

h l ll

6

Unit Six

had him and last hill fill of

Lesson 28

In this lesson your child will:

- play a Sound Game
- do Word Puzzles for *had*, *him*, *and*, *last*, *hill*, and *fill*
- learn how to write the letters *l* and *h*
- do isolated letter/sound practice
- say-and-write the new words

NOTE: Beginning with this lesson, you will conduct Word Puzzles for all 6 of the target words in the unit in the first lesson. Another change is that you will be conducting only 3 lessons in this unit, as opposed the 5 lessons you did in the earlier units.

Playing with Sounds in Words

Have your child turn to page 128 of her workbook.

pin	sit	Dad
pit	fin	not
sad	pot	fit

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

After she has done that say:

Please point to the word sit.

Your child points to the word.

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

Your child should say fit.

If she makes a mistake, say, “Sit, change /s/ to /f/ looks like this” and point to fit on the page and ask her to read the new word.

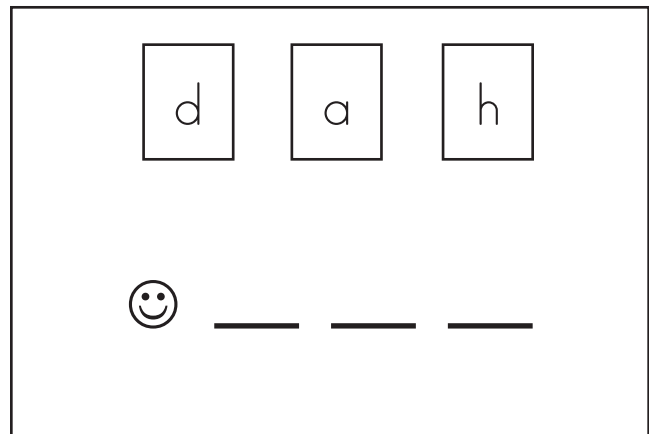
Repeat these steps for the rest of the words in the table below:

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
sit	/s/say/f/	fit
sad	/s/say/m/	mad
fin	/f/say/p/	fin
not	/n/say/k/	cot

Word Puzzles for “had,” “hill,” “him,” “fill,” “and,” and “last”

Have your child turn to page 129 of her workbook. Place the letter tiles *d*, *a*, and *h* at the top of the page.



Say the word *had*, 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.

Repeat these steps to do Word Puzzles for the remaining words.

NOTE: The words fill and hill each have four letters, but only three sounds. Therefore, use the template with the 3 lines and make sure that you use the letter tile with the double-letter ll on it. This is the first time that your child will do a Word Puzzle

with a letter-tile that has 2 letters on it. If she asks about it, say, "Sometimes we use 2 letters to spell one sound."

The word last, on the other hand, does have 4 sounds. To do the Word Puzzle for this word, make sure you use the Word Puzzle Mat with 4 lines which can be found on page 130 of the student workbook.

Writing the Letters "l" and "h"

Have your child turn to page 131 of her workbook.

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



Start at the dot. Fall down to the line.

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 /l/ 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 /l/. Your child should perform each step as you say it. Have her write the letter a total of 4 times.

The other new sound today is /h/. This is just about as easy to write as the /l/.



Start at the dot. Fall down to the line. Bounce up and curl over. Fall down to the line.

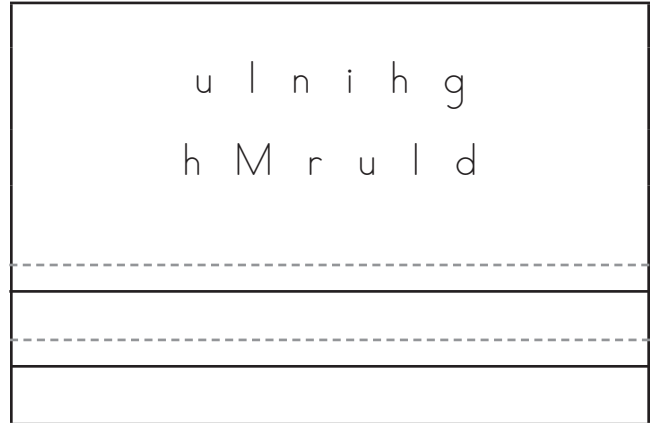
Perform each step as you say it. Write the sound again, repeating the steps out loud and performing each step as you say it.

Now it's your turn to write /h/ 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 /h/. Your child should perform each step as you say it. Have her write the letter a total of 4 times.

Letter/Sound Practice

Have your child turn to page 132 of her workbook.

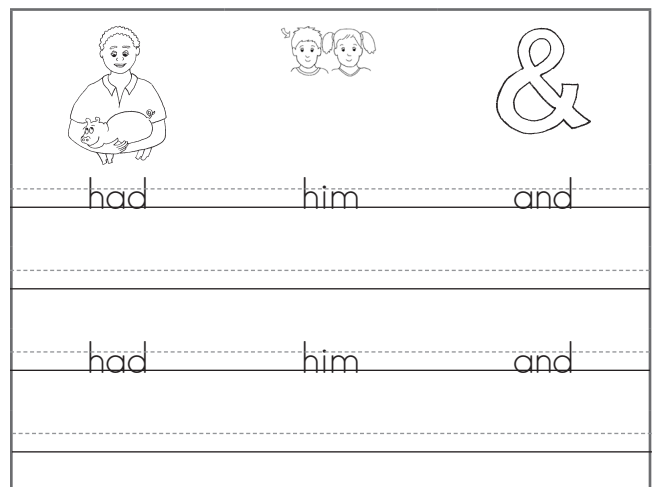


Say a sound and have your child write it at the bottom of the page. Repeat until you have said all of the sounds displayed. Say the sounds in mixed-up order.

After your child has practiced all of the sounds in this way, have her point to each letter in turn and say its sound. Repeat as necessary until your child can go through all the letter/sounds with no mistakes.

Say-and-Write

Have your child turn to page 133 of her workbook.



Have your child read each word and then say-and-write it two times. When doing the say-and-

write, it is very important for your child to say each sound as she writes it.

Have your child continue in the same manner with the words on page 134 of her workbook.

NOTE: In earlier units your child did the Say-and-Write activity with only three words in a lesson. In this unit she will begin doing the Say-and-Write with all 6 target words for the unit.

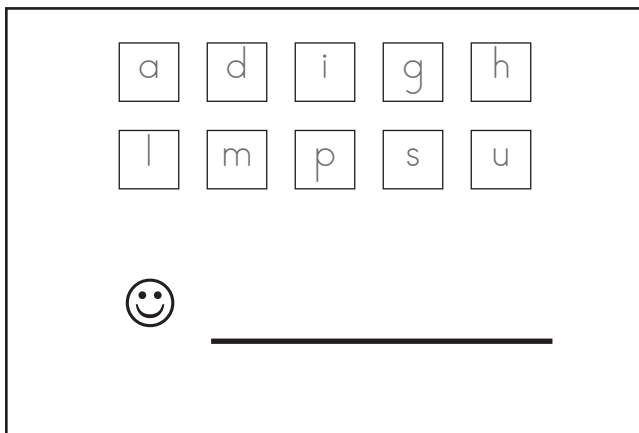
Lesson 29

In this lesson your child will:

- do a Spelling Chain and a Reading Chain
- tap-and-say *hill, last, and, had, fill, and him*
- play the Error Game with these words
- practice isolated letter/sounds
- practice spelling these words
- do a Sentence Jumble
- read some sentences

Spelling Chain

Have your child turn to page 135 of her workbook. Set out the letter tiles as shown below.



Dictate the first word on the following list and have your child spell it on the Spelling Chain Template with the letter tiles.

After she spells the word, have her tap-and-say it.

Say, *Change one sound to make . . .* and then say the new word.

As necessary, run your finger under the displayed word and say the NEW WORD in Turtle Talk.

Your child makes the necessary change to spell the new word and then does a tap-and-say of the new word.

Repeat these steps, reciting the words in order on the following list.

1. hum	6. lap
2. him	7. lad
3. hid	8. sad
4. lid	9. sag
5. lip	10. hag

Reading Chain

Tell your child that now you will be doing a Reading Chain.

Using the letter tiles, spell the first word on the list below. Have your child read it. If she can read it without doing a tap-and-say, that is fine.

Replace one letter tile in the word to form the next word on the list.

NOTE: Make sure that you use the single letter tile with ll on it and not two separate l's. There is only one /l/ sound in the words pill and fill at the end of the list; therefore, the single sound needs to be represented by a single tile.

Have your child read the new word.

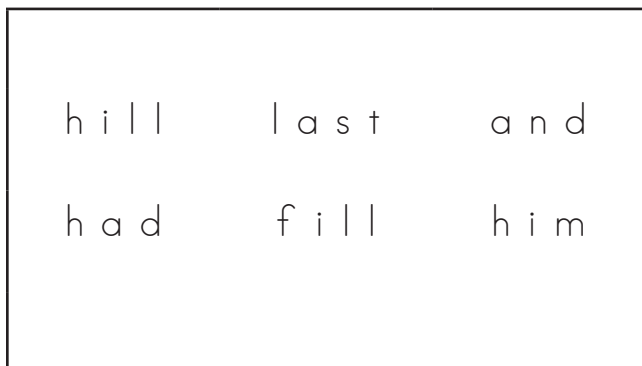
Repeat these steps for the remaining words.

1. hug	6. pill
2. rug	7. hill
3. dug	8. fill
4. dig	9. fit
5. pig	10. sit

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 136 of her workbook.



Have your child tap-and-say each word.

Make sure that your child taps each letter in turn with her finger and says its sound distinctly. If she reads the word right away or reads it by saying it in Turtle Talk, praise her and acknowledge she read the word correctly, but then have her say each sound discretely.

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

You will use the words on page 136 of the student workbook for this activity.

Tell your child you will be playing the Error Game.

Read a word, sometimes reading the word correctly and sometimes making a mistake. When you read a word incorrectly, make a mistake on just a single sound, such as reading *last* as *list*. You should have at least one right answer and at least one wrong answer each time you play the Error Game.

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

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 re-read it correctly.

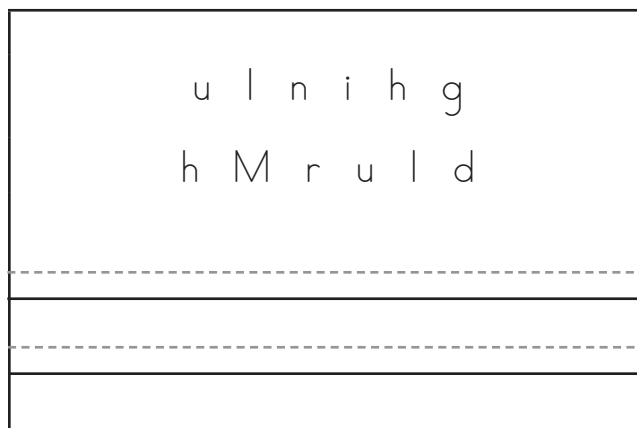
Repeat these steps for each word.

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.

Keep the word cards out for the next activity.

Letter/Sound Practice

Have your child turn to page 137 of her workbook.



Dictate a sound at random and ask your child to write it at the bottom of the page. Repeat until you have dictated all the letters on the page.

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.

After your child has written all of the sounds, ask her to point to each letter in turn and say its sound.

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 138 of her workbook.

1.
2.
3.
had him and

Tell her that she will be spelling the words she has been practicing. Tell her that the words she will spell are at the bottom of the page but that you say will say the words in mixed-up order.

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 board. The word cards should be visible to her throughout this activity.

Make sure to say the words in an order that is different from the order they are laid out on the work area.

Repeat these steps on page 139 of the student workbook.

Sentence Jumble

Have your child turn to page 140 of her workbook.

on got rug Dad the

Ask your child to use these words to write, "Dad got on the rug."

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

Reading Sentences

Have your child turn to page 141 of her workbook.

Tom had a cup.
Mom can fill the cup.
Sam had a cat.
Mom did not fill the cat.

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.

Lesson 30

This is the last lesson in the unit. In this lesson your child will :

- play a Sound Game
- write and read the word *of*
- spell all the words in this unit
- read some rimes
- read some words
- read some sentences
- read Storybook 3, *The Dog Can Run*

Playing with Sounds in a Word

Tell your child you will be playing the Sound Game.

Dictate the first word in the table below and ask your child to repeat it.

Then ask her to say the word again making the sound change indicated.

The frame for presenting the task is:

Say <word>. Now say <word> but instead of <old sound> say <new sound>.

If your child makes a mistake, give her the correct answer as in this example: "Hill, change /h/ to /p/ is pill. Say hill-pill."

Repeat these steps for the remaining words.

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

Say	but instead of	Correct response
hill	/h/say/p/	pill
last	/l/say/f/	fast
had	/h/say/d/	dad
him	/h/say/t/	Tim
fun	/f/say/s/	sun
lot	/l/say/n/	not
rug	/r/say/t/	tug
pig	/p/say/d/	dig
mad	/m/say/s/	sad
pit	/p/say/h/	hit

Writing "of"

Have your child turn to page 143 of her workbook.

of of
of of

Here's how to write of. "I hope you have a lot of fun."

Please say of and then write it.

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

Reading the Unanalyzed Word "of"

Have your child turn to page 144 of her workbook.

of
a lot of fun
the top of the hill

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

Have your child read the page.

Spelling Test

Have your child turn to page 145 of her workbook.

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

Tell your child that she will be spelling the words she has been studying.

Dictate the following list of words. Your child should write each 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 it again from memory, again 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. last |
| 2. and |
| 3. of |
| 4. had |
| 5. fill |
| 6. him |
| 7. hill |

Reading Rimes

Have your child turn to page 146 of her workbook.

and	us
ill	an
im	ot
ad	up

Tell her that on this page she will get to practice reading some short words or parts of words.

Repeat these steps for each rime:

1. Tell your child to point to a particular rime.
2. Tell your child to tap-and-say the rime.

After your child has practiced all the words this way, have her read all of the rimes in order, from left to right. If she can read the rimes without doing a tap-and-say, that is fine. However, if she needs to do a tap-and-say first, that is fine.

Word Reading Practice

Have your child turn to page 147 of her workbook.

Dad	had	hill	fill
run	fun	cot	got
cop	top	ran	can
him	of	to	and

Repeat these steps for all of the words on the page:

1. Dictate a word at random and ask your child to say the sounds of the word one at a time.
2. Ask your child to point to the word on the page.

After she has done this for all the words, ask her to read all the words on the page in order.

Reading Sentences

Have your child turn to page 148 of her workbook.

Sam got up and ran to the rug.
The cat sat on him.
Tom ran to the cot.
The pig sat on him.

Have her read the sentences out loud. Have her continue with the sentences on page 149

Reading Storybook 3, "The Dog Can Run"

Show your child Storybook 3, *The Dog Can Run*. 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.

Have her read the story out loud to you. If she makes a mistake, correct her using the basic ABeCeDarian error correction techniques.

If you wish, you can read the story to your child yourself before she tries to read it on her own. If you do so, read rather slowly, although with full expression, and point to the words as you read them. Make sure to discuss any vocabulary your child doesn't know. Have your child read the story out loud to you immediately after you have read it.

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 you dictate each of these sounds.
3. Read each of the 7 target words in 2 seconds or less.
4. Spell these words from dictation.

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 50.