

LESSON 3**1 VOWEL, 5 CONSONANTS****Materials Needed:**

New Tiles: O, D, J, K, V, Z

Known Letter Tiles: A, B, C, F, G, H, I, L, M, N, P, R, S, T

Piece of Binder Paper and Pencil

Word Frame

Blank colored 5x8 index card

Overview for Tutor Only

No new procedures are introduced for the rest of this level.

If you created a Sound Page during the last lesson, bring it out at the very beginning of the lesson and keep it out the entire time. If new keywords are taught, add them to the existing list.

For b-d confusion, you will have your student make the Balloon gesture, and then compare its shape to the letter. If it matches, it makes the /b/ sound. If it does not match, it makes the other sound, /d/. So you will remind them by saying, "Check. Is it balloons or not?"

When you put your tiles in alphabetical order, mix the vowels in with the consonants.

You may finish the entire lesson in one sitting. Or you may have to spend several sessions on a single lesson. It doesn't matter. The rule is: do *not* go on to the next lesson until the letters taught in this one can be accurately and easily read and spelled.

Don't rush your student. You can repeat this lesson using the words in the *For A Repeat Lesson* section at the end of each step.

SUMMARY:

- For new consonants, only teach keyword if sound is unknown.
- For b-d confusion, teach the Balloons-or-not trick.
- Do not rush your student. Repeat the lesson if necessary.
- Teach the *process* of each step as carefully as you teach the sounds.

STEPS:

Tutor:

set out known tiles

Student:

tap each vowel

THEN

say name and sound of
each consonant

A: Review Known Letters and Sounds

TUTOR NOTE: If your student created a Sound Page in the last lesson, bring it out now and review the names of each picture. Leave it out for the rest of the lesson.

- *Tutor sets out letter tiles used in the last lesson:*
A, B, C, F, G, H, I, L, M, N, P, R, S, T

“Before teaching the new sounds, let’s review the ones you learned last time. Which ones are the vowels?” A and I

“How did you know?” They’re yellow



“Good noticing. Go ahead and tap each vowel.”

- *Student taps Apple Apple /a/ /a/ /a/, then Itchy Itchy /i/ /i/ /i/*



- *Tutor points to each of the blue tiles.*

“Tell me the name of that letter and the sound it makes.”

- *Student says the name of each letter and its sound*

STEPS:

Tutor:

Pull out an Extra
Practice Page from
prior lesson.

Student:

Read each word out
loud.

B: Review an Extra Practice Page

“Here’s an extra practice page from the last lesson.”

TUTOR NOTE: If your student didn’t complete one at the last lesson, pull out one of the Extra Practice pages from the prior lesson and have your student complete it now. That way, you’ll know whether the concepts taught in the last lesson are still solidly understood.

“Go and read each word out loud. Be sure to check each tricky letter.”

TUTOR NOTE: If your student has difficulty completing or reading the Extra Practice page accurately, do not go on with this lesson. Instead, repeat the last lesson.

C: Phonemic Awareness Warm-up

"Let's try something else. I'll say a nonsense word, you repeat it."



"Ready? HAP." Hap



"Now say just the FIRST sound in that word." /h/

"Point to the letter that makes that sound."



- Student points to the H tile.



"Now we're going to switch. This time, I want the LAST sound."



"Ready? TIG." Tig



"What's the LAST sound?" /g/

"Point to that letter."



- Student points to the G tile.



"Now I want the MIDDLE sound – the vowel."



"Ready? TIF." Tif



"What's the MIDDLE sound?" /i/

"And the keyword?" Itchy

"Point to that letter."



- Student points to the I tile.

FOR A REPEAT LESSON:

dictate the same words.

Dictate words**First sound**

HAP

RIT

GAF

NIM

LIF

Last sound

TIG

HIN

FAC

HAP *

LIB *

Vowel sound

TIF

CAS

HIG

LAN

MIB

STEPS:**Tutor:**

say word

Student:

repeat word



say just the first sound
(or last or middle & keyword)



point to tile

STEPS:**Tutor:**

- 1 show O tile
make its short sound /o/
- 2 tell visualization story
- 3 teach tapping

Student:

- 1 tap Olive twice
- 2 tap /o/ three times

D: Teach New Vowel Sound

- 1 • *Tutor brings out the O tile.*
 “Tell me the name of this letter.” O
 “Is it a vowel or a consonant?” A vowel
 “How did you know?” It’s yellow
 “Good noticing. And the most common sound that O makes is /o/. /o/. Repeat that sound.” /o/
- 2 “Nice sound. Now I’ll help you create a picture in your head to make it easy to remember the keyword for that vowel. First, close your eyes.”
 - *Student closes his eyes*
 “My absolutely favorite food in the entire world is pizza. Do you like pizza?” Yes
 “So I’d like you to picture yourself standing outside your favorite pizza parlor – looking at the entrance. Can you see it?” Yes
 “Now go ahead and walk inside.”
 “When you open the door, /mmmmm/, it smells so good, doesn’t it.” Yes
 “Now picture yourself going up to the counter and ordering your favorite pizza.
 “Since you’re going stay and eat the pizza there, go find a table and sit down.”
 “After waiting for what seems like forever, notice someone’s walking toward your table carrying that round metal tray. They set it down in front of you, and you take a sniff. /mmmm/. It smells so good.”
 “Now I’m going to share what MY favorite pizza looks like so you can visualize it in your head. Around the outside, I can see the edge of the crust sticking out, nice and brown. Can you see it?” Yes
 “But most of the crust is covered by thick red tomato sauce, which is topped by hot, melted white cheese. Can you see that?” Yes

“On top of the cheese are chopped green peppers and pieces of sausage. And on the very top, I can see little round, circular black things with a hole in the middle. In fact, when they lay on their side, they look kind of like the letter O. What do you call those round black things that look like the letter O?” Olives

Right. And that’s the keyword for the letter O. Olive.”

TUTOR NOTE: Be sure the /l/ sound is in the second syllable so that the short-O sound is all by itself in the first syllable. O-live.

3 “So now open your eyes, and watch as I tap that keyword.”

- *Tutor taps Olive, Olive, /o/ /o/ /o/*



“You try it. Tap that vowel.”

- *Student taps Olive, Olive, /o/ /o/ /o/*

“Perfect. And if you ever forget that keyword, just close your eyes, smell that wonderful pizza, and picture those little round O’s on the top.”

“So tell me. What’s the keyword for that vowel?” Olive

“Right. Olive. Now tap that vowel again.”

- *Student taps Olive, Olive, /o/ /o/ /o/*

“Excellent.”

STEPS:**Tutor:**

One by one, bring down:

- K
- V
- J
- Z
- D

Student:

Say name of letter

Make its sound

If sound unknown, create a Sound Page on which student writes the letter, then draws a picture of the keyword.

- k - kite
- v - vase
- j - jam
- z - zebra
- d - duck

E: Teach 5 Consonants

"Let me show you the new consonants for this lesson. If there are any that you don't already know, we'll add them to your Sound page."

- • Tutor pulls down the K tile.

"Tell me the name of this letter and the sound it makes."
K, /k/

- • Tutor pulls down the V tile.

"Tell me the name of this letter and the sound it makes."
V, /v/

- • Tutor pulls down the J tile.

"Tell me the name of this letter and the sound it makes."
J, /j/

- • Tutor pulls down the Z tile.

"Tell me the name of this letter and the sound it makes."
Z, /z/

- **"Now here's a tricky one."**

- Tutor pulls down the D tile.

"The name of that letter is D. Do you know the sound it makes?"

"Right. And here's why that letter is tricky. It looks very similar to this one."

- Tutor pulls out the B tile and teaches b-d trick (on next page)

FOR A REPEAT LESSON:

Bring out the Sound Page. Quickly review the names of the letter, the name of its picture, then have the student break off the first sound. Keep the Sound Page visible throughout the lesson.

TRICK for b-d confusion

- *Tutor brings out D and B tiles*

“Notice the only difference is which way the circle goes. So that means you can use the first part of the Balloons-Pigs trick to figure out which one is balloons. Let me show you how that works.”

“This is how I check for Balloons-Pigs.”
- *Tutor makes both Balloons and Pigs gesture*

“But since the stem of both of those letters go up, I only have to check the first part, where my thumb goes up – the Balloons part.”
- *Tutor makes just the Balloons gesture*

“Now look at the shape of Balloons. Notice the circle is going this way. Which one of those two letters has a circle going the same way?”
- *Student points to B tile*

“Right. That one matches Balloons. So what sound will it make?” /b/

“What about the other letter? Does it match the shape of your hand?” No

“So it will make the other sound. What’s the other sound?” /d/

“That’s all you have to do to tell them apart. So let’s practice that trick a few times.”
- *Tutor removes both tiles, then brings in just the B tile*

“Show me your balloon.”
- *Student makes Balloons gesture*

“Does it match?” Yes

“So what sound will it make?” /b/
- *Tutor removes B tile, brings in D tile*

“Show me your balloon.”
- *Student makes Balloons gesture*

“Does it match?” No

“Since it does NOT match, it will make the other sound. What’s the other sound?” /d/

STEPS:**Student:**

Make Balloons gesture

Compare it to the letter

If it matches, it’s the Balloons sound

If it does not match, it’s the other sound

“Let’s try that again.”

- *Tutor removes D tile, brings in B tile*

“Show me your balloon.”

- *Student makes Balloons gesture*

“Is it balloons or not?” It’s balloons

“So what sound will it make?” /b/

- *Tutor removes B tile, brings in D tile*

“Show me your balloon.”

- *Student makes Balloons gesture*

“Is it balloons or not?” Not

“So what sound will it make?” /d/

“Perfect. During this lesson, every time you see a B or a D, I want you to check for Balloons or Not. If you check, you’ll make the right sound every single time.”

TUTOR NOTE: The hand gesture reminder you should give for checking b-d, (Balloons-or-Not), is just the Balloons gesture.

The hand gesture reminder you should give for checking b-p (Balloons-Pigs), is wiggling your hand both up and down, alternating between the Balloons gesture and the Pigs gesture.

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STEPS:**Tutor:**

point to each vowel

Student:

tap each vowel

Tutor:

point to each consonant tile

Student:

Say name of letter

Make its sound

F: Read Sounds on Tiles

“Before I build words with those tiles, let’s run through them one more time.”

“First, tell me why A, I, and O are a different color than the other letters?” They are vowels.



- *Tutor points to the A tile.*

“Tap that vowel.”



- *Student taps and says Apple Apple /a/ /a/ /a/*

“Tap the I.”

- *Student taps and says Itchy Itchy /i/ /i/ /i/*

“Now tap the O.”

- *Student taps and says Olive Olive /o/ /o/ /o/*



- *Tutor points to each of consonants*

“Tell me the name that letter and the sound it makes.”

Student responds accurately

TUTOR NOTE: Be sure to remind your student to “check” when he comes to b, d, and p. Either say “check” or just make the Balloons-Pigs or Balloons-or-Not gesture.

TUTOR NOTE: If your student has a Sound Page, keep it visible during each lesson in this book. Encourage him to double check that Sound page, and praise him every time you “catch” him looking at it.

TUTOR NOTE: If your student has severe Word Retrieval difficulty, stop asking for the name of the letter. Ask only for its sound.

FOR A REPEAT LESSON:

practice reading these sounds in a different order.

G: Spell Sounds with Tiles

"Now we're going to do the opposite. I'm going to make the sound. You repeat it. /v/."



"Repeat that sound." /v/



"Point to the tile that makes that sound."

- Student points to the V tile
- Tutor dictates sounds in the narrow column

TUTOR NOTE: On the /k/ sound, accept either C or K. Then ask "What else can make that sound?"

TUTOR NOTE: When you dictate the /b/, /d/, or /p/ sound, have the student "check" by making the appropriate hand gesture.



"Now I'm going to make a vowel sound. /o/. Repeat that sound." /o/



"What keyword starts with /o/?" Olive



"Point to the tile that says /o/."

- Student points to the O tile



"Now try the sound /i/. Repeat that sound." /i/



"What keyword starts with /i/?" Itchy



"Point to that tile."

- Student points to the I tile



"Now for /a/. Repeat that sound." /a/



"What keyword starts with /a/?" Apple



"Point to that tile."

- Student points to the A tile

FOR A REPEAT LESSON:

dictate the sounds in this order:

/d/ *, /j/, /r/, /v/, /z/, /l/, /m/, /k/, /g/, /b/ *, /s/, /o/, /a/, /i/

* means remind student to check **Balloons-Pigs / Ballons-or-Not**

Dictate consonants

/v/

/z/

/m/

/p/ *

/d/ *

/l/

/j/

/r/

/n/

/b/ *

/k/ ("what else?")

Dictate vowels

/o/ ("what's the keyword?")

/i/ ("what's the keyword?")

/a/ ("what's the keyword?")

STEPS:**Tutor:**

make a sound

Student:

repeat sound

if vowel, say keyword

point to tile

Build words

JOT

ROT

ROD *

RID

KID

KIT

KIN

BIN *

FIN

FIG

DIG *

DOG

JOG

JIG

RIG

RAG

RAN

RAP *

ZAP

ZIP

STEPS:**Tutor:**

build first word (once)

Student:

tap the vowel if it changes

b-d-p

check for tricky letters



touch-and-say



slowly blend



fast like a word

Tutor:

change one tile

H: Read Real Words with Tiles

Say this only once, to explain the task:

**"Now let me build a word out of those tiles."**

- Tutor builds JOT out of tiles.

**"First, tap the vowel."**

- Student taps Olive Olive /o/ /o/ /o/

b-d-p**"Check. Any tricky letters?" No****"So go ahead and touch-and-say."**

- Student uses index finger and touches the J tile while saying /o/, touches the O tile while saying /o/, then touches the T tile while saying /t/.

**"Slowly blend."**

- Student drags index finger below the tiles while **slowly** running those sounds together as /j/-/oooo/-/t/.

**"Fast like a word." Jot****"Now I'll change a tile."****FOR A REPEAT LESSON, build these words:**

POT *

ROD *

FIG

PIT

RID

BIG ***HIT**

RIG

BAG**HAT****DIG *****BAT****HOT *****DOG****BIT****ROT****FOG****HIT***** means remind student to check Balloons-Pigs / Ballons-or-Not**

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Dictate word

HOP *
HIP
HID *

ZAP *
ZIP

GOT
GOB *
GAB

DOG *
BOG *
BAG

TOP *
TAP
TAD *
BAD *

STEPS:

Tutor:
say word



Student:
repeat word



say word SLOWLY



finger spell



bring down 1 tile per finger



double check by blending

Tutor:



"Find the sound that's different. XXX."

Student:



repeat word



say word SLOWLY



finger spell



change one tile



double check by blending



put tiles away

I: Spell Real Words with Fingers, then Tiles

Say this only once, to explain the task:

"Now let's do the opposite. I'll say a word, and you break it into the sounds. Ready?"



"The first word is HOP."



"Repeat that word." Hop



"Now say it again, very slowly." /h/-/oooo/-/p/



"Finger spell."

- Student uses NON-WRITING hand and raises thumb while saying /h/, raises index finger while saying /o/-Olive, and raises middle finger while saying /p/.



"Make the first sound and bring down that tile."

- Student raises thumb, says /h/, brings down H



"Make the next sound, keyword, and bring it down."

- Student raises index finger, says /o/-Olive, brings down O



"Make the last sound and bring it down."

- Student raises middle finger, says /p/, makes Pigs gesture, brings down P



"Now double check by slowly blending those sounds together."

- Student runs index finger below tiles while saying /h/-/oooo/-/p/.

"Fast like a word." Hop

"Is that the word you wanted?" Yes



"Here's a new step. I'm going say another word, then I'll have you compare the two words and find the sound that is different. Ready? Hip." Hip



"Say it slowly." /h/-/iiii/-/p/



"Finger spell."

- Student uses NON-WRITING hand and raises thumb while saying /h/, raises index finger while saying /i/-Itchy, and raises middle finger while saying /p/.



"Compare the sounds on your fingers to the letters on the table (one by one) until you find the sound that's different."

- Student raises thumb, says /h/, and looks at the first tile already on the table. Since it matches, student raises index finger, says /i/-lchy, and looks at the middle tile. discovers it is different.



"Go ahead and change it."

- Student changes middle tile to l



"Now double check that new word by slowly blending those sounds together."

- Student runs index finger below the tiles while saying /h/-/iiii/-p/

"Then fast like a word." Hip

"Is that the word you wanted?" Yes



"Listen to this word. Hid."



"Repeat that word." Hid



"Say it slowly." /h/-/iiii/-d/



"Finger spell."

- Student finger spells



"Now find the sound that's different."



- Student compares fingers to tiles, makes Balloons gesture for last sound, changes last sound to D

"Double-check."



- Student slowly blends, then says it fast like a word.

"Is that the word you wanted?" Yes

"Perfect. Now push those tiles out of the way."



- Student pushes tiles away

FOR A REPEAT LESSON, dictate these words:

JAM

BIG *

ROB *

JAN

DIG *

RIB

DOG

RIG

RAG

Build words

TOZ

LOD *

VAB *

ROJ

KIZ

STEPS:**Tutor:**

build a word

**Student:**

tap the vowel

b-d-p

check for tricky letters



touch-and-say



slowly blend



fast like a word



put the tiles away

J: Read Nonsense Words with Tiles

Say this only once, to explain the task:

**"Now I'm going to build a nonsense word."**

- Tutor builds TOZ out of tiles

**"Figure out the vowel first. Tap that vowel."**

- Student taps Olive Olive /o/ /o/ /o/

b-d-p**"Check for tricky letters. Are there any?" No****"So now touch-and-say."**

- Student touches T and says /t/, touches O and says /o/, touches Z and says /z/.

**"Slowly blend those sounds together."**

- Student slowly drags index finger below the word while saying /t/-/oooo/-/zzzz/

**"Now say it fast like a word." Toz****"Nice. Go ahead and push those tiles out of the way."**

- Tutor builds the words in the narrow column.

FOR A REPEAT LESSON, build these words:

DOM *

ZAV

MOJ

KIP *

ZOD *

*** means remind student to check Balloons-Pigs / Ballons-or-Not**

K: Spell Nonsense Words with Fingers, then Tiles

Say this only once, to explain the task:



"Now you'll spell some nonsense words. Ready? The first word is FAZ."



"Repeat that word." Faz



"Say it slowly." /ffff/-/aaaa/-/zzzz/



"On your fingers."

- Student raises thumb and says /f/, raises index finger and says /a/-Apple, then raises middle finger and says /z/.



"Now one finger at a time."

- Student raises thumb, says /f/, pulls down F
- Student raises index finger, says /a/-Apple, pulls down A
- Student raises middle finger, says /a/, pulls down Z



"Now double-check by reading it like you never saw it before. First touch-and-say."



- Student touches each tile while saying /f/-/a/-/z/



"Slowly blend."

- Student drags index finger below the tiles while saying /ffff/-/aaaa/-/zzzz/



"Now fast like a word." Faz

"Is that the word you wanted?" Yes



"Then it's correct. Put those tiles back."

Dictate words

FAZ

VOB *

JID *

NOZ

DOP *

STEPS:**Tutor:**

say word

Student:

repeat word



say word SLOWLY



finger spell



bring down 1 tile for each finger



double check



touch-and-say



slowly blend



fast like a word



put the tiles away

FOR A REPEAT LESSON, dictate these words:

POV *

RAD *

JOV

VIB *

ZOM

STEPS:**Tutor:**

put word frame around word

Student:

check for tricky letters

read word

if unsure or inaccurate:

touch-and-say
slowly blend
fast like a word

L: Read Words Through Word Frame

"Now you're going to read words using a word frame."

- *Tutor brings out the Lesson 3: Read These Words page.*
- *Tutor puts word frame around the first word.*

"The first thing you should do is check for tricky letters. Is there a tricky letter in that word?" No

"If you know the word for sure, just say it."

"Otherwise, tap the vowel, touch-and-say, and blend it into a word."

- *Student either says word, or goes through the sounding-out procedure.*

"Now move down to the next word and do the same thing."

TUTOR NOTE: The first two columns are real words. The third column contains nonsense words, which the student will HAVE to sound out.

FOR A REPEAT LESSON:

start the word frame on the last word and work backwards

Lesson 3
READ THESE WORDS
using the Word Frame

Student Page # 13

jam

not

fov

lid

dig

bod

dim

Liz

siv

bog

cob

jad

cop

kid

zon

dip

vat

kiz

mob

bid

jat

Dictate real words

NOD *

ROB *

TOM

JAB *

ZIP *

Dictate nonsense words

NAV

ZIB *

TOV

JOD *

GAF

STEPS:

Tutor:

say word

Student:

repeat word



say word SLOWLY



finger spell

finger spell and write
each sound

double check



slowly blend



fast like a word

M: Spell Words with Fingers, then Paper

- Tutor hands student a piece of paper but not a pencil.



“Now you’re going to spell words on paper. Ready? The first word is NOD.”



“Repeat that word.” Nod



“Say it again, slowly.” /nnnn/-/oooo/-/d/



“On your fingers.”

- Student raises thumb on NON-WRITING hand while saying /n/, raises index finger while saying /o/-Olive, raises middle finger while saying /d/.

- Tutor gives the student a pencil



“Now make just the first sound and write that letter.”

- Student raises thumb, says /n/ and writes N

“The next sound is? Keyword? Write that letter.”

- Student raises index finger, says /o/-Olive and writes O

“The last sound is? That’s a tricky one. Check. Now write it down.”

- Student raises middle finger, says /d/, makes the Balloons gesture, writes D



“As a last step, double-check what you wrote by blending the sounds together.”



- Student slowly blends using the tip of his pencil while saying /nnnn/-/oooo/-/d/



“Now say it fast like a word.” Nod

“Is that the word you wanted?” Yes

“Good. Here’s the next word.”

FOR A REPEAT LESSON, dictate these words:

real words

LOT

RID *

HAD *

JOB *

nonsense words

DOP *

HOB *

ZIV

JAD *

This page intentionally left blank.

STEPS:**Student:**

read each WHO phrase

read each DID WHAT phrase

make one or more sentences

read each WHERE phrase

make one or more sentences

TIP #1:

Teach that the first word in a Where phrase is important. Use a box (or your fist) plus hand signals to teach the meaning of the following words:

In = inside or in the middle

At = somewhere in the area, such as at the store, at home, at camp

On = on top

TIP #2:

If your student must sound out most of the words, work on his fluency.

To do that, download our free fluency building drills from our tutor support webpage.

Just go to **www.BartonReading.com**, and at the bottom of the column, click on **Tutor Support**.

Do the fluency building drills for 5 minutes at the beginning and end of each tutoring session.

N: Read Phrases

"Now let's read some phrases."

- Tutor pulls out the Lesson 3: Read These Phrases page. With a blank card, tutor covers up all the phrases except the WHO phrases.

"All of these phrases tell Who. It can take from one to three words to describe Who."

"Read the first phrase to yourself, then read it to me."

- Student reads each WHO phrase to self, then out loud.

"Can a sentence be just one phrase?" No

"So let's look at the next set of phrases."

- Tutor lowers the blank card to expose the DID WHAT phrases.

"These phrases tell Did What. Read each phrase to yourself (and check any tricky letters), then read it to me."

- Student reads each DID WHAT phrase to self, then out loud.

"A sentence can have just two phrases: a Who and a Did What phrase."

"So go ahead and pick a Who and a Did What phrase and make a short sentence. Point to each phrase as you read it."

- Student says one or more sentences.

"Nice. A phrase can also tell Where something happened."

- Tutor lowers the blank card to expose the WHERE phrases.

"Read each of those Where phrases to yourself (and check any tricky letters), then read it to me."

- Student reads each WHERE phrase to self, then out loud.

"Now create a sentence that has 3 phrases, and point to each phrase as you read it."

- Student says one or more sentences.

FOR A REPEAT LESSON, re-read these phrases.

Lesson 3
READ THESE PHRASES

Student Page # 14

Who phrases:

a lad

Mom

Rob

a van

a bad dog

a hot ham

Did What phrases:

got a hat

can jog

bit a lad

ran

can fit

sat

Where phrases:

in the fog

at a hog

at Ann

on a big log

in a cab

in a pot

STEPS:**Student:**

- read each odd-numbered sentence to himself
- read each sentence out loud
- mark each phrase
- re-read sentence with phrasing

TIP:

If your student has trouble separating Did What from Where, have him mark the sentences in sequence:

Mark the **Who**.

Search for the tiny word that starts a Where phrase. Mark the **Where** phrase next.

What's left over is the Did What phrase. So mark the **Did What** phrase last.

O: Read Sentences

"Now let's look at some sentences that someone else made out of those phrases."

- Tutor pulls out the Lesson 3: Read These Sentences page.

"Read that first sentence to yourself to figure out any tough words."

- Student reads sentence to himself.

"Now read it out loud to me." Mom got a hat.

"Excellent. Now mark the **Who** phrase."

- Student uses pencil to draw under-up Mom.

"Mark the **Did What** phrase.

- Student uses pencil to draw under-up got a hat.

"Now read it with that phrasing. Put a little pause where the line goes up." Mom . . . got a hat.

"Nice phrasing."

"Now read the third sentence to yourself to figure out any tough words."

- Student reads sentence to himself.

"Now read it out loud to me." Rob can jog in the fog.

"Good reading. Now mark the **Who** phrase."

- Student uses pencil to draw under-up Rob.

"Mark the **Did What** phrase."

- Student uses pencil to draw under-up can jog.

"Mark the **Where** phrase."

- Student uses pencil to draw under-up in the fog.

"Now read it with that phrasing." Rob . . . can jog . . . in the fog.

"Nice phrasing."

FOR A REPEAT LESSON

have the student read and mark the EVEN-numbered sentences.

Lesson 3

Student Page # 15

READ THESE SENTENCES

Then mark the phrases and re-read with phrasing.

1. Mom got a hat.
2. A bad dog bit a lad.
3. Rob can jog in the fog.
4. A lad ran at a hog.
5. A hot ham can fit in a pot.
6. A bad dog ran at Ann.
7. Mom can fit in a cab.
8. Rob sat on a big log.
9. A van can fit on a big log.
10. A bad dog sat on Ann.

Student reads-Tutor says

lob—lobster, lobby

van—vanish, vanity, vandalize,
vandalism, Vancouver

gob—gobble, goblet, goblin





nav—navigate,

vam—vampire

pov—poverty

zip—zipper, zippidy-do-dah, zip
code, zippydoc—doctor, docket, document,
doctrine, documentation,
documentarycop—copier, copper, cop-out,
copy, copyright

rob—robin, Robert, robber

STEPS:**Student:** tap the vowel**b-d-p** check for tricky letters touch-and-say slowly blend fast like a word**Tutor:**give clues to help student
come up with several real
words.**P: Create Longer Words Together**

“As you know, nonsense words are often the first syllables of longer words. So to get ready to read longer words, let’s practice reading nonsense words.”

- Tutor gives the Lesson 3: Read Longer Words Together page to student.

“To figure out that first word, either tap the vowel, check for tricky letters, then touch-and-say, or (if you wish), just slowly blend the sounds together, then say it fast like a word.” Lob

TUTOR NOTE: An older student might be able to read these nonsense words without needing to touch-and-say and slowly blend. If so, and he can read them accurately, you can drop those steps in this one procedure only.

“Can you think of a real word that starts with Lob?” No

“My favorite seafood restaurant is called Red Lob. . .”
Lobster

“Right. Lobster.”

“Or, when you walk into a fancy hotel, right inside the door is a big room called the Lob. . .” Lobby

“Yes. Lobby.”

“Now move the card down and figure out the next word. Be sure to check the tricky letter.”

- Continue this pattern using the words in the column.

TUTOR NOTE: Older students with good vocabularies enjoy this task. But younger students may NOT be able to think of any words.

If this task is frustrating your student, change the directions. Say:
“Some of these words are real, some are nonsense. Read each word, then tell me if it’s a real word, or not.”

FOR A REPEAT LESSON:

Read the list from the bottom to the top.

Lesson 3
CREATE LONGER WORDS TOGETHER

Student Page # 16

lob

van

gob

nav

vam

pov

zip

doc

cop

rob

That's it for Today

"You've done a lot of reading and spelling today. Thank you for working so hard."

Optional Extra Practice

This extra practice is optional. It can be done during a session or taken home.

ALWAYS do the first problem on each page together **BEFORE** your student takes it home—to make sure he knows what to do.

You can give either the Lesson 3: Extra Practice #1 page, the Lesson 3: Extra Practice #2 page, or both pages.

After completing each page, have the student read each word out loud to you.

Lesson 3
EXTRA PRACTICE #1

Student Page # 17

Put one of these vowels in each blank spot and create a real word.

a i o

m ____ p

s ____ b

n ____ d

j ____ g

s ____ t

b ____ b

t ____ p

l ____ d

v ____ n

z ____ p

Lesson 3
EXTRA PRACTICE #2:

Student Page # 18

Put the letter at the beginning of each line into the blanks on that line, then read the word.

a b ____ d l ____ b

p ____ i n t o ____

d h a ____ ____ o t

o n ____ d c ____ b

k ____ i d ____ i t

j ____ o g ____ i g