

READING AND SPELLING

PURE & SIMPLE

A B C

PHONICS-BASED LESSONS
FOR ELEMENTARY, TEEN, AND ADULT STUDENTS

Pre-Unit | Lessons A-E

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RRG
REAL READING CO.

Pre-Unit

**Preparing for Lesson 1
with
Lessons A – E**

Preparing for Lesson 1 with Lessons A Through E

Does your student know the letters of the alphabet and the order in which they appear? If not, now is the time to learn the alphabet. Popular ways to learn the English alphabet are to (1) memorize and practice “The Alphabet Song”; (2) practice writing the alphabet letters in order; and (3) use a set of flash cards to drill through the letters.

If your student is not ready for Lesson A, you might benefit by investigating the Reading and Spelling Pure & Simple Kindergarten & First Grade Workbook Series. This workbook series complements the lessons and introduces alphabet letters, one at a time.

This Pre-Unit, consisting of Lessons A through E, is not needed by every student. Some students already recognize the letters of the alphabet and know the sounds associated with them. If this is the case with your student, you may proceed to Lesson 1 on page 23.

Lessons A through E contain valuable teaching tips for beginning instructors. Experienced teachers may also benefit from the observations and insights presented here.

Lesson A	introduces:	<i>a, m, t, b</i>
Lesson B	introduces: Reviews: <i>a, m, t, b</i>	<i>l, p, n</i>
Lesson C	introduces: Reviews: <i>a, m, t, b, l, p, n</i>	<i>s, g, r, f</i>
Lesson D	introduces: Reviews: <i>a, m, t, b, l, p, n, s, g, r, f</i>	<i>h, w, v, j</i>
Lesson E	introduces: Reviews: <i>a, m, t, b, l, p, n, s, g, r, f, h, w, v, j</i>	<i>x, y, z</i>

Teachers: You will find these lessons easier to teach if you familiarize yourself with the information found on pages **xiii** (general information), **xv** (procedure), **xvi** (teacher prep), and **xviii** (supply list).

Sound Chart for the Pre-Unit

Lesson A

|ă|



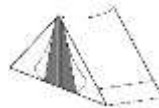
apple

|m|



money

|t|



tent

|b|



baseball

Lesson B

|l|



light bulb

|p|



pen

|n|



nose

Lesson C

|s|



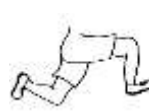
sun

|g|



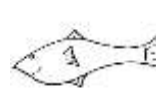
guitar

|r|



run

|f|



fish

Lesson D

|h|



hat

|w|



web

|v|



vase

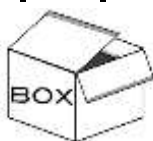
|j|



jacket

Lesson E

|ks|



box

|y|



yoyo

|z|



zebra

Overview of Lessons A Through E

"Do you know what this letter is?"

*"That's right. It's **a**."*

*"Did you know that **a** makes a special sound? It says |ă|, as in **apple**."*

*"Let's say it together: |ă|, |ă|, |ă| . . . |ă| as in **apple**."*

Being introduced to a character of the alphabet and learning the sound that it makes is to take one's first step as a reader! We start with one letter, and once your student has mastered it, it will be time to introduce another letter, and another, and so forth. It is important for your student to realize that there is a connection between written letters and spoken sounds. (We'll discuss the fact later that some letters are capable of making more than one sound.) Recognizing the correlation between written letters and sounds is essential for real reading.

Reading is based on recognizable patterns. We prefer to explain reading concepts in terms of "patterns" rather than "rules." Students find patterns far less intimidating than rules. Being able to recognize letters and express their associated sounds enables students to read a huge array of words. There is no need to memorize words if one knows how to apply the patterns. Students who have received true phonics instruction will not guess at words, nor will they be dependent on other people to know what a word is or how to pronounce it.

Learning to spell is an integral part of this program. After your student has read several words, he will write the words on notebook paper. The act of writing by hand helps students remember words and creates "muscle memory." Writing also instills confidence and promotes mastery. We want students to know not only how to read but also how to write effectively. Don't skip the spelling process!

This Pre-Unit covers one vowel and seventeen consonants. After finishing Lesson E, your student will advance to Lesson 1. Lessons A through E are not needed by every student, as some pupils already have a good grasp of vowels and consonants. If your student hesitates over the words in Lesson 1, we advise you to start instead with Lesson A. (The last lesson in the Pre-Unit and the first lesson of the main unit intentionally cover the same one vowel and 17 consonants to make for a seamless transition.)

If you decide to skip the Pre-Unit, take a few minutes to skim through the helpful teaching tips and techniques found on pages 6, 8, 10, 12, and 14.

Watch your student's eyes! If he has a guessing habit, often he will look at you or at the ceiling instead of at the words printed on the page. Such a student usually is skilled at reading facial expressions to determine if a guessed-at word is correct. *Reading and Spelling* is designed to thwart the guessing habit. Undoing any habit takes time, so you may need to remind your student to pay attention to every letter in every word and to read (and spell) FROM LEFT TO RIGHT.

Instructions for Lesson A

Introduce the pronunciation and spelling pattern for the short sound of the vowel letter a. Also introduce the consonants m, t, and b.

General Instructions

► **Point with a sharpened pencil to each of the large black letters listed across the top of the page:** A a, M m, T t, and B b. Ask your student to say each letter's sound: **a** says |ă|; **m** says |m| (not |ŭmŭh|); **t** says |t| (not |tŭh|); and **b** says |b| (not |bŭŭh|). The letter **b** has a clipped-off sound. References: Sound Chart (page 4), List of 48 Sounds (page xiv), and Pronunciation Guide (pages 225-254).

► **At Roman numeral I, point to the left side of the first word:** am. **Ask your student to read this word out loud.** Discuss the meaning of **am** (**am** is a word that indicates existence) and give an example of this word in a sentence. "*I am reading with you.*" Next, have your student read the second word **at** and also discuss its meaning (**at** is a location word). Example: "*I am at school.*" Relax and take your time. Your student must train his brain and eyes to recognize letters, a process which accomplished readers tend to take for granted. Allow time for practicing until your student reads each word without hesitation. After your student has successfully read both words in Roman numeral I, mark the Pre-Unit Completion Chart (found on p. 283) with a 100 beside Roman numeral I, in the column marked **R** (R is for reading).

Teen and adult students usually do not need to have a completion chart until Lesson 1.

► **Next, say (call out) each word in Roman numeral I and have your student spell it on notebook paper.** Use the words in sentences. Allow time for your student to think about how to write the words. [You might ask, "*What letter makes the first sound you hear in at?*" (|ă| . . . **a**). "*What letter makes the second sound you hear?*" (|t| . . . **t**). After your student has correctly spelled both words, mark the completion chart with a 100 beside the **S** (S is for spelling).

► **Now, have your student read and spell all of the rest of the words in Lesson A. Discuss the meanings of these words.** Keep a dictionary handy to look up unfamiliar or difficult-to-define words. Mark the completion (progress) chart.

II PRACTICE mat and tam. "*There is a mat on the floor.*" "*A tam is a hat.*"

III PRACTICE tat and tab. "*Megan and Kimberly's grandmother might teach them how to tat lace.*" "*A tab in the notebook helps us find our place.*" [You might point to a **tab** in a notebook.]

IV PRACTICE bat. Note: **B** is pronounced |b|, not |bŭŭh|. Shorten or clip off the |ŭh| sound as much as possible. Direct your student to blend the first letter **b** with the second letter **a** to get |bă|, then add the last letter sound **t**: |bă| . . . |t| → |băt|. Words with multiple meanings, like **bat**, are easily understood in context. "*Jarod went to bat in the first inning of the game using his own baseball bat.*" "*Mattias tried to bat away the black bat as it flew around his head.*" "*Emily will bat her eyelashes when she is delighted.*"

V & VI REVIEW the reading and spelling of all seven words. Be sure that your student understands the word meanings. Ask for a definition or for a word to be used in a sentence or ask your student to act out a word. Mark the completion chart and let your student place a sticker in the space provided.

Lesson A

A a

M m T t B b

- I. am at
- II. mat tam
- III. tat tab
- IV. bat
-

Review

- V. bat mat tam at
- VI. tab am tat