

h | ll

6

Unit Six

had him and last hill fill of

Lesson 28

In this lesson your child will:

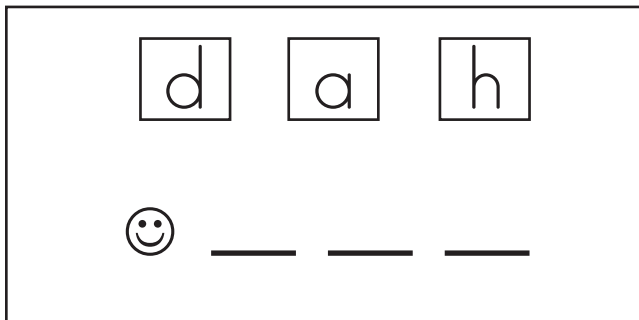
- do Word Puzzles for *had*, *him*, *and*, *last*, *hill*, and *fill*
- learn how to write the letters *l* and *h*
- do isolated letter/sound practice
- say-and-write the new words
- read some sentences

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.

All page references to workbook page numbers are to Student Workbook A2.

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

Have your child turn to page 4 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 5 of the student workbook.

Writing the Letters “l” and “h”

Have your child turn to page 6 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.

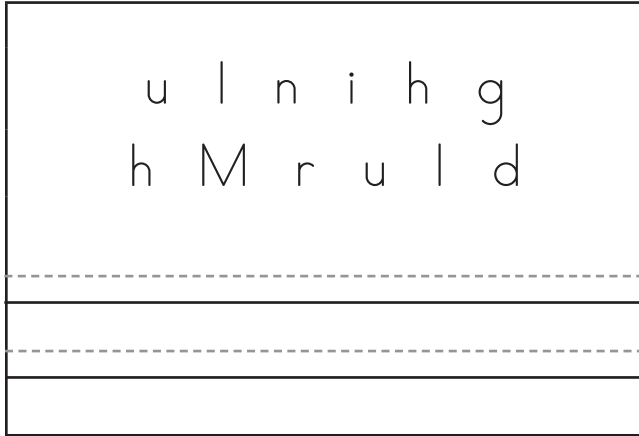
Perform each step as you say it. Write the sound again, repeating the steps out loud and performing each step as you say it.

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 7 of her workbook.



Say a sound and have your child point to it. 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.

Then dictate each letter/sound to your child and have her write it on the lines at the bottom of the page. Dictate the sounds in mixed-up order. Provide assistance as necessary to make sure that your child is forming the letters correctly.

If she does not know the correct spelling for a sound you dictate, say, “*That was tricky,*” and point to the correct letter and have her copy it. Make sure to dictate that letter/sound again before you are done. Repeat as necessary until she gets it correct.

Say-and-Write

Have your child turn to page 8 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 he writes it.

Have your child continue in the same manner with the words on page 9 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.

Reading Sentences

Have your child turn to page 10 of her workbook. Have her read the sentences. She should point to the words as she reads them.

Have her continue with the sentences on pages 11-12.

Lesson 29

In this lesson your child will:

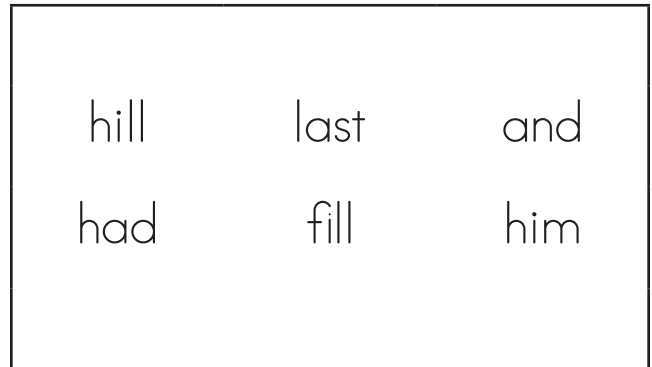
- tap-and-say *hill, last, and, had, fill, and him*
- play the Error Game with these words
- practice spelling these words
- learn how to read the unanalyzed word *of*
- read some sentences

Tap-and-Say

Have your child turn to page 13 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 13 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 reread 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.

Spelling Practice

Have your child turn to page 14 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 15 of the student workbook.

Reading the Unanalyzed Word "of"

Have your child turn to page 16 of her workbook.

I have a new word to teach you. The word is of. We had a lot of fun.

This word has some sounds that we haven't learned yet, so we aren't going to do a tap-and-say. Here is the word of.

Point to the word at the top of the page.

When I touch the word, you say of. Get ready!

Touch the word and have your child say the word. Do this 3 or 4 times. Make sure that she says the word only when you touch it.

Here are some little phrases with the word of. Please read these.

Have your child read the phrases *a lot of fun* and *the top of the hill*. Repeat as necessary until she reads them accurately and without hesitation.

Writing Phrases with the Word "of"

Have your child turn to page 17 of her workbook.

Read this phrase.

Point to the phrase at the top of the page. Your child reads the phrase.

Great job. Now please copy it.

Have your child copy the phrase on the appropriate line.

Repeat these steps for the second phrase.

Reading Sentences

Have your child turn to page 18 of her workbook.

Have her read the sentences. She should point to the words as she reads them.

Have her continue with the sentences on pages 19-20.


Lesson 30

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

- do a Spelling Chain
- do a Reading Chain
- write a sentence
- spell all the words in this unit
- read Storybook 3, *The Dog Can Run*

Spelling Chain

Have your child turn to page 21 of her workbook. Set out the letters *a, d, i, g, h, l, m, p, s, u*.

Spelling /Reading Chain Mat	
	_____

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.

Review *Correcting Spelling Errors* on page 38 of Teacher Manual A-1 to know how to respond if your child makes a mistake.

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

Reading Chain

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.

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. lot	7. man
2. hot	8. pan
3. hit	9. pin
4. hat	10. pit
5. had	11. pill
6. mad	12. fill

Writing a Sentence

Have your child turn to page 22 of her workbook.

Please read this sentence.

Your child reads the sentence.

Circle the picture that matches the sentence.

Your child circles the appropriate picture.

Now, please copy the sentence.

Have your child say-and-write each word.

Spelling Test

Have your child turn to page 23 of her workbook.

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.

Review *Correcting Spelling Errors* page 38 of Teacher Manual A-1 to know how to respond if your child makes a mistake.

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

1. last
2. and
3. had
4. fill
5. him
6. hill

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 reread 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. Correctly tap-and-say the 6 target words in the unit.
4. Spell these words from dictation.
5. Read the sentences in the unit.
6. Read Storybook 3, *The Dog Can Run*.

If your child needs to sound out one or two words in a sentence, then you do not need to continue to review. However, if she needs to sound out more than two words per sentence, continue reviewing.

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 41 of Teacher Manual A-1.