



HANDPRINTS

An Early Reading Program

Teacher's Guide for Workbook C

Ann Staman



HANDPRINTS

An Early Reading Program

Storybooks

Storybooks A, Sets 1, 2, & 3
Storybooks B, Sets 1, 2, & 3
Storybooks C, Sets 1, 2, & 3
Storybooks D, Sets 1, 2, & 3

Workbooks

Book A
Book B
Book C
Book D

Online Teacher's Guides are available for storybooks and workbooks.

Handprints is a collection of 120 storybooks and 4 workbooks designed to help young children learn to read. Research shows that children learn to read best when given direct instruction in decoding along with opportunities to apply decoding skills as they read whole texts. With *Handprints*, students can enjoy reading stories, while receiving extra practice working with words and letters.

Book C

Book C is intended for students who can recognize and write most letters, know some initial letter sounds, and have had some practice in recognizing rhymes. They can read and write between five and ten words, including their first and last names, and have had some experience reading early emergent books. These students may be at the end of kindergarten or in first grade.

Specific directions appear on each page of the workbook. This guide provides additional information about the exercises, as well as optional introductory

and follow-up activities. The *Before* activities can be used with children who are not yet ready for the workbook exercises. Such students may have difficulty following oral directions and need concrete demonstration. The *Beyond* activities are for children who have finished the workbook activities. These students may be able to work on the tasks alone, in pairs, or in small groups, with only a brief introduction. Some of the activities involve using cards. In the back of this guide, there are **Sight Word Cards, Initial/Final Consonant Cards, Rime Cards, Initial/Final Blend Cards, Consonant Digraph Cards, Vowel Cards, and Vowel Digraph Cards**. *I* and *a* can be used as both Sight Word Cards and Vowel Cards. Initial Consonant Cards can also be used as Onset Cards. These cards may be reproduced.¹

In Book C, students:

- Review the formation of uppercase and lowercase letters
- Associate letters with key words and initial sounds
- Match uppercase and lowercase letters
- Count up to three syllables in a word
- Develop phonological awareness through rhyming, initial sound, final sound, and onset-rime activities
- Further develop their supply of high-frequency sight words
- Learn to read new words through analogy with known words
- Recognize blends, consonant digraphs, long and short vowel sounds

1. Uppercase and lowercase Letter Cards, Picture Cards, and Key Word Cards may be reproduced from the *Handprints Teacher's Guide for Workbook B*. The font used to produce the storybooks, workbooks, and cards is Zaner Bloser Manuscript.

Book C is divided into four parts:

Part 1 HEARING BEGINNING AND ENDING CONSONANT SOUNDS

Research shows that children who have trouble hearing sounds in words are likely to have difficulty learning to read. This ability to detect sounds in oral language is called *phonological awareness*. Phonologically aware children understand that our spoken language is made up of sentences, words, syllables, onsets and rimes, and finally, individual sounds. They can blend isolated word parts (sounds, onsets and rimes, and syllables) into words or can say words slowly to hear the individual sounds, or phonemes. Children without these abilities will clearly be at a disadvantage when attempting to use print cues in reading and writing.²

Hearing initial consonant sounds is one of the first ways children develop phonological awareness. By associating key words with letters, children can connect a letter with a sound it makes. Then the process of identifying initial sounds becomes a matching process rather than an attempt to isolate the sound a letter makes.

Locating and identifying final consonant sounds is another step in developing phonological awareness. This should only be attempted when students can easily locate and identify initial sounds. Children may confuse beginning and ending sounds at first; however, it is generally easier for children to identify initial and final consonant sounds in words than medial vowel sounds.

2. Teachers can enhance their students' phonological awareness through many activities. Together with students, teachers can clap syllables; read nursery rhymes, poetry, and jingles; sing rhyming songs; play games with adding, subtracting, and substituting sounds (begin everyone's name with /t/, /v/, etc.); and practice listening to words that begin with the same sounds.

3. The exercises in this workbook include both an analytic phonics approach and a synthetic phonics approach to accommodate different learning styles.

Part 2 HEARING ONSETS AND RIMES

An onset is the consonant sound(s) at the beginning of a syllable (the /c/ in *cat*; the /sw/ in *swing*). A rime consists of the vowel sound in a syllable and any sounds that follow it (/at/ in *cat*; /ing/ in *swing*).

Researchers have discovered that children read unfamiliar words most easily by comparing them to words they already know. For example, a student trying to read *bat* would compare it to the known word, *cat*. In order to make this analogy, children need to be able to segment words into onsets and rimes (*b-at*, *c-at*) and to recognize rhyming words. They also need a good supply of sight words. This method of teaching phonetic decoding through analogies is called analytic phonics.³

There are several reasons why, in the early stages of learning to read, many children find it easier to make onset-rime analogies than to decode new words one sound at a time (*b-a-t*). First of all, sequential decoding puts more demands on the auditory sequential memory. For example, children might confuse the order of the sounds or forget the sounds altogether (read *tab* for *boat*). In addition, many early emergent readers are able to attend to only one- or two-letter cues in a word, usually the first and, possibly, the last letter. Finally, in order to decode a word sequentially, from left to right, the individual vowel sound must be included, but the vowel sounds are more difficult to discriminate between and remember than the consonant sounds and are therefore harder to decode, especially for beginning readers. Although much of the analogy work is done in this section, children learn how to manipulate word parts in Parts 1 and 3 as well.

Part 3 HEARING CONSONANT COMBINATIONS

After students have learned to identify most initial and final consonant sounds, they are ready to learn consonant combinations: two-letter blends and digraphs. A blend is two or more consonants, elided together, but

both of which are heard. A consonant digraph is two or more consonants which make one sound.

After becoming familiar with the sounds of consonant blends and digraphs, students learn to use these combinations to complete analogies, adding two letters to the ending or beginning of known words (*too – tooth; at – flat*) or changing an initial letter to two initial letters (*see – free*).

Part 4 HEARING VOWEL SOUNDS

Although many children find it easier to read words through analogy at first, some reading researchers suggest that eventually good readers develop the ability to decode sequentially. In order to decode words one sound at a time, students must be able to recognize vowel sounds. Children tend to learn vowel sounds later than consonant sounds. Vowel letters can have several sounds; these sounds are similar to each other and therefore difficult for children to discriminate between. Also, vowel sounds are usually in the middle of a word, which is the hardest position for children to hear.

Short and long vowels are introduced in this section, in association with key words. Children learn to decode short vowel, silent-*e*, and vowel digraph words, with and without inflections.

Other types of activities are interspersed throughout the four sections of the book:

Letter Formation and Key Words

The formation of uppercase and lowercase letters is reviewed. Starting points and sequence of formation are indicated. Letters are associated with key words to aid students in identifying one sound each letter can make.

Students' lifetime handwriting ability depends on developing good habits from the outset. Of utmost importance in letter formation is the **starting point**. It

4. See *Handprints Teacher's Guide for Workbook B* for a more detailed discussion of how to teach letter formation.

is also crucial that you train students to use consistent movements in forming letters. It is not enough to create a legible letterform; correct movements save time and energy when writing.

Matching Uppercase and Lowercase Letters

The process of matching the two forms serves as a review of students' letter knowledge.

Counting Syllables

Another example of phonological awareness is the ability to identify the number of syllables in a word. Listening for the "beats" in spoken words prepares children for future encoding and decoding of multisyllabic words.

Using Sight Words

Students expand the supply of high-frequency words that they can recognize by sight by using these words in context (with language cues) and with pictures (meaning cues). This core of known words will be a base upon which students build their knowledge of how words are made and taken apart. Compound words, contractions, asking words, and words with inflections and the affix *a-* are included in these exercises.

EXERCISES

Letter Formation and Key Words⁴

Pages 1–6: Tell the students that the name of the picture begins with a sound that the letter makes, or sometimes makes. Have children recite the letter name and the key word (*a – apple*) several times to help them remember the association. If students forget the letter name, they can use the alphabet sequence at the top and bottom of the page as a cue.

The dots and arrows on the practice letters indicate the proper steps for forming the letters. The formation of some letters requires students to lift their pencils at different points. For these letters, the arrows are numbered to indicate new starting points. Dark lines are provided for students to write on, to encourage

a sense of appropriate spacing. Students trace each practice letter before they try forming the letter on their own.

On the chalkboard, review how to form the letters, using the starting dots and following the arrows. Explain to students that using the correct starting points and making the proper directional movements helps us to write faster and more easily. Make sure children are using the appropriate pencil grip and that their papers are in the correct position.

Point out that some letters are tall (like trees), some are short (like bushes or flowers), and some hang down below the line (or below the “ground” like carrots).

You may want to use the Letter Cards from the *Handprints Teacher’s Guide for Workbook B* for review or make alphabet books with a letter and picture on each page.

Left-handers: It is natural for children who are left-handed to form their letters in the opposite direction from right-handers. Try to help left-handed children develop the top-down and left-to-right habits. Have them tilt their papers to the right, so that their hand doesn’t cover up what they are writing. Gripping their pencils slightly higher than normal may help them see the page better.

Before: Have students practice the letter movements in the air first, then on the chalkboard or on their desks without a pencil. Verbalizing their movements may help students. For example, say, “Down, down, and across.” You can also tell them to start at the dot and pull their pencils toward their stomachs.

Beyond: Partners can watch each other form letters on the chalkboard, making sure that their partner is using the correct starting point and making the proper movements; then practice writing the letters on lined paper.

Matching Uppercase and Lowercase Letters

Pages 7–8: Suggest to students that they say the names of the letters as they try to match them. On page 8, if students forget how to make the uppercase or lowercase form, encourage them to turn back to pages 1 to 6 to find the model.

Before: Review uppercase and lowercase letters with the students, using magnetic letters or Letter Cards from the *Handprints Teacher’s Guide for Workbook B*.

Beyond: Have students play “Concentration,” matching uppercase and lowercase pairs of magnetic letters or Letter Cards from the *Handprints Teacher’s Guide for Workbook B*.

Counting Syllables

Page 9: Demonstrate how to count syllables by saying words slowly and clapping each syllable. Start with one- and two-syllable words, and then progress to three-syllable words.

Before: Make sure children can count to three and can recognize the numerals for one, two, and three.

Beyond: Have students make a list of words with one, two, and three syllables. Sort the Key Word and Picture Cards from the *Handprints Teacher’s Guide for Workbook B* by number of syllables in the word.

Using Sight Words

Pages 10, 16, 23, 28, 34, 46, 58, 75, 86, and 94:

The Sight Words pages

- Give children a good look at certain high frequency words
- Give students a supply of known words they can use to test their predictions when reading text
- Show that words can be put together into sentences that say something meaningful

- Demonstrate that looking at a picture can help you read a sentence
- Develop the concepts of *letter*, *word*, and *sentence*
- Develop one-to-one matching of voice to word
- Aid in reading little books
- Help students form a knowledge base from which they will learn more about words later

Help the students interpret the pictures. You will probably have to read the sentences to most students, at least at the beginning of the year. Read the sentence, saying “blank” for the omitted word (“Look! I blank a cat.”) Tell the students to think about the picture and the language to predict what word should go in the space (or to answer the question, on page 16). Show them how to test their prediction by putting each of the two words in the sentence to see whether it makes sense (“Look! I see a cat.” or “Look! I too a cat.”).

Remind children to use the correct starting point and to make the proper directional movements for each letter in the word. Encourage students to say the word slowly as they write it on the lines. Use the terms *letter*, *word*, and *sentence* often.

Although some children will remember the sight words after seeing them only a few times, this ability should not be the expectation for most of the students at this point. As students learn new words, they can add the Sight Word Cards to envelopes. They can use the Sight Word Cards to build sentences or play games. You can add new sight words to a Word Wall or personal dictionaries. There are Sight Word Cards for most of the sight words included on these pages. Exceptions are: *from*, and the *wh-* and *a-* words.

Before: Read the sentences for students who are unable to. Make the words with magnetic letters. Give the students opportunities to practice reading and writing the sight words, using Sight Word Cards, whiteboards, a Word Wall, or personal notebooks.

Read the corresponding storybook from *Handprints Storybooks C, Set 1* to students. The title of the storybook is located at the bottom of the page. Help children locate the sight words in the storybook.

Beyond: Students can generate their own sentences or use the Sight Word Cards. If needed, they can draw pictures or write other words on index cards to complete their sentences.

Using Sight Words: Meaning and Language Cues

Pages 10, 28: Review sight words from Book B: *I, a, see, the, can, play, we, on, go, to, my, dad, here, is, look, mom, am, at, he, and in.*

New words: *do, you, no, me, said, come* (page 10); *up, and, down, not, get* (page 28)

Using Sight Words: Answering Yes/No Questions

Page 16: Explain the difference between asking sentences (questions) and telling sentences. Give several examples. Show the period and question mark.

New words: *yes, eat, it*

Using Sight Words: Inflections

Pages 23, 34: Make the word *look* with magnetic letters. Have the endings *-s*, *-ed*, and *-ing* ready. Show the children how to make *looks*, *looked*, and *looking*. Take the endings away again. Have students take turns making the words you indicate. Explain that we can tell if an ending goes on a word by listening to whether it sounds right in the sentence (*I am going home.* or *I am go home.*).

New words: *she, like* (page 23), *for* (page 34)

Using Sight Words: Compound Words

Page 46: Explain to the students that compound words are made up of two smaller words put together. Make *into* out of *in* and *to* with magnetic letters.

New words: *went, will, out, day*

Using Sight Words: Asking (*Wh-*) Words

Page 58: Explain that some questions begin with asking words, most of which begin with *wh-* (*who, what, where, when, and why*).

Using Sight Words: Contractions

Page 74–75: Explain that a contraction is two words squeezed together with one or more letters left out. Demonstrate with magnetic letters.

New words: *have, are*

Using Sight Words: Words Beginning with *a-*

Page 86: Write the words *away, another, about, asleep, across, around, and again* on the board. Put *away* at the top of the list, since it will be most familiar. Tell the students that all the words begin like *away*. Explain that this is not the long or short sound of *a*.

New word: *from*

Using Sight Words: Review

Page 94: The children should be able to complete this exercise by themselves. Allow students to skip the sentences they are having difficulty with and do the easier ones first. Encourage them to check off or circle each word in the box as they use it.

Hearing Initial Consonant Sounds

Pages 11–14: Demonstrate how to say the word by exaggerating, elongating, or stopping at the first sound. For children who think initial /w/ is *Y*, you can ask them, “Does the word begin like *yo-yo* or *wagon*?” You can also call *W* “wubble you,” if that helps. Play “The Name Game,” pronouncing the name of everyone in the room as if it began with the certain letter. Initiate a Word Wall, with a column for each letter as an initial sound. You and the students can add words, as they learn or discover them. Give students the appropriate Initial Consonant Card, or Letter Card from *Handprints Teacher’s Guide for Workbook B*.

Before: If children forget the name of the letter, have them use the alphabet sequence (pages 1–6) as a cue.

Children having difficulty remembering the letter sounds may benefit from saying the letter name, then the key word (pages 1–6), then the beginning sound of the key. To determine whether the name of a picture begins like the key word, students should say the name of the letter, the key word, and the picture.

Beyond: Have students generate lists of words that begin with the letters on a given page, or with the Initial Consonant Cards. They can add to the Word Wall or their personal dictionaries.

Locating Final Consonant Sounds

Page 15: Once the children have the initial sounds and location clearly in their minds, you can progress to final sounds. The first step in listening for final sounds is learning to locate the final sound.

Draw an arrow like this on the board: 

Tell students that you are going to trace the arrow with your finger as you slowly say a word. Explain that your finger will be on the dot when you say the beginning of the word, and on the pointer as you say the end of the word. Demonstrate with the word *jeep* from page 15. Tell the students that /p/ is in *jeep*. Ask them to listen to whether the /p/ is at the beginning or the end of the word, as you trace your fingers under the arrow. Repeat these arrow activities before students complete the other Final Consonant Sound pages, if needed. Use the terms *beginning* and *ending* or *first* and *last* often.

Before: Review initial sounds for *b, c/k, d, f, g, l, m, n, p, r, s, t, v, and z*.

Beyond: Have students find pictures or Picture Cards that end with the final sounds for *b, c/k, d, f, g, l, m, n, p, r, s, t, v, and z*. You can find more picture cards in the *Handprints Teacher’s Guide for Workbook B*.

Hearing Final Consonant Sounds

Pages 17–20: Once the students are able to locate final consonant sounds in words, they can practice identifying them. Remind them to say the words slowly to listen for final consonant sounds. Show them how to stress the final sound when they pro-

nounce a word. Additional practice can be provided with the Final Consonant Cards. As you say a word, have students hold up the card that matches the final sound in the word you pronounce. Check that students don't confuse final sounds with rhymes. Rhyming words share more than the same final single consonant sounds; the vowel sound is also the same.

Before: Review initial sounds, using Onset Cards.

Beyond: Have partners identify the final sounds of objects in the room. They can use the Final Consonant Cards to complete this activity.

Analogies: Making New Words by Adding Final Sounds to Known Words

Pages 21–22: Write *see* on the board. Run your finger under the word and say it slowly. Then add *d* to the end. Run your finger under the new word and see whether the children can read the new word (*seed*). You can also demonstrate the process with the appropriate Sight Word and Final Consonant Cards. Explain to the students that not all words can be turned into new words by adding letters to the end.

Before: Review sight words: *see, you, the, can, I, too*. Review the concepts *beginning* and *end* (or *first* and *last*).

Beyond: Have partners take turns making the new words on these pages with the Sight Word Cards and Final Consonant Cards.

Hearing Rhymes

Page 24: Tell the students that in order to find two pictures that rhyme, they should say the names of the pictures together out loud (*pie-van, pie-egg, pie-tie*).

Before: Read poems and jingles to the students. Practice rhyming orally. First give examples of pairs of words that rhyme. Then mix them with examples of words that do not rhyme. For the nonrhyming pairs, start with two words that have very different endings and beginnings (*hat-pig*); then progress to words that are more similar (*hat-ham* or *hat-horse*).

Beyond: Have students try to find the six pairs of Picture Cards that rhyme. (More picture cards can be found in the *Handprints Teacher's Guide for Workbook B*.) Or they can think up pairs of rhyming words and write them on index cards. They can play games such as "Concentration" with the cards after you have checked for proper spelling.

Analogies: Making New Words by Adding Onsets to Known Rimes

Pages 29, 31: Before beginning the pages, put two or three easy rhyming words on the magnetic board. Read them. Ask the students what they notice about the words. (They rhyme, end the same, and begin differently.) Then introduce the workbook pages. Don't use the terms "onset" and "rime" with the students. Instead, explain that the "first part" or "beginning part" of the word is in the circle and the "second part" is in the rectangle. Use magnetic letters to demonstrate the first example. Put *at* on the magnetic board. Say, "Here is a word you know, *at*." Then place *c, m,* and *l* to the left of *at*. Tell the children that you want to make the new word, *cat*. Say *cat* in parts several times, pausing between the onset and rime (*c-at*). Ask the students which beginning letter they should add to make the word.

Before: Review sight words: *at, in, and am*.

Beyond: With magnetic letters or Onset and Rime Cards, have the students make as many words as they can with the rimes *-at, -in,* and *-am*.

Pages 30, 32, 33, 36: Demonstrate an example with magnetic letters. Put *sat* on the magnetic board. Show the students how to divide between the first and second part of the word, by moving the onset (*s*) over to the left. Read the second part (*at*) of the word first, and then put the first part on (*sat*).

Before: Review sight words: *at, in, am*. Practice with magnetic letters.

Beyond: Have the children make charts of words in each pattern (*-at, -in, -am*).

Pages 35, 37: Explain that on these pages, students pick the second part of the word, not the first. Remind children to read the part in the rectangle first. This is easier for most students. They can try each onset-rime combination to find the best one.

Before: Review sight words: *and, up, at, an, it, in, eat, am, is*; and inflection *-ing*. Use the Sight Word and Rime Cards.

Beyond: Using the Onset and Rime Cards, have the children combine the rimes on these pages with other onsets to make new words.

Page 38: Nonsense words are included in this activity to make it more challenging.

Before: Review sight words: *it, at, am, eat, and, in, up, an*, and the inflection *-ing*.

Beyond: Have the children make charts of words in each pattern.

Page 39: Some students will be able to complete this exercise by reading the onset first. By all means, do not discourage this. Explain that the underlined part of the word (the second part) has been previously shown by the rectangle.

Before: Put *pup, meat, Pam, sat, and kit* on the magnetic board. Have the students separate the first and second part of the word. Have them read the second part first, and then add the onset.

Beyond: Have the children write a rhyming word under each word on the page.

Analogies: Making New Words by Changing the Onsets of Known Words

Page 40: In the previous section, students made new words by adding onsets to known rimes such as *at* and *-ing*. Now the task is a bit more difficult: to make new words by changing the onset of known words. Use magnetic letters to demonstrate the process. Put *look* on the magnetic board. Say the word slowly as you run your finger under it. Then move the onset to the left and say the word slowly in parts: *l-ook*. Ask the children what new letter they would add to the

second part to make *took*. If they can't tell you, show them *t* and complete the *Before* activities.

Before: Review rhyming. Review sight words *look* and *dad*.

Beyond: Have students make a chart with *look* and *dad* at the top of the chart. See how many words they can generate with the same rimes (*took, hook, book; had, mad, sad*).

Pages 41–44: Make sure the students read the word at the top, or on the left, first. This should be a known word. Demonstrate examples with magnetic letters or Onset and Rime Cards.

Before: Review sight words: *mom, see, can, like, not, go, we, my, like, get, too, look, down, dad, and come*. Demonstrate with magnetic letters how to separate these words into onsets and rimes (*m-om*).

Beyond: Have partners make the old and new words on the pages with magnetic letters or Onset and Rime Cards.

Hearing Initial Blends

Pages 47–49: Explain that sometimes the first part of a word has two letters. Put the magnetic letters *f* and *fl* on the board. Tell the children to listen to the beginning sounds of the words you say. Then say *fat* and *flat* slowly, accentuating the beginning sounds. Do the same with *pan-plan, cab-crab, and sit-spit*.

Before: Using Blend Cards complete additional activities listening for one and two-letter onsets (*side-slide, so-snow, sing-swing, Sam-slam, back-black, fame-frame, sight-slight*).

Beyond: Have partners take turns thinking of a word that begins with each blend on the page (*glad, clear, blue*).

Analogies: Making New Words by Using Blends as Onsets

Page 50: Use magnetic letters to demonstrate adding two-letter blends to the beginning of known rimes. For example, put *at* on the magnetic board. Ask students how you would make the word *flat*. Put

two blends on the board for them to choose from (*cl* and *fl*; or more difficult, *fl* and *fr*). When they can do this, have the children make the appropriate blend with single magnetic letters. Finally, have the students identify the blends just by listening.

Before: Review the sight words *am*, *at*, *eat*, *and*, and *in*.

Beyond: Have students expand the chart they made for page 30.

Pages 51–53: Use magnetic letters to demonstrate removing the first part of a known word (*s–see*) and adding two letters to the beginning to make a new word (*fr–ee–free*). Repeat with *my–try*. Show students how to use Rime Cards and Initial Blend Cards to make words.

Before: Review sight words: *my*, *down*, *not*, *see*, *dad*, *look*, *can*, *day*, *and*, *will*, and inflection *-ing*. Demonstrate more changes with magnetic letters (*will–still*, *dad–glad*, *not–trot*).

Beyond: Have students see how many words they can think of that begin with each Initial Blend Card. Draw pictures or add words to a Word Wall or personal dictionaries.

Hearing the Qu Blend

Page 54: Put *qu* and *Qu* on the board. Pronounce the word *queen*. Then say it in parts. Explain that the beginning part of *queen* sounds like /kw/, but is *qu*. As the children complete the exercise, have them say the word *queen* before they say the name of each picture.

Before: Review the letter formation of *Q*, *q*, and *u*.

Beyond: Under the picture, have the students write the beginning blend for each picture.

Hearing Initial Consonant Digraphs

Pages 55–57: Have the students use the key words as a guide when completing these exercises: *th–thumb*,

sh–shell, *ch–chair*, and *wh–whale*. You can put pictures of these key words on the board, with the consonant digraph underneath. Some children benefit from knowing that we stick our tongues out when we say /th/.

Before: Do oral exercises, introducing two consonant digraphs at a time. For example, does *shop* begin like *thumb* or *shell*?

Beyond: Have students add these consonant digraphs to a Word Wall or chart and see how many words they can find that begin with those sounds.

Analogies: Making New Words by Using Consonant Combinations as Onsets

Pages 59–61: Use magnetic letters to demonstrate the process of changing one-letter onsets to two-letter onsets and adding two-letter onsets to known rimes (as for pages 51–53).

Before: Review sight words *will*, *look*, *not*, *day*, *went*, *too*, *in*, *dad*, *out*, *at*, *it*, *am*, *eat*, *on*, *and*, and *can*. With magnetic letters, review the process of dividing these words into onsets and rimes.

Beyond: Have the students make words with Initial Blend, Initial Consonant Digraph, and Rime Cards.

Hearing Final Consonant Digraphs

Pages 62–63: Put *ch*, *sh*, and *th* on the chalkboard or magnetic board. Explain that words can end with these sounds. Practice a few examples orally (*push*, *ditch*, *math*).

Before: Review the consonant digraphs, using the key words on pages 55–56. Say a word and have students hold up the Consonant Digraph Card that shows the word's ending.

Beyond: Have partners see how many words they can think of that end with those sounds. (Do not expect them to know about silent letters yet, like the *t* in *witch*.)

Analogies: Making New Words by Adding Consonants and Consonant Digraphs to the End of Known Words

Pages 64–65: Review the process of adding letters to the end of words you know. (See pages 21–22.)

Before: Review sight words: *for, too* (and analogies *boo* and *zoo*), *it, in, cat, I* and *you*. Review final consonant digraphs. Use Sight Word Cards, Final Consonant Cards, and Consonant Digraph Cards to make words.

Beyond: Have the students make a chart of words that end with each of the three consonant digraphs.

Hearing Final Consonant Blends

Pages 66–67: Children may find it harder to hear final blends than final consonant digraphs because of the extra sound involved. Demonstrate how to say the name of the pictures very slowly. You can do the first item on page 66 together. Pair the possible matches (*ant–tent, ant–skunk, ant–elf*).

Before: Review the initial blends on pages 47–49.

Beyond: Have the students write the appropriate final blend under each picture on page 66. Partners can take turns thinking of words that end with the Final Blend Cards.

Analogies: Making New Words by Changing the Final Sounds of Known Words

Page 68: Now, instead of changing the beginning sound in a word, we are changing the final sound. Put *up* on the magnetic board. Say it slowly and run your finger under it. Tell the children you want to change *up* to *us*. Slowly run your finger under *up* again and say “us”. Ask the children how to make the change. Do the same with *am–and* and *it–inch*.

Before: Review sight words: *at, can, eat, will, out, dad* (and analogy *bad*), *on, at* (and analogy *cat*), and *mom*. Review the concepts of “beginning” and “ending”, or “final”. Help the students with the first few examples with magnetic letters, if necessary.

Beyond: Have the children use magnetic letters to make other words (*cash, east*) by changing the final sounds of these known words. Or use Sight Word, Final Consonant, and Final Blend Cards to make new words.

Page 69: On this page, the students find the known sight word (or analogy word, in the case of *bad*) from which the second word has been made. This will help them use analogies in reading; when they come to an unfamiliar word, they will think whether it is like a word they know. Make sure the children can read all the words in the box. If they have trouble with *bad*, tell them it is like *dad*.

Before: Review the process of changing the final sound of a word. Review the sight words in the box.

Beyond: Have partners use magnetic letters to change the words in the box in different ways (*cat–cash, cat–mat*).

Analogies: Making New Words by Adding Onsets and Inflections to Known Words

Pages 70–71: Use magnetic letters to demonstrate the process of adding to the beginning and ending of known words. Explain that sometimes the last letter is doubled before endings are added.

Before: Review the sight words *and, in, eat, it, at, am*, and inflections *-s, -ed, and -ing*.

Beyond: Have the children write a sentence for each final word on the pages.

Analogies: Making New Words by Changing Onsets and Rimes and Adding Inflections to Known Words

Pages 72–73: Use magnetic letters to demonstrate the process of changing onsets and rimes, and adding inflections (*look–hook–hooked*).

Before: Review the sight words: *will, down, can, see, boo, my, for, day, not*, and inflections *-s, -ed, and -ing*.

Beyond: Have the children write a sentence for each final word on the pages.

Hearing Short Vowel Sounds

Although analogies are an easy way to begin reading, some reading researchers believe that eventually good readers learn to decode words sequentially, sound by sound. In order to do this, children need to learn about vowels. Explain that, while most consonants have one sound, vowels can have several different sounds. Tell the children that they will be learning some tricks for determining these sounds.

Page 76: Teach the short sound first, as the normal sound. Encourage the students to use the key words to remember the short vowel sound. Use the Short Vowel Cards to practice associating the letter with the key word and sound.

Before: Review the vowel letters and the concept of “begins with”.

Beyond: Have the students write beside the picture the vowel that begins it. They can use the key words as a clue.

Page 77: Make sure the children can name each picture. Remind them to use the key words on page 76.

Before: Lay out the Short Vowel Cards with the key word picture up. Then slowly say the name of one of the pictures on page 76, accentuating the initial sound. Have the students say which key word card the picture begins like.

Beyond: Add words that begin with short vowels to a Word Wall or personal dictionaries. Play matching games with two sets of Short Vowel Cards, matching the letter with the appropriate key word picture.

Reading Short Vowel Words

Page 78–79: If children forget the vowel sound, have them use the key words on page 76.

Before: Review onset-rime reading, reading the rime first, and then the onset. Using the Lowercase Vowel Cards, review the short vowel key words.

Beyond: Have children write rhyming words next to each word on the page (*bug–tug*). Allow for phonetic spellings (*sun–tun*), unless you believe that the

students already know the dictionary spelling of the rhyming word.

Hearing Long Vowel Sounds

Remind the students that vowels can have several sounds. They have learned the short vowel sounds. Now they are going to practice listening for the long sounds.

Pages 80–81: Explain that the long vowel sound is the same as the letter name. Or the children can use the key words to remember the long vowel sounds. When completing the matching activity on page 80, have the students say each possible matching pair to see which begin the same (*ice–ace, ice–egg, ice–iron, ice–ear*).

Before: Review the vowel letters and the concept of “begins with”.

Beyond: Write the vowel letter under the words that begin with long vowel sounds.

Reading Long Vowel Words (silent-*e* pattern)

Pages 82–83: Put the word *like* on the board. Most students will know this word. Say the word slowly. Ask the children what vowel sound they hear in the word. Tell them that the silent-*e* at the end of *like* makes the *i* long. Explain that most of the time when they see a silent-*e* at the end of a word the vowel before it will be long. (Exceptions include *have, live, and love*.)

Before: Using the Uppercase Vowel Cards, review long vowel sounds.

Beyond: Have students find other silent-*e* words in books.

Reading Short Vowel and Silent-*e* Words

Pages 84–85: Put *hat* and *fin* on the board or magnetic board. Have the children read the words. Then add silent-*e* to the end of the words and have the students read the words again (*hate, fine*).

Before: Review short vowel sounds.

Beyond: Have the students make a chart of the words on these pages, with the short vowel (silent-*e*) words on one side and the long vowel words on the other.

Reading Long Vowel Words (vowel digraph pattern)

Pages 87–88: Put the word *play* on the chalkboard or magnetic board. Say the word slowly. Ask what vowel sound the children hear in the word. Tell them that the second vowel *y* makes the vowel before it long. Explain that most of the time when they see two vowels in a word, the first one will be long and the second one silent. These vowel combinations are called vowel digraphs, but do not introduce this term to the students.

Before: Review the long vowel sounds, and the fact that *y* and *w* can sometimes be vowels.

Beyond: Have the students find other vowel digraph words in books. Have them write these words on index cards and put them in columns, with the Vowel Digraph Cards at the top.

Reading Short Vowel, Silent-*e*, and Vowel Digraph Words

Page 89–90: Make *mad* with magnetic letters. Underneath it make *made* and *maid*. Have the children read the words. Talk about the similarities and differences between the words.

Before: Review the short vowel sounds.

Beyond: Have the students make a chart like the one for pages 84–85.

Adding Suffix *-er* to Words

Page 91: Make *read* with magnetic letters. Have the students say it. Now show them *-er*, also in magnetic letters. Tell the children that this is a new ending. Pronounce it for them. Demonstrate how *read* becomes *reader*.

Before: Review vowel digraphs (two vowels together). Review *tr-*, *-nt*, and *-ch*.

Beyond: Have the students use magnetic letters to make other words that end in *-er*.

Reading Vowel Digraph Words with Inflections

Pages 92–93: Use magnetic letters to demonstrate the process of adding endings to vowel digraph words. Start with *heat*. Show the children how to add the endings *-s*, *-ed*, *-ing*, and *-er* to the base word. Do the same with *toast*.

Before: Review inflections *-s*, *-ed*, *-ing*, and *-er*. Review vowel digraphs (two vowels together).

Beyond: Have the students make a list of all the vowel digraph words they can find.

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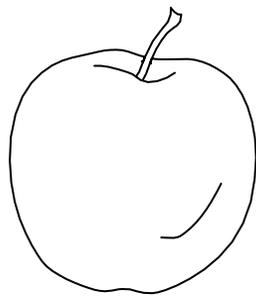
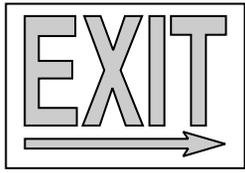
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