

h | ll

6

Unit Six

had him and last hill fill of

Lesson 6.1 — Word Puzzles for *had, him, and, last, hill, fill*

What's New in Unit 6

In Unit 6 students will learn how to spell /h/ and /l/. For the first time, students will be given 2 ways to spell a sound. Specifically, they will learn that the /l/ sound can be spelled either *l* or *ll*. This will also be the first time that students have been presented a way to spell a sound that is more than a single letter. There is a separate letter tile card for the double *ll*. It is important that teachers use this card when performing the Word Puzzles for *hill* and *fill*. Having the 2 letters on a single card helps reinforce the idea that the two letters represent a single sound.

The word *and* is the first word students learn that has adjacent consonant sounds. The word *last* is the first word students learn that has a total of 4 sounds.

NOTE: Teachers must remember that although the words *hill* and *fill* have 4 letters, they each have only 3 sounds. The word *last* is the only word in this Unit that has 4 sounds.

The capital letter *D* is introduced in this Unit so that students can read the word *Dad*.

In Units 1-5, there had been 10 lessons per unit. In Units 6-12, there will be only 5 lessons in each unit. The pace of instruction can increase at this point in the program because most students will have learned how to blend sounds into words and segment words into individual sounds. Therefore, the focus of the lessons can be on learning new letter/sounds and learning how to read new words accurately and quickly.

Spelling the word

The teacher sets out in mixed-up order the letters needed to spell the word.

Teacher: *Here is another word puzzle for us to do.*

Teacher: *The word we have to spell is. . .*

The teacher pronounces the word and uses it in a sentence.

Teacher: *Everyone say. . .*

The class repeats the word.

The teacher asks for a volunteer to tell her the first sound of the word.

The teacher cues the students by running her hand slowly on top of the lines, elongating each continuant sound for about 1 second. Her finger should pass under the line corresponding to the sound she is saying at the moment.

The teacher calls on a student to provide the first sound.

After the student has said the sound, the teacher has the same student help her find the correct letter.

Teacher: *Is this. . .?*

The teacher points to the first letter on the workspace and says the sound.

The teacher points to successive letters and repeats the question until the proper letter has been found.

The teacher holds up the letter and has the entire class say the sound.

The teacher places the letter on the first line.

The teacher repeats these steps for the remaining sounds.

Tap-and-Say

Teacher: *My turn to do a tap-and-say.*

The teacher performs a tap-and-say on the word.

Teacher: *Now it's your turn to tap-and-say. Everyone, get ready.*

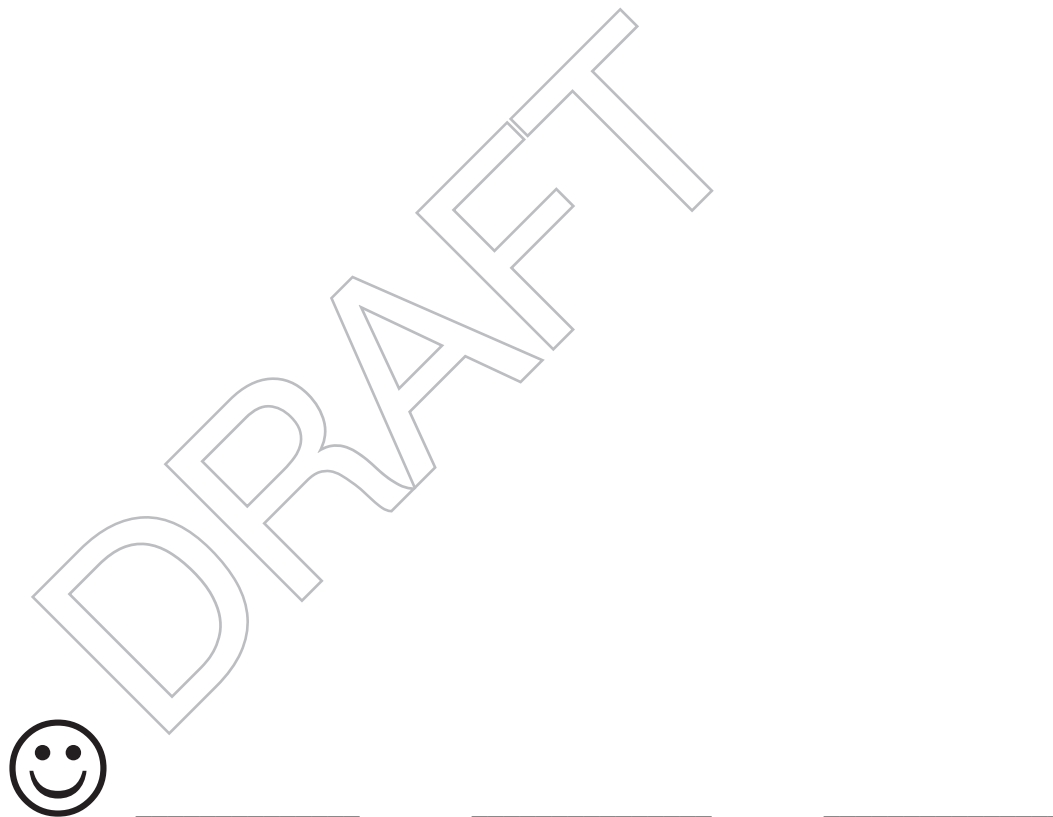
The teacher has the class do a tap-and-say on the word.

The teacher calls on two or three students to perform a tap-and-say.

After these individual checkouts, the teacher should again have the whole class perform a tap-and-say chorally.

STOP!

After this activity, students should complete the pages in Workbook A2 for this lesson.



Lesson 6.2 — Letter/Sound Practice

Students find sounds

Teacher: *I need you to help me find a sound. Help me find. . .”*

The teacher says a sound and has the class repeat.

The teacher points to a sound.

Teacher: *Is this . . .*

The teacher says a sound.

The class responds chorally.

The teacher repeats the question “Is this. . .” and points to another letter until the correct sound has been found.

The teacher repeats these steps until she has had the class identify one example of each of the letters displayed.

NOTE: The teacher should point to letters in a random order, making sure that she varies the number of wrong selections before pointing to the correct letter.

Tutoring Note: When working with a single student, the teacher should have the student himself point directly to the letter.

Students say sounds

Teacher: *Now I’m going to point to a letter and you all have to tell me the sound. First you’re going to think the sound silently in your head and then you’re going to say it.*

The teacher points to the first letter and pauses for about 2 seconds.

Teacher: *Think it.*

The teacher pauses for about 3 seconds.

Teacher: *Say it.*

The class says the sound.

The teacher repeats these steps for the remaining sounds.

After the teacher has had the class say the sounds for all of the letters, she should call on 3 or 4 students individually to tell her the sounds in one row.

Tutoring Note: When working with a single student, the teacher should have the student say the sound as soon as she touches the letter. There is no need to use the “Think It, Say It” routine.

Variation

For a change of pace, the teacher can provide letter/sound practice by playing “Buzz.” To do so, the teacher selects a letter to be the “Buzz” letter. She should select a letter/sound that the students know well. She should tell the class that this will be the “Buzz” letter and that when she points to that, they are to say “Buzz.” When she points to any other letter, they are to say the sound.

There is no “think time” in this activity. The class says the sound or “Buzz” as soon as the teacher touches a letter.

Lesson 6.2

1. Point to the sounds your teacher says.
2. Say the sounds your teacher points to.

u l n i h ll

h M ll u l d

Lesson 6.2 — Tap-and-Say and People Talk

Tap-and-Say

Teacher: *We're going to do a tap-and-say for each of these words. I'll go first.*

The teacher points to the first word, pronounces it, and has the class say the word.

The teacher performs a tap-and-say on the word, by touching each letter in turn as she says its sound. After she has done this for each letter, she runs her finger under the entire word as she pronounces it.

Teacher: *Now it's your turn to tap-and-say. Get ready.*

The teacher touches each letter to cue the class to say its sound. Then she runs her finger under the entire word to cue the class to say the whole word.

The teacher calls on two or three individual students to perform the tap-and-say, and then she has the whole class do the tap-and-say one more time chorally.

The teacher repeats these steps for the remaining words.

Variation

The basic routines for doing tap-and-say review can be enlivened by having students do specific movements as they say each sound. Some possibilities include:

- students do a karate chop as they say each sound and bow with hands pressed together to say the whole word
- students pantomime dribbling a basketball as they say each sound and shoot to say the whole word

Reading the words in People Talk.

Teacher: *Now let's practice reading these words in People Talk. First, it will be my turn. Listen.*

The teacher points to each word and pronounces it in regular speech.

Teacher: *Now you will get a turn. If you can read these words in People Talk, please put a quiet finger on your nose.*

The teacher calls on a student.

The teacher prompts the student by pointing to the words.

The teacher repeats these steps with 2 or 3 other students.

Teacher: *Now let's have everyone read the words. I'll point to a word and tell you to think it. Then I'll tell you to say it. Get ready.*

Teacher: *Everyone, think it.*

The teacher points to the first word.

Teacher: *Everyone, say it.*

The class says the word chorally.

Teacher: *Great job.*

The teacher repeats these steps for the remaining words.

If the student cannot recall the word, the teacher should have him perform a tap-and-say. If he cannot read the word after performing a tap-and-say, then the teacher should say the word in Turtle Talk and have the student say the word in People Talk. Then the teacher should have the student Tap-and-Say the word again.

STOP!

After this activity, students should complete the pages in Workbook A2 for this lesson.

Lesson 6.2

1. Tap-and-Say each word.
2. Read each word in People Talk.

had fill last

and hill him

Lesson 6.2 — Reading Phrases with *of*

Teaching “of”

The teacher points to *of*.

Teacher: *Here is how we write the word “of.” It has a sound we haven’t learned yet, so we won’t do a tap-and-say on this word.*

Teacher: *Everyone say “of.”*

Class: *Of.*

Teacher: *Let’s try that a few more times.*

The teacher touches the word several more times and has the students say the word.

Reading phrases with “of”

Teacher: *This page has some phrases with the word “of.” We’ll practice reading them. First it will be my turn. Listen.*

The teacher points to the words and reads them.

Teacher: *Not let’s read all of these phrases together. Get ready.*

The teacher points to the words to cue the students.

Teacher: *Great job!*

Read the page.

of
a lot of fun
a lot of fun
the top of the hill
the top of the hill

Lesson 6.3 — Tap-and-Say and Error Game

Tap-and-Say

Teacher: *We're going to do a tap-and-say for each of these words. I'll go first.*

The teacher points to the first word, pronounces it, and has the class say the word.

The teacher performs a tap-and-say on the word, by touching each letter in turn as she says its sound. After she has done this for each letter, she runs her finger under the entire word as she pronounces it.

Teacher: *Now it's your turn to tap-and-say. Get ready.*

The teacher touches each letter to cue the class to say its sound. Then she runs her finger under the entire word to cue the class to say the whole word.

The teacher calls on two or three individual students to perform the tap-and-say, and then she has the whole class do the tap-and-say one more time chorally.

The teacher repeats these steps for the remaining words.

Variation

The basic routines for doing tap-and-say review can be enlivened by having students do specific movements as they say each sound. Some possibilities include:

- students do a karate chop as they say each sound and bow with hands pressed together to say the whole word
- students pantomime dribbling a basketball as they say each sound and shoot to say the whole word

Error Game

Teacher: *Now you get to be the teacher and I'll be the student.*

The teacher reads the first word. Half of the time she will read it correctly and half of the time she will make a mistake.

The teacher asks for a volunteer to tell her if she read the word correctly.

The student tells the teacher how she did. If the teacher made a mistake, the teacher prompts the student to identify what sound didn't match.

If the teacher read the word incorrectly, she performs a correct tap-and-say on the word after the student has corrected her.

The teacher repeats these steps for the remaining words.

Lesson 6.3

1. Tap-and-Say each word.
2. Play the Error Game.

and last had

fill him hill

Lesson 6.3 — Reading Words

Individual student checkouts

Teacher: *Here is a page with the words we have been working on. If you would like to read the first row, put a quiet finger on your nose.*

The teacher calls on a student.

Teacher: *When I point to a word, you read it.*

The teacher points to the words in a line in turn and the student reads them.

The teacher repeats these steps with the remaining lines, calling on a different student for each line.

Reading the whole page all together

Teacher: *That was some great reading. Now let's read the whole page together. Everyone, say the word when I point to it. Get ready.*

The teacher points to each word in turn and the class reads it. The teacher should go through all of the words in order.

The teacher should repeat a line if she does not get a good choral response.

If several students seem confused about a word, the teacher should:

1. Say the word in Turtle Talk and have the whole class say the word in People Talk.
2. Have the class tap-and-say the word.
3. Have the whole class read the word again.

Lesson 6.3

Read these words in People Talk.

hill

and

had

last

him

fill

and

him

had

last

fill

hill

DRAFT

Lesson 6.3 — Reading Sentences

Teacher: *Now it's time to read some sentences. If you would like to read the first sentence, please put a quiet finger on your nose.*

The teacher calls on a student. She points to each word with a pointer as he reads, providing error correction and Turtle-Talk support as needed.

The teacher should have the student repeat his performance as necessary until his reading is accurate.

Teacher: *Fantastic! Now we're going to read this sentence all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer. The teacher should go at a fairly slow, regular pace so that everyone can keep up. If students are not responding when the teacher points to a word, the teacher should tell this to the class and have them repeat the task until they are responding precisely to her cue.

The teacher repeats these steps for the remaining sentences.

Teacher: *Great job! Now we're going to read this whole page all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer.

After the whole class has read the page well, the teacher proceeds to the next page.

Read the page.

Sam and Tom ran to the top of the hill.

The pig and the cat ran to the top of the hill.

The pig had a nap on the hill.

The cat had a nap on the hill.

Lesson 6.3 — Reading Sentences (continued)

Teacher: *Now it's time to read some sentences. If you would like to read the first sentence, please put a quiet finger on your nose.*

The teacher calls on a student. She points to each word with a pointer as he reads, providing error correction and Turtle-Talk support as needed.

The teacher should have the student repeat his performance as necessary until his reading is accurate.

Teacher: *Fantastic! Now we're going to read this sentence all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer. The teacher should go at a fairly slow, regular pace so that everyone can keep up. If students are not responding when the teacher points to a word, the teacher should tell this to the class and have them repeat the task until they are responding precisely to her cue.

The teacher repeats these steps for the remaining sentences.

Teacher: *Great job! Now we're going to read this whole page all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer.

After the whole class has read the page well, the teacher proceeds to the next page.

STOP!

After this activity, students should complete the pages in Workbook A2 for this lesson.

Read the page.

Mom and Tom had a lot of fun.

The cat and the pig had a lot of fun.

Mom and Tom had fun on the hill.

The cat and the pig had fun in the mud.

Lesson 6.4 — Spelling Chain

The teacher lays out the letters *m, s, a, t, p, p, f, c, o, n, i, d, g, h, u.*

Teacher: *Now we're going to do another spelling chain.*

Teacher: *To get us started, I'm going to spell the word "got." /g/ /o/ /t/.*

As the teacher says each sound, she pulls the appropriate letter down to the word line.

Teacher: *Everyone, let's tap-and-say "got."*

The teacher leads the class through a tap-and-say of the word.

Teacher. *Great job! Now, I'm going to say a new word that has just one sound different and you have to tell me which sound changed. Listen. The new word is "pot." Everyone say "pot."*

Class: *Pot.*

Teacher: *If you can tell me how to turn this word into "pot," put a quiet finger on your nose.*

The teacher gives the students plenty of think time and repeats "pot" in turtle talk while dragging her finger slowly under the word "got"

Student: *You need a /p/.*

Teacher: *Good thinking. Where does the /p/ sound come in "pot."*

Student: *At the beginning.*

Teacher: *Do I have to take away anything that is already up here?*

Student: *There's no /g/.*

Teacher: *You're right. I put the /p/ in place of the /g/.*

The teacher replaces the /g/ with the /p/.

The teacher leads the class through a tap-and-say of the new word.

The teacher repeats these steps for the remaining words, always beginning by saying, The new word is . . .

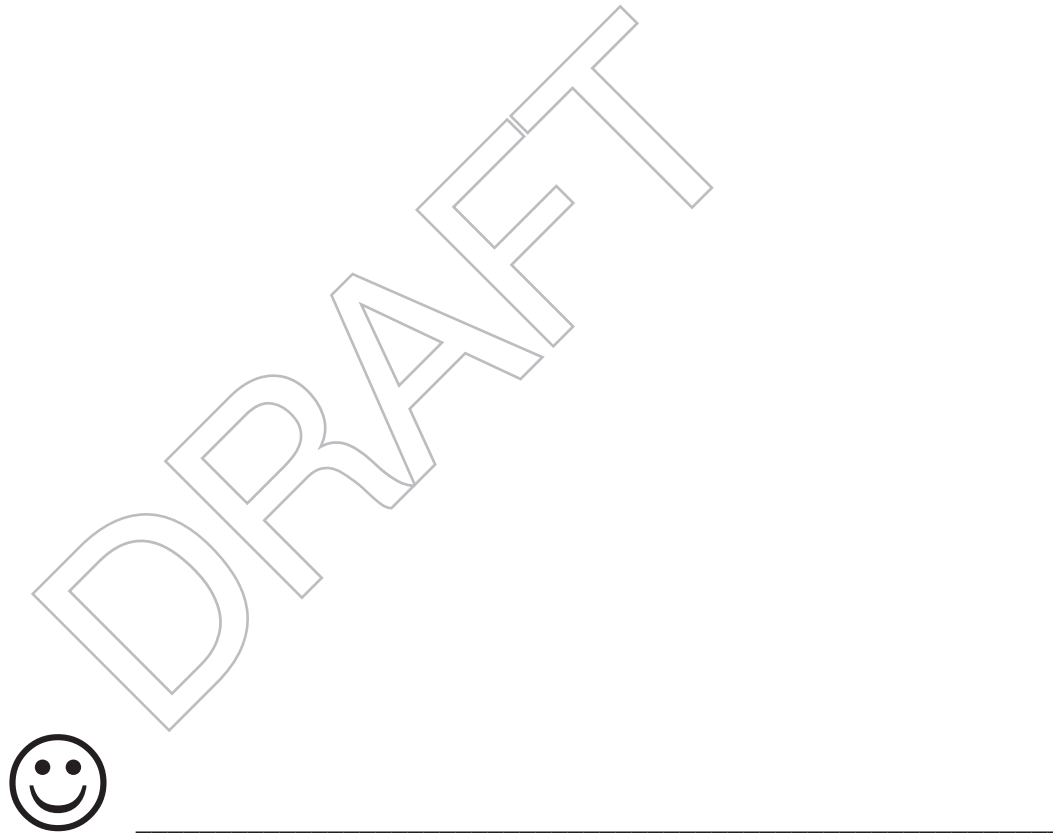
1. (pot)
2. (hot)
3. hit
4. fit
5. fat
6. hat
7. had
8. mad
9. man
10. pan

Variation

The spelling chain can be conducted by having each student manipulate his own set of letter tiles. This is an excellent format for small group work.

Lesson 6.4

The teacher should set out the letters *m, s, a, t, p, p, f, c, o, n, i, d, g, h, u.*



Lesson 6.4 — Tap-and-Say New Words

Teacher: *Here are some new words for you to read. Our first word was the capital letter for /d/. When I point to this letter, everyone say /d/.*

The teacher points to the first letter of the word Dad several times and the class responds chorally saying /d/.

Teacher: *Great job! Now, iff you would like to tap-and-say the first word, please put a quiet finger on your ear.*

The teacher calls on a student and leads him through a tap-and-say of the word.

NOTE: Unlike the tap-and-say exercise with the words that the student has constructed with the Word Puzzle, in this exercise the goal is for the student to be able to blend the sounds into a word on his own. After the student has said each individual sound, the teacher says, “*What’s the word?*”

If the student cannot say the whole word after he has completed the tap-and-say, then the teacher should say the word in Turtle Talk as she runs her fingers underneath the letters in the word and then repeat the question, “*What’s the word?*” The teacher should then immediately have the student tap-and-say the word again.

Teacher: *Great job. Now we’re all going to tap-and-say this word. Get ready!*

The teacher points to each letter in turn and the class says it. After the class has said each sound in isolation, the teacher runs her finger under the word and the class says the whole word.

The teacher repeats these steps for the remaining words.

Lesson 6.4

Tap-and-Say each word.

Dad nap lot

hit hat cup

Lesson 6.4 — Reading Sentences

Teacher: *Now it's time to read some sentences. If you would like to read the first sentence, please put a quiet finger on your nose.*

The teacher calls on a student. She points to each word with a pointer as he reads, providing error correction and Turtle-Talk support as needed.

The teacher should have the student repeat his performance as necessary until his reading is accurate.

Teacher: *Fantastic! Now we're going to read this sentence all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer. The teacher should go at a fairly slow, regular pace so that everyone can keep up. If students are not responding when the teacher points to a word, the teacher should tell this to the class and have them repeat the task until they are responding precisely to her cue.

The teacher repeats these steps for the remaining sentences.

Teacher: *Great job! Now we're going to read this whole page all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer.

After the whole class has read the page well, the teacher proceeds to the next page.

Read the page.

Mom got the last cup.

Tom got the last cap.

Sam sat on the last rug.

The cat sat on the last cot.

Lesson 6.4 — Reading Sentences (continued)

Teacher: *Now it's time to read some sentences. If you would like to read the first sentence, please put a quiet finger on your nose.*

The teacher calls on a student. She points to each word with a pointer as he reads, providing error correction and Turtle-Talk support as needed.

The teacher should have the student repeat his performance as necessary until his reading is accurate.

Teacher: *Fantastic! Now we're going to read this sentence all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer. The teacher should go at a fairly slow, regular pace so that everyone can keep up. If students are not responding when the teacher points to a word, the teacher should tell this to the class and have them repeat the task until they are responding precisely to her cue.

The teacher repeats these steps for the remaining sentences.

Teacher: *Great job! Now we're going to read this whole page all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer.

After the whole class has read the page well, the teacher proceeds to the next page.

STOP!

After this activity, students should complete the pages in Workbook A2 for this lesson.

Read the page.

Dad got on the rug.

The cat sat on him.

The cat got up and ran to Sam.

The cat sat on him.

Lesson 6.5 — Reading Sentences

Teacher: *Now it's time to read some sentences. If you would like to read the first sentence, please put a quiet finger on your nose.*

The teacher calls on a student. She points to each word with a pointer as he reads, providing error correction and Turtle-Talk support as needed.

The teacher should have the student repeat his performance as necessary until his reading is accurate.

Teacher: *Fantastic! Now we're going to read this sentence all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer. The teacher should go at a fairly slow, regular pace so that everyone can keep up. If students are not responding when the teacher points to a word, the teacher should tell this to the class and have them repeat the task until they are responding precisely to her cue.

The teacher repeats these steps for the remaining sentences.

Teacher: *Great job! Now we're going to read this whole page all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer.

After the whole class has read the page well, the teacher proceeds to the next page.

Read the page.

The pig did not run up the hill.

The pig sat on the rug.

The cat did not run up the hill.

The cat sat on Dad.

Lesson 6.5 — Reading Sentences (continued)

Teacher: *Here are some more sentences for us to read today. If you would like to read the first sentence, please put a quiet finger on your nose.*

The teacher calls on a student. She points to each word with a pointer as he reads, providing error correction and Turtle-Talk support as needed.

The teacher should have the student repeat his performance as necessary until his reading is accurate.

Teacher: *Great job! Now we're going to read this sentence all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer. The teacher should go at a fairly slow, regular pace so that everyone can keep up. If students are not responding when the teacher points to a word, the teacher should tell this to the class and have them repeat the task until they are responding precisely to her cue.

The teacher repeats these steps for each sentence.

Teacher: *Great job! Now we're going to read this whole page all together. Everyone, get ready.*

The teacher cues the students by pointing to each word with a pointer.

STOP!

After this activity, students should complete the pages in Workbook A2 for this lesson.

Unit Checkouts

Before moving on to the next Unit, students should be able to do the following accurately and without noticeable hesitation:

1. Say the correct sound for each of the letters presented on the *Letter/Sound Practice* page.
2. Write the correct letter for each of these sounds.
3. Read the words on the *Reading Words in People Talk* page.
4. Spell these words from dictation.
5. Read all of the sentences on the *Reading Sentences* pages.

If a student does not meet these checkouts, then provide additional practice as appropriate. Refer especially to the section in the introduction of this manual, *Instructional Changes to Try with a Student Who is Making Slow Progress*.

Read the page.

The cap did not fit on Tom.

The cap did not fit on Sam.

The cap did not fit on Mom.

The cap did fit on Dad.