let one of the children read it. Then have all the children read it. Do the same with the third sentence. (Tell them the word **rolls**.)
  
  **Words:** The, frog, hops, on, the, grass, crab, runs, truck, rolls
  
  **Sentences:** The frog hops on the grass.
  The crab runs on the grass.
  The truck rolls on the grass.

Review

- **PCCs** ā, ē, ī, ē, p, r, ē, v, x, y, z, ck Use the ‘Quick Dash’ activity.

Songs and games

- **Talking Tess and Red Robot Song** (Track 17) Read the lyrics to the children. Play the song and have children talk about what they heard in it. Read the lyrics one line at a time to the children and then have them echo-read the line with you. Let the children highlight the **tr** blend in words. With the children rubber-band stretch the word **trip** from the story. Help them to hear the /t/ sound and the /rrr/ sound in this word as they will tend to hear a /ch/ sound in this blend. Build this word on the pocket chart and have the children blend it on their arm rollercoasters. Do the same with the words **track** and **trick**.

- **Red Robot Blends** Distribute the **Blend Cards** and the **Rime Cards**, one per child (see Preparation box). Display Red Robot’s PCC. We are going to do some live reading with these **Blend Cards** and **Rime Cards** and each word we make will tell us something about Red Robot. Call children to come forward to build a word by saying the letter names on their cards. For example, for the first word say, **We need g-r** (letter names) and **a-b**. Have the children face the class with their cards as in Live Spelling. Have the class sound out the onset /grr/ and then the rime /āb/ and then the whole word “**grab**.” Then share the sentence below that uses the word. Red Robot likes to grab things with his /rrr/ sound.
Sample Lesson 151: Magic e makes Mr. A appear

- Review of letter sounds
- Teaching Magic e
- Small group/independent activities.

Please note:
This e-book contains sample pages only - the full printed guide is 245 pages in total.
**Sentence Building** Display the Word Cards. Call out each sentence for children to build. (Put the cards for can and not close together in the second sentence to show they make one word.) Let several individual children point to and read each sentence after it is built.

**Words:** Can, can, we, try, to, fly, in, the, sky, My, my, you, not, But, •, ?, !, .

**Sentences:**
- Can we try to fly in the sky?
- My my! we can not fly in the sky.
- But we can try!

---

**Review**

- **PCCs** ā, ā, ē, ē (Mr. A with Magic ē), Big PCCs: Annie Apple, Mr. A
- **Props:** Make, or locate a wand to represent Silent Magic ē’s sparks (shown below)

**Small group/independent**

- Make words for picture-coding, one per page, from the Decodable Word Bank below
- Additional PCCs: g, h, l, r
- Unit 10 Word Cards: game, chase, drag, gate, flat, brave, wag, plate

---

**Magic ē**

**Listen first** Display Mr. A’s Big PCC up high on the board or pocket chart, and Annie Apple’s Big PCC down low. Everyone stands up. Tell children this game is called Up High, Down Low. If they hear Mr. A’s name in a word, they reach both hands high up in the air. If they hear Annie Apple’s sound, they squat down low. Say each word and have them repeat it. Tell them to listen for the beginning sound in these words: actor, ape, acorn, arrow, apron, accident, ace, aim. They can rubber-band stretch these next words to hear the middle sound: cake, made, had, save, take, pack, tape. Alternatively, have children do the Action Tricks for Mr. A and Annie Apple in response to the words.

**Pocket chart reading** Make the word tap as shown on the following page, with only Annie Apple’s picture side showing. Hide Mr. A’s PCC behind Annie Apple’s PCC. Have the children rollercoaster the word.

**PCCs:** ā, ā, ē, ē, m, n, p, t, Magic ē, ē ē

**Words:** tap, tape, can, cane

**Decodable Word Bank**

- came
came
gate
late
name
plate
lake
made
make
trade
take
shape
shake
vase
chase
brave
So let’s see how this Magic e works. We put it right here on the end of the word tap, and it sends its magic sparks over the top of one letter... (Wave your wand in front of the Annie Apple card as you switch the Mr. A card to the front.) ...and makes Mr. A appear! Now, when we rollercoaster this word, we hear Mr. A saying his name. Do we hear this new Magic e? No! It doesn’t make any sound at all. It’s a silent letter. But it does tell us that a Vowel Man has appeared and will be saying his name in this word. Let’s put the sounds on our arm and rollercoaster down: “/t/ /ə/ /p/,” tape.” (Show the a_e PCC.) On this card you can see the magic sparks flying over one letter to make Mr. A appear. There is a blank here because different letters can go in that space.

The great thing about this Naming Game is that we can always tell when the Vowel Men are playing it in a word. We just look out for one of Mr. E’s Magic e at the end.

Let’s try another word. Make can on the pocket chart, with Mr. A behind Annie Apple, and use the Magic e, as before, to make Mr. A appear, silently changing the word to cane.

Live Reading Let’s use the Magic e in Live Reading words. Distribute the PCCs. Give the shaker to the child with Magic e and have the child stand to the audience’s right of the Live Reading area.

PCCs: ā, ā, c, d, m, n, p, s, t, Magic e

Words: tap-tape, mad-made, Sam-same, can-cane

Make tap with the Mr. A child hiding behind the Annie Apple child. After children sound out the word, have the Magic e child move into position at the end of the word, reach over the child with the p, and wave the magic wand over Annie Apple. Mr. A and Annie Apple then change places. Have the class sound out the new word tape. Make each pair of words in the same way, with different children playing the key roles of Mr. A, Annie Apple, and Magic e.

Demonstrate picture-coding Show children how to picture-code with Magic e on the board as shown at the left to prepare them for picture-coding on their own.

Small group/independent activities

Picture-coding Give children large copies of words from the Decodable Word Bank to picture code.

Pocket chart/table reading Make the words with an empty space for the vowel (e.g. l_ke, h_t) and let children choose Mr. A or Annie Apple to go in the blank. Then have them arm-blend the word.

PCCs: ā, ā, g, h, l, m, n, p, r, t, Magic e

Words: lake, hat, name, shape, trap, grape, nap

Sort Word Cards Display the Annie Apple PCC and the a_e PCC side by side. Have children take turns placing words under the PCC that matches the word. Have the child read the word, then point to all the words in the column for all to read.

Words: game, chase, drag, gate, flat, brave, wag, plate
Pages 186

The Vowel Men Out Walking

- Introducing ai, ay, ea, ee, oa, ie and ue
- Learning outcomes and assessments at a glance.

Page 187

Sample Lesson 163: Mr A and Mr I Out Walking

- Introducing ai
- Word building
- ai Song
- Small group/independent activities.

Page 188

Sample Lesson 164: More with Mr A and Mr I

- ai story
- Word building
- Live spelling
- Word Cards
- Small group/independent activities.

Please note:
This e-book contains sample pages only - the full printed guide is 245 pages in total.
The Vowel Men Out Walking

The first 10 lessons focus on ‘Vowel Men Out Walking’ to help you teach your children to read and spell words with a long vowel next to a silent vowel such as ai, ea, and oa. There are three units in this section.

Unit 14: Lessons 163-165 ai and ay
Unit 15: Lessons 166-167 ea and ee
Unit 16: Lessons 168-172 oa, ie, ue and review

Children learn that two Vowel Men often go out walking in Letterland. When they do, “the first one says his name but his friend won’t do the same.” The Letterland reason: because the second Vowel is the lookout man. He is silent because he is busy looking out for Robots who may try to capture them. (Section 7 focuses on r-controlled vowels.)

Learning about the Vowel Men out Walking

This section continues with variations on the lively activities from previous sections, but also includes new activities specifically designed to make learning about these long vowel patterns fun and memorable.

Children learn a Vowels Out Walking Song and sing it with actions and games that help them remember the sounds of these letters in words.

There are seven vowel pairs in this section, but children learn them easily because they all work the same way. They are reminded of these seven pairs of vowels out walking, by the Vowels Out Walking Poster, shown below.

Children build a ‘train’ of new words in many of these lessons and practice reading these words fluently.

They review the new patterns with Live Word Sorting.

New Materials from the Teacher’s Guide CD

For this section, you will find new Word Cards for each Unit, and ‘Written Word Sort’ pages for Lessons 171 and 172 on the Teacher’s Guide CD 2.

Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments (See page 202)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Read words with a long vowel followed by a silent vowel (e.g. leap, boat)</td>
<td>1. Word Reading Accuracy</td>
</tr>
<tr>
<td>● Spell VV words correctly.</td>
<td>2. Spelling Decodable Words</td>
</tr>
</tbody>
</table>

Tricky Words

● Children are taught to read and spell five additional Tricky Words in this Section:
all give some they your
Unit 14: Lesson 163

Mr. A and Mr. I out walking

Review

● **PCCs** ā, ī, ŭ, n, r, ā, ē, ī, ē, ŭ, ē Use the ‘Guess Who?’ activity.

Introduce ā and ī out walking

● Show the ai PCC picture side and tell the children that the Vowel Men like to go out for walks in Letterland together. When Mr. A and Mr. I go out walking, Mr. A waves to everyone and says his name /a¯/ as you can see right here. But look at Mr. I. Is he waving and saying his name? “No.” Can you do what he is doing? Children put their hands up above their eyes like Mr. I. Mr. I is the lookout man. He is busy looking out for Robots who like to sneak up on them and capture them while they are out walking!

● Let’s get two of you to be Mr. A and Mr. I. Have two children hold the ai PCC. If you have the costume items listed above, give them these. Have them begin on one side of the class and walk in the audience’s reading direction across the room as they hold the PCC together. Mr. A, of course, should be waving with his right hand and saying /a¯/. Mr. I should be a half step ahead of Mr. I with his hand to his forehead on the lookout.

● Now let’s everyone pair up. One partner can be Mr. A and the other Mr. I. Everyone walk in place and do your part as Mr. A or Mr. I. Then have children switch roles with their partners and repeat.

● Show the ai PCC plain side. Now when you see these two together you will know why they only make one sound. What sound? “/a¯/”. Yes! Tell your neighbor what Mr. A is doing. Then listen while your neighbor tells you what Mr. I is doing.

Word Building

**PCCs**: ī, ŭ, n, r, ā, ai

**Words**: wait, rain, train, nail, mail

Pocket chart reading Let’s make some words with these Vowel Men Out Walking. Build each word and have children tap the sounds down their arms and then rollercoaster them to blend. Tell them, Remember to tap just one time for the /a¯/ sound of ai.

Sing Along

● **The Vowels Out Walking Song** Read the words to the children as you point to the lyrics you have prepared. Then play the song (Track 30) and sing along. The second time through the song, the lyrics say “the first man says his name: /a¯/.” You may want your children to sing “/a¯/” again just like the first time.

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**Preparation and materials**

- **PCCs**: Review list plus ai
- **Props**: A red apron, or cap for Mr. A, a white apron, or cap for Mr. I
- **Blends and Digraphs Songs CD**, # 30
- **Project lyrics or copy to a chart
**

**Small group/independent**

- Prepare words from the Decodable Word Bank, one per page for children to picture-code
- Additional PCCs: b, p, s
- Unit 14 Word Cards: train, bait, wait, mail, aim, chain, main, trail, plain, nail. TG CD 2
You might then play this game as you play the song again: Have one child be a vowel stealing Robot. Mr. A and Mr. I hold their PCC together and turn their backs to the class. The Robot hides somewhere in the classroom. Then Mr. A and Mr. I turn around and begin to walk around the room, Mr. A waving and saying “A!” while Mr. I leads him as he searches for the Robot. The class can help by telling them if they are getting “warmer” or “colder” but they are not allowed to point. The Robot is not allowed to move from the hiding place. When Mr. I tags him he must return to his seat.

Small group/independent activities

- **Picture-coding** Give children large copies of words from the Decodable Word Bank, to picture-code.

- **Pocket chart/table reading** Make the words below for the children to rollercoaster blend. Use the picture side of the PCCs for the vowels and the plain side for the consonants. Let individuals be Blending Leaders by blending a word first. Then the group blends it. Say a brief sentence with each word.

  - **PCCs:** ā, b, l, m, p, n, r, s, t, w, ai
  - **Words:** ran, rain, train, bat, bait, wait, pal, pail, sail

- **Make a Word Card train** Since train is one of our words with Mr. A and Mr. I, let’s make a train across the table as we read our word cards. Each child takes a turn reading a Word Card and adding it to the lengthening train. As each word is added, the child placing the card points as the group reads the whole train of words.

  - **Word Cards:** train, bait, wait, mail, aim, chain, main, trail, plain, nail

Review

- **PCCs** ā, d, g, l, m, n, p, r, t, w, ai Use the ‘Quick Dash’ activity.

Read About Mr. A and Mr. I out walking

- **Beyond ABC book** Read the story to the children (page 38) and explore the picture with them identifying items with the sound of ai in the middle.

Word Building

- **On the pocket chart** I am going to make some words and let you work out what vowel we hear. Make each word with the plain letter sides of the PCCs. Ask children to decide which Letterlander(s) will be on the other side of the vowel.

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**Decodable Word Bank**

- wait, aim, brain
- rain, raise, drain
- train, bait, stain
- nail, mail, plain
- main, chain, Spain
- trail, gain

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Page 204

The Vowel Stealers

- Introducing ar, er, ir, or and ir
- Learning outcomes and Assessments at a glance.

Page 205-206

Sample Lesson 173: Introducing Arthur Ar

- Review letters
- Introduce ar
- Word building
- Small group/independent activities.
The Vowel Stealers

Section 7: The Vowel Stealers includes 8 lessons to help you teach your children about those tricky r-controlled vowels: ar, er, ir, or, and ur

Unit 17: Lessons 173-176 Arthur Ar and Orvil Or
Unit 18: Lessons 177-180 Ernest Er, Urgent Ur, and Irving Ir

Learning about the Vowel Stealing Robots

This section continues many of the lively activities from previous sections, but also includes new activities specifically designed to make learning about r-controlled vowels fun and memorable.

The five Vowel Stealing Robots are Letterland’s law-breakers. They alert children to the power of the letter r to alter the behavior of any vowel they discover ‘behind a robot’s back’. The robots’ alliterative names cue each new sound, while the Picture Code Cards provide visual clues (Arthur Ar’s radar car, Orvil Or’s boat by the shore, Ernest Er’s running shoes, showing he is the faster runner, Urgent Ur with his boots of curly, purple fur, and Irving Ir with his ink-stained dirty shirt). What with each vowel captured and being dragged off in the Robot’s sack, they clearly won’t be making their usual sounds!

Children learn to spot these sneaky robots by becoming Reading Detectives, always on the lookout for those r’s with vowels behind their backs. Each child shows the power of the letter r to control the vowel by drawing the two letters connected by a simple outline of a sack. The robots are, in fact, great motivators for children to get in the habit of looking ahead as they process print, because they love catching the robots in the act! The same strategy will continue to stand them in good stead when it comes to decoding larger units of sound such as -air, -ear, -eer, -oar, and -our where the r controls two vowels.

Lively songs and stories will strengthen your in teaching of this Section on r-controlled vowels, and also the Vowel Stealer Poster with its further visual clues. These include: ar—stars in the dark sky, or—the edge of the shore, er—the ferns, ur—the curb in the curving road, and ir—the bird and a fir tree. (Note that the robots never bother to mend their nets. That means that the vowels always manage to free themselves so they can still turn up in lots of other words!)

New Materials from the Teacher’s Guide CD

You will find in this section new Word Cards for each Unit (on the Teacher’s Guide CD 2), a short Reading Theater Play, featuring the law-breaking robots and the days of the week, and a score sheet for Section 7 Assessment.

Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments (See pages 220-221)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Read words with r-controlled vowels: ar, er, ir, or, ur</td>
<td>1. Word Reading Accuracy</td>
</tr>
<tr>
<td>● Read high-frequency words with irregular spellings.</td>
<td>2. Cumulative Tricky Word Assessment</td>
</tr>
</tbody>
</table>

Tricky Words

- Children are taught to read and spell two additional Tricky Words in this Section: are going (Previous Tricky Words are also reviewed.)
Introducing Arthur Ar

Preparation and materials
- PCCs: Review list plus c, f, k, m, n, sh, ar
- Beyond ABC book, pages 26-27
- Write the sentences on the board for Word Detectives (or project)

Small group/independent
- Write or print words from the Decodable Word Bank, one per page for children to picture-code.
- Letterland Word Builders, or individual letter sets
- Unit 17 Word Cards: dark, barn, park, smart, bark, yard, car, harm, star, TG CD 2

Review
- PCCs ā, ā, b, d, h, j, y, ai, ay, a_e Use the 'Guess Who?' activity.

Arthur Ar
- Introduce Arthur Ar, the Apple Stealer Before revealing the PCC, share this. We all know about Red Robot and how he likes to run away with things that begin with his sound, but did you know that there are five other Robots in Letterland that sometimes capture the vowels? Let me show you one of these trouble makers. Show the ar PCC picture side and write his name to show how it is spelled. This is Arthur Ar, and as you can see he has captured Annie Apple. Just look at her! How do you think she feels about that? She is very unhappy because now she is too upset to make her usual sound. What we will hear instead is Arthur Ar calling out his own last name "Ar!", using his tiny mobile phone hidden on his outstretched arm to report to his ring leader, Red Robot. Every time he captures a talking apple he reports it to Red Robot by saying his last name. Can you say it with me?..."Ar! Ar!"

- Now the tricky thing about the Vowel Stealing Robots is catching them in a word! They are trouble-makers for us because they make different sounds. Turn to the plain letter side. Point to the a. When you see this letter, you may think it will be Annie Apple making her usual ‘a’ sound sound, but you need to be a good detective and spot the next letter, because it is a Vowel Stealing Robot! Point to the r. Ah! ha! It’s you, Arthur Ar, and you’re running away with that talking apple and saying your own name, Ar. Well, you didn’t fool us! Let’s show Arthur Ar that he didn’t trick us by saying his name three times as I push his card forward. “Ar, Ar, Ar.”

- Let’s see if we can find out more about this Letterland Apple Stealer.

- Beyond ABC book (pages 26-27) Share the story and picture and let the children discover more words with the /ar/ sound. (A full list is on page 47 of Beyond ABC.)

Word Building
- On the pocket chart Make the word car with the plain letter sides of the PCCs. Let’s be detectives and see if there is a Vowel Stealing Robot in this word. Do you see one? Where? Yes, there right after Annie Apple. Good detective work! Turn ar to the picture side. We caught you at your robber trick, Arthur Ar! So, is Annie Apple going to be saying her usual sound? “No.” Not while she is stuck behind that Robot’s back in his net. What sound are we going to hear instead? /ar/. So let’s put these two sounds on our arm rollercoaster and blend them. “/k/ /ar/, car.”
● Make the rest of the words one at a time with plain letters sides, and for each word let a child be the ‘chief detective.’ The Chief Detective comes forward and flips the ar card to the picture side to show Arthur Ar that he hasn’t fooled anybody. Then the Chief shows the class how to rollercoaster the word. The Chief repeats this as the class joins in.

**PCCs:** b, c, d, f, h, j, k, m, n, y, ar, sh

**Words:** car, card, hard, barn, far, farm, jar, yard, shark

● **Word Detectives** Write the sentences below on the board or project them. Tell the children that this is an even more challenging detective job because Arthur Ar is hiding in several words in these sentences. Have children come forward and picture-code each ar, roughly as shown at the left. (If you write the sentence large and spread out, several children may be able to picture-code at the same time.) You may want to make copies of the sentences for each child to picture-code. If time is limited, just have children draw the robber bag from the top of the r going around Annie Apple. Then read the sentences with the children several times.

Arthur Ar parks his radar car in the dark yard.

The smart farmer sets his alarm to start his day on time.

---

**Small group/independent activities**

● **Picture-coding** Give each child one large ar word from the Decodable Word Bank to picture-code.

● **Reading with individual letter sets** Have children first place the letters a and r together and then touch under the two letters and say /ar/. Then say, Place an f (or /fff/) at the beginning of the word. Now, let’s touch the first letter and say the sound (/f/) and then the a-r together and say /ar/. Now, slide your fingers underneath and blend the sounds (“ffffar, far”). Guide children in building and blending the remaining words in the same way. (Option: After reading the word, children spell it aloud with eyes shut.)

**Letters:** a, c, d, f, h, j, m, r, s, t, t

**Words:** far, farm, arm, art, start, jar, hard, card, car

● **Word Card Train** Give each child a *Word Card*. Then one at a time, they read their words and place them in a train line. Each time a child places a word, that child points to each word in the train from left to right for all to read.

**Word Cards:** dark, barn, park, smart, bark, yard, car, harm, star
Pages 222-223

Small Group Intervention

• Continuing your Intervention Lessons from Volume 1
• Reviewing The Five Steps to Intervention
• Small group Intervention for Sections 3-7: FAQ.

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Sample Reading Lesson

• Letter Sound Review

Page 232

Sample Spelling Lesson

• Letter Sounds
• Word building
• Word sorting.

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Small Group Intervention

Continuing Your Intervention Lessons from Volume 1

The Five Step Intervention Plan from Volume 1 aims to consolidate learning from Section 2 which is completed in this volume (Lessons 88-107). The Five Step Plan is fully explained in Volume 1, pages 192-218. For the letter sounds taught in lessons 88-106, use the lists below in your intervention planning and instruction. (Lists A, B, and C are in Volume 1, pages 216-217). When children have mastered the objectives of the Five Step Plan, see the Next Steps Plan (page 223) for intervention which correlates with Sections 3-7 in this Volume.

Letter Sound, Word, and Sentence Lists for Intervention Using the Letterland Sequence

Set D: Using letters from Lessons 88-107

<table>
<thead>
<tr>
<th>Number</th>
<th>Vowels</th>
<th>Consonants</th>
<th>Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>ɨ ɵ ü</td>
<td>b f g j m n r w x l</td>
<td>job jog lim run rug wig fix will</td>
<td>Jim will run and jog.</td>
</tr>
<tr>
<td>D2</td>
<td>ə ê</td>
<td>h n s t v w y v e</td>
<td>van have yes yet wet vet</td>
<td>Yes, they have a van.</td>
</tr>
<tr>
<td>D3</td>
<td>a ɨ o</td>
<td>f g n p r x z</td>
<td>fox fix zig zag ran fan zip rip nap fog</td>
<td>The fox ran in a zig zag.</td>
</tr>
<tr>
<td>D4</td>
<td>a ɨ ū</td>
<td>d j t y c k qu</td>
<td>quit quick quack duck yack Jack</td>
<td>The duck made a quick quack.</td>
</tr>
<tr>
<td>D5</td>
<td>æ é i</td>
<td>j m n s = z t w l l th</td>
<td>Jan jet will well this jam wet tell tan</td>
<td>Will Jan go on this jet?</td>
</tr>
<tr>
<td>D6</td>
<td>ə ɨ o = ɨ silent e*</td>
<td>c d g h l m n s v e</td>
<td>love done some come have given</td>
<td>Will you have some jam?</td>
</tr>
<tr>
<td>D7</td>
<td>ə ɨ ū</td>
<td>b n p r t z c k q u t h</td>
<td>rub run quick quit zip zap that quack</td>
<td>That quick cat can zip by so fast.</td>
</tr>
<tr>
<td>D8</td>
<td>e ɨ</td>
<td>f g l p s t v x</td>
<td>vet fix pet leg get pig let six set</td>
<td>The vet will fix my pet’s leg.</td>
</tr>
</tbody>
</table>

* Use the plain letter side of the Magic e PCC.
**Next Steps: Small Group Intervention for Sections 3-7**

- **Next Steps** is the plan for Intervention for children who have mastered the skills and strategies of the Volume 1 Intervention Plan, but still need extra practice to build automaticity in letter sounds and fluency in reading words. This Next Steps Plan begins with the five Word Family Units in Section 3: Onsets and Rimes.

- This plan can be used with Sections 4-7 as well. Emphasis is also given to Tricky Words (irregular, high frequency words), spelling, reading and writing sentences, and to reading stories and books.

**Getting Started**

What is the difference between the Five Step Intervention Plan and the Next Steps Plan?

- The Intervention program detailed in Volume 1 is called the Five Step Intervention Plan (see Vol 1, page 192). The Five Step Plan is designed to help students in the very beginning stage of learning letter sounds, learning to blend sounds to read words, and to segment words into phonemes.

- The Intervention described here in Volume 2 is designed for students who know most letter sounds a-z, but who may still need to build fluency with letter sounds. It is also designed to build fluent word recognition, fluent spelling of regular one syllable words, fluent reading and spelling of irregular high-frequency words, and fluent reading and writing of basic sentences and simple stories.

When are children ready to move out of the Five Step Plan and into the Next Steps Plan?

- When children know most of the basic letter sounds a-z and can blend and segment three-sound short vowel words with ease, they may be ready to move out of the Five Step Intervention Plan. If these children still need more practice than the majority of the class to master fluent reading of words and the other skills taught in sections 3-7 of this guide, then they will benefit from small group instruction using the Next Steps Plan.

More specific assessments and criteria are provided in the table below to help you decide when your children may be ready to begin Next Steps. You may also have children who have not been in the Five Step Plan who may benefit from Next Steps instruction.

<table>
<thead>
<tr>
<th>Assessment (and where to find it)</th>
<th>MID-YEAR SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue in Five Step Plan</td>
</tr>
<tr>
<td>Letter Sounds Fluency (<strong>TG CD 2</strong>)</td>
<td>less than 20 cspm</td>
</tr>
<tr>
<td>Word Recognition Fluency (<strong>TG CD 2</strong>)</td>
<td>less than 6 cwpm</td>
</tr>
<tr>
<td>Segmentation Accuracy (Assessment 5, Volume 2, pages 39 and 41)</td>
<td>less than 15</td>
</tr>
</tbody>
</table>

**cspm**: correct sounds per minute  **cwpm**: correct words per minute
• When your children can read the final List (B or C) for the Unit at approximately 12 correct words per minute, they are ready to move on to the next Unit. (The criteria are set a bit higher for this task than for the Word Reading Fluency Assessment since here the particular words will have already been practiced a good deal.)

• Other criteria to consider are:
  1) Can the children read and spell the Tricky Words used in the Unit?
  2) Can they read and write the sentences used in the Unit?

---

**Reading Lesson**

**Step 1: Letter Sound Review**

**Do I choose the ‘Quick Dash’ or the ‘Fast Sounds’ activity, or both?**

• If your children have not reached the goal of 30 correct sounds per minute by mid-year (40 cspm by the end of the year) on the Letter Sound Fluency, you will want to use both the Quick Dash with Picture Code Cards and the additional practice on basic sounds provided by the Fast Sounds activity.

• If your children have reached this goal, then you will only need the ‘Quick Dash’ activity. It will provide review of recently introduced sounds and sounds to be used in the lesson.

**Quick Dash**

• Display 6-10 Picture Code Cards (PCCs) on the table or pocket chart. It is preferable to show the plain letter side, but if children are unsure of some of the sounds, display the picture side of those PCCs.

• Point to each PCC in order and have children say the sound. If some children are hesitant or non-responsive with a sound, turn to the PCC to the picture side and briefly discuss the Letterlander or the phonic fable that explains the sound. Turn back to the plain side and have children say the sound. Continue practicing sounds with the plain letter sides.

• Point to the PCCs in order, repeat three times, a bit faster each time. Then point in random order to the cards and have the children give the sounds.

**Variations**

**Taking Turns**

Have a child respond individually as you point to several of the PCCs.

**Quick Dash Leader**

Let a child do the pointing to the letters as described above.
Step 1: Letter Sounds

Secret Sounds: Sound-to-letter review with handwriting

- Keep the PCCs out of sight. Provide children with writing materials.
- Tell the children that the Letterlanders like to play a game called ‘Secret Sounds’. I will keep the pictures of the Letterlanders hidden and say their sound. You repeat the sound and then write the letter or letters. Then I’ll make the Letterlander appear so you can check your answer.
- After children write each letter, show the Letterlander.
- If anyone wrote the wrong letter(s), have them correct it. Repeat the missed PCC after doing a few others.
- If anyone formed the letter incorrectly, demonstrate the letter formation. Have the group practice with air-tracing, or tracing on the table. Have them all write the letter again. Repeat the missed PCC after doing a few others.

Step 2: Word Building

Spelling with Letter Sets

- Children segment words to spell
  - Say the word and have children repeat it.
  - One of the children segments the word with rubber-band stretching. Then the other children repeat the stretching.
  - Children build the word with their letters. Use questioning to guide self-correction of any errors.
  - After all the children have built the word correctly, they point to their own letters and say the sounds in unison. Then they slide their fingers under the letters from left to right and say the word.
  - If the next word differs from the previous word by only one (or two) letters, have children keep the letters in place as you say the next word. If it differs by more, have children remove the letters.

Step 3: Word Sorting

Word Family Race

- This is a variation on the ‘Written Word Sort’ activity used throughout Sections 3-7 of the Teacher’s Guide. Provide each child with a blank copy of the Word Family Race page (TG CD 2). You may want to laminate the pages, or place them in clear sheet protectors and use with dry-erase markers.
- Have children write the rimes for the three word families across the top row, (e.g. at, an, ap) or in later Units the phonic elements being used (e.g. ai, ee, ar).
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Teacher’s Guide
Step-by-Step: Kindergarten
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