

LESSON 1

Teacher Instructions

Read the words in **bold** out loud to your learner.

Today, you will start to learn how to read. You already know the letters of the alphabet. You know they can be uppercase or lowercase. Now you will learn that letters don't just have names like A, B, C, and D. Letters also make sounds.

(point to the *a*)

***a* is the first sound in *apple*. Say the *a* sound three times: *aaa, aaa, aaa* (point to the *a* each time)**

(point to the *m*)

***m* is the first sound in *muffin*. Say the *m* sound three times: *mmm, mmm, mmm*. (point to the *m* each time)**

(point to the *n*)

***n* is the first sound in *nest*. Say the *n* sound three times: *nnn, nnn, nnn*. (point to the *n* each time)**

(point to the *s*)

***s* is the first sound in *sand*. Say the *s* sound three times: *sss, sss, sss*. (point to the *s* each time)**

(point to the *t*)

***t* is the first sound in *toad*. Say the *t* sound three times: *t, t, t*. (point to the *t* each time)**

(point to the *x*)

***x* is the last sound in *fox*. Say the *x* sound three times: *x, x, x*. (point to the *x* each time)**

(point to the *h*)

***h* is the first sound in *hat*. Say the *h* sound three times: *hhh, hhh, hhh* (point to the *h* each time)**

(point to the *d*)

***d* is the first sound in *door*. Say the *d* sound three times: *d, d, d* (point to the *d* each time)**

(point to the *w*)

***w* is the first sound in *water*. Say the *w* sound three times: *w, w, w* (point to the *w* each time)**

Practice your letter sounds. Point to each letter and say its sound.

The word *was* is a memory word. That means it breaks the rules and you need to remember it.

(point to the *w*)

The *w* doesn't break the rules.

(point to the *s*)

The *s* doesn't break the rules.

(point to the *a*)

But the *a* does break the rules. What sound does *a* usually make? (pause for your student to answer)

That's right! *A* usually makes the sound *aaa* like the first sound in *apple*.

But in the word *was*, the *a* makes the sound *uuu*, like the first sound in *umbrella*.

***Was. Was. Was.* (point to the word each time you say it)**

Because it breaks the rules, you can remember the word *was*.

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a

m

n

s

t

x

h

d

w

was

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Read the words in **bold** out loud to your learner.

When you put sounds together, they make words.

This is the sound *a*. This is the sound *m*. When you say them together fast, they make the word ***am***.

This is the sound *a*. This is the sound *n*. When you say them together fast, they make the word ***an***.

This is the sound *a*. This is the sound *x*. When you say them together fast, they make the word ***ax***.

This is the sound *s*. This is the sound *a*. This is the sound *m*. When you say them all together fast, they make the word ***Sam***.

Sam is a name. That is why we use an uppercase S as the first letter. We do that with all names.

Even when a letter is uppercase or lowercase, it makes the same sound.

Practice reading these words. Remember, when you say sounds together fast, they make a word.

Point to each word as you read it.

A sentence is a group of words that work together to share an idea. You have read sentences that start with an uppercase letter and end with a period.

Now you will read two types of sentences.

One is a sentence you've already read that ends with a period. (point to the *period*)

This type of sentence is called a statement.

The new sentence you will read ends with a question mark. (point to the *question mark*)

This type of sentence is called a question.

Here's a question:

How many legs does a dog have?

Here's a statement:

A dog has four legs.

Read the sentences out loud.

Underline the following words:

- sad
- was

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a m am
→

a n an
→

a x ax
→

S a m Sam
→

Was Max sad?

Max was sad. Max sat.

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Read the words in **bold** out loud to your learner.

Read the words out loud.

Circle the following words:

- **ham**
- **sand**
- **wax**

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am an ax Sam

ham hat has tax

Tam man Max

had dad sand

hand sad mad

wax Dan ad was

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Read the words in **bold** out loud to your learner.

Read the sentences. Write the sentences.

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Was Max sad? Max was sad.

Dad had a hat.

Max had wax and sand.
