

Lessons at a Glance

- Lesson 1: Informal introduction to the alphabet.
- Lesson 2: Introduction to the *aaa* sound as in *cat*.
- Lesson 3: Learn to distinguish between words containing the *aaa* sound as in *cat* and other sounds.
- Lesson 4: Introduction to the sounds made by the letters *p* as in *cap* and *m* as in *Sam*.
Introduction *ap* and *am*.
- Lesson 5: Introduction to the sounds made by the letters *t* as in *bat* and *g* as in *bag*.
Introduction to *at* and *ag*.
- Lesson 6: Introduction to the sound made by the letters *n* as in *man* and *d* as in *had*.
Introduction to *an* and *ad*.
- Lesson 7: The following letter combinations will be written on index cards: *ap*, *am*, *at*, *ag*, *an*, and *ad*.
Introduction to the sound made by the letters *l* as in *ball* and *c* as in *topic*.
- Lesson 8: Introduction to the sound made by the letters *r* as in *fair* and *s* as in *glass*.
- Lesson 9: Read words for the first time. Read the following words on index cards: *cap*, *lap*,
map, *nap*, *rap*, *sap*, *gap*, and *tap*.
- Lesson 10: Introduction to the sound made by the letters *b* as in *crib*, *f* as in *cliff*, and *h* as in *hush*.
- Lesson 11: Introduction to the bold **a** sound as in *cake*.
Read a sentence for the first time: *a cat sat*.
Introduction to the use of periods.
- Lesson 12: Introduction to the sound made by the letters *w* as in *now* and *z* as in *buzz*.
Introduction to the first sight word *has*.
- Lesson 13: Introduction to the sound made by the letter *v* as in *have*.
Introduction to the sight word *the*.
- Lesson 14: Introduction to the sound made by the letters *y* as in *yes* and *j* as in *jet*.
- Lesson 15: Introduction to the use of uppercase and lowercase letters.
Introduction to the sight word *was*.
The sentence to be read is written on index cards for the first time.
- Lesson 16: Review lesson
- Lesson 17: Introduction to the *c* sound as in *back*. Read words on index cards such as *back*, *sack*, *rack*, etc.
Introduction to the use of silent letters. The letter *k* is silent in *back*.
- Lesson 18: Review the bold **a** sound as in *cake* and read words with the bold **a** sound such as *tail*, *fail*, *hail*, etc.
- Lesson 19: Introduction to the sight word *is*.
Read additional words with the bold **a** sound such as *cave*, *wave*, *pave*, etc.
Explain that names begin with an uppercase letter.
- Lesson 20: Introduction to the sound made by the letter *k* as in *bake*.
Read additional bold **a** words such as *cake*, *bake*, *lake*, etc.
- Lesson 21: Introduction to the sight word *to*.
Introduction to bold **a** words containing silent *y* such as *pay*, *say*, *way*, etc.
- Lesson 22: Review lesson
- Lesson 23: Introduction to the *iii* sound as in *pig*. Read words such as *dip*, *zip*, *sit*, etc.
- Lesson 24: Introduction to the word *his*.
Review *iii* words.
- Lesson 25: Introduction to the sight word *I*.
Introduction to the bold **i** sound as in *bike*.
- Lesson 26: Introduction to the sight word *you*.
Introduction to the *nd* sound as in *land*.
- Lesson 27: Introduction to the *ooo* sound as in *hot*.
Read words with the *ooo* sound such as *mop*, *top*, *hot*, etc.
Practice reading words written in conventional type for the first time in the copy work.
- Lesson 28: Review lesson
- Lesson 29: Introduction to the *ang* sound as in *bang*.
Introduction to the sight word *do*.

- Introduction to the use of question marks.
Sentences take on a new aspect as they are now referred to as *stories* and they have a title.
- Lesson 30: Read words with the *ong* sound such as *long, song, gong*, etc.
Introduction to the *ank* sound as in *bank*.
Read *iii* words with *ll* sound such as *hill, fill, kill*, etc.
- Lesson 31: Introduction to the *cks* sound made by the letter *x* as in *fox*.
Read words with *s* added to the end such as *dogs*.
Introduction to the sight word *what*.
- Lesson 32: Read bold *i* words with *nd* sound such as *find, wind, mind*, etc.
Play *Sight Word Bingo* game.
- Lesson 33: Introduction to the *sh* sound as in *ship*.
Introduction to the sight word *they*.
- Lesson 34: Review lesson
- Lesson 35: Make *Sight Word Worm*.
Introduction to the bold *o* sound as in *hope*.
- Lesson 36: Play *Sight Word Memory* game.
Introduction to the sight word *are*.
Read part one of a four-part story.
- Lesson 37: Introduction to the sight words *said* and *of*.
Introduction to the *st* sound as in *mist*.
Introduction to the use of quotation marks.
Read part two of a four-part story.
- Lesson 38: Introduction to the sight word *put*.
Read part three of a four-part story.
- Lesson 39: Play *Sight Word Bingo*.
Read part four of a four-part story.
- Lesson 40: Review lesson
- Lesson 41: Play *Sight Word Bingo*
Introduction to the bold *e* sound as in *heat*.
- Lesson 42: Review lesson
- Lesson 43: Introduction to the *kw* sound as in *queen*.
Introduction to the sight word *does*.
- Lesson 44: Introduction to the *pl* sound as in *play*.
- Lesson 45: Introduction to the *bl* sound as in *black*.
Introduction to the sight words *some* and *come*.
- Lesson 46: Review lesson
- Lesson 47: Introduction to the sight word *from*.
Introduction to the *eee* sound as in *wet*.
- Lesson 48: Introduction to the *cl* sound as in *clap*.
Introduction to the *sl* sound as in *slap*.
- Lesson 49: Introduction to the sight word *want*.
Introduction to the *fl* sound as in *flag*.
Introduction to the *gl* sound as in *glad*.
- Lesson 50: Introduction to the *dr* sound as in *dress*.
Introduction to the *cr* sound as in *crab*.
- Lesson 51: Introduction to the sight words *could, should, and would*.
Introduction to the *fr* sound as in *frog*.
Introduction to the *gr* sound as in *grass*.
- Lesson 52: Review lesson
- Lesson 53: Introduction to the *pr* sound as in *prick*.
Introduction to the *br* sound as in *brass*.
Introduction to the *tr* sound as in *trick*.
- Lesson 54: Introduction to the sight words *there* and *where*.
Introduction to the *sc* sound as in *scat*.

- Introduction to the *sk* sound as in *skate*.
- Lesson 55: Introduction to the *sm* sound as in *smoke*.
Introduction to the *sp* sound as in *spill*.
- Lesson 56: Introduction to the sight word *your*.
Introduction to the *sn* sound as in *snake*.
Introduction to the *sw* sound as in *sweet*.
- Lesson 57: Introduction to the bold **o** sound as in *snow*.
Introduction to the *ow* sound as in *cow*.
- Lesson 58: Introduction to the *uuu* sound as in *cub*.
- Lesson 59: Introduction to the *oo* sound as in *cook*.
Introduction to the *oo* sound as in *boot*.
- Lesson 60: Review lesson
- Lesson 61: Introduction to the sight word *one*.
Introduction to the *ing* sound as in *sing*.
- Lesson 62: Introduction to the bold **i** sound made by the letter *y* as in *fly*.
- Lesson 63: Introduction to the *or* sound as in *corn*.
- Lesson 64: Review lesson
Introduction to the use of exclamation points.
- Lesson 65: Introduction to the sight word *many*.
Introduction to the *all* sound as in *ball*.
- Lesson 66: Introduction to the *ink* sound as in *drink*.
- Lesson 67: Introduction to the *oy* sound as in *boy*.
Introduction to the *oi* sound as in *boil*.
- Lesson 68: Introduction to the sight word *who*.
Introduction to the *ou* sound as in *house*.
- Lesson 69: Introduction to the sight words *Mama* and *Papa*.
Introduction to the *ar* sound as in *car*.
- Lesson 70: Review lesson
- Lesson 71: Introduction to the sight words *people* and *that*.
Introduction to the *ing* sound as in *sing* when added to a word such as *taking* and *hopping*.
Introduction to the *fff* sound made by the letters *ph* as in *phone*.
Introduction to the use of commas.
- Lesson 72: Introduction to the *ch* sound as in *chip* and *patch*.
- Lesson 73: Introduction to the *nnn* sound made by the letters *kn* as in *knee*.
- Lesson 74: Introduction to the sight words *with* and *water*.
Introduction to the bold **i** sound as in *night*.
- Lesson 75: Introduction to the *th* sound as in *thick* or *this*.
- Lesson 76: Review lesson
- Lesson 77: Introduction to the sight word *two*.
Introduction to the *aw* sound as in *saw*.
- Lesson 78: Introduction to the *alk* sound as in *talk*.
- Lesson 79: Review lesson
- Lesson 80: Introduction to the sight word *once*.
Introduction to the *er* sound as in *her*.
Introduction to the *er* sound as in *her* when it is added to the end of words such as *taller*.
- Lesson 81: Introduction to the *ir* sound as in *bird*.
- Lesson 82: Review lesson
- Lesson 83: Introduction to the sight words *caught* and *taught*.
Introduction to the *ur* sound as in *turn*.
- Lesson 84: Introduction to the sight word *new*.
Introduction to the *ed* ending as in *played* and *looked*.
Introduction to the *ed* ending as in *landed*.
- Lesson 85: Introduction to the bold **u** sound as in *cute*.
- Lesson 86: Introduction to the bold **e** sound made by the letter *y* as in *baby*.

- Lesson 87: Introduction to the sight word *learn*.
Introduction to the *s* sound made by the letter *c* as in *face*.
- Lesson 88: Review lesson
- Lesson 89: Review lesson
- Lesson 90: Review lesson
- Lesson 91: Review lesson
- Lesson 92: Review lesson
- Lesson 93: Review lesson
- Lesson 94: Review lesson
- Lesson 95: Review lesson
- Lesson 96: Review lesson
- Lesson 97: Introduction to the sight words *Gideon*, *Hannah*, and *Sarah*.
Begin a twelve-part story called *Gideon's Gift*.
Gideon's Gift chapter one: "Gideon Wants to Read"
- Lesson 98: Introduction to the sight words *brother* and *mother*.
Gideon's Gift chapter two: "Lessons for Gideon"
- Lesson 99: Introduction to the sight words *Benjamin* and *Rachel*.
Gideon's Gift chapter three: "The First Lesson"
- Lesson 100: Introduction to two-syllable words such as such as *wagon*, *dragon*, *button*, etc.
Gideon's Gift chapter four: "Going to Town"
- Lesson 101: Practice reading words written in conventional type for the first time in the lesson itself.
Gideon's Gift chapter five: "News from Town"
- Lesson 102: Introduction to the sight words *Anna*, *work*, and *cover*.
Gideon's Gift chapter six: "A Trip to the Book Wagon"
- Lesson 103: Introduction to the sight word *four*.
Gideon's Gift chapter seven: "The Book Wagon at Last"
- Lesson 104: Introduction to the sight word *money*.
Gideon's Gift chapter eight: "Mama's Story"
- Lesson 105: Introduction to the sight words *aunt* and *about*.
Gideon's Gift chapter nine: "Going to see the Doctor"
- Lesson 106: *Gideon's Gift* chapter ten: "Gideon Gives a Lesson"
- Lesson 107: Introduction to the sight word *very*.
Gideon's Gift chapter eleven: "Gideon's Essay"
- Lesson 108: Introduction to the sight word *shoe*. *Gideon's Gift* chapter twelve: "Gideon Gets a Letter"

Teaching Tips

In the beginning your child will be asked to read simple words. If he reads the words in a stilted or slow manner, have him read each word again more quickly so the words flow naturally. Eventually he will be asked to read sentences. Since this will probably be slow and stilted at first, have him read each sentence again for better flow and comprehension. In other words, each sentence should be read and then read again before moving on to a new sentence. Once the entire story has been read, you the parent should read the story aloud to the child. Often the child spends so much energy trying to read that he misses the meaning of the story. This method will allow the child to relax and enjoy the story. Afterwards, you will ask the child questions provided in the manual to help him with his reading comprehension skills.

If your child shows a strong interest in learning to read, but you feel he is too young, you might try limiting him to one or two lessons per week instead of the usual three lessons. I did this with my four-year-old son, Randall. I included lots of review between the lessons. If he became frustrated or disinterested, we postponed the lessons for a few days. I felt it was better to quit working before he became overwhelmed. Sometimes I divided the more difficult lessons in half. He enjoyed doing schoolwork like his older siblings, as long as it wasn't too much. In the beginning, I didn't require him to do any of the writing exercises. He did, however, enjoy drawing the pictures suggested for each lesson. This technique works well for young children who are ready to learn to read, or it can also be used with older children who need to take a slower approach for one reason or another. Remember, no matter what curriculum you are using, you should always tailor it to fit the child.

Some children are distracted if there is too much text on a page. To remedy this situation, fold a piece of 8 1/2" x 11" blank paper in half lengthwise, and place it over the side of the page not being read. This works well for the pages where the text is printed in two columns. For the pages where the text runs all the way across the page, try placing the folded paper horizontally across the page, directly under the line being read.

As mentioned on page 10 under **Point 4**, you will write one or more sentences from each lesson on index cards, one word per card. You will lay these cards in sequential order, and then have the child read the sentences. Next, you will mix the cards from the sentences, or allow the child to mix the cards, and have him put them in the proper order to make the sentences again. (You will work with one sentence at a time.) As an additional exercise, my son Randall enjoyed making his own sentences from the words on the index cards. Sometimes he would rearrange the words so the sentence asked a question. For example, the sentence may have read: *I can buzz in my hive*. He would rearrange it to read: *Can I buzz in my hive?* Of course the punctuation would be incorrect, as we were missing the question mark, and the first word would not be capitalized. We discussed these things. It was exciting to me to see how he would make new sentences. His reading was strengthened and so were his thinking skills. He liked for me to close my eyes while he made new sentences. Then I would open my eyes, and he would read me the sentence he had made. He also enjoyed making nonsense sentences. He would read these and laugh. For example he would rearrange the sentence above to read: *I can hive in my buzz*. Additional exercises such as these offer the child extra practice with reading, while keeping things light and easy.

When teaching my daughter Mandy to read, I found it best to write all of her reading exercises on index cards. She had a vision problem, which made it difficult for her to focus on one word at a time when there were many words on a page. Writing her sentences on index cards, one word per card, enabled her to concentrate her efforts on just one word. She eventually progressed to reading sentences on a page, if I used a blank sheet of paper or an index card to underscore the sentence she was reading. If your child seems to have a similar problem, you may wish to write additional sentences from the lessons in this manual on index cards. One or more sentences will already be selected for use with this index card activity, but you may find it helpful to include more. This activity is also an excellent way for the child to review material between lessons.

Things to do Ahead of Time

- ✓ Purchase a box of crayons by lesson 7.
- ✓ Purchase a large package of 3" x 5" index cards by lesson 7. (Bulk packages are available at office supply stores.)
- ✓ Purchase a package of rubber bands to group index cards together by lesson 7.
- ✓ Make a copy of the *Sight Word Bingo* game boards found on pages 508 and 509 by lesson 32.
- ✓ Make a copy of the *Sight Word Worm* pattern found on page 510 by lesson 35
- ✓ Purchase colored construction paper. Cut 60 construction paper circles using the pattern for the *Sight Word Worm* body. (These are the small circles.) You may want to cut ten circles from six different colors. Cut four construction paper circles using the pattern for the *Sight Word Worm* head. (These are the large circles.) Do this by lesson 35. (You will not need all of the construction paper circles for lesson 35, but it is good to have them made in advance. You will probably make four *Sight Word Worms* during the course of the program. The sight words are written on the small circles. Each worm can be made up of approximately 14 small circles for the body and one large circle for the head. There are 56 sight words in all. Six of these are proper names. By cutting 60 circles, you will have four extra circles.)
- ✓ Purchase two sheets of poster board. You will glue each *Sight Word Worm* onto a half a sheet of poster board. Do this by lesson 35. (Here again, you will not need both sheets of poster board for this lesson. You will make only one *Sight Word Worm* in lesson 35. You will make additional *Sight Word Worms* in future lessons, but it is helpful to have the materials in advance.)
- ✓ Make a copy of the *Sight Word Bingo* game boards found on pages 511 and 512 by lesson 39.

Lesson 1

Materials: reading manual, large lined or unlined paper, marking pen or pencil, and a stack of your child's favorite books.

Instructions: In today's lesson, you will introduce the child to the letters of the alphabet in a very informal manner. The child is not expected to totally absorb this information. It is only a simple introduction.

In the first fourteen lessons, you will be teaching the letter sounds not the letter names. If your child already knows the letter names this is fine. However, it is not necessary to teach the letter names initially. This will be covered in a future lesson.

Please note the portions of the dialogue printed in this special font are to be read aloud to the child.

(The text contained in the parentheses offers you additional information about the lesson and should not be read aloud. You will find much of this information is repetitious. If you put the reading manual aside for a time, for one reason or another, you will find you may need this information when you resume with the lessons. After a while, you will automatically skip over the information you no longer need. Be careful, however, for occasionally we will add new information that is important for you to read. New information will follow the word **Note** in bold letters.)

Dialogue: Today we are going to begin an adventure. We are going to learn about letters and the sounds they make. You already know a lot about letters, because you see them all around. You see them on cereal boxes, you see them on signs, and you see them in the books we read.

Where else have you seen letters? Name some letters you know. Letters are used to make words, and words are used to make sentences. You know this because we read sentences from our books everyday.

Can you find one of your favorite books? Let's look at the letters on the cover. Can you name the letters?

What are the letters in your name? Let's print these letters on paper. Now let's make a sentence about you. How about, " _____ is _____ years old." These are words and they are made up of letters. (Point to the individual words in the sentence as you read.)

This is a sentence. (Run your finger under the sentence.)

A sentence is usually made up of several words. Soon you will be able to read words all by yourself. After that you will be able to read sentences. Then you will be able to read stories and then an entire book.

Which book would you like for me to read to you now? Okay, that's a good book.

(After reading the book with the child, ask him what part he liked best. Encourage as much dialogue as possible about the story. Each day you should end the lesson by reading a book to the child. This reinforces that reading is important, enjoyable, and meaningful.)

Lesson 2

Materials: reading manual

Instructions: The letters we call vowels consist of *a*, *e*, *i*, *o*, and *u*. The consonants include all the other letters of the alphabet. In this lesson, you will help your child to hear the short vowel sound for the letter *a* within simple words. This letter makes the *aaa* sound as in *cat*. Slowly run your finger under the letters as you sound out each word. This will help your child to understand we read from left to right.

Emphasize the *aaa* sound in each word. Be careful not to add a vowel sound at the end of each consonant such as *uh*. For example, the word *bat* is pronounced *b aaa t*. Not *b(uh) aaa t(uh)*. Try to blend the letters together as you say each word. Slowly pronounce each word without saying it in a choppy fashion. Remember, do not read aloud the text in the parentheses. This is for your information.

Dialogue: Today we are going to learn about the letter that makes the *aaa* sound (as in *cat*). (Point to the letter below.) This letter says *aaa* (as in *cat*). Did you notice the letter is gray?

a

Say *aaa* (as in *cat*) as I point to the letter.

Can you think of some words that begin with the *aaa* sound? (Allow the child time to respond.) Some more words that begin with the *aaa* sound are *apple*, *Adam*, *alligator*, and *attic*. (Emphasize the *aaa* sound in each word.)

There are lots of words that have the *aaa* sound. Sometimes the *aaa* sound comes in the middle of a word. Listen to these words that have an *aaa* sound in the middle. (Point to each letter as you sound out the words. Emphasize the *aaa* sound, as in *cat*, in each word.)

mat *bag* *tap*

bat *cab* *cap*

rag

Do you hear the *aaa* sound in each of these words? I will read them again.

Next, I want you to close your eyes and listen very carefully. I'm going to say some words that have the *aaa* sound, but I'm also going to say some words that have a different sound.

If you hear the *aaa* sound as I say a word, clap your hands. If you hear a different sound as I say a word, sit quietly. Remember, listen carefully for the *aaa* sound and clap if you hear it.

(Say the following words slowly then pause for a response. Emphasize the *aaa* sound in each word.)

bag *rap* *mad*

pig *jack* *sad*

box *pack* *rat*

duck *pat* *desk*

tag *bug* *fat*

Very good!

(If the child has difficulty with this exercise, go over each word again, telling him if it has the *aaa* sound or not. For example, “I hear an *aaa* sound in the word *mad*, but I do not hear an *aaa* sound in the word *pig*.”)

Now we are going to play another listening game. You can keep your eyes open this time. (Do not show the child the words in the manual.)

I’m going to say two words. One word is an *aaa* word. That is, it has the *aaa* sound. The other word will have a different sound. Tell me which word has the *aaa* sound. (Be sure to emphasize the vowel sound as you say each word.)

I will do the first words for you. The words are *cap* and *cup*. (Repeat.) I hear an *aaa* sound in *cap*. I do not hear an *aaa* sound in *cup*.

(Say each pair of words twice. Remind the child periodically he is listening for the *aaa* sound.)

1. *cap* *cup*

2. *bat* *bit*

3. *hit* *hat*

4. *pin* *pan*

(Emphasize the *aaa* sound in *pan* even though it may seem a little awkward.)

5. *back* *buck*

6. *bed* *bad*

7. *bath* *Beth*

8. *fin* *fan*

(Emphasize the *aaa* sound in *fan* even though it may seem a little awkward.)

9. *dish* *dash*

10. *splash* *splish*

You did very well. Now let’s read a book together. Try to listen for two or three words with the *aaa* sound as I read.

(Review the listening exercises before moving on to the next lesson. A typical schedule is to complete three lessons per week with review between lessons. If your child has trouble with this lesson even after review, move on to lesson 3. If your child still experiences difficulty with hearing the “*aaa*” sound within words after completing lesson 3, then move on to lesson 4. The material in lesson 4 is presented in a different manner, which may be easier for your child to understand.)

Lesson 3

Materials: reading manual

Instructions: First, you will review the *aaa* sound as in *cat* with the child. Next you will read the words in the list to the child while emphasizing the *aaa* sound. (See the list below.) This exercise will help the child distinguish between words that contain the *aaa* sound and words that do not. Remember, do not read aloud the text in the parentheses. This is for your information.

Dialogue: In the last lesson, we talked about words that have the *aaa* sound (as in *cat*). Today we are going to learn about some more words that have the *aaa* sound. Look at the letter below. Say *aaa* as I run my finger under the letter. Say *aaa* once more. Notice the letter is gray.

a

Good. Now I will say two words. One word will have the *aaa* sound, and the other word will have a different sound. Tell me which word has the *aaa* sound. (Emphasize the *aaa* sound and say each pair of words twice. Do not show the child the words in the manual.)

I will do the first words for you. The words are *mat* and *met*. (Repeat.) I hear an *aaa* sound in *mat*. I do not hear an *aaa* sound in *met*. (Periodically remind the child he is listening for the *aaa* sound.)

1. *mat* *met*

2. *dab* *dub*

3. *rug* *rag*

4. *pot* *pat*

5. *wag* *wig*

6. *lag* *log*

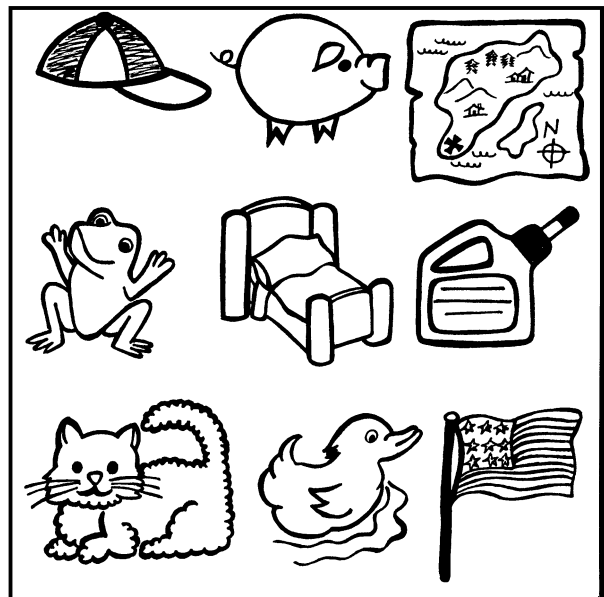
7. *bag* *beg*

8. *cut* *cat*

9. *rat* *rut*

10. *spit* *spat*

Now it's getting easier to hear the *aaa* sound isn't it? Look at the pictures below. I will tell you what each picture represents. As I name each picture, tell me if it has an *aaa* sound. (See picture/word key on next page.)



Lesson 4

Materials: reading manual

Instructions: Today you will introduce the child to the sounds for the letters *p* and *m*. To isolate the sound for the letter *p*, say a word that ends in *p* such as *cap*. Say it again in a natural manner, listening carefully. Lift the *p* sound from the word *cap*. This is the way you should pronounce the letter *p* in isolation.

By utilizing this method, you do not add a vowel sound such as *uh* to the letter *p*. We do not want to say *puh*. To isolate the sound for the letter *m*, say the word *Sam*. Lift the *mmm* sound from the word *Sam*.

At this point, we are teaching the letter sounds only, not the letter names. If your child already knows the letter names of course this is fine, but it is more important at this point for him to know the sounds the letters make than the names of the letters.

The child will review the *aaa* sound (as in *cat*). He will learn to combine the *aaa* sound with the letters *p* and *m* to make the *ap* and *am* sounds. Remember, do not read aloud the text in the parentheses. This is for your information.

Dialogue: Today you will learn two new letters and the sounds they make. Look at the letter below. The sound made by this letter is *p* (as in *cap*). (Say the letter sound, not the letter name. Run your finger under the letter as you say its sound, moving from left to right.)

p

Very good! Let's say *p* again. (Point to letter once more.)

The next letter you will learn makes the *mmm* sound (as in *Sam*). (Say the letter sound, not the letter name. Run your finger under the letter as you say its sound, moving from left to right.)

m

Sometimes we make this sound when we eat something that tastes good. Say *mmm* again. (Point to letter once more.)

<i>cap</i>	<i>pig</i>	<i>map</i>
<i>frog</i>	<i>bed</i>	<i>gas</i>
<i>cat</i>	<i>duck</i>	<i>flag</i>

Choose a book for us to read. Try to find at least one word with the *aaa* sound (as in *cat*) on each page. I will make a list of the words we find with the *aaa* sound.

(Review the listening exercises before moving on to the next lesson. A typical schedule is to complete three lessons per week with review between lessons. If your child experiences trouble with lesson 2 and lesson 3 even after review, try moving on to lesson 4. Some children have difficulty with hearing the “*aaa*” sound within a word. Often these children will pick up this concept later.)