



Teacher Guide

LESSON 1

Welcome! Today marks the start of an exciting journey toward reading success. Our lessons are designed to help you and your child learn to decode and understand words by breaking them down and putting them back together again. By mastering this skill, your child will be able to confidently read and write on their own. We're thrilled to be a part of your child's reading journey and can't wait to see their progress!



Monday

- Introduce Syllables
- Reading Practice with Short a Sounds
- Writing Practice with Short a Sounds

Tuesday

- Syllable Review Activities
- Reading Practice with Short a Sounds

Wednesday

- Quick Drills
- Handwriting Letter a
- Writing Practice with Short a Sounds

Thursday

- Syllable Review Worksheet
- Reading Practice with Short a Sounds

Friday

- Quick Drills
- Handwriting Letter a
- Memory Matching Game

Lesson Plan

QUICK DRILL DECODING

Short Vowel Posters
Sound Cards

READING CONCEPTS

Phonemic Awareness Drill
Introduce a Syllable

CONCEPT ACTIVITIES

Count the Syllables Activity

WORD READING

Reading Practice with Wordlists

SENTENCE READING

Reading Practice with Sentences

QUICK DRILL ENCODING

Find a Sound on the Magnet Board

SPELLING

Spelling Words on the Magnet Board

WRITING

Writing Practice with Words and Sentences

STORY READING

Reading a Story

COMPREHENSION

Comprehension Questions



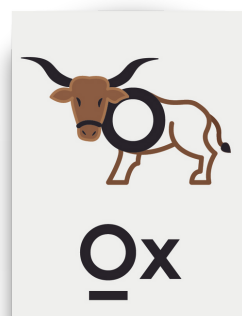
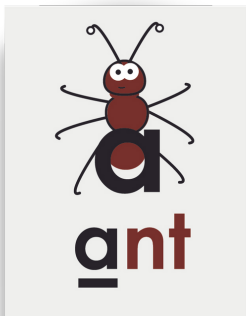
OBJECTIVE: INTRODUCING SYLLABLES AND SHORT A SOUND.

- ☐ Short Vowel Posters
- ☐ Sound Cards
- ☐ Phonemaill
- ☐ Introduce a Syllable
- ☐ Count the Syllables Activity
- ☐ Word Reading
- ☐ Sentence Reading
- ☐ Find a Sound on Magnet Board
- ☐ Magnet Board Spelling
- ☐ Writing Words and Sentences
- ☐ Reading Story
- ☐ Comprehension Questions



QUICK DRILL DECODING

QUICK DRILL DECODING



SHORT VOWEL POSTERS



/a/ "We are going to start with our letter sounds using these short vowel posters. This first poster says ant. We are going to take our pointer finger and middle finger together to trace the a in ant and say /a/nt." (Demonstrate by exaggerating the short a sound as you trace the a on the poster.) "We are going to do this 3 times using both fingers, our learning fingers, to help us build special pathways in our brains. Now you try it." (Have the child trace the a on the poster while saying ant exaggerating the short a sound. Repeat 3 times.)



/e/ "Our second poster is an egg. We will trace the e and say /e/gg three times." (Have the child trace the e saying egg. Be sure to exaggerate the short e sound.)



/i/ "The next poster says inch. See the measuring tape? We will trace it three times saying /i/nch." (Have the child trace the i three times saying the word inch and exaggerating the short i sound.)



/o/ "The next poster is an ox. We will trace the o three times and say /o/x." (Have the child trace the o three times saying the word ox while exaggerating the short o sound.)



/u/ "The last poster has an arrow pointing up. You will trace the u three times saying /u/p. (Have the child trace the u three times saying the word up while exaggerating the short u sound.)

Sound Cards

"Those are our short vowel sounds. Now we are going to review consonant sounds. Do you know what a consonant is? Consonants are the letters that are not vowels. Which ones are the vowels? We just practiced them on the posters. (Have the child repeat the vowels, using the posters if needed.) How many vowels are there? (5) Good. So, consonants are all the other letters in our alphabet."

"We are going to use these sound cards to review the consonant letter sounds. What is this first sound?"

(Show the b card. Make sure the child says /b/ and not buh. Keeping the sound short and concise helps when sounding words out later on. Go through all the sound cards in alphabetical order and be sure to the letters are concise. Watch out for duh, guh, etc. When you get to the letter q, be sure to point out that it is always with the letter u following. This is because q is a chicken letter. It is too scared to be alone, so his friend u is always there.)



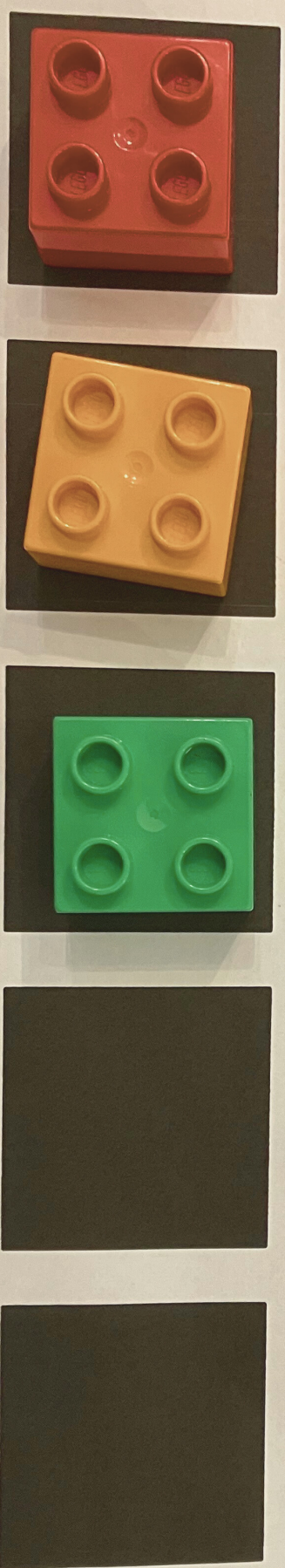
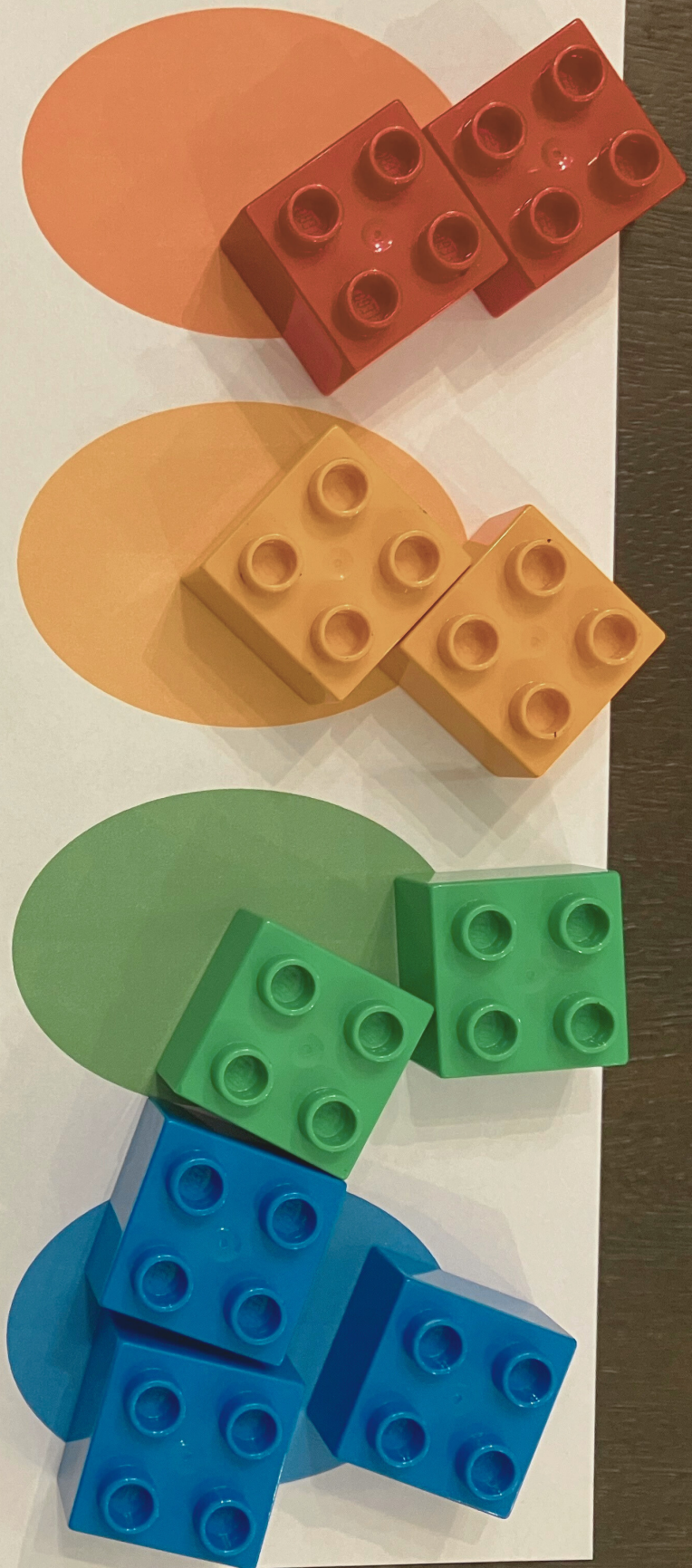
Phonemic Awareness Drill

"Now we are going to spell some words with colors. See these colored blocks. We are going to use these to spell some words. Let's start with the word pig. Each sound in that word will be a different color block. So, the /p/ might be red, the /i/ might be orange, and the /g/ might be green."

(As you explain this, pull the colored blocks down in order to assign the letter sound to each color.)

"So, I will take the red block in and put it in front of me and say /p/, then the orange block and say /i/, and the green block and say /g/. Next, I will tap my two learning fingers, remember the pointer and middle finger, under each block and repeat the sounds, like /p/ /i/ /g/. Then, I will underline the color blocks and say the sounds fast like this: pig. Now it's your turn. Can you spell the word pit using the color blocks?"

(Have the child repeat the process by choosing a colored block for each sound in the word pit, then tapping and saying each sound, and then underlining the whole word and saying it fast. Repeat this process with the following words: pat, tap, tag, top, dog, dot, dig.)



Phonemic Awareness Block Worksheet

Introduce

Syllables

DEFINITION

Syllable

A Word or Part of a Word
with One Vowel Sound.

"This year, our reading program is going to focus on breaking our words apart into sections called syllables. Do you know what a syllable is? A syllable is a word or part of a word with one vowel sound."

"Now, I want to show you some hand signals to help us remember this. Take your two hands and hold them apart in front of you and say 'a word'. Then take your thumb and pointer finger and hold them apart showing a small amount and say 'or part of a word'. Finally, take your pointer finger to show the number 1 and say 'with one vowel sound'. Let's try it together. 'A word, or part of a word, with one vowel sound. A word, or part of a word with one vowel sound. A word, or part of a word, with one vowel sound.'" (Be sure to do it together at least 3 times.)

"Now, I have a song we can listen to about syllables. When you hear the syllable definition, let's do the hand signals we just learned." (Play and sing the syllable song together doing the hand signals for the definition.)



Syllable Song



**A syllable is a word or part of a word
with one vowel sound.**

**Let's count the syllables to see how
many can be found.**

Cat has one syllable

Button has two

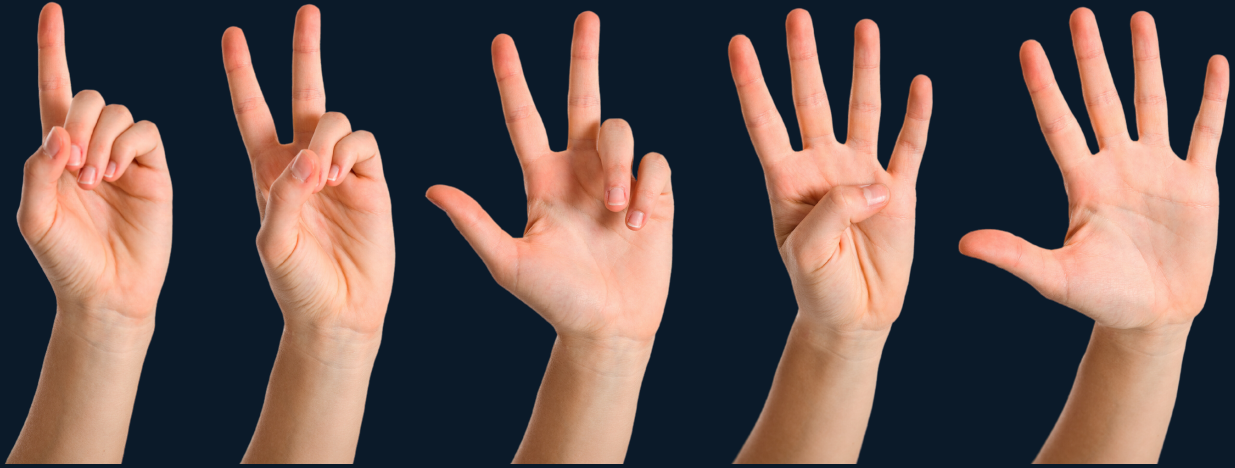
Basketball has three

We've only counted a few

**A syllable is a word or part of a word
with one vowel sound.**

**Let's count the syllables to see how
many can be found.**

Lesson Activities



Counting Syllables

"Now that we know what a syllable is, let's see if we can count how many there are in a word. I'm going to show you a trick to figure out how many syllables are in a word. Take your two learning fingers, the pointer and middle finger and hold them together under your chin. When you say a word, count how many times your chin touches your learning fingers. This will help you know how many vowel sounds are in a word which is the number of syllables. Here, let's try it together. Put your learning fingers under your chin. Say the word seven. 'Seven'. How many times did your chin touch your fingers? (Two) How many syllables? (Two) Two. Good. Let's do another word: mice. 'Mice'. How many times? (One) One. Good."

Words to Count Syllables

Continue this activity with the following words:

- hotdog - 2
- window -2
- truck -1
- paper -2
- yellow -2
- toys -1
- elephant -3



WORD READING



Words

"Now we are going to do some word reading. Turn to your first page in the student booklet. I want you to read the words in the first box." (Help the child to sound out and read the words in the first box. If time permits, have them read more boxes of words. Encourage them to sound out the words instead of guessing words.)



Nonsense Words

"Now we are going to read some nonsense words. These are not real words, but we can use what we know about letter sounds to sound them out. Go ahead and read the words in the box." (Have the child read the nonsense words. They will need to use letter sounds to sound them out.)

SENTENCE READING



Sentence Reading

"Next, we will read the sentences in your student book. These sentences all have short /a/ vowel words, so you should be able to sound out all of these words, except a few sight words, **is, the, on, a.**" (If your child does not know these sight words, please help them while they are reading the sentences.) "Let's start by reading page 2." (Have the child read the sentences on page 2. You may move on to page 3, if time permits.)

QUICK DRILL ENCODING



Quick Drill Encoding

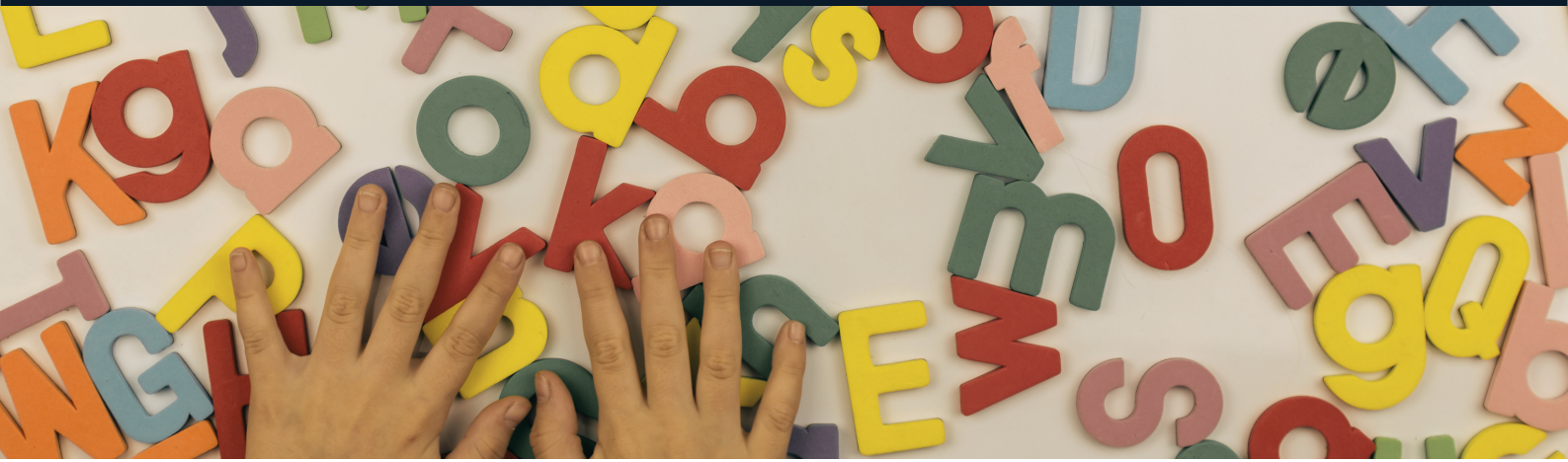
"Here is your tile mat. Today we are going to look for some sounds on your tile mat. When I say a sound like *ă*, you are going to repeat the sound and then find the tile that says *ă* and put it in the center of the mat. Any questions about finding a sound?"

"Let's begin. Your first sound is /s/. (The child should move the "s" to the center of the mat.) Good."

"Next sound /m/." (The child should move the "m" to the center of the mat.)

(Repeat until you have finished all the following sounds: r, *ö*, d, g, *ă*, p, t, *ĩ*, b, f, l, *ű*, n, r, qu, *ě*. If they have trouble, ask them "What sound are you looking for?" If they have trouble finding the sound or saying the sound, give them a key word.)

SPELLING



Spelling

"Now we are going to spell some words. I'm going to give you a word like: cat. You are then going to find the letters for the sounds found in cat and say them as you place them in the middle of the mat. Like this, /k/ (place the 'c' in the middle of the mat) /ă/ (place the 'a' next to the 'c') /t/." (place the 't' next to the 'a').

"Then you will touch or tap under each sound with your two fingers and say the sound like this: /k/ /ă/ /t/ and then say the word as you underline it with your two fingers like this: cat."

"Are you ready? Here is your first word: fat. (Child should place the letters on the mat, saying each sound and then repeating the word.)

"Good. Here is your next word: mat." (Repeat until you have finished the word list: **map, sat, can, tan, tam, pam, am, pat, at.**)

(Don't worry about putting the letters back each time. As they go through the word list, they may notice they only have to change one or two letters. This is a great way for them to work on their phonemic understanding as they make these connections between words.)

WRITING WORDS & SENTENCES



Words

"Pick up your pencil. We are going to write some words now. Turn in your student book to page 4 and we are going to write on the line here." (Point to the first spelling line.)

"Here is your first word: **tap**. (Child should write: **tap** on the first line.) Your next one is: **nap**. Next write: **cat**." (Continue having the child write the words on the lines: **fat, rat, ran**.) "What is the vowel sound you found in the last word? What does it say?"

Sentences

"Next, we are going to write some sentences. Turn in your book to page 5. See the lines. We are going to write three sentences. That is why they are labeled: 1,2,3. We will start next to number 1."

"Here is the sentence I would like you to write: **The tan cat can nap**. Say it back to me." (Child repeats the sentence) "Thank you. Now write it next to the number 1."

"The next sentence is: **The fat rat is mad**. Now say it back to me." (Child repeats the sentence). "Go ahead and write it."

"Okay, sentence number three: **Dan sat on the mat**. What is the sentence?" (Child repeats the sentence.) "Good, now write it please."

EDITING

C.H.O.P.S.

"Great now, we are going to do something called CHOPS. Good writers edit and revise their work. We are going to use the word CHOPS to help us check our work."

C stands for capitalization

H stands for handwriting

O stands for out-loud, meaning reading it out loud

P stands for punctuation

S stands for spelling.

C "We will start with C for capitals. We will check for capitals at the beginning of the sentence and for names and fix any random capitals in the middle of the sentence. Does our first sentence have a capital at the beginning." (If not, help the child to fix this). "Are there any capitals in the middle of the sentence that should not be there?" (Help the child fix any problems with capitals with all three sentences.)

H "Next, we check our handwriting? How's your handwriting? Can we read what has been written? Are there any words that we need to fix the spacing so it can be read better?" (Help the child to make the writing more legible and pay attention to the spacing of words.)

O "O is for out loud. Now you read it out loud to make sure we got all the words we needed." (Have the child read the sentences out loud. They may find words they missed or forgot. Help them to correct any errors they find while reading aloud.)

P "After O is P for Punctuation. Does each sentence have punctuation? Do any of the sentences need question marks or exclamation points?" (Help the child to include the appropriate punctuation for each sentence.)

S "Finally, is S for spelling. Are there any words we should check for spelling." (Allow the child to look for words they think might be misspelled. If they don't know how to spell a word, encourage them to sound it out using the rules they have learned. If a word has more than one way to be spelled, help them choose the correct spelling, but let them try on their own first.)

Reading a Story

"Now that we are done with writing, we are going to read a story. In your student book on page 6 is the cover of the book. I would like you to start by reading the story, beginning with the title. Ok, begin."

(The child should read the story aloud. Encourage the child to sound out words instead of telling them what a word says, unless they encounter a sight word they have not learned yet.)



Comprehension

After the child reads the story,
please ask the following questions.

1. What color is the cat? –tan
2. What size is the rat? – fat
3. What did the cat do? – napped (slept)
4. What did the rat do? – tapped (danced)
5. What was the cat's problem? – He cannot nap because the rat is loud.
6. What was the rat's problem? – The cat chased him away, so he cannot nap.
7. Why do you think the cat is mad? – He cannot nap. /The rat is being loud.
8. How do you think the rat feels? – Happy that he can tap.

“That was good! Thank you for
reading with me today.”





INDEPENDENT WORK WITH ASSISTANCE AS NEEDED

- ☐ Listen to Syllable Song
- ☐ Syllable Counting Page 9
- ☐ Read Wordlist on Page 10
- ☐ Read Sentences on Page 11 &12
- ☐ Read Story Pages 13-15

QUESTIONS:

1. What size was the hat? – fat
2. Where was the tan hat? – on the mat
3. What happened to the tan hat? – the cat sat on it/it was flat
4. What did the cat replace the hat with? – a cap
5. What did the cat have to pay for the cap? – cash
6. How do you think the cat felt when he sat on the hat? Why? – sad because it was flat
7. How do you think the cat felt when he got the cap? Why? – happy because he has a new hat



Syllable Counting Key

KEY: Use your fingers under your chin to count the syllables for the pictured words.



4

helicopter



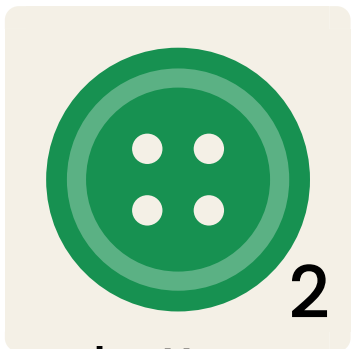
2

pizza



1

sun



2

button



1

footsteps



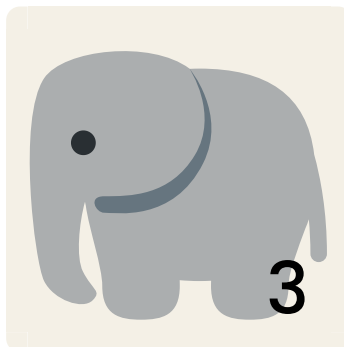
2

pancakes



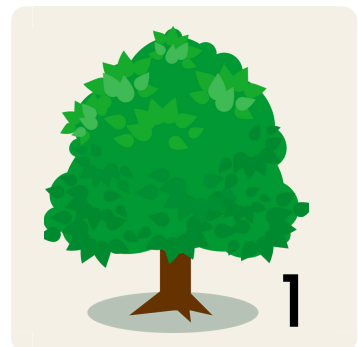
1

chair



3

elephant



1

tree



3

broccoli



2

hot dog



2

cookie



PARENT-LED WRITING ACTIVITIES FOR REVIEW

- ☐ Phonemic Awareness Blocks
(top mop map sap cap cop cot cat)
- ☐ Review Short Vowel Posters
- ☐ Sound Cards
- ☐ Handwriting Letter a Page 16
- ☐ Word Writing Page 17
(jam ram fad pan cat sad van lap)
- ☐ Sentence Writing Pages 18-20
- ☐ (Check with CHOPS)

- The cat ran fast.
- Tad can tap the pad.
- Pam had a tan fan.
- Dan has a fat rat.
- The cab had a map.
- Pam had a pat of jam.
- The cat sat in his lap.
- Dad will fan his cap.
- Can the rat pat?



INDEPENDENT WORK WITH ASSISTANCE AS NEEDED

- ☐ Listen to Syllable Song
- ☐ Syllable Counting Page 21
- ☐ Read Wordlist on Page 22
- ☐ Read Sentences on Page 23 & 24
- ☐ Read Story on Pages 25–27

Questions:

1. What was the band's plan? – To jam/play a concert
2. What did Pam and Dan use to find the jam? – a map
3. What did Pam and Dan drive to the jam? – a van
4. What did they put in the van? – gas
5. Who did Pam and Dan meet? Matt and Sam/the rest of the band
6. Where did the band jam? – on the stand
7. How do you think the band felt? Why? – happy because they got to play a concert



PARENT-LED WRITING ACTIVITIES FOR REVIEW

- ☐ Phonemic Awareness Blocks
(ban can cap lap lop lot lit bit)
- ☐ Review Short Vowel Posters
- ☐ Sound Cards
- ☐ Handwriting Letter Page 28
- ☐ Memory Match Game Pages 29-32



Syllable Counting

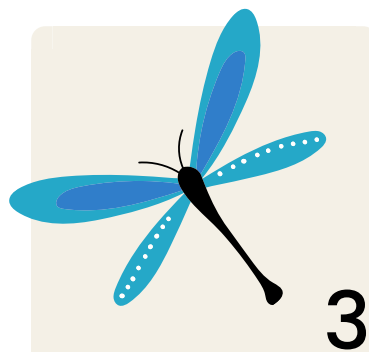
KEY: Use your fingers under your chin to count the syllables for the pictured words.



bathtub



pen



dragonfly



train



basketball



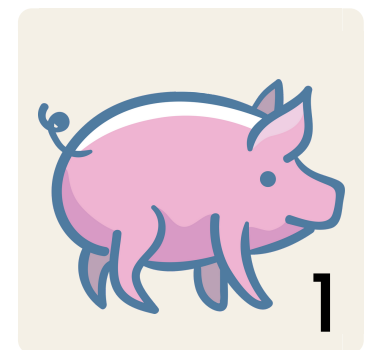
airplane



donkey



mailbox



pig



banana



barn



pumpkin



Join our Parent Community



www.ApricotTreeAcademy.com