

g r u

5

Unit Five

got us up ran rug pig to

Lesson 23

In this lesson your child will:

- practice reading words and play a sound game
- do Word Puzzles for *got*, *us*, and *pig*
- learn how to write *g* and *u*
- do isolated letter/sound practice
- say-and-write *got*, *us*, and *pig*

Word Reading Practice and Sound Game

Have your child turn to page 98 of her workbook.

Lesson 23 - Word Reading Practice and Sound Game

Read the words. After you read the words, your teacher will play a sound game with you.

| | | | |
|----|-----|-----|-----|
| an | can | pan | man |
| ot | pot | not | cot |
| it | sit | fit | pit |

Have your child read all of the words on the page.

After she has done that say:

Please point to the word not.

Your child points to the word.

Now say not, but instead of /n/ say /p/.

Your child should say pot.

If she makes a mistake, say, “Not, change /n/ to /p/ looks like this,” and point to pot on the page and ask her to read the new word.

Repeat these steps for the rest of the words in the table below:

1. Dictate the word and ask your child to point to it.
2. Ask her to make the change indicated in the table.

| Say | but instead of | Correct response |
|-----|----------------|------------------|
| can | /k/say/p/ | pan |
| pit | /p/say/f/ | fit |
| cot | /k/say/n/ | not |
| pan | /p/say/m/ | man |

Word Puzzles for “got”, “us,” and “pig”

Have your child turn to page 99 of her workbook. Place the letter tiles *g*, *t*, and *o* at the top of the page.

Word Puzzles

Your teacher will do some Word Puzzles with you.

g

t

o

Here is a new word puzzle for us to do. The word we have to make is . . .

Say the word, use it in a sentence, and then have your child repeat the word.

Ask your child to say the first sound of the word and put the proper letter on the first line. As necessary, say the word in Turtle Talk and run your finger slowly under the lines on the mat. Your finger should pass under the line corresponding to the sound you are saying at the moment.

Repeat these steps for the remaining letters, prompting your child by saying, “Tell me the next sound in . . .” and “Tell me the last sound in . . .”

After your child has spelled the word, have her tap-and-say it. If she hesitates or forgets a sound, provide it for her.

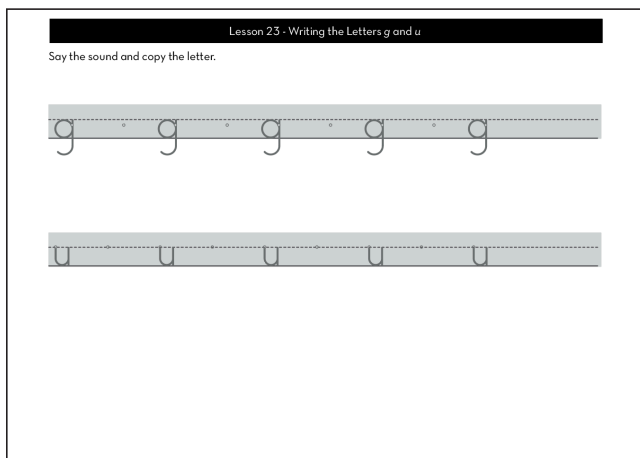
Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Repeat these steps to do Word Puzzles for *us* and *pig*:

1. Lay the letter tiles on the Word Puzzle mat in mixed-up order. Make sure also that you use the Word Puzzle Mat with two underlines on page 100 when doing the Word Puzzle for *us*.
2. Say the word, use it in a sentence, and have your child repeat it.
3. Ask for the first sound. As your child says the sound, she puts the correct letter on the first line. Say the word in Turtle Talk and drag your finger under the lines as appropriate to help your child figure out the sound.
4. Ask for the remaining sounds. Begin your question by saying, "What is the next sound in. . ." Have your child bring down the appropriate letter after identifying the correct sound.
5. After the word has been spelled, have your child do a tap-and-say.

Writing the Letters "g" and "u"

Have your child turn to page 101 of her workbook.



We have two new sounds to practice writing. The first one is /g/. Here's how you make /g/.

Start at the dot. Curl back like a rainbow. Swing up to the start. Fall into the basement and hook.

Perform each step as you say it. Write the sound again, repeating the steps out loud and performing each step as you say it.

Now it's your turn to write /g/ in your workbook. Put your pencil on the dot.

Help your child put her pencil on the dot and then repeat the steps for writing /g/. Your child should perform each step as you say it. Then have her write and trace the letter on her own as indicated in the workbook. Provide help as necessary.

The other new sound today is /u/. Here is how you make /u/.

Start at the dot. Fall down to the baseline. Swing up. Fall down to the baseline.

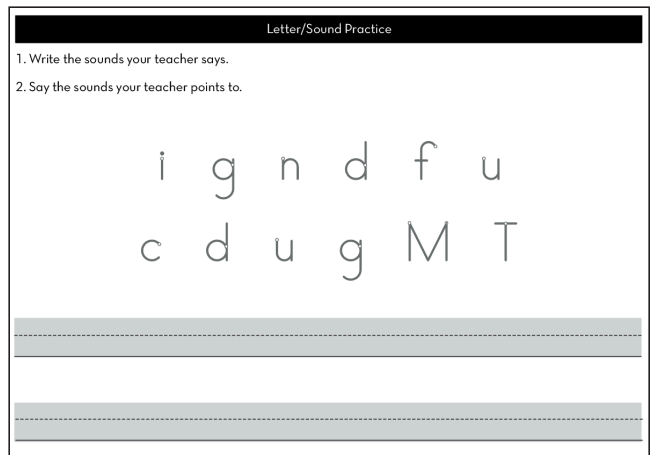
Perform each step as you say it. Write the sound again, repeating the steps out loud and performing each step as you say it.

Now it's your turn to write /u/ in your workbook. Put your pencil on the dot.

Help your child put her pencil on the dot and then repeat the steps for writing /u/. Your child should perform each step as you say it. Then have her write and trace the letter on her own as indicated in the workbook. Provide help as necessary.

Letter/Sound Practice

Have your child turn to page 102 of her workbook.



Here are the letter/sounds you have been learning.

Please write /d/.

It's very important to remember to say sounds here, NOT letter names.

The child writes the letter *d*.

If she makes a mistake say, “Oh, I tricked you on that one. This is /d/.” Point to the *d* and have her do so, repeating the sound. Then return to this sound a couple of times during the activity.

Repeat these steps until your child has written all of the letter/sounds displayed. It is important that you say the sounds in random order.

NOTE: If your child has extreme difficulties with handwriting at this point, you can simply ask her to point to the letters rather than write them.

Very nice work. Now please point to each letter and say its sound.

Your child points to the letters in order and says the proper sound for each.

If she makes a mistake, correct her immediately. Make sure that she says the correct sound when she points to a letter.

Say-and-Write

Have your child turn to page 103 of her workbook.

Now it's time to practice writing these words.

Point to the first word and ask your child to read it. If she has difficulty reading it, tell her the word and then have her tap-and-say it.

Say each sound of the word and write it.

Your child should say the first sound and write it, say the second sound and write it, then say the third sound and write it. After she has written the word, have her say the whole word in regular speech.

If your child forgets the correct sound for a letter, tell it to her immediately and have her repeat the correct pronunciation.

If she has difficulty forming the letter, give her the directions for each stroke and have her repeat these as she writes.

Have her say-and-write the word a second time.

Repeat these steps for the remaining words:

1. Your child reads the word. If she has difficulty, tell her the word and then have her tap-and-say it.
2. She says each sound one at a time and writes it.
3. Have her say-and-write the word a second time.

Lesson 24

In this lesson your child will:

- do a Spelling Chain and a Reading Chain
- tap-and-say *us*, *got*, and *pig*
- play the Error Game with these words
- practice spelling these words
- write and read the word *to*

Spelling Chain

Have your child turn to page 104 of her workbook. Set out the letter tiles as shown below.

Now it's time to do a spelling chain. Please use these letters to spell run.

Your child spells the word.

Please tap-and-say the word.

Your child does a tap-and-say.

Great job! Now, please change one sound to make rug.

Run your finger under *run* as you say the new word, *rug*, in Turtle Talk.

Your child replaces the *n* with a *g*.

That's right. Please tap-and-say.

Your child does a tap-and-say .

Repeat these steps, reciting the words in order on the following list. Introduce each word by saying, "Change one sound to make . . ."

Your child should repeat the word and then make the appropriate change with the letter tiles. She does not need to describe the change with words; all she needs to do is to make the appropriate change. After she has made the new word, have her tap-and-say it.

Review *Correcting Spelling Errors* on page 39 to know how to respond if your child makes a mistake.

| | |
|--------|---------|
| 1. run | 6. pan |
| 2. rug | 7. pin |
| 3. rag | 8. pig |
| 4. rat | 9. dig |
| 5. ran | 10. dug |

Reading Chain

Now you get to do a Reading Chain.

Replace the "d" in *dug* with "m" on the Spelling/Reading Chain Mat.

Please read this word.

Your child reads the word. It is desirable if she can read the word without doing a tap-and-say, but if she needs to sound the word out, that is fine.

Now I'm going to change just one letter to make a new word for you to read.

Replace the "m" with a "t." Your child should read the word. Again, if she can read it without doing a tap-and-say, that is fine. Most students at this point, however, will need to tap-and-say the words.

Continue in this way, replacing a letter/tile to form a new word as indicated in the table below. After you form the new word, ask your child to read it.

| | |
|--------|---------|
| 1. mug | 6. pig |
| 2. tug | 7. dig |
| 3. rug | 8. dip |
| 4. rag | 9. tip |
| 5. rig | 10. tap |

NOTE: It is a good idea to keep all of your letter/tiles in alphabetical order on a special board so that you can retrieve them easily. You will need more letter/tiles than you laid out for the Spelling Chain you just completed.

Tap-and-Say

Have your child turn to page 105 of her workbook.

Lesson 24 - Tap-and-Say and Error Game

Tap-and-Say each word.
Play the Error Game with your teacher.

u s g o t p i g

Make sure that your child taps each letter in turn with her finger and says its sound distinctly. If she hesitates or forgets, provide the sound for her. If she forgets to tap with her finger, take her finger and gently guide her in the tapping and then have her do the tap-and-say all by herself.

When she has pronounced all of the sounds in isolation, make sure that she runs her finger in a smooth, continuous gesture from the beginning of the word to the end and have her say the word in regular speech.

Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Error Game

Use the words on page 105 of the student workbook for this activity.

Now it's time to play the Error Game with these words. You get to be the teacher and I'm the student.

I'm going to say these words in People Talk, and you'll have to tell me if I read them correctly.

Here's the first word. I think this says up. Did I read that word correctly?

Your child tells you that you that you read the word incorrectly. Question your child so that she explains what you did wrong.

Repeat these steps for the remaining words:

1. Choose whether to read the word correctly or not. When you read a word incorrectly, make a mistake on just a single sound, such as reading *pig* as *pit*. You should have at least one right answer and at least one wrong answer each time you play the Error Game.

2. If you read the word incorrectly, prod your child to explain what didn't match.

3. If you made a mistake, tap-and-say the word and read it correctly after your child has corrected you and have her affirm that you read it correctly.

NOTE: When you first read the word, you should read the word in People Talk, without a tap-and-say. After being corrected, though, you should do a tap-and-say and pronounce the word correctly.

Spelling Practice

Have your child turn to page 106 of her workbook.

| Lesson 24 - Spelling Practice | | Say each sound before you write it. |
|--|-----|-------------------------------------|
| Write the word your teacher says. | | |
| The choices are at the bottom of the page. | | |
| 1. | | |
| 2. | | |
| 3. | | |
| | us | pig |
| | got | |

Now it's time to spell some words. I'll say one of these words and you write it. But I will say the words in mixed-up order, so you will have to think carefully about which word I am saying.

Dictate a word and use it in a sentence. Have your child repeat the word out loud. Then have her say-and-write the word.

Repeat these steps for the remaining words. Make sure to say the words in an order that is different from they order they are displayed on the page.

Writing "to"

Have your child turn to page 107 of her workbook.

| Lesson 24 - Writing to | |
|----------------------------|----|
| Read the word and copy it. | |
| to | to |
| to | to |

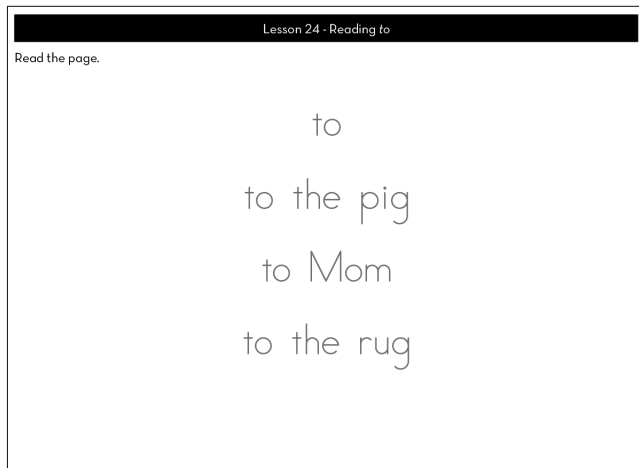
Here's how to write to. "I need to go to the store to get food for dinner."

Please say to and then write it.

Your child writes the word. Have her write the word a total of 4 times.

Reading "to"

Have your child turn to page 108 of her workbook.



Please read this page. You will get practice reading the word to.

Have your child read the page.

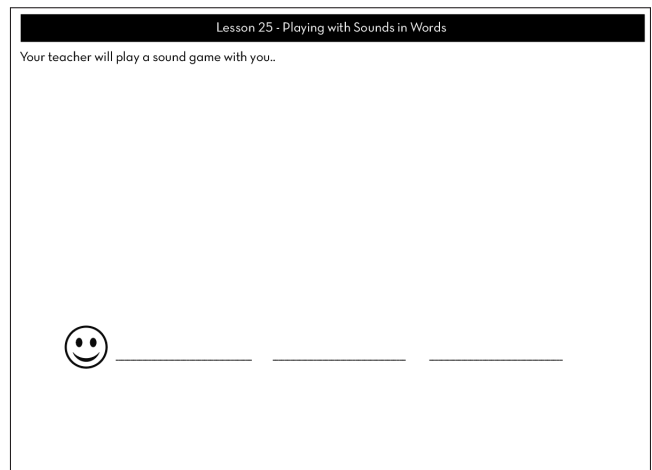
Lesson 25

In this lesson your child will:

- play a Sound Game
- do Word Puzzles for *ran*, *rug*, and *up*
- learn how to write the letter *r*
- say-and-write *ran*, *rug*, and *up*
- do a Sentence Jumble

Playing with Sounds in Words

Have your child turn to page 109 of her workbook.



We're going to play a sound game.

I'm going to tap out the sounds in sit.

Say the sounds in *sat* one at a time. As you say each sound, tap the appropriate line on the page, that is, tap the first line when you say the first sound, the second line when you say the second sound, and the third line when you say the third sound.

Now you please tap out the sounds in sit.

Your child taps out the sounds.

Now say sit, but instead of /s/ say /p/.

Your child should say *pit*.

If she doesn't give the correct answer, have her retap the sounds and have her review the last two sounds before covering up the first line with your hand and repeating the question.

If she still has difficulty, spell the word with letter tiles and repeat the question again.

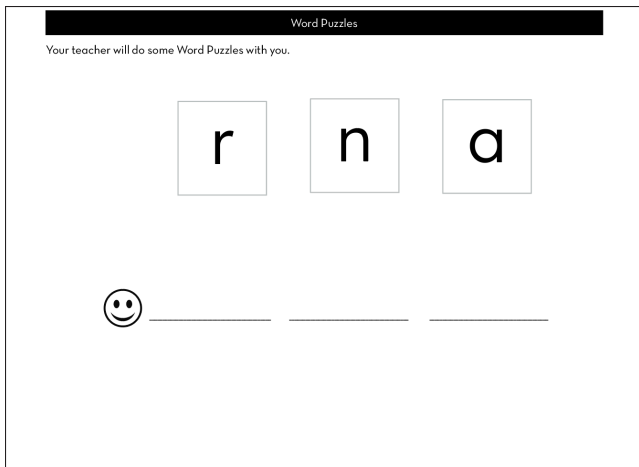
If she still doesn't provide the correct answer, tell it to her. You would say, for example, "Sit, change /s/ to /p/ is pit. Say sit-pit."

The table below shows the words to use for this Sound Game.

| Say | but instead of | Correct response |
|-----|----------------|------------------|
| sit | /s/say/p/ | pit |
| tap | /t/say/n/ | nap |
| Mom | /M/say/T/ | Tom |
| sat | /s/say/k/ | cat |
| pin | /p/say/f/ | fin |

Word Puzzles for "ran," "rug," and "up"

Have your child turn to page 110 of her workbook. Place the letter tiles *r*, *n*, and *a* at the top of the page.



Here is a new word puzzle for us to do. The word we have to make is . . .

Say the word, use it in a sentence, and then have your child repeat the word.

Ask your child to say the first sound of the word and put the proper letter on the first line. As necessary, say the word in Turtle Talk and run your finger slowly under the lines on the mat. Your finger should pass under the line corresponding to the sound you are saying at the moment.

Repeat these steps for the remaining letters, prompting your child by saying, "Tell me the next sound in . . ." and "Tell me the last sound in . . ."

After your child has spelled the word, have her tap-and-say it. If she hesitates or forgets a sound, provide it for her.

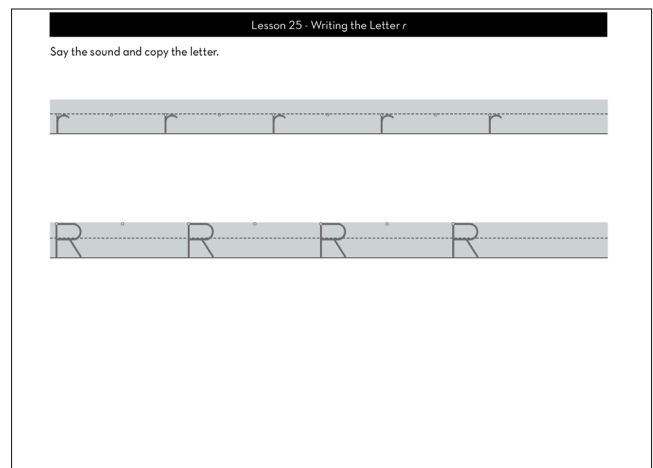
Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Repeat these steps to do Word Puzzles for *rug* and *up*:

1. Lay the letter tiles on the Word Puzzle mat in mixed-up order. Make sure also that you use the Word Puzzle Mat with two underlines on page 111 when doing the Word Puzzle for *up*.
2. Say the word, use it in a sentence, and have your child repeat it.
3. Ask for the first sound. As your child says the sound, she puts the correct letter on the first line. Say the word in Turtle Talk and drag your finger under the lines as appropriate to help your child figure out the sounds.
4. Repeat these steps for the remaining letters.
5. After the word has been spelled, have your child do a tap-and-say.

Writing the Letter "r"

Have your child turn to page 112 of her workbook.



We have one new sound to practice writing. The sound is /r/.

NOTE: Unlike the other continuant sounds, the /r/ should be pronounced quickly and with a very slight /u/ at the end. This will make it easier for most students to blend the sound in words.

Here's how you make /r/. Start at

the dot. Fall down to the baseline. Bounce up and curl over.

Perform each step as you say it. Write the sound again, repeating the steps out loud and performing each step as you say it.

Now it's your turn to write /r/ in your workbook. Put your pencil on the dot.

Help your child put her pencil on the dot and then repeat the steps for writing /r/. Your child should perform each step as you say it. Have her complete the row tracing a letter and then writing it on her own.

Here is a new capital letter for you to learn. This is the capital for /r/.

Start at the dot. Fall down to the line. Jump to the top. Curl back to the middle. Lift up and give her a slide.

Perform each step as you say it. Write the sound again, repeating the steps out loud and performing each step as you say it.

Now it's your turn to write /R/ in your workbook. Put your pencil on the dot.

Help your child put her pencil on the dot and then repeat the steps for writing R. Your child should perform each step as you say it. Have her complete the row tracing a letter and then writing it on her own.

Say-and-Write

Have your child turn to page 113 of her workbook.

Lesson 25 - Say-and-Write

Say the word and copy it.

Say each sound before you write it.

ran up rug

ran up rug

Now it's time to practice writing these words.

Point to the first word and ask your child to read it. If she has difficulty reading it, tell her the word and then have her tap-and-say it.

Say each sound of the word and write it.

Your child should say the first sound and write it, say the second sound and write it, then say the third sound and write it. After she has written the word, have her say the whole word in regular speech.

It's best if she says the sound first and then writes it--this routine prepares her for spelling without copying.

If your child forgets the correct sound for a letter, tell it to her immediately and have her repeat the correct pronunciation.

If she has difficulty forming the letter, give her the directions for each stroke and have her repeat these as she writes.

Have her say-and-write the word a second time.

Repeat these steps for the remaining words:


1. Your child reads the word. If she has difficulty, tell her the word and then have her tap-and-say it.
2. She says each sound one at a time and writes it.
3. Have her say-and-write the word a second time.

Sentence Jumble

Have your child turn to page 114 of her workbook.

Lesson 25 - Sentence Jumble

Write the sentence your teacher says.
Circle the capital letter at the beginning of your sentence and the period at the end.



to the ran The rug pig

Here is a page for you to write a sentence. We have all the words we need for the sentence, but they are in the wrong order.

Use these words to write, “The pig ran to the rug.”

Your child says each word in the sentence a writes it at the bottom of the page.

Lesson 26

In this lesson your child will:

- do a Spelling Chain and a Reading Chain
- tap-and-say *up*, *rug*, and *ran*
- play the Error Game with these words
- practice letter/sounds
- practice spelling these words
- read some sentences

Spelling Chain

Have your child turn to page 115 of her workbook. Set out the letter tiles as shown below.

Lesson 24 - Spelling Chain

Your teacher will help you do a Spelling Chain.

| | | | | |
|---|---|---|---|---|
| a | d | i | g | n |
| p | r | t | u | |

😊 _____

Now it's time to do a spelling chain. Please use these letters to spell rag.

Your child spells the word.

Please tap-and-say the word.

Your child does a tap-and-say.

Great job! Now, please change one sound to make rug.

Run your finger under *rag* as you say the new word, *rug*, in Turtle Talk.

Your child replaces the *a* with a *u*.

That's right. Please tap-and-say.

Your child does a tap-and-say .

Repeat these steps, reciting the words in order on the following list. Introduce each word by saying, “Change one sound to make . . .”

Your child should repeat the word and then make the appropriate change with the letter tiles. She does not need to describe the change with words; all she needs to do is to make the appro-

priate change. After she has made the new word, have her tap-and-say it.

Review *Correcting Spelling Errors* on page 39 to know how to respond if your child makes a mistake.

| | |
|----------|---------|
| 1. (rag) | 6. pit |
| 2. (rug) | 7. pat |
| 3. dug | 8. rat |
| 4. dig | 9. ran |
| 5. pig | 10. run |

Reading Chain

Now you get to do a Reading Chain.

Spell the word *sun* on the Spelling/Reading Chain Mat with the letter/tiles.

Please read this word.

Your child reads the word. It is desirable if she can read the word without doing a tap-and-say, but if she needs to sound the word out, that is fine.

Now I'm going to change just one letter to make a new word for you to read.

Replace the *s* with an *f*. Your child should read the word. As I just mentioned, if she can read it without doing a tap-and-say, that is fine. Most students at this point, however, will need to tap-and-say the words.

Continue in this way, replacing a letter/tile to form a new word as indicated in the table below. After you form the new word, ask your child to read it.

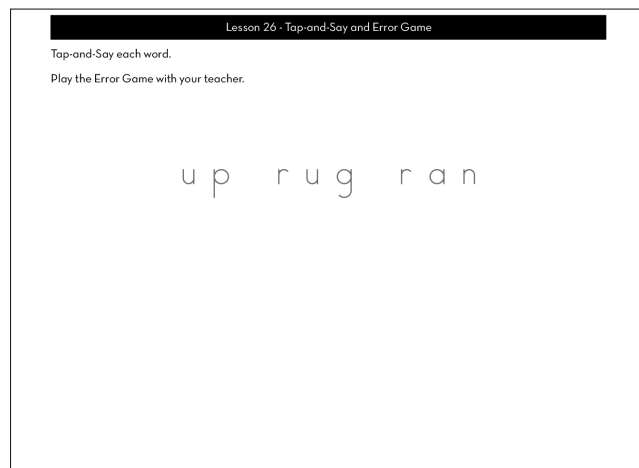
| | |
|--------|---------|
| 1. sun | 6. fit |
| 2. fun | 7. sit |
| 3. fin | 8. sat |
| 4. pin | 9. mat |
| 5. pit | 10. fat |

NOTE: It is a good idea to keep all of your letter/tiles in alphabetical order on a special board so that you can retrieve them easily. You will need more letter/tiles than

you laid out for the Spelling Chain you just completed.

Tap-and-Say

Have your child turn to page 116 of her workbook.



Please tap-and-say these words.

Make sure that your child taps each letter in turn with her finger and says its sound distinctly. If she hesitates or forgets, provide the sound for her. If she forgets to tap with her finger, take her finger and gently guide her in the tapping, and then have her do the tap-and-say all by herself.

When she has pronounced all of the sounds in isolation, make sure that she runs her finger in a smooth, continuous gesture from the beginning of the word to the end and have her say the word in regular speech.

Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Error Game

Use the words on page 116 of the student workbook for this activity.

Now it's time to play the Error Game with these words. You get to be the teacher and I'm the student.

I'm going to say these words in People Talk, and you'll have to tell me if I read the words correctly.

1. Choose whether to read the word correctly or not. You should have at least one

right answer and at least one wrong answer each time you play the Error Game.

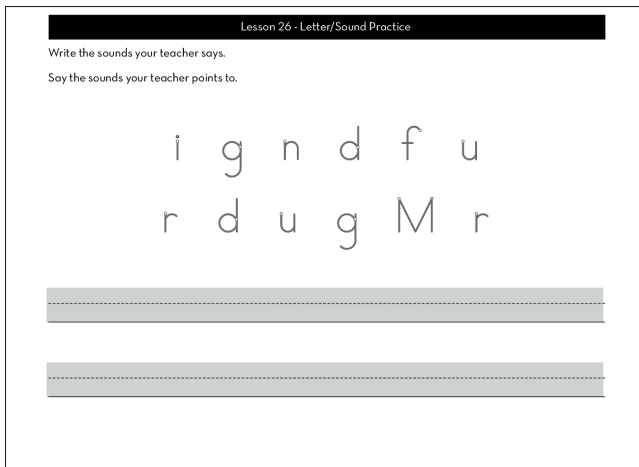
2. If you read the word incorrectly, prod your child to explain what didn't match.

3. If you make a mistake, tap-and-say the word and read it correctly after your child has corrected you and have her affirm that you read it correctly.

NOTE: When you first read the word, you should read the word in People Talk, without a tap-and-say. After being corrected, though, you should do a tap-and-say and pronounce the word correctly.

Letter/Sound Practice

Have your child turn to page 117 of her workbook.



Let's practice the letter/sounds you have been learning.

Please write /g/.

It's very important to remember to say sounds here, NOT letter names.

The child writes the letter g.

If she makes a mistake say, "Oh, I tricked you on that one. This is /g/." Point to the g and have her do so, repeating the sound. Then return to this sound a couple of times during the activity.

Repeat these steps until your child has written all of the letter/sounds displayed. It is important that you say the sounds in random order.

NOTE: If your child has extreme difficulties with handwriting at this point, you can

simply ask her to point to the letters rather than write them.

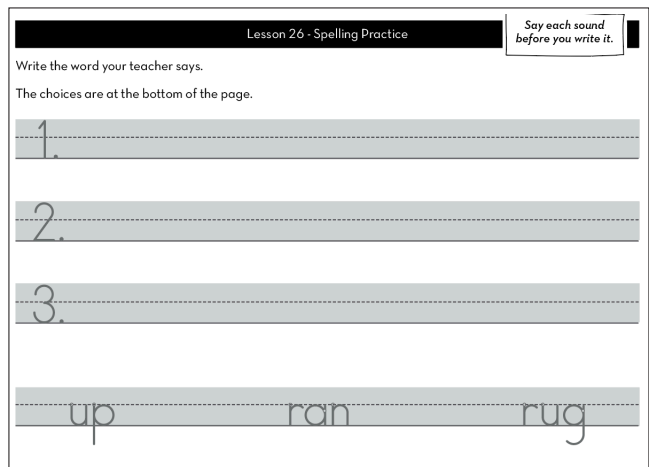
Very nice work. Now please point to each letter and say its sound.

Your child points to the letters in order and says the proper sound for each.

If she makes a mistake, correct her immediately. Make sure that she says the correct sound when she points to a letter.

Spelling Practice

Have your child turn to page 118 of her workbook.



Now it's time to spell these words. I'll say one of these words and you write it. But I will say the words in mixed-up order, so you will have to think carefully about which word I am saying.

Dictate each word and use it in a sentence. Have your child repeat the word out loud. Then have her say-and-write it on the appropriate line in her workbook.

Correct any errors immediately by saying, "I tricked you on that one." Tell her the word she wrote, and then repeat the word you said and ask her to tell you the sounds in that word.

Make sure to say the words in an order that is different from the order they are displayed at the bottom of the page.

Reading Sentences

Have your child turn to page 119 of her workbook.

Lesson 26- Reading Sentences

Read the page.

The pig ran to the rug.

Mom did not run to the rug.

The cat ran to Sam.

Did the rat run to Sam?

Here are some sentences with the words you have been studying.

Please read the page.

Have your child point to each word and read it.
Correct errors immediately.

Lesson 27

This is the final lesson in Unit 5. In this lesson your child will:

- play a Sound Game
- spell all the words in this unit
- read rimes
- read words
- read sentences
- read Storybook 2, *Run, Rat, Run!*

Playing with Sounds in a Word

Have your child turn to page 120 in her workbook.

Now we are going to play a sound game.

Say can.

Your child says the word.

Now say can but instead of /k/ say /p/.

Your child should say pan.

If your child makes a mistake, tell her the correct answer and have her repeat the original word

and the new word (e.g., "can, change /k/ to /p/ is pan. Say, can, pan")

The table below contains the words to use for this exercise.

| Say | but instead of | Correct response |
|-----|----------------|------------------|
| can | /k/say/p/ | pan |
| pin | /p/say/f/ | fin |
| not | /n/say/k/ | cot |
| fit | /f/say/s/ | sit |
| pan | /p/say/k/ | can |
| pot | /p/say/g/ | got |
| cat | /c/say/p/ | pat |
| mop | /m/say/t/ | top |
| Tom | /t/say/m/ | Mom |
| fat | /f/say/m/ | mat |

Spelling Test

Have your child turn to page 121 of her workbook.

Lesson 27 - Spelling Test

Write the word your teacher says.

Say each sound before you write it.

1. _____ 7. _____
2. _____
3. _____
4. _____
5. _____
6. _____

On this page you get to spell the words that you have been studying.

Dictate the following list of words. Your child should write the word, saying each individual sound as she writes it.

Correct your child immediately if she makes a mistake. If your child does make an error, have her cover up the corrected word and write the word again from memory, once more saying each individual sound as she writes it.

Test your child on any missed words two or three times a day until she spells them correctly.

1. us
2. rug
3. ran
4. pig
5. up
6. to
7. got

Reading Rimes

Have your child turn to page 122 in her workbook.

Lesson 27 - Practice Reading Parts of Words

Point to the word your teacher says. Some of them are silly words and don't mean anything. Then practice reading the words.

| | |
|-----|-----|
| i g | u g |
| a m | u p |
| a t | o t |
| a n | i d |

Here are some short words and parts of words. Please read them.

Your child reads the rimes. Review as necessary until these are easy for her to read.

Word Reading Practice

Have your child turn to page 123 of her workbook.

Lesson 27 - Word Reading Practice

Read the words.

| | | | |
|-----|-----|-----|-----|
| cat | pat | fat | mat |
| not | got | cot | pot |
| us | up | ran | can |
| pig | rug | the | to |

Let's practice reading some words. Please point to the word got.

Your child points to the word.

Please tell me the sounds in got.

Your child says /p/ /a/ /t/.

If your child says the sounds too quickly, ask for just one sound at a time. That is, first ask for just the first sound, then the next sound, and then the next sound.

You can hold up your fingers as your child says the sounds, or draw 3 lines (___ ___ ___) on a dry erase board and point to the lines as she says each sound.

Great job.

Repeat these steps for the remaining words:

1. Ask your child to point to a word on the page. You should select the words in random order.
2. Ask your child to say the sounds of the word one at a time.

After your child has done these steps for all of the words, ask her to read all of the words in order.

It is fine if she has to tap-and-say the word, but if she recognizes the word instantly, that is even better.

If she does a tap-and-say and still can't figure out the word, say the word in Turtle Talk.

If she still can't figure out the word, tell her the word and have her tap-and-say it.

Reading Sentences

Have your child turn to page 124 of her workbook.

Lesson 27 - Reading Sentences

Read the page.

Mom got us a pig.

The pig ran up to us.

Sam did not pat the pig.

The pig did not pat Sam.

Here are some sentences for you to read.

Have your child read the sentences out loud.

Correct errors immediately. Make a note of any words your child did not recognize within two seconds and practice these words using the techniques in the Word Reading Practice section above and then have her re-read the sentences.

The sentences continue on page 125.

Reading Storybook 2, "Run, Rat, Run!"

Show your child Storybook 2, *Run, Rat, Run!*

You have the option to read the entire storybook to your child. This helps familiarize her with new vocabulary and the sentence structure in the book. As you read, invite her to comment on what is happening in the story.

Immediately after you have read the book, have her read the story beginning with the title. If it helps keep her focus, you can point to the words with your finger or a pencil.

Proceed to the first page of text and have her read the page. If she makes a mistake, correct her using the basic ABeCeDarian error correction techniques.

In subsequent lessons have your child re-read the Storybook until she can read it with virtually no mistakes and little hesitation. It's fine to read just a few pages at a time during these subsequent practice sessions. Provide lots of praise as your child's reading of the book improves.

Unit Checkouts

Before moving on to the next unit, your child should be able to do the following accurately and without much hesitation:

1. Say the correct sound for each of the letters presented in the Letter/Sound Practice lesson.
2. Write the correct letter when the sound is dictated.
3. Spell the 7 target words in the unit.
4. Read each of the 7 target words in 2 seconds or fewer.

This is the first unit in which your child should be able to recognize the words quickly without having to sound them out.

If your child does not meet these checkouts, then provide additional practice as appropriate. Refer especially to *How to Review Words and Sentences* and *Working with Children Who Are Making Slow Progress* beginning on page 42.