

# ***STAIRWAY TO READING LESSONS***

## **Table of Contents**

Lesson 1	The first 12 Simple Code letters
Lesson 2	Blending sounds
Lesson 3	The first 19 Simple Code letters
Lesson 4	Blending sounds
Lesson 5	All 26 Simple Code letters
Lesson 6	Blending sounds together
Lesson 7	Words with sounds represented by double consonants
Lesson 8	Three-letter vowel-consonant-consonant words
Lesson 9	Four-letter consonant-vowel-consonant-consonant words
Lesson 10	Four-letter consonant-consonant-vowel-consonant words
Lesson 11	Magic 'e'
Lesson 12	The consonant digraphs 'ck', 'sh', 'th', and 'ch'
Lesson 13	The sound /ō/
Lesson 14	The sound /ow/
Lesson 15	The two sounds of the letters 'ow'
Lesson 16	The sound /er/
Lesson 17	The sound /ē/
Lesson 18	The sounds /ar/ and /or/
Lesson 19	Segmenting words
Lesson 20	The sound /oo/
Lesson 21	The sound /ə/
Lesson 22	The silent letter digraphs 'wh', 'wr', 'gn', and 'kn'
Lesson 23	The sound /ī/
Lesson 24	The sound /z/
Lesson 25	The sound /ā/
Lesson 26	The sounds /ng/ and /nk/
Lesson 27	The sound /air/
Lesson 28	The sound /ū/
Lesson 29	The suffix 'ed'
Lesson 30	The sound /ō/
Lesson 31	The sound /s/
Lesson 32	The sound /ū/
Lesson 33	The sound /j/
Lesson 34	The sound /ě/
Lesson 35	The sound /ch/
Lesson 36	The sound /f/
Lesson 37	The sound /oy/
Lesson 38	The sound /k/
Lesson 39	The sound /ī/
Lesson 40	The sound /sh/
Page 41	Next Stages

# Lesson 1 — Sounds of 12 Letters

## WHO NEEDS THIS LESSON

This lesson is for students who are unable to read all five words on the first line of Part 1 of the diagnostic test. First, discover whether the student is unable to read these words because he doesn't know the sounds represented by the letters or because he can't blend those sounds together to make words, or both. One by one, print all 12 letters on the dry-erase board and ask the student to say the most common sound represented by each letter. The first 12 letters are: 'b', 'a', 'c', 't', 'i', 's', 'm', 'h', 'r', 'o', 'p', and 'g'.







- If the student knows the most common sounds represented by all 12 letters, proceed to Lesson 2.

## WHAT THIS LESSON TEACHES

This lesson will give the student practice on the first 12 letters until he knows them all thoroughly and automatically.

## TEACHING THE LESSON

Spend a maximum of five minutes on each activity, making an effort to keep the sessions varied and fast-paced.

-  **FLASHCARDS** Go through the deck of 12 Simple Code flashcards and ask the student to say the sound represented by the letter on each card. He should not be expected to be able to read the words on the flashcards, just know the most common sound represented by each letter. If the student finds it hard to remember the sounds of these letters, try to devise ways to attach them to the Velcro in his brain. For example, the letter 'b' looks like a bat with a ball beside it. The letter 's' looks like a wiggly snake and makes a hissing sound. The letter 'o' looks like someone's mouth just before the doctor sticks a tongue depressor into it and asks him to say "ahhhh". Perhaps his name contains some of the sounds. You might want to increase your student's motivation by using a progress graph.
-  **TREASURE HUNT** Lay the 12 flashcards along a path through your house and challenge the student to follow the trail to the end where he will find a small treat, such as a nickel. To advance, he must say the sound for each card. Extra interest can be added by hiding a Froot Loop under some of the flashcards.
-  **FLASHCARDS** Ask the student's father or older sibling to practise the sounds with him for a few minutes.
-  **BINGO** Use the 12 flashcard letters and Pages 2 and 3 of the Bingo file.
-  **LETTER FORMATION** Ask the student to print the 12 letters, upper- and lower-case, saying their sounds out loud as he prints the corresponding letter. The letters should always travel from top to bottom and from left to right.
-  **FLASHCARDS** Ask the student to become the teacher and try to teach you, a rather stupid pupil, the sounds.

## TESTING MASTERY

When the student knows all 12 sounds, print the following words on the dry-erase board.

mit                    sog                    bic                    rab                    hap

- If the student is unable to read all five words with ease, proceed to Lesson 2.
- If the student is able to read all five words with ease, proceed to Lesson 3.

# Lesson 2 — Blending of 12 Sounds

## WHO NEEDS THIS LESSON


This lesson is for students who know the first 12 sounds but are unable to read all five words on the first line of Part 1 of the diagnostic test.


## WHAT THIS LESSON TEACHES


This lesson will teach the student to blend sounds together to make words.

## TEACHING THE LESSON


The student will be working with the first 12 flashcard letters (group #1).


 **LETTER ARRANGING** Ask the student to draw three horizontal lines along the bottom of his dry-erase board. His first task is to arrange three flashcard letters in the right order to make words. Place the letters ‘a’, ‘t’, and ‘c’ on the board and tell the student that he is going to spell the word *cat*. You may have to help him to hear the three different sounds in *cat*. Once he has identified /k/ as the first sound in *cat*, ask him to slide the appropriate letter down to the left-hand line on his dry-erase board, explaining that in English we write down the sounds from left to right. Next, ask him to slide the letter that represents the second sound in *cat* down to the middle line on his dry-erase board. Finally, ask him to slide the remaining letter down to the right-hand line. Ask him to repeat all three sounds in order and then say the word — /k/, /ă/, /t/: *cat*. Repeat the process for the following words: *tap, bat, hip, pig, rat, sip, mop, cot, cab, and got*.


 **LETTER CHANGING** Place all 12 letters face-up on the top of the dry-erase board. Slide the letters ‘c’, ‘a’, and ‘t’ onto the three horizontal lines at the bottom of the dry-erase board, tell the student that you have made the word *cat*, and ask him to change one letter to make the word into *bat*. You may have to coach him about the three sounds in *bat*, the order that they occur, and so on. Continue the process for the following words: *rat, mat, and sat*. Explain that up until now, he has been changing the first letter to make the new word, but that now he will be changing the last letter. Continue with the following words: *sac, sag, and sap*. Finally, explain that he will need to change the middle letter for the next two words, and ask him to spell *sip* and *sop*.

 **WORD COPYING** One by one, print the following words on the dry-erase board: *cat, tap, bat, hip, pig, rat, sip, mop, cot, cab, and got*. After you print each word, ask the student to say the sounds in the word and then blend them together to make a word — for example, /k/, /ă/, /t/: *cat*. Ask him to copy the word onto a page in his notebook, saying each sound aloud as he writes the corresponding letter.

 **BINGO** Use the sheets on Pages 4-6 of the Bingo file.

 **SENTENCES** Ask the student to read aloud the sentences on Page 1 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on the dry-erase board. Insist on capitals and periods.

 **DICTIONARY** Ask the student to print each of the following words on his dry-erase board as you dictate them one by one: *cat, tap, bat, hip, pig, rat, sip, mop, cot, cab, and got*. The student should say each sound aloud as he prints its letter.

 **STORY** Ask the student to read the story on Page 2 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

mit

sog

bic

rab

hap

- If the student is able to read all five words with ease, proceed to Lesson 3.

# Lesson 3 — Sounds of 19 Letters

## WHO NEEDS THIS LESSON

This lesson is for students who are able to read all five words on the first line of Part 1 of the diagnostic test. Print the following words on the dry-erase board.

dun                      luk                      jaf

- If the student can read all three words, proceed to Lesson 5.

The first thing to discover is whether the student is unable to read these words because he doesn't know the sounds represented by the letters or because he can't blend those sounds together to make words, or both. One by one, print the seven new letters on the dry-erase board and ask the student to give you the most common sound represented by each letter. The seven new letters are: 'n', 'u', 'd', 'f', 'j', 'k', and 'l'.

- If the student knows the most common sounds represented by these letters, proceed to Lesson 4.

## WHAT THIS LESSON TEACHES

This lesson will give the student practice on the first 19 letters until he knows them all thoroughly and automatically.

## TEACHING THE LESSON

Spend a maximum of five minutes on each activity, making an effort to keep the sessions varied and fast-paced.

- 📄 **FLASHCARDS** Go through the deck of 19 Simple Code flashcards and ask the student to say the sound represented by the letter on each card. He should not be expected to be able to read the words on the flashcards, just know the most common sound represented by each letter. If the student finds it hard to remember the sounds of these letters, try to devise ways to attach them to the Velcro in his brain. For example, ask him to pretend that his tongue is in the shape of the letter 'l' when he is making its sound. Draw arrows pointing UP from the letter 'u' to remind him that /ū/ is the first sound in *up*. And so on. You might want to increase your student's motivation by using a progress graph.
- ✂️ **TREASURE HUNT** Lay the 19 flashcards along a path through your house and challenge the student to follow the trail to the end where he will find a small treat, such as a nickel. To advance, he must say the sound for each card. Extra interest can be added by hiding a Froot Loop under some of the flashcards.
- 📄 **FLASHCARDS** Ask the student's father or older sibling to practise the sounds with him for a few minutes.
- ✂️ **BINGO** Use the 19 flashcard letters and Pages 7 and 8 of the Bingo file.
- ✍️ **LETTER FORMATION** Ask the student to print the 19 letters, upper- and lower-case, saying the sound out loud as he prints the corresponding letter. The letters should travel from top to bottom and from left to right.
- 📄 **FLASHCARDS** Ask the student to become the teacher and try to teach you, a rather stupid pupil.

## TESTING MASTERY

When the student knows all 19 sounds, print the following words on the dry-erase board.

dun                      luk                      jaf

- If the student is unable to read all three words with ease, proceed to Lesson 4.
- If the student is able to read all three words with ease, proceed to Lesson 5.

# Lesson 4 — Blending of 19 Sounds

## WHO NEEDS THIS LESSON








This lesson is for students who know the first 19 sounds but are unable to read all three words on the second line of Part 1 of the diagnostic test.

## WHAT THIS LESSON TEACHES

This lesson will teach the student to blend sounds together to make words.

## TEACHING THE LESSON

The student will be working with the first 19 flashcard letters.

-  **LETTER ARRANGING** Ask the student to draw three horizontal lines along the bottom of his **dry-erase board**. Place the letters ‘i’, ‘l’, and ‘d’ on the board and ask the student if he knows the first sound in the word *lid*. You may have to help him to hear the three different sounds in *lid*. Once he has identified /l/ as the first sound in *lid*, ask him to slide the appropriate letter down to the left-hand line on his dry-erase board. Explain that in English we write the sounds from left to right. Next, ask him to slide the letter that represents the second sound in *lid* down to the middle line on his dry-erase board. Finally, ask him to slide the remaining letter down to the right-hand line. Ask him to repeat all three sounds in order and then say the word — /l/, /ɪ/, /d/: *lid*. Repeat the process for the following words: *run, rub, jig, kid, lug, fun, jug, kit, nod, and fin*.
-  **LETTER CHANGING** Place the following letters face-up on the top of the dry-erase board: ‘l’, ‘i’, ‘d’, ‘k’, ‘r’, ‘h’, ‘b’, ‘t’, ‘g’, ‘n’, ‘a’, ‘o’, and ‘u’. Slide ‘l’, ‘i’, and ‘d’ into the three lines at the bottom of the dry-erase board, tell the student that you have made the word *lid*, and ask him to change one letter to make the word into *kid*. You may have to coach him as to the three sounds in *kid*, the order they occur, and so on. Continue the process for the following words: *rid, hid, and bid*. Explain that up until now he has been changing the first letter to make the new word and that now he must change the last letter. Continue with the following words: *bit, bin, and big*. Finally, explain that he will need to change the middle letter and ask him to spell: *bag, bog, and bug*.
-  **WORD COPYING** One by one, print the following words on the dry erase board: *lid, run, rub, jig, kid, lug, fun, jug, kit, nod, and fin*. After you print each word, ask the student to say the sounds in each word and then blend them together to make a word — /l/, /ɪ/, /d/: *lid*. Ask him to copy the word onto a page in his notebook, saying each sound aloud as he prints the corresponding letter.
-  **BINGO** Use the sheets on Pages 9-11 of the Bingo file.
-  **SENTENCES** Ask the student to read aloud the sentences on Page 3 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on the dry-erase board. Insist on capitals and periods.
-  **DICTION** Ask the student to print each of the following words on his dry-erase board as you dictate them one by one: *lid, run, rub, jig, kid, lug, fun, jug, kit, nod, and fin*. He should say each sound aloud as he prints the corresponding letter.
-  **STORY** Ask the student to read the story on Page 4 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

dun            luk            jaf

- If the student can read all three words with ease, proceed to Lesson 5.

# Lesson 5 — Sounds of 26 Letters

## WHO NEEDS THIS LESSON

This lesson is for students who are able to read all three words on the second line of Part 1 of the diagnostic test. Print the following words on the dry-erase board.

wez                  quax                  yev

- If the student can read all three words, proceed to Lesson 7.

The first thing to discover is whether the student is unable to read these words because he doesn't know the sounds represented by the letters or because he can't blend those sounds together to make words, or both. One by one, print the last seven letters on the dry-erase board and ask the student to give you the most common sound represented by each letter. The last seven letters are: 'v', 'e', 'z', 'qu', 'y', 'w', 'x'.

- If the student knows the most common sounds represented by these letters, proceed to Lesson 6.

## WHAT THIS LESSON TEACHES

This lesson will give the student practice on the 26 letters of the alphabet until he knows them all thoroughly and automatically.

## TEACHING THE LESSON

Spend a maximum of five minutes on each activity, making an effort to keep the sessions varied and fast-paced.

- 📄 **FLASHCARDS** Go through the deck of 26 Simple Code flashcards and ask the student to say the sound represented by the letter on each card. He should not be expected to be able to read the words on the flashcards, just know the most common sound represented by each letter. If the student finds it hard to remember the sounds of these letters, try to devise ways to attach them to the Velcro in his brain. For example, the most common sound of the letter 'e' is found in his name if he is Ben or Fred. The letter 'w' looks something like a wagon. Explain that in English the letter 'q' is always followed by 'u', and that these are the first two letters in the chocolate drink "Quik". And so on. You might want to increase your student's motivation by using a progress graph.
- ✂ **TREASURE HUNT** Lay the 26 flashcards along a path through your house and challenge the student to follow the trail to the end where he will find a small treat, such as a nickel. To advance, he must say the sound for each card. Extra interest can be added by hiding a Froot Loop under some of the flashcards.
- 📄 **FLASHCARDS** Ask the student's father or older sibling to practise the sounds with him for a few minutes.
- ✂ **BINGO** Use the 26 flashcard letters and the sheets on Pages 12 and 13 of the Bingo file.
- ✍ **LETTER FORMATION** Ask the student to print the 26 letters, upper- and lower-case, saying the sound out loud as he prints the corresponding letter. The letters should travel from top to bottom and from left to right.
- 📄 **FLASHCARDS** Ask the student to become the teacher and try to teach you, a rather stupid pupil.

## TESTING MASTERY

When the student knows all 26 sounds, print the following words on the dry-erase board.

wez                  quax                  yev

- If the student is unable to read all three words with ease, proceed to Lesson 6.
- If the student is able to read all three words with ease, proceed to Lesson 7.

# Lesson 6 — Blending of 26 Sounds

## WHO NEEDS THIS LESSON








This lesson is for students who know all of the letters of the alphabet but are unable to read all three words on the third line of Part 1 of the diagnostic test.

## WHAT THIS LESSON TEACHES

This lesson will teach the student to blend sounds together to make words.

## TEACHING THE LESSON

The student will be working with all 26 flashcard letters of the alphabet.

-  **LETTER ARRANGING** Ask the student to draw three horizontal lines along the bottom of his dry-erase board. Place the letters ‘t’, ‘e’, and ‘v’ on the board and ask the student if he knows the first sound in the word *vet*. You may have to help him to hear the three different sounds in *vet*. Once he has identified /v/ as the first sound in *vet*, ask him to slide the appropriate letter down to the left-hand line on his dry-erase board. Explain that in English we write the sounds from left to right. Next, ask him to slide the letter that represents the second sound in *vet* down to the middle line on his dry-erase board. Finally, ask him to slide the remaining letter to the right-hand line. Ask him to repeat all three sounds in order and then say the word — /v/, /ě/, /t/: *vet*. Repeat the process for the following words: *fox*, *yip*, *yet*, *van*, *tug*, *red*, *mix*, *wet*, *win*, *quit*, and *quiz*.
-  **LETTER CHANGING** Place the following letters face-up on the top of the dry-erase board: ‘v’, ‘e’, ‘t’, ‘b’, ‘y’, ‘w’, ‘j’, ‘s’, ‘m’, ‘n’, ‘x’, ‘i’, and ‘a’. Slide ‘v’, ‘e’, and ‘t’ onto the three lines at the bottom of the dry-erase board, tell the student that you have made the word *vet*, and ask him to change one letter to make the word into *bet*. You may have to coach him as to the three sounds in *bet*, the order they occur, and so on. Continue the process for the following words: *yet*, *wet*, *jet*, *set*, and *met*. Explain that up until now he has been changing the first letter to make the new word and that now he must change the last letter. Continue with the following words: *men* and *mex*. Finally, explain that he will need to change the middle letter and ask him to spell: *mix* and *max*.
-  **WORD COPYING** One by one, print the following words on the dry erase board: *vet*, *quiz*, *fox*, *yip*, *yet*, *van*, *zap*, *mix*, *wet*, *win*, and *quit*. After you print each word, ask the student to say the sounds in each word and then blend them together to make a word — /v/, /ě/, /t/: *vet*. Ask him to copy each word onto a page in his notebook, saying each sound aloud as he prints the corresponding letter(s).
-  **BINGO** Use the sheets on Pages 14-16 of the Bingo file.
-  **SENTENCES** Ask the student to read aloud the sentences on Page 5 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on the dry-erase board. Insist on capitals and periods.
-  **DICTIONARY** Ask the student to print each of the following words on his dry-erase board as you dictate them one by one: *vet*, *quiz*, *fox*, *yup*, *yet*, *van*, *mix*, *wet*, *win*, and *quit*. He should say each sound aloud as he prints the corresponding letter(s).
-  **STORY** Ask the student to read the story on Page 6 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

dun          luk          jaf

- If the student can read all three words with ease, proceed to Lesson 7.

# Lesson 7 — Double Consonants

## WHO NEEDS THIS LESSON

This lesson is for students who can read all three words on the third line of Part 1 of the diagnostic test. Print the following words on the dry-erase board.

vill                  tass                  suff                  mezz

- If the student can read all four words, proceed to Lesson 8.

## WHAT THIS LESSON TEACHES

This lesson will teach the student to read words with sounds that are represented by the double consonants ‘zz’, ‘ll’, ‘ss’, and ‘ff’. Consonants are sounds that are made using one or more parts of your mouth, like /p/ and /m/. Vowels sounds come from your throat, like /a/ and /ō/.

## TEACHING THE LESSON

The student will be working with 30 flashcard letters (add the extra ‘z’, ‘l’, ‘s’, and ‘f’ to the 26 letters of the alphabet). Explain to the student that sometimes sounds can be represented by two letters.

- 📄 **LETTER ARRANGING** Ask the student to draw four horizontal lines along the bottom of his dry-erase board. Explain that he is going to be spelling some words which have double letters and that, even though there are two letters, they still represent only one sound. Place the following letters on the dry-erase board: ‘z’, ‘u’, ‘f’, and ‘z’, and tell the student that he is going to spell the word *fuzz*. Ask him if he knows the first sound in *fuzz*. You may have to help him to hear the three different sounds in *fuzz*. Once he has identified /f/ as the first sound in *fuzz*, ask him to slide the appropriate letter down to the left-hand line on his dry-erase board. Explain that in English we write the sounds from left to right. Next, ask him to slide the letter that represents the second sound in *fuzz* down to the middle line on his dry-erase board. Finally, ask him to slide the remaining two letters down to the two right-hand lines. Ask him to repeat all three sounds in order and then say the word — /f/, /ū/, /z/: *fuzz*. Point out that the /z/ sound is represented by two letters here. Repeat the process for the following words: *fizz*, *buzz*, *pass*, *tiff*, *puff*, *fuss*, *will*, *fill*, *miss*, *jazz*, *mass*, *fell*, *pass*, *huff*, *loss*, *hiss*, *muff*, and *mess*.
- 📄 **SENTENCES** Ask the student to read the sentences on Page 7 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on his dry-erase board. Insist on capitals and periods.
- 📄 **BINGO** Use the sheets on Pages 17-20 of the Bingo file.
- 📄 **STORY** Ask the student to read the story on Page 8 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

vill                  tass                  suff                  mezz

- If the student can read all four words with ease, proceed to Lesson 8.

### **HAVE YOU FOUND THIS MATERIAL USEFUL IN HELPING YOUR CHILD?**

Please consider making a donation to the Society for Quality Education at [www.societyforqualityeducation.org/donate.html](http://www.societyforqualityeducation.org/donate.html) to assist us in promoting existing resources like Stairway to Reading and in developing new ones.



# Lesson 8 — Vowel-Consonant-Consonant Words

## WHO NEEDS THIS LESSON

This lesson is for students who can read words with sounds that are represented by double consonants. Print the following words on the dry-erase board.

omp          und          esk          aps          ict

- If the student can read all five words, proceed to Lesson 9.

## WHAT THIS LESSON TEACHES

This lesson will teach students to read vowel-consonant-consonant words (as in *its*).

## TEACHING THE LESSON

The student will be working with 33 flashcard letters (add all seven extra letters to the 26 letters of the alphabet).

- 📄 **LETTER ARRANGING** Ask the student to draw three horizontal lines along the bottom of his dry-erase board. Explain that he is going to spell words that have three sounds and three letters: that is, each sound is represented by one letter. Place the following letters on the dry-erase board: ‘n’, ‘a’, ‘d’. Tell the student that he is going to spell the word *and*. Ask him to place the letter that represents the first sound in *and* in the left-hand line, followed by the letter that represents the second sound in *and*, and then the letter for the third sound. Some coaching may be necessary, including practice hearing all three sounds in the word *and*. Ask the student to say the sound represented by each letter as he slides it into place and, when all the letters are in place, to repeat the word — /ă/, /n/, /d/: *and*. Repeat the process with the following words: *ant, ask, oft, amp, asp, imp, ump, end, aft, act, and its*.
- ✍️ **WORD COPYING** One by one, print the following words on the dry-erase board: *and, ant, ask, oft, amp, asp, imp, ump, end, aft, act, and its*. After you print each word, ask the student to say the sounds in each word and then blend them together to make a word — /ă/, /n/, /d/: *and*. Then, ask him to copy each word onto a page in his notebook, saying each sound aloud as he prints the corresponding letter.
- ✍️ **DICTION** Ask the student to close his notebook and print each of the following words on his dry-erase board: *and, ant, ask, oft, amp, asp, imp, ump, end, aft, act, and its*. He should say each sound aloud as he prints the corresponding letter.
- 📄 **SENTENCES** Ask the student to read the sentences on Page 9 of the Reading Material.. Extra practice can be provided by dictating some of the sentences for the student to print on his dry-erase board. Insist on capitals and periods.
- 📄 **LETTER CHANGING** Place the following letters on the top of the dry-erase board: ‘u’, ‘s’, ‘f’, ‘e’, ‘t’, ‘p’, ‘i’, ‘o’, and ‘m’. Ask the student to draw three horizontal lines along the bottom of his dry-erase board and then bring down the letters to spell the nonsense word *uft*, saying the word slowly. The student may need some coaching, including practice in hearing all three sounds in *uft*. Repeat the process for the following nonsense words: *ust, est, ept, ipt, ist, isp, osp, esp, and emp*.
- 📄 **STORY** Ask the student to read the story on Page 10 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

omp          und          esk          aps          ict

- If the student can read all five words with ease, proceed to Lesson 9.

# Lesson 9 — Consonant-Vowel-Consonant-Consonant Words

## WHO NEEDS THIS LESSON

This lesson is for students who can read three-letter words whose last two letters are consonants. Print the following words on the dry-erase board.

yund          lomp          milt          pesk


- If the student can read all four words, proceed to Lesson 10.


## WHAT THIS LESSON TEACHES


This lesson will teach students to read consonant-vowel-consonant-consonant words (as in *lamp*).


## TEACHING THE LESSON


The student will be working with all 33 flashcard letters (add all seven extra letters to the 26 letters of the alphabet).


 **LETTER ARRANGING** Ask the student to draw four horizontal lines along the bottom of his dry-erase board and explain that he will be spelling words with four sounds. Place the letters ‘m’, ‘a’, ‘p’, and ‘l’ on the dry-erase board and tell the student he is going to spell the word *lamp*. Ask him to place the letter that represents the first sound in *lamp* on the left-hand line, followed by the letters that represent the second, third, and fourth sounds. Some coaching may be necessary, including practice hearing all four sounds in the word *lamp*. Ask the student to say the sound represented by each letter as he slides it into place and, when all the letters are in place, to repeat the word — /l/, /ă/, /m/, /p/: *lamp*. Repeat the process with the following words: *hump, hand, pump, limp, bend, silk, milk, tent, rust, fast, tilt, went, hint, golf, desk, mask, bulb, soft, and bats*.

 **WORD COPYING** One by one, print the following words on the dry-erase board: *lamp, hump, hand, pump, limp, bend, silk, milk, tent, rust, fast, tilt, went, hint, golf, desk, mask, bulb, soft* and *bats*. After you print each word, ask the student to say the sounds in each word and then blend them together to make words — /l/, /ă/, /m/, /p/: *lamp*. Then, ask him to copy each word onto a page in his notebook, saying each sound aloud as he prints the corresponding letter.

 **DICTATION** Ask the student to close his notebook and print each of the following words on his dry-erase board as you dictate them one by one: *lamp, hump, hand, pump, limp, bend, silk, milk, tent, rust, fast, tilt, went, hint, golf, desk, mask, bulb, soft* and *bats*. He should say each sound aloud as he prints the corresponding letter.

 **SENTENCES** Ask the student to read the sentences on Page 11 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on his dry-erase board. Insist on capitals and periods or question marks.

 **LETTER CHANGING** Place the following letters on the top of the dry-erase board: ‘b’, ‘m’, ‘g’, ‘t’, ‘f’, ‘a’, ‘s’, ‘h’, ‘u’, ‘i’, ‘n’, ‘l’, ‘p’, and ‘o’. Ask the student to draw four horizontal lines along the bottom of his dry-erase board and then bring down the letters to spell the nonsense word *gast*, saying the word slowly and distinctly. The student may need some coaching, including practice in hearing all four sounds in *gast*. Repeat the process with the following nonsense words: *bast, bant, bint, bilt, milt, milf, pilf, pinf, punf, hunf, and honf*.

 **STORY** Ask the student to read the story on Page 12 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

yund          lomp          milt          pesk

If the student can read all four words with ease, proceed to Lesson 10.

# Lesson 10 — Consonant-Vowel-Consonant-Consonant Words

## WHO NEEDS THIS LESSON

This lesson is for students who can read four-letter words whose first letter and last two letters are consonants. Print the following words on the dry-erase board.

veff          unt          plix          drob          kazz

- If the student can read all five words, proceed to Lesson 11.


## WHAT THIS LESSON TEACHES


This lesson will teach students to read consonant-consonant-vowel-consonant words (as in *club*).


## TEACHING THE LESSON


The student will be working with all 33 flashcard letters (add all seven extra letters to the 26 letters of the alphabet).


**LETTER ARRANGING** Ask the student to draw four horizontal lines along the bottom of his dry-erase board and explain that he will be spelling words with four sounds. Place the letters ‘l’, ‘u’, ‘b’, and ‘c’ on the dry-erase board and tell the student he is going to spell the word *club*. Ask him to place the letter that represents the first sound in *club* on the left-hand line, followed by the letters that represent the second, third, and fourth sounds. Some coaching may be necessary. Have the student say the sound represented by each letter as he slides it into place and, when all the letters are in place, to repeat the word — /k/, /l/, /ũ/, /b/: *club*. Repeat the process with the following words: *clam*, *drum*, *slot*, *frog*, *twig*, *spot*, *grab*, *grit*, *trap*, *glob*, *fret*, *sled*, *skip*, *plum*, and *drag*.


 **WORD COPYING** One by one, print the following words on the dry-erase board: *club*, *clam*, *drum*, *slot*, *frog*, *twig*, *spot*, *grab*, *grit*, *trap*, *glob*, *fret*, *sled*, *skip*, *plum*, and *drag*. After you print each word, ask the student to say the sounds in each word and then blend them together to make a word — /k/, /l/, /ũ/, /b/: *club*. Then, ask him to copy each word onto a page in his notebook, saying each sound aloud as he prints the corresponding letter.

 **SENTENCES** Ask the student to read the sentences on Page 13 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on his dry-erase board. Insist on capitals and periods or question marks.

 **BINGO** Use the sheets on Pages 21-24 of the Bingo file.

 **DICTIONARY** Ask the student to print each of the following words on his dry-erase board as you dictate them one by one: *club*, *clam*, *drum*, *slot*, *frog*, *twig*, *spot*, *grab*, *grit*, *trap*, *glob*, *fret*, *sled*, *skip*, *plum*, and *drag*. He should say each sound aloud as he prints the corresponding letter.

 **LETTER CHANGING** Place the following letters on the top of the dry-erase board: ‘p’, ‘r’, ‘a’, ‘b’, ‘i’, ‘t’, ‘o’, ‘l’, ‘f’, ‘h’, ‘g’, and ‘m’. Ask the student to draw four horizontal lines along the bottom of his board, and then bring down the letters to spell the nonsense word *prab*, saying the word slowly and distinctly. The student may need some coaching, including practice in hearing all four sounds in the word *prab*. Repeat the process for the following nonsense words: *prib*, *pib*, *piht*, *pobt*, *pot*, *plot*, *lot*, *loft*, *hoft*, *hot*, *rot*, *grot*, *got*, *gom*, *pom*, *prom*, *pram*, and *prab*.

 **STORY** Ask the student to read the story on Page 14 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

veff          unt          plix          drob          kazz

- If the student can read all five words with ease, proceed to Lesson 11.

# Lesson 11 — Magic ‘e’

## WHO NEEDS THIS LESSON

This lesson is for students who can read all five words on the fourth line of Part 1 of the diagnostic test. Print the following words on the dry-erase board.



gote          hibe          bule          quape          jede

- If the student can read all five words, proceed to Lesson 12.



## WHAT THIS LESSON TEACHES

This lesson will teach the “Magic e” rule whereby the addition of a silent ‘e’ to the end of a Consonant-Vowel-Consonant word changes the vowel’s short sound to its long sound.



## TEACHING THE LESSON

-  **WORD CHANGING** Print the word *not* on the dry-erase board. Ask the student to read the word. Using a different colour, add the letter ‘e’ to the end of *not*. Tell the student that the word has become *note* because the ‘e’ at the end, although it is silent, reaches back through the ‘t’ to the ‘o’ and makes it say its name. Explain that magic ‘e’ can usually reach back past only one consonant. Print the word *cod* on the dry-erase board and ask the student to read the word. Give him a differently-coloured marker and ask him to add the letter ‘e’ to the end of *cod* and then read the new word. Continue the process with the following words: *rod*, *tot*, *mop*, *con*, *rob*, *slop*, and *glob*.
-  **PAIRS IN GROUPS** Ask the student to practise reading the words in the ‘o’ box on Page 15 of the Reading Material — first *not*, then *note*; first *cod*, then *code*, and so on. Explain there does not need to be a consonant between the vowel and magic ‘e’ for the rule to work. Teach *toe*, *doe*, and *Joe*. Then ask the student to read the ‘o-e’ sentences on Page 16 of the Reading Material. Do not spend any more than ten minutes on this concept at any one time; instead proceed to Lesson 12 and keep returning to this lesson for five or ten minutes in subsequent sessions until the concept has been mastered. When the student is solid on the /ō/ to /ō/ words, follow the same process for the /ǎ/ to /ā/ words, followed by the /ĩ/ to /ī/ words (teaching *pie*, *die*, *tie* and *lie*), the /ũ/ to /ū/ words (teaching *cue*), and /ě/ to /ē/ words (teaching *see*, *wee*, *tee*, *bee* and *fee*).

## AFTER ALL FIVE SOUND TRANSFORMATIONS HAVE BEEN TAUGHT

-  **CRAZY LETTERS** Play Crazy “Magic e” using the sheets on Pages 2-4 in the Crazy Letters file.
-  **UNGROUPED PAIRS** Cut out each individual transformation box, for example 

not	→	note
-----	---	------

, on Page 15 of the Reading Material. Mix all of these transformation boxes together and arrange them in two columns. Ask the student to read all of the combinations out loud two or three times, and then start timing how long it takes for him to read through them, keeping track of his progress on the progress graph if desired. Extra practice can be provided by dictating some of the combinations for him to print on the dry-erase board.
-  **BINGO** Use the sheets on Pages 25-28 in the Bingo file.
-  **STORY** Ask the student to read the story on Page 17 of the Reading Material.

## TESTING MASTERY

When the student can read all of the combinations in under 100 seconds, print the following words on the dry-erase board.

gote          hibe          fule          quape          zene

- If the student can read all five words with ease, there is no further need to practise “Magic e” words.

# Lesson 12 — Consonant Digraphs

## WHO NEEDS THIS LESSON

This lesson is for students who either can read all five words on the fifth line of the diagnostic test or who are working on “Magic e” words. Print the following nonsense words on the dry-erase board.

jick                      shap                      chot                      thun

- If the student can read all four words with ease, proceed to Lesson 13.

## WHAT THIS LESSON TEACHES

This lesson will teach the digraphs ‘ck’ (*pick*), ‘sh’ (*ship*), ‘th’ (*this*), and ‘ch’ (*chat*). Digraphs are two letters used together to represent a single sound.

## TEACHING THE LESSON

Since the student has already read some words in which a single sound is represented by two letters (for example, *quit*, *buzz*, and *note*), he should not have difficulty with the concept of digraphs. Explain that in this lesson he will be practising four sets of letters that represent a single sound.

- 📄 **FLASHCARDS** Show the student the flashcards for ‘ck’, ‘sh’, ‘ch’, and ‘th’. (These flashcards are in the #1 group of Advanced Code flashcards.) With the flashcards, spend a few minutes practising the sounds. If the student finds it hard to learn these digraphs, try to devise ways to attach them to the Velcro in his brain. For example, most students will be able to remember /th/ because it is the first sound in *the*. The digraph ‘ck’ is easy because both ‘c’ and ‘k’ normally represent /k/. For ‘ch’, a picture of a choo-choo train with the letters ‘ch’ coming out of the chimney is one idea. After a short practice session, place the flashcards where the student can refer to them as you continue.
- 📄 **LETTER ARRANGING** Ask the student to draw five horizontal lines along the bottom of his dry-erase board, explaining that some of the words in this exercise will have four letters and some will have five letters. Place the letters ‘h’, ‘s’, ‘p’, and ‘i’ on the dry-erase board. Ask the student to tell you the first sound in the word *ship*. You may have to help him to hear the three different sounds in *ship*. Once he has identified /sh/ as the first sound in *ship*, ask him to slide the appropriate letters down to the left-hand slots on his dry-erase board. Next, ask him to slide the letter that represents the second sound in *ship* down to the next slot, and then the remaining letter down to the last slot. Ask the student to say the three sounds in order and then say the word — /sh/, /i/, /p/: *ship*. Repeat the process for the following words: *shin*, *shot*, *wish*, *lock*, *pack*, *tick*, *chin*, *chop*, *chat*, *this*, *that*, *with*, *shine*, *block*, *chime*, *math*, *shock*, *chick*, *then*, and *bench*.
- ✍️ **WORD COPYING** Print the following words on the dry-erase board one by one: *ship*, *shin*, *shot*, *wish*, *lock*, *pack*, *tick*, *chin*, *chop*, *chat*, *this*, *that*, *with*, *shine*, *block*, *chime*, *math*, *shock*, *chick*, *then*, and *bench*. After you have printed each word, ask the student to copy each word onto a page in his notebook, saying each sound as he writes the corresponding letter(s).
- 🌀 **SENTENCES** Ask the student to read the sentences on Page 18 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
- ✂️ **BINGO** Use the sheets on Pages 29-32 of the Bingo file.
- ✍️ **DICTION** Ask the student to print each of the following words on his dry-erase board as you dictate them one by one: *ship*, *shin*, *shot*, *wish*, *lock*, *pack*, *tick*, *chin*, *chop*, *chat*, *this*, *that*, *with*, *shine*, *block*, *chime*, *math*, *shock*, *chick*, *then*, and *bench*. He should say each sound aloud as he prints the corresponding letter(s) and then say the word — /b/, /ě/, /n/, /ch/: *bench*.
- 🌀 **STORY** Ask the student to read the story on Page 19 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

frock                      flesh                      champ                      throb

- If the student can read all four words with ease, proceed to Lesson 13.

For your information, ‘th’ actually represents two sounds, as the difference between *thigh* and *thy* will show. Since few people even notice the difference, *Reading Rescue* uses /th/ to stand for both sounds.

# Lesson 13 — The /ō/ Sound

## WHO NEEDS THIS LESSON


This lesson is for students who are either working on or can read “Magic e” words and who know ‘sh’, ‘ch’, ‘ck’, and ‘th’.


## WHAT THIS LESSON TEACHES


This lesson teaches additional ways of representing the sound /ō/ (as in *goat*).


## TEACHING THE LESSON


Remind the student that he already knows that the sound /k/ can be represented in more than one way (‘c’, ‘k’, and ‘ck’). Explain that most sounds can be represented in more than one way and that today he will be learning additional ways of representing the sound /ō/ (he already knows ‘o-e’ and ‘oe’).


 **FLASHCARDS** Show the student the five /ō/ flashcards (‘o-e’ as in *home*; ‘oa’ as in *goat*; ‘ow’ as in *own*, ‘o’ as in *go* and ‘oe’ as in *toe*. (These flashcards are in the #2 group of Advanced Code flashcards.) Point out that the letter ‘o’ usually represents the sound /ō/ (*hot*) but that in some words it does represent the sound /ō/ (*go*). Join the five /ō/ flashcards with the ‘ch’, ‘sh’, ‘ck’, and ‘th’ flashcards and drill the student for a minute or two. After a short practice session, leave the five /ō/ flashcards face-up where the student can refer to them.

 **WORD SORTING** Ask the student to make five columns on a blank page in his notebook and assign each column one of the ways of representing the sound /ō/. Then show the student Page 20 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /b/, /ō/, /t/: *boat*. If he prints the word in the wrong column, ask him to move it to the correct column. If he spells the word wrong, give him prompts to help him to correct the spelling. The word *slowpoke* is boxed because it can go in either the ‘ow’ column or the ‘o-e’ column, or both. There are a lot of /ō/ words on Page 20, more than most students need and/or can handle in one session.

 **BINGO** Use the sheets on Pages 33-36 in the Bingo file.

 **SENTENCES** Ask the student to read the sentences on Page 21 of the Reading Material. There are a lot of sentences, more than most students can handle in one session. Repeated readings of the same sentences on subsequent days may be beneficial. Extra practice can be provided by dictating some of the sentences for the student to print on the dry-erase board. Insist on capitals and periods or question marks.

 **CRAZY LETTERS** Play Crazy /ō/ using the sheets on Pages 5-7 in the Crazy Letters file.

 **STORY** Ask the student to read the story on Page 22 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

foal                  grope                  host                  woe                  bowl

- If the student can read all five words with ease, proceed to Lesson 14.

For your information, there are several uncommon ways of representing the sound /ō/, including ‘ough’ as in *dough*; ‘oo’ as in *brooch*; ‘ew’ as in *sew*; ‘eau’ as in *bureau*, and ‘ou’ as in *soul*, but these ways of representing /ō/ are not presented in *Stairway to Reading*.

# Lesson 14 — The /ow/ Sound







## WHO NEEDS THIS LESSON

This lesson is for students who have learned the main ways of representing the sound /ō/.

## WHAT THIS LESSON TEACHES

This lesson teaches the two main ways of representing the sound /ow/ (as in *cow*).

## TEACHING THE LESSON

-  **FLASHCARDS** Show the student the two /ow/ flashcards ('ou' as in *loud* and 'ow' as in *cow*) and explain that these are the two main ways of representing the sound /ow/. It might help the student to remember the sound if you talk about the sound he makes when he hurts himself, as in "Ow! That hurts!" Add the /ow/ cards to your flashcard deck (which already contains 'sh', 'ck', 'ch', and 'th') and spend a few minutes drilling the sounds. After a short practice session, leave the /ow/ flashcards where the student can refer to them. If the student points out that the letters 'ow' are already in use to represent the sound /ō/, compliment him on being really smart and agree that the letters 'ow' can represent both the sound /ō/ and the sound /ow/. In today's lesson however, the letters 'ow' will always represent /ow/ (as in *cow*).
-  **WORD SORTING** Ask the student to make two columns on a blank page in his notebook and assign each column one of the ways of representing /ow/. Give him Page 23 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /k/, /ow/: *cow*. Make sure that the student places each word in the correct column and, if he spells a word wrong, give him prompts to help him correct the spelling. There are a lot of /ow/ words on Page 23, possibly more than the student needs; it may be preferable to break the task into two or more days.
-  **BINGO** Use the sheets on Pages 37-40 of the Bingo file.
-  **SENTENCES** Ask the student to read the sentences on Page 24 of the Reading Material. Extra practice can be provided by dictating some of the sentences for the student to print on the dry-erase board. Insist on capitals and periods or question marks.
-  **CRAZY LETTERS** Play Crazy /ow/ using the sheets on Pages 8-10 of the Crazy Letters file.
-  **STORY** Ask the student to read the story on Page 25 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

cowl            lout            louse

- If the student can read all three words with ease, proceed to Lesson 15.

For your information, the sound /ow/ can also be represented by the letters 'ough' as in *bough*, but this way of representing /ow/ is not presented in *Stairway to Reading*.

In Ontario, the /ow/ sound is pronounced in two different ways (as in *out* and in *noun*), but there is no need to differentiate between the two pronunciations.

# Lesson 15 — The Letters ‘ow’

## WHO NEEDS THIS LESSON






This lesson is for students who have learned how to represent the sound /ow/.

## WHAT THIS LESSON TEACHES

In this lesson, the student will learn to determine whether the letters ‘ow’ are representing the sound /ō/ or the sound /ow/ in unknown words.

## TEACHING THE LESSON

Some students will have a lot of trouble with this exercise. As it is not essential, cut the session short if the student is really struggling and proceed to the next lesson.

-  **FLASHCARDS** Show the student the two ‘ow’ flashcards (*own* from Lesson 13 and *cow* from Lesson 14). Ask the student what sound the letters ‘ow’ are representing on the *own* card. Then ask what sound the letters ‘ow’ are representing on the *cow* card. Once you have established that ‘ow’ can represent both /ō/ and /ow/, explain to the student that he is going to have to be a detective and figure out whether ‘ow’ is representing /ō/ or /ow/ in unknown words. After a short practice session with the two ‘ow’ flashcards, leave them face-up where the student can refer to them.
-  **SOUND SORTING** Ask the student to print the letters ‘OW’ at the top in the centre of a blank page of his notebook. Ask him to make two columns and print *own* at the top of one column and *cow* at the top of the other column. Give him Page 26 of the Reading Material and tell him that his task is to sort these words according to whether they contain the sound /ō/ or the sound /ow/. The /ō/ words will go in the *own* column and the /ow/ words in the *cow* column. The first word is *grow*. The student begins by trying one of the two sounds. If he tries /ow/ first, he will say /g/, /r/, /ow/, which is of course not a word, and he should be encouraged to try the other sound. Once he has produced the word *grow*, ask him to copy the word into the correct column. If he starts to print *grow* in the *cow* column, tell him it should go in the other column. He should say each sound as he prints the corresponding letter(s) and then say the word — /g/, /r/, /ō/: *grow*. If he spells the word wrong, give him prompts to help him correct the spelling. If he tries the wrong sound but can still make a real word (for example, reading *town* as *tone*), explain that that is not how *tone* is spelled and that he should try the other sound. Because the words *bow* and *sow* can go in either column, they are boxed on Page 15. (In the /ō/ column, bow is the kind of bow that you tie, while in the /ow/ column, it is the kind of bow that you make to the king). There are a lot of ‘ow’ words on Page 26, possibly more than the student needs; it may be preferable to break the task into two or more days.
-  **BINGO** Use the sheets on Pages 41-44 of the Bingo section file.
-  **UNDERLINING** Print on the dry-erase board, one by one, a series of ‘ow’ words from Pages 20 and 23 in the Reading Material. The student’s task is to say the sounds in each word, simultaneously underlining the corresponding letter(s) with his own marker as he says each sound, and then saying the word — /g/, /r/, /ō/, /ŋ/: g r ow ŋ: *grown*.
-  **CRAZY LETTERS** Take all the ‘ow’ words out of the Crazy /ō/ and the Crazy /ow/ decks, mix them together, and play Crazy ‘ow’.

## TESTING MASTERY

Once the student has grasped this concept or it is clear that this exercise is not helpful to him, proceed to Lesson 16.



# Lesson 16 — The /er/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who have worked on ‘ow’ words.

## WHAT THIS LESSON TEACHES

This lesson teaches the six main ways of representing the sound /er/ (as in *her*).

## TEACHING THE LESSON

- 📄 **FLASHCARDS** Show the student the six /er/ flashcards (‘er’ as in *her*; ‘ur’ as in *fur*; ‘ir’ as in *bird*; ‘or’ as in *word*; ‘ear’ as in *learn*; and ‘ar’ as in *dollar*). Explain that there are six main ways of representing the sound /er/, but that the first three are much more common. If the student finds it hard to remember the /er/ sound, discuss ways to fix it in his memory — for example, it might be the sound he makes when he is undecided, or it might be one of the sounds in someone’s name (for example, Irving or Peterer or Curtis). Add the six /er/ flashcards to the deck and drill the student for a few minutes. If the deck is getting too big, eliminate the best-known flashcards. Especially with a younger and/or harder-to-teach student, it might be advisable to tackle only the first three ways of representing /er/ on the first day, adding the others later on when the first three ways have been mastered. After a short practice session, leave the /er/ flashcards face-up where the student can refer to them.
- ✍️ **WORD SORTING** Ask the student to divide a notebook page into six sections (three columns in the top two-thirds of the page and three columns in the bottom third). Give him Page 27 in the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /h/, /er/: *her*. There are a lot of /er/ words on Page 27, possibly more than the student needs or can handle in one session.
- 🌀 **UNDERLINING** Print, one by one, several /er/ words on the dry-erase board. The student’s task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sound and then saying the word — /b/, /er/, /d/: b ir d; *bird*.
- 🦋 **BINGO** Use the sheets on Pages 45-58 of the Bingo file.
- 🌀 **SENTENCES** Ask the student to read the sentences on Page 28 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
- 🦋 **CRAZY LETTERS** Play Crazy /er/ using the sheets on Pages 11-13 of the Crazy Letters file.
- 🌀 **STORY** Ask the student to read the story on Page 29 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

pert          furl          girth          wort          dearth          gizzard

- If the student can read all six words with ease, proceed to Lesson 17.

For your information, ‘ur’ and ‘ir’ almost always represent the /er/ sound, except when they are followed by “Magic e” (*cur* becomes *cure*, *fir* becomes *fire*). The letters ‘or’ usually represent the sound /or/, except at the end of some words and after the letter ‘w’.

There are several additional ways of representing the sound /er/, including ‘yr’ as in *syrup*, ‘r’ in *sour*, ‘ure’ as in *nature*, and ‘our’ as in *honour*, but these ways of representing /er/ are not presented in this lesson. The Reading Material includes some words that represent the /er/ sound using the letters ‘re’ as in *fire*,

# Lesson 17 — The /ē/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /er/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ē/ (as in *see*).

## TEACHING THE LESSON

- 📄 **FLASHCARDS** Show the student the eight /ē/ flashcards ('ee' as in *see*; 'e-e' as in *Pete*; 'ea' as in *eat*; 'y' as in *funny*; 'i' as in *Lisa*; 'ie' as in *chief*; 'e' as in *me*; and 'ey' as in *key*). *Stairway to Reading* students already know 'ee' and 'e-e'. Add the eight /ē/ flashcards to the deck (cull it if it is getting too big) and drill the student for a few minutes. Leave the /ē/ flashcards face-up where the student can refer to them.
- ✍️ **WORD SORTING** Ask the student to divide a notebook page into eight sections. Give him Page 30 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /b/, /ē/: *bee*. Many of the words are homonyms (same sound, different spelling, different meaning), and the student should learn the meaning of each homonym as far as possible. The words in boxes hold two /ē/ sounds and thus can be placed in two columns (for example, **really** contains two /ē/ sounds and can be placed in either the 'ea' column or in the 'y' column or both). There are a lot of /ē/ words on Page 30, possibly more than the student needs. Especially with younger and/or hard-to-teach students, it might be a good idea to tackle only the first three ways of representing /ē/ in the first session, adding the others later.
- 🌀 **UNDERLINING** Print one by one several /ē/ words on the dry-erase board. The student's task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sound and then saying the word — /s/, /ē/, /m/: s ea m; *seam*.
- ✂️ **BINGO** Use the sheets on Pages 49-52 of the Bingo file.
- 🌀 **SENTENCES** Ask the student to read the sentences on Page 31 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
- ✂️ **CRAZY LETTERS** Play Crazy /ē/ using the sheets on Pages 14-16 of the Crazy Letters file.
- 🌀 **STORY** Ask the student to read the story on Page 32 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

deem east ratty re wield medley mete pita

- If the student can read all eight words with ease, proceed to Lesson 18.

For your information, 'ee' and 'ea' are the most common ways of representing /ē/. The letter 'y' usually represents the sound /ē/ only when it is the last letter in the word. The student has already learned the /ī/ sound of the letters 'ie', which is the sound that 'ie' usually represents. Likewise, the student has already learned the /ē/ sound of the letter 'e', the sound that it usually represents.

A less common way of representing the sound /ē/ is 'ei' as in *ceiling*, but this way of representing /ē/ is not presented in this lesson.

# Lesson 18 — The /ar/ & /or/ Sounds








## WHO NEEDS THIS LESSON

This lesson is for students who can read /ē/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches the main ways of representing the sounds /ar/ (as in *car*) and /or/ (as in *for*).

## TEACHING THE LESSON

-  **FLASHCARDS** Show the student the /ar/ flashcard ('ar' as in *car*). Explain that the letters 'ar' are almost the only way to represent the sound /ar/ (except for the words such as *are* and the letters 'ear' as in *heart*). Show the student the five /or/ flashcards ('or' as in *for*; 'ore' as in *store*; 'oar' as in *roar*; 'ar' as in *war*; and 'our' as in *your*), also from the #6 group of Advanced Code flashcards. Point out that when the letters 'ar' come after 'w' or 'qu' they usually represent the sound /or/. Students do not usually have trouble remembering the /ar/ and /or/ sounds, as they are associated with the known words *are* and *or*. Add the /ar/ and /or/ flashcards to the deck (cull some flashcards if desired) and drill the student for a few moments. After a short practice session, leave the /ar/ and /or/ flashcards face-up where the student can refer to them.
-  **WORD SORTING** Ask the student to divide a notebook page into five sections, one for each /or/ sound. Give him Page 33 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /k/, /or/, /n/, *corn*. Many of the words are homonyms (same sound, different spelling, different meaning), and the student should learn which is which as far as possible. There are a lot of /or/ words on Page 33, possibly more than the student needs. Then ask the student to read the /ar/ words: if he has trouble reading them, ask him to copy them on to a separate page in his notebook.
-  **UNDERLINING** Print one by one several /ar/ words on the dry-erase board. The student's task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sounds and then saying the word — /b/, /ar/, /n/; b ar n; *barn*. Once the student is solid on /ar/ words, print several /or/ words. Remind the student that 'ar' represents /or/ after 'w' and 'qu'.
-  **BINGO** Use the sheets on Pages 53-56 of the Bingo file.
-  **SENTENCES** Ask the student to read the sentences on Page 34 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
-  **CRAZY LETTERS** Play Crazy /or/ using the sheets on Pages 17-19 of the Crazy Letters file.
-  **STORY** Ask the student to read the story on Page 35 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

tarn          port          warp          hoar          lore          mourn

- If the student can read all six words with ease, proceed to Lesson 19.

There are less common ways of representing the sound /or/, including 'oor' as in *door*; and 'aur' as in *aura*, but these ways of representing /or/ are not presented in *Stairway to Reading*.

# Lesson 19 — Segmenting Words

## **WHO NEEDS THIS LESSON**

This lesson is for students who can read /ar/ and /or/ words.

## **WHAT THIS LESSON TEACHES**

This lesson teaches students how to segment words of two or more syllables. Approximately five minutes should be spent practising this skill at the start of every session from now on.

## **TEACHING THE LESSON**

✍ SEGMENTING In today's lesson, the student will be reading the words on Page 36 of the Reading Material. The point of the exercise is to develop the student's ability to segment multi-syllabic words. His task is to say the first syllable aloud, then the second syllable, and finally the whole word — (in to → into). There may be more words on Page 36 than the student will be able to read in five minutes. Many students will benefit from repeated run-throughs of the same page. You might want to increase your student's motivation by using a progress graph. Many of the words on the segmentation pages appear in the reading material on the next few pages.

After five minutes, proceed to Lesson 20.

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# Lesson 20 — The /oo/ Sound








## WHO NEEDS THIS LESSON

This lesson is for students who can read /ar/ and /or/ words and have begun learning to segment multi-syllabic words.

## WHAT THIS LESSON TEACHES

This lesson teaches the ten main ways of representing the sound /oo/ (as in *soon*).

## TEACHING THE LESSON

-  **FLASHCARDS** Show the student the ten /oo/ flashcards ('oo' as in *soon*; 'ue' as in *glue*; 'ew' as in *new*; 'u-e' as in *tune*; 'u' as in *super*; 'ou' as in *soup*; 'ui' as in *fruit*; 'o' as in *do*; 'o-e' in *move*; and 'oe' as in *shoe*). This is one of the most difficult sounds. Many students find /oo/ a hard sound to remember, partly because there are so many ways of representing the sound, all of which can represent other sounds, and partly because it is just a hard sound to remember. Explore different ways to attach the sound /oo/ to the Velcro in the student's brain: for example, perhaps /oo/ is the sound the student makes when he is excited; or the sound in someone's name, like Bruce or Stewart; or when one says "boo!". Because this is a difficult sound, extra practice with flashcards may be needed. After each practice session, leave the /oo/ flashcards where the student can refer to them.
-  **WORD SORTING** Ask the student to divide a notebook page into ten sections, give him Page 37 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /m/, /oo/, /n/: *moon*. There are a lot of /oo/ words on Page 37, possibly more than the student needs. Especially with younger and/or hard-to-teach students, it may be a good idea to tackle only the most common ways of representing /oo/ ('oo', 'ue', 'ew', and 'u-e') on the first day and add the others later.
-  **UNDERLINING** Print one by one several /oo/ words on the dry-erase board. The student's task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sounds and then saying the word — /b/, /l/, /oo/: b l ew; *blew*.
-  **BINGO** Use the sheets on Pages 57-60 of the Bingo file.
-  **SENTENCES** Ask the student to read the sentences on Page 38 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
-  **CRAZY LETTERS** Play Crazy /oo/ using the sheets on Pages 20-22 of the Crazy Letters file.
-  **STORY** Ask the student to read the story on Page 39 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

coop    slew    jute    rue    couth    bruin    mover    ado

- If the student can read all eight words with ease, proceed to Lesson 21.

For your information, the first three ways are by far the most common ways of representing the sound /oo/. There are even less common ways of representing the sound /oo/, including 'eu' as in *neutral* and 'ough' as in *through*, but these ways of representing /oo/ are not presented in this lesson.

# Lesson 21 — The /ə/ Sound

## WHO NEEDS THIS LESSON

This is for students who can read /oo/ words and have begun learning to segment multi-syllabic words.

## WHAT THIS LESSON TEACHES

This lesson teaches the three ways of representing the sound /ə/ (as in *cook*).

## SEGMENTING

Before presenting the new sound, ask the student to spend five minutes reading the multi-syllabic words on Page 40 of the Reading Material. His task is to say the first syllable aloud, then the second syllable, and finally the whole word — pig pen → *pigpen*. There may be more words on Page 40 than the student can get through in five minutes. The suffix ‘le’ is introduced in this exercise; explain that the letters ‘le’ at the end of a word usually represent the sounds / ə/, /l/.

## TEACHING THE LESSON

**FLASHCARDS** Show the student the three /ə/ flashcards (‘oo’ as in *cook*; ‘u’ as in *put*; and ‘oul’ as in *could*). The sound /ə/ is very difficult for students to remember and different ways of helping the student to remember it should be explored. For example, it’s the first sound in the French word *oeuf*, or it may be a sound in someone’s name such as *Woody* or *Goodman*, or perhaps the sound that a dog makes when it goes “woof”. Because this is a difficult sound, extra practice with the flashcards may be beneficial. After each practice session, leave the /ə/ flashcards where the student can refer to them.

**WORD SORTING** Ask the student to divide a notebook page into three sections, give him Page 41 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or group of letters as he prints it/them and then saying the word — /k/, /ə/, /k/: *cook*.

**UNDERLINING** Print one by one several /ə/ words on the dry-erase board. The student’s task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sounds and then saying the word — /k/, /ə/, /k/: c oo k; *cook*.

**BINGO** Use the sheets on Pages 61-64 of the Bingo file.

**SENTENCES** Ask the student to read the sentences on Page 42 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

**CRAZY LETTERS** Play Crazy /ə/ using the sheets on Pages 23-25 of the Crazy Letters file.

**SOUND SORTING** Ask the student to sort the ‘oo’ words on Page 43 of the Reading Material into two columns according to whether the word contains the /oo/ sound or the /ə/ sound.

**STORY** Ask the student to read the story on Page 44 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

nook            pullet            should

- If the student can read all three words with ease, proceed to Lesson 22.

For your information, these are the only ways that /ə/ is represented in one-syllable words; however, the sound (called schwa) is very common, appearing in the unstressed syllables of many multi-syllabic words and represented by a variety of vowels (for example, the second syllable of *little*, *captain*, *button*, *booklet*, *pleasant*, *cabin*, and *lettuce*). Since most people are unaware of the schwa sound in unstressed syllables, *Stairway to Reading* does not teach it.

# Lesson 22 — Silent Letters

## WHO NEEDS THIS LESSON

This lesson is for students who can read /ə/ words.


## WHAT THIS LESSON TEACHES


This lesson teaches four letter digraphs that have a silent letter ('wh', 'wr', 'gn', and 'kn'). Digraphs are two letters used together to represent a single sound.


## SEGMENTING


Before beginning on the silent letters, ask the student to spend five minutes segmenting the words on Page 45 of the Reading Material. A few undivided words appear at the end of the list, and the student is encouraged to attempt these when he is ready.


## TEACHING THE LESSON


 **FLASHCARDS** Show the student the five silent letter flashcards ('wh' as in *which*; 'wh' as in *who*; 'wr' as in *wreck*; 'gn' as in *gnash*; and 'kn' as in *know*). Explain that it is always the first letter that is silent, except for 'wh' which sometimes leaves the first letter silent, as in *which*, and sometimes the second letter, as in *who*. Spend a few minutes practising with the flashcards. After a short practice session, leave the silent letter flashcards face-up where the student can refer to them.


 **WORD SORTING** Ask the student to divide a notebook page into five sections (there need to two sections for 'wh' because this digraph can represent two different sounds). Give him Page 46 of the Reading Material and ask him to copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — w/, /ɪ/, /ch/: *which*. Sometimes, students find it helpful to draw a line through the silent letter.

 **UNDERLINING** Print one by one several silent letter words on the dry-erase board. The student's task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sounds and then saying the word — /w/, /ɪ/, /ch/: wh i ch; *which*.

 **BINGO** Use the sheets on Pages 65-68 of the Bingo file.

 **SENTENCES** Ask the student to read the sentences on Page 47 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

 **CRAZY LETTERS** Play Crazy Silent Letters using the sheets on Pages 26-28 of the Crazy Letters file.

 **STORY** Ask the student to read the story on Page 48 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

wrack          gnu          whack          whoop          knave

- If the student can read all five words with ease, proceed to Lesson 23.

For your information, there are many other silent letters (for example, 'h' in *rhyme* and *ghost*; 'p' in *pneumonia*; 'b' in *debt*; and 'n' in *autumn*), but they are less common. From now on, if the student has trouble decoding a word with a silent letter, simply tell him which letter is silent.

# Lesson 23 — The /ī/ Sound

## WHO NEEDS THIS LESSON

This is for students who can read words with silent letters.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ī/ (as in *kite*).

## SEGMENTING

☞ Before presenting the new sound, ask the student to spend five minutes segmenting the words on Page 49 of the Reading Material.

## TEACHING THE LESSON

📄 **FLASHCARDS** Show the student the five /ī/ flashcards ('ie' as in *tie*; 'i-e' as in *kite*; 'i' as in *mind*; 'y' as in *my*; and 'igh' as in *high*). *Stairway to Reading* students already know 'ie' and 'i-e'. Spend a few minutes practising with the flashcards, and after a short practice session, leave the /ī/ flashcards face-up where the student can refer to them.

✍ **WORD SORTING** Using the words on Page 50 of the Reading Material, ask the student to divide a notebook page into five sections and then copy each of the words into the appropriate column, saying the sound represented by each letter or pair of letters as he prints it/them and then saying the word — /t/, /ī/: *tie*.

☞ **UNDERLINING** Print one by one several /ī/ words on the dry-erase board. The student's task is to use a differently-coloured marker to underline the letter(s) representing each sound while at the same time saying the sound and then saying the word — /m/, /ī/, /t/: m igh t; *might*.

✂ **BINGO** Use the sheets on Pages 69-72 of the Bingo file.

☞ **SENTENCES** Ask the student to read the sentences on Page 51 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

✂ **CRAZY LETTERS** Play Crazy /ī/ using the sheets on Pages 29-31 of the Crazy Letters file.

✍ **SOUND SORTING** Ask the student to sort the 'ie' words on Page 52 of the Reading Material into two columns according to whether the word contains the /ī/ sound or the /ē/ sound.

☞ **STORY** Ask the student to read the story on Page 53 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

mire

vie

plight

rind

ply

- If the student can read all five words with ease, proceed to Lesson 24.

For your information, 'igh' is the only way of representing /ī/ that cannot also represent other sounds. There are less common ways of representing the sound /ī/, including 'uy' as in *buy*, 'ei' as in *stein*, 'y-e' as in *type*, 'eigh' as in *height*, 'aye' as in *aye*, and 'eye' as in *eye*, but these ways of representing /ī/ are not presented in this lesson.



# Lesson 24 — The /z/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /ī/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches an additional way of representing the sound /z/ (as in *zip*).

## SEGMENTING

🌀 Before presenting the new sound, ask the student to spend five minutes segmenting the words on Page 54 of the Reading Material.

## TEACHING THE LESSON

📄 **FLASHCARDS** Show the student the two /z/ flashcards ('z' as in *zip* and 's' as in *his*). Explain that the letter 's' often represents the /z/ sound when it is at or near the end of words. Leave the /z/ flashcards where the student can refer to them.

✍️ **WORD SORTING** Using the words on Page 55 of the Reading Material, ask the student to divide a notebook page into two columns and copy each word into the appropriate column, saying each sound out loud.

🌀 **UNDERLINING** Print one by one several /z/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

🌀 **SENTENCES** Ask the student to read the sentences on Page 56 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

🦋 **BINGO** Use the sheets on Page 73-76 of the Bingo file.

🌀 **STORY** Ask the student to read the story on Page 57 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

zeal            taxes

- If the student can read both words with ease, proceed to Lesson 25.

For your information, the sound /z/ can also be represented by the letter 'x', as in *Xerox*, but this way of representing /z/ is not presented in *Stairway to Reading*.

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# Lesson 25 — The /ā/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /z/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ā/ (as in *mate*).

## SEGMENTING

Before presenting the new sound, ask the student to spend five minutes segmenting the words on Page 58 of the Reading Material.

## TEACHING THE LESSON

**FLASHCARDS** Show the student the eight /ā/ flashcards ('a-e' as in *mate*; 'ai' as in *aim*; 'a' as in *acorn*; 'ay' as in *day*; 'ei' as in *vein*; 'eigh' as in *eight*; 'ey' as in *they*; and 'ea' as in *steak*). *Stairway to Reading* students already know 'a-e'. After a short practice session, leave the /ā/ flashcards face-up.

**WORD SORTING** Using the words on Page 59 of the Reading Material, ask the student to divide a notebook page into eight columns and copy each word into the appropriate column, saying each sound out loud.

**UNDERLINING** Print one by one several /ā/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

**BINGO** Use the sheets on Page 77-80 of the Bingo file.

**SENTENCES** Ask the student to read the sentences on Page 60 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

**CRAZY LETTERS** Play Crazy /ā/ using the sheets on Pages 32-24 of the Crazy Letters file.

**STORY** Ask the student to read the story on Page 61 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

prey      trait      gable      neigh      leis      spray

- If the student can read all six words with ease, proceed to Lesson 26.

For your information, the first two ways of representing /ā/ are the most common. Less common ways of representing /ā/ include 'aigh' (as in *straight*), 'er' (as in *foyer*), 'e' (as in *leg*), and 'et' (as in *chalet*), but these ways are not presented in *Stairway to Reading*.

# Lesson 26 — The /ng/ & /nk/ Sounds

## WHO NEEDS THIS LESSON

This lesson is for students who can read /ā/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches the sounds /ng/ (as in *sing*) and /nk/ (as in *sink*).

## SEGMENTING

✍ Before presenting these sounds, ask the student to spend five minutes segmenting the words on Page 62 of the Reading Material.

## TEACHING THE LESSON

📄 **FLASHCARDS** Show the student the two flashcards — /ng/ as in *sing* and /nk/ as in *sink*. Explain that these sounds never occur at the beginning of words. After a short practice session, leave the /ng/ and /nk/ flashcards where the student can refer to them.

✍ **WORD SORTING** Using the words on Page 63 of the Reading Material, ask him to divide a notebook page into two columns and copy each word into the appropriate column, saying each sound out loud.

✍ **UNDERLINING** Print one by one several /nk/ and /ng/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

✍ **SENTENCES** Ask the student to read the sentences on Page 64 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

✂ **BINGO** Use the sheets on Page 81-84 of the Bingo file.

✍ **STORY** Ask the student to read the story on Page 65 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

hank          mung

- If the student can read both words with ease, proceed to Lesson 27.

For your information, the sound /nk/ can also be represented by the letters 'nc', and a few of these words, such as *zinc* and *uncle*, will appear later.

The letters 'ng' are pronounced as two sounds (/ng/, /g/) in words such as *finger* and *hunger*.

# Lesson 27 — The /air/ Sound


## WHO NEEDS THIS LESSON

This lesson is for students who can read /ng/ and /nk/ words.


## WHAT THIS LESSON TEACHES


This lesson teaches the seven main ways of representing the sound /air/ (as in *bare*).


## SEGMENTING


 Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 66 of the Reading Material.


## TEACHING THE LESSON


 **FLASHCARDS** Show the student the seven /air/ flashcards ('are' as in *bare*; 'air' as in *fair*; 'arr' as in *marry*; 'err' as in *merry*; 'ear' as in *bear*; 'ar' as in *Mary*; and 'er' as in *very*). After a short practice session, leave the /air/ flashcards where the student can refer to them.


 **WORD SORTING** Using the words on Page 67 of the Reading Material, ask the student to divide a notebook page into seven columns and copy each word into the appropriate column, saying each sound out loud.

 **UNDERLINING** Print one by one several /air/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

 **BINGO** Use the sheets on Page 85-88 of the Bingo file.

 **SENTENCES** Ask the student to read the sentences on Page 68 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

 **CRAZY LETTERS** Play Crazy /air/ using the sheets on Pages 35-37 of the Crazy Letters file.

 **STORY** Ask the student to read the story on Page 69 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

wares

Perry

swear

feral

lair

Gary

tarry

- If the student can read all seven words with ease, proceed to Lesson 28.

For your information, there are some less common ways of representing the sound /air/, including 'eir' as in *their*; 'ere' as in *there*; 'ayor' as in *mayor*; 'ur' as in *bury*; and 'ayer' as in *prayer*, but these ways of representing /air/ are not presented in this lesson.

# Lesson 28 – The /ū/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /air/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ū/ (as in *cube*).

## SEGMENTING

Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 70 of the Reading Material.

## TEACHING THE LESSON

**FLASHCARDS** Show the student the four /ū/ flashcards ('ue' as in *cue*; 'u-e' as in *cube*; 'u' as in *Cuba*; and 'ew' as in *few*). *Reading Rescue* students already know 'ue' and 'u-e'. After a short practice session, leave the /ū/ flashcards where the student can refer to them.

**WORD SORTING** Using the words on Page 71 of the Reading Material, ask the student to divide a notebook page into four columns and copy each word into the appropriate column, saying each sound out loud.

**UNDERLINING** Print one by one several /ū/ words on the dry-erase board. Ask the student to read the words as he underlines the letters representing each sound.

**BINGO** Use the sheets on Page 89-92 of the Bingo file.

**SENTENCES** Ask the student to read the sentences on Page 72 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

**CRAZY LETTERS** Play Crazy /ū/ using the sheets on Pages 38-40 of the Crazy Letters file.

**STORY** Ask the student to read the story on Page 73 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

cuticle

bemuse

curlicue

pew

- If the student can read all four words with ease, proceed to Lesson 29.

For your information, the sound /ū/ is very close to the sound /oo/, but they *are* different, as witness the fact that *coo* and *cue* are different words. The four main ways of representing /ū/ can also represent /oo/ and it is usually not necessary to belabour the differences between the sounds. There are some less common ways of representing the sound /ū/, including 'eu' as in *feud*; 'eau' as in *beauty*; and 'iew' as in *view*, but these ways of representing /ū/ are not presented in this lesson.

# Lesson 29 — The Letters ‘ed’

## WHO NEEDS THIS LESSON

This lesson is for students who can read /ū/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches how to pronounce the letters ‘ed’ when they are at the end of words.

## SEGMENTING

☞ Before presenting these letters, ask the student to spend five minutes segmenting the words on Page 74 of the Reading Material.

## TEACHING THE LESSON

📄 **FLASHCARDS** Show the student the three ‘ed’ flashcards (*passed*, *patted*, and *played*) and explain that when the letters ‘ed’ are at the end of words they are usually pronounced in one of three different ways: /t/ as in *passed*; /ě,d/ as in *patted*; or /d/ as in *played*. After a short practice session, leave the ‘ed’ flashcards where the student can refer to them.

✍ **WORD SORTING** Using the words on Page 75 of the Reading Material, ask the student to divide a notebook page into three columns and copy each word into the appropriate column, saying each sound out loud.

☞ **UNDERLINING** Print one by one several ‘ed’ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing by each sound.

☞ **SENTENCES** Ask the student to read the sentences on Page 76 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

☞ **STORY** Ask the student to read the story on Page 77 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

slotted

sunned

hunched

- If the student can read all three words with ease, proceed to Lesson 30.

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# Lesson 30 — The /ɔ̃/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read words that end in ‘ed’.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ɔ̃/ (as in *dog*).

## SEGMENTING

Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 78 of the Reading Material.

## TEACHING THE LESSON

**FLASHCARDS** Show the student the seven /ɔ̃/ flashcards (‘o’ as in *dog*; ‘aw’ as in *law*; ‘au’ as in *fraud*; ‘a’ as in *wand*; ‘al’ as in *walk*; ‘augh’ as in *caught*, and ‘ough’ as in *ought*). *Reading Rescue* students already know ‘o’. Students typically have trouble remembering ‘au’ and ‘aw’, and extra practice may be necessary with these two letter pairs. After each practice session, leave the /ɔ̃/ flashcards where the student can refer to them.

**WORD SORTING** Using the words on Page 79 of the Reading Material, ask the student to divide a notebook page into seven columns and copy each word into the appropriate column, saying each sound out loud.

**UNDERLINING** Print one by one several /ɔ̃/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

**BINGO** Use the sheets on Pages 93-96 of the Bingo file.

**SENTENCES** Ask the student to read the sentences on Page 80 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

**CRAZY LETTERS** Play Crazy /ɔ̃/ using the sheets on Pages 41-43 of the Crazy Letters file.

**STORY** Ask the student to read the story on Page 81 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

flaw    prod    waddle    sought    balk    author    haughty

- If the student can read all seven words with ease, proceed to Lesson 31.

**THIS WOULD BE A GOOD TIME TO ORDER WORKBOOKS.  
SEE THE PAGE AFTER LESSON 40.**

For your information, a less common way of representing the sound /ɔ̃/ is ‘ou’ as in *cough*, but this way of representing /ɔ̃/ is not presented in this lesson.

# Lesson 31 — The /s/ Sound


## WHO NEEDS THIS LESSON

This lesson is for students who can read /ǝ/ words.


## WHAT THIS LESSON TEACHES


This lesson teaches additional ways of representing the sound /s/ (as in *sent*).


## SEGMENTING

 Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 82 of the Reading Material.


## TEACHING THE LESSON

 **FLASHCARDS** Show the student the three /s/ flashcards ('s' as in *sent*; 'c' as in *cent*; and 'sc' as in *scent*). Explain to the student that the letter 'c' usually represents the /k/ sound, but that when it is followed by 'e', 'i', or 'y', it usually represents the /s/ sound. Similarly, the letters 'sc' represent /s/ when the 'c' is followed by 'e', 'i', or 'y'; otherwise, the letters 'sc' represent /s/,/k/ as in *scope*. When 'c' is doubled, as in *success*, the first 'c' represents the /k/ sound and the second 'c' usually represents the /s/ sound if it is followed by 'e', 'i' or 'y'. After a short practice session, leave the /s/ flashcards where the student can refer to them.


 **WORD SORTING** Using the words on Page 83 of the Reading Material, ask the student to divide a notebook page into three columns and copy each word into the appropriate column, saying each sound out loud.


 **UNDERLINING** Print one by one several /s/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

 **BINGO** Use the sheets on Pages 97-100 of the Bingo section file.

 **SENTENCES** Ask the student to read the sentences on Page 84 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

 **CRAZY LETTERS** Play Crazy /s/ using the sheets on Pages 44-46 of the Crazy Letters file.

 **SOUND SORTING** Ask the student to sort the 'c' words on Page 85 of the Reading Material into two columns according to whether the word contains the /k/ sound or the /s/ sound. The boxed words can go in either column or both columns.

 **STORY** Ask the student to read the story on Page 86 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

ace            ascend

- If the student can read both words with ease, proceed to Lesson 32.



# Lesson 32 — The /ŭ/ Sound


## WHO NEEDS THIS LESSON

This lesson is for students who can read /s/ words.









## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ŭ/ (as in *cut*).

## SEGMENTING

 Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 87 of the Reading Material.

## TEACHING THE LESSON

-  **FLASHCARDS** Show the student the four / ŭ/ flashcards ('u' as in *cut*; 'o' as in *won*; 'o-e' as in *some*; and 'ou' as in *touch*). After a short practice session, leave the /ŭ/ flashcards where the student can refer to them.
-  **WORD SORTING** Using the words on Page 88 of the Reading Material, ask the student to divide a notebook page into four columns and copy each word into the appropriate column, saying each sound out loud.
-  **UNDERLINING** Print one by one several /ŭ/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.
-  **BINGO** Use the sheets on Pages 101-104 of the Bingo file.
-  **SENTENCES** Ask the student to read the sentences on Page 89 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
-  **CRAZY LETTERS** Play Crazy /ŭ/ using the sheets on Pages 47-49 of the Crazy Letters file.
-  **SOUND SORTING** Ask the student to sort the 'ou' words on Page 90 of the Reading Material into three columns according to whether the word contains the /ow/ sound, the /oo/ sound, or the /ŭ/ sound.
-  **STORY** Ask the student to read the story on Page 91 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

couple

wonder

lover

- If the student can read all three words with ease, proceed to Lesson 33.

For your *information*, there are some less common ways of representing the sound /ŭ/, including 'au' in *because*; 'oo' in *flood*; 'a' in *was*; and 'oe' in *does*. *Was* has already been introduced as a sight word, while *because* and *does* are presented on Page 89 of the Reading Material.

# Lesson 33 — The /j/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /ǔ/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /j/ (as in *jump*).

## SEGMENTING

Before presenting the new sound, ask the student to spend five minutes segmenting the words on Page 92 in the Reading Material.

## TEACHING THE LESSON

**FLASHCARDS** Show the student the three /j/ flashcards ('j' as in *jump*; 'g' as in *gem*; and 'dg' as in *badge*). Explain that the letter 'g' usually represents the /g/ sound, but that when it is followed by 'e', 'i', or 'y', it usually represents the /j/ sound. When 'g' is doubled, it represents only one sound: either /g/ as in *baggy* or /j/ as in *suggest*. In addition, explain that 'dg' never comes at the beginning of a word. After a short practice session, leave the /j/ flashcards where the student can refer to them.

**WORD SORTING** Using the words on Page 93 of the Reading Material, ask the student to divide a notebook page into three columns and copy the words into the appropriate column, saying each sound out loud.

**UNDERLINING** Print one by one several /j/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

**BINGO** Use the sheets on Pages 105-108 of the Bingo file.

**SENTENCES** Ask the student to read the sentences on Page 94 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

**CRAZY LETTERS** Play Crazy /j/ using the sheets on Pages 50-52 of the Crazy Letters file.

**SOUND SORTING** Ask the student to sort the 'g' words on Page 95 of the Reading Material into two columns according to whether the word contains the /j/ sound or the /g/ sound.

**STORY** Ask the student to read the story on Page 96 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

gentry

verge

dredge

- If the student can read all three words with ease, proceed to Lesson 34.

For your information, 'g' is not as reliable as 'c', and there are numerous words in which the letters 'i' and 'e' do not make the letter 'g' represent the /j/ sound (for example, *get*, *give*, *tiger*, *gear*, *giddy*, *gig*, and *girl*).

A less common way of representing /j/ is the letter 'd' when followed by 'u' (as in *during*). A few of these words are presented on page 94 of the Reading Material.

English has a closely-related sound — /zh/ as in *beige* — but *Stairway to Reading* does not teach this sound because it is rare and most people are not even aware of its existence. The sound /zh/ can be represented by several letters — 'g' as in *beige*; 'z' as in *azure*; 's' as in *measure* and 'si' as in *vision*.

# Lesson 34 — The /ě/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /j/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ě/ (as in *jet*).

## SEGMENTING

☞ Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 97 of the Reading Material.

## TEACHING THE LESSON

📄 FLASHCARDS Show the student the three /ě/ flashcards ('e' as in *jet*; 'ea' as in *bread*; and 'ai' as in *said*). After a short practice session, leave the /ě/ flashcards where the student can refer to them.

✍ WORD SORTING Using the words on Page 98 of the Reading Material, ask the students to divide a notebook page into three columns and copy the words into the appropriate column, saying each sound out loud.

☞ UNDERLINING Print one by one several /ě/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

✪ BINGO Use the sheets on Pages 109-112 of the Bingo file.

☞ SENTENCES Ask the student to read the sentences on Page 99 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

✪ CRAZY LETTERS Play Crazy /ě/ using the sheets on Pages 53-55 of the Crazy Letters file.

✍ SOUND SORTING Ask the student to sort the 'ea' words on Page 100 of the Reading Material into three columns according to whether the word contains the /ē/ sound, the /ě/ sound or the /ā/ sound.

☞ STORY Ask the student to read the story on Page 101 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

treadle

unsaid

- If the student can read both words with ease, proceed to Lesson 35.

For your information, the sound /ě/ can be represented by the letters 'ie' as in *friend*, and this word is presented on Page 99 of the Reading Material. The words *any*, *many* and *says* also use uncommon ways of representing the sound /ě/, and they have already been presented as sight words.

# Lesson 35 — The /ch/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /ĕ/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /ch/, as in *chat*.

## SEGMENTING

✍ Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 102 of the Reading Material.

## TEACHING THE LESSON

- 📄 **FLASHCARDS** Show the student the three /ch/ flashcards ('ch' as in *chat*; 't' as in *nature*, and 'tch' as in *match*). Explain that when /ch/ is the first sound in a word, it is always represented by the letters 'ch'. After a short practice session, leave the /ch/ flashcards where the student can refer to them.
- ✍ **WORD SORTING** Using the words on Page 103 of the Reading Material, ask the student to divide a notebook page into three columns and copy the words into the appropriate column, saying each sound out loud.
- ✍ **UNDERLINING** Print one by one several /ch/ words on the dry-erase board. As the student to read the words as he underlines the letter(s) representing each sound.
- ✂ **BINGO** Use the sheets on Pages 113-116 of the Bingo file.
- ✍ **SENTENCES** Ask the student to read the sentences on Page 104 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
- ✂ **CRAZY LETTERS** Play Crazy /ch/ using the sheets on Pages 56-58 of the Crazy Letters file.
- ✍ **STORY** Ask the student to read the story on Page 105 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

satchel

nurture

mutual

- If the student can read all three words with ease, proceed to Lesson 36.

For your information, the only time the letter 't' represents /ch/ is when it is followed by the letter 'u'.

### **HAVE YOU FOUND THIS MATERIAL USEFUL IN HELPING YOUR CHILD?**

Please consider making a donation to the Society for Quality Education at [www.societyforqualityeducation.org/donate.html](http://www.societyforqualityeducation.org/donate.html) to assist us in promoting existing resources like Stairway to Reading and in developing new ones.

# Lesson 36 — The /f/ Sound


## **WHO NEEDS THIS LESSON**

This lesson is for students who can read /ch/ words.








## **WHAT THIS LESSON TEACHES**

This lesson teaches additional ways of representing the sound /f/, as in *fat*.

## **SEGMENTING**

 Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 106 of the Reading Material.

## **TEACHING THE LESSON**

-  **FLASHCARDS** Show the student the three /f/ flashcards ('f' as in *fat*; 'ph' as in *graph*; and 'gh' as in *rough*). Explain that the only time 'gh' represents /f/ is when it comes at the end of a word. After a short practice session, leave the /f/ flashcards where the student can refer to them.
-  **WORD SORTING** Using the words on Page 107 of the Reading Material, ask the student to divide a notebook page into three columns and copy the words into the appropriate column, saying each sound out loud.
-  **UNDERLINING** Print one by one some /f/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.
-  **BINGO** Use the sheets on Pages 117-120 of the Bingo file.
-  **SENTENCES** Ask the student to read the sentences on Page 108 of the Reading Material. Extra practice can be provided by dictating some of the sentences.
-  **CRAZY LETTERS** Play Crazy /f/ using the sheets on Pages 59-61 of the Crazy Letters file.
-  **STORY** Ask the student to read the story on Page 109 of the Reading Material.

## **TESTING MASTERY**

Print the following words on the dry-erase board.

slough

graphics

- If the student can read both words with ease, proceed to Lesson 37.

# Lesson 37 — The /oy/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /f/ words.


## WHAT THIS LESSON TEACHES


In this lesson, the student will learn how to represent the sound /oy/ as in *toy*.


## SEGMENTING


Before presenting the new sound, ask the student to spend five minutes segmenting the words on Page 110 of the Reading Material.

## TEACHING THE LESSON


 **FLASHCARDS** Show the student the two /oy/ flashcards ('oy' as in *toy* and 'oi' as in *coin*). This is an easy sound because there are only two ways of representing it, and the letters 'oy' and 'oi' always represent the sound /oy/. After a short practice session, leave the /oy/ flashcards where the student can refer to them.

 **WORD SORTING** Using the words on Page 111 of the Reading Material, ask the student to divide a notebook page into two columns and copy the words into the appropriate column, saying each sound out loud.

 **UNDERLINING** Print one by one several /oy/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

 **SENTENCES** Ask the student to read the sentences on Page 112 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

 **BINGO** Use the sheets on Pages 121-124 of the Bingo file.

 **STORY** Ask the student to read the story on Page 113 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

ploy

moil

- If the student can read both words with ease, proceed to Lesson 38.

# Lesson 38 — The /k/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /oy/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches additional ways of representing the sound /k/ (as in *kite*).

## SEGMENTING

✍ Before presenting the new sound, ask the student to spend five minutes segmenting the words on Page 114 of the Reading Material.

## TEACHING THE LESSON

📄 **FLASHCARDS** Show the student the five /k/ flashcards (/k/ as in *kite*; 'c' as in *cat*; 'ck' as in *sick*; 'ch' as in *echo*; and 'qu' as in *unique*). Explain that in a few words the letters 'qu' represent /k/ instead of /qu/, although never at the beginning of a word, and that in some words the letters 'ch' represent the sound /k/ instead of the sound /ch/. After a short practice session, leave the /k/ flashcards where the student can refer to them.

✍ **WORD SORTING** Using the words on Page 115 of the Reading Material, ask the student to divide a notebook page into five columns and copy the words into the appropriate column, saying each sound out loud.

✍ **UNDERLINING** Print one by one several /k/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

✂ **BINGO** Use the sheets on Pages 125-129 of the Bingo file.

✍ **SENTENCES** Ask the student to read the sentences on Page 116 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

✂ **CRAZY LETTERS** Play Crazy /k/ using the sheets on Pages 62-64 of the Crazy Letters file.

✍ **STORY** Ask the student to read the story on Page 117 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

technical

backing

opaque

- If the student can read all three words with ease, proceed to Lesson 39.

### **HAVE YOU FOUND THIS MATERIAL USEFUL IN HELPING YOUR CHILD?**

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# Lesson 39 — The /ɪ/ Sound

## WHO NEEDS THIS LESSON

This lesson is for students who can read /k/ words.

## WHAT THIS LESSON TEACHES

This lesson teaches an additional way of representing the sound /ɪ/ (as in *sit*).

## SEGMENTING

Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 118 of the Reading Material.

## TEACHING THE LESSON

**FLASHCARDS** Show the student the two /ɪ/ flashcards ('i' as in *sit* and 'y' as in *gym*). After a short practice session, leave the flashcards where the student can refer to them.

**WORD SORTING** Using the words on Page 119 of the Reading Material, ask the student to divide a notebook page into two columns and copy the words into the appropriate column, saying each sound out loud.

**UNDERLINING** Print one by one several /ɪ/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.

**SENTENCES** Ask the student to read the sentences on Page 120 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

**SOUND SORTING** Ask the student to sort the 'y' words on Page 121 of the Reading Material into six columns according to whether the words contain the /y/ sound (*yap*); the /ā/ sound (*day* or *prey*); the /oy/ sound (*toy*); the /ē/ sound (*funny* or *key*); the /ī/ sound (*my* or *type*); or the /ɪ/ sound (*gym*). Explain to the student that when not in combination with another vowel ('ay', 'oy', 'ey'), the sound represented by the letter 'y' usually depends on its position in the word.

POSITION IN WORD	SOUND
First	/y/ as in <i>yap</i>
Middle	/ɪ/ as in <i>gym</i> or /ī/ as in <i>rhyme</i>
Last	/ī/ as in <i>my</i> or /ē/ as in <i>funny</i>

Explain that when not in a combination with the letter 'a' ('ay'), the letter 'e' ('ey'), or the letter 'o' ('oy'), the letter 'y' in the middle of a word behaves like the letter 'i', such that "Magic e" changes its sound from /ɪ/ to /ī/. A few middle-of-word /ɪ/ words are included on Page 121 of the Reading Material (*hype*, *type*, *rhyme*, *tyke*, and *style*).

**BINGO** Use the sheets on Pages 129-132 of the Bingo file.

**STORY** Ask the student to read the story on Page 122 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

cryptic

pyre

- If the student can read both words with ease, proceed to Lesson 40.

For your information, some less common ways of representing /ɪ/ are: 'u' as in *busy*; 'ui' as in *build*; 'i-e' as in *give*; 'o' as in *women*, and 'e' as in *pretty*, but these ways of representing /ɪ/ are not presented in this lesson.



# Lesson 40 — The /sh/ Sound


## WHO NEEDS THIS LESSON

This lesson is for students who can read /i/ words.


## WHAT THIS LESSON TEACHES


This lesson teaches additional ways of representing the /sh/ sound (as in *show*).


## SEGMENTING


 Before presenting this sound, ask the student to spend five minutes segmenting the words on Page 123 of the Reading Material.


## TEACHING THE LESSON


 **FLASHCARDS** Show the student the five /sh/ flashcards ('sh' as in *show*; 'ch' as in *machine*; 'ti' as in *nation*; 'ci' as in *delicious*; and 'si' as in *mansion*). Explain that 'ti', 'ci', and 'si' represent /sh/ only when they are in the middle of words. After a short practice session, leave the flashcards where the student can refer to them.

 **WORD SORTING** Using the words on Page 124 of the Reading Material, ask the student to divide a notebook page into five columns and copy the words into the appropriate column, saying each sound out loud. Explain that the letter 'é' is borrowed from the French and represents the sound /ā/, while the letter 'è' is also borrowed from the French and represents the sound /ě/.


 **UNDERLINING** Print one by one several /sh/ words on the dry-erase board. Ask the student to read the words as he underlines the letter(s) representing each sound.


 **SENTENCES** Ask the student to read the sentences on Page 125 of the Reading Material. Extra practice can be provided by dictating some of the sentences.

 **CRAZY LETTERS** Play Crazy /sh/ using the sheets on Pages 65-67 of the Crazy Letters file.

 **SOUND SORTING** Ask the student to sort the 'ch' words on Page 126 of the Reading Material into three columns according to whether the words contain the /ch/ sound, the /k/ sound, or the /sh/ sound.

 **BINGO** Use the sheets on Pages 133-136 of the Bingo file.

 **SEGMENTING** Ask the student to segment the words on Page 127 of the Reading Material

 **STORY** Ask the student to read the story on Page 128 of the Reading Material.

## TESTING MASTERY

Print the following words on the dry-erase board.

cache

notion

optician

Russian

- If the student can read all four words with ease, proceed to the next page.

For your information, /sh/ can also be represented by 's' as in *sure*, but this way of representing /sh/ is not presented in this lesson.

## Next Stages

The student has now learned all of the major sound-letter correspondences. In the course of their reading, students will experience problems with individual sound/letter correspondences from time to time, and they should be given an on-the-spot refresher course on the particular sound (for example, flashcard practice, Crazy Letters games, presentation of selected words on the dry-erase board, and spelling dictation).

The student should continue reading aloud from easy books until his reading is fluent and effortless. The difficulty of the books should be gradually increased until he is reading at his level of understanding. There are several lists of good books, sorted by reading level, on the Internet, for example <http://childrensbooks.about.com>, click on Age/Grade Lists. Most public libraries boast knowledgeable children's librarians who are more than pleased to recommend books based on the student's reading level and areas of interest. Practice reading aloud from school textbooks may also be beneficial.

In addition, there are several workbooks that may be beneficial. Maximum benefit will be derived if the student works in his workbooks with you right there at the table with him to provide instant teaching and immediate feedback.

- **Wordly Wise 3000**, grades 2-8, Available from EPS Publishing, [www.epsbooks.com](http://www.epsbooks.com) 877-471-8123, each \$7.00 US. Many struggling readers have relatively poor vocabularies, because they have not been building their vocabularies through their reading. Vocabulary is crucially important for educational progress in the later grades. The *Wordly Wise* workbooks not only build vocabulary but also contribute to the development of other reading and writing skills.
- **Megawords**, grades 1-8, each \$9.85 US. EPS Publishing. [www.epsbooks.com](http://www.epsbooks.com) 877-471-8123. These workbooks provide extra practice for hard-to-teach students who have trouble segmenting multi-syllabic words.
- **Check and Double Check!! Phonics**, grades 1-4, each \$6.99 CDN. Available only in Canada. [www.scholarschoice.ca](http://www.scholarschoice.ca). 800-363-3398, 519-453-7470. These useful workbooks provide practice in reading and writing skills such as word patterns, spelling, grammar, punctuation, and so on.
- **Hayes Spelling Skills and Drills**, grades 1-8, each \$3.50 US. [www.hayespub.com](http://www.hayespub.com). 877-435-1955. All struggling readers are poor spellers, and these workbooks are helpful in improving spelling. They also contribute to reading progress.
- **Writing Skills**, grades 2-12. each \$12.00 US. EPS Publishing. [www.epsbooks.com](http://www.epsbooks.com) 877-471-8123. For more advanced students, these workbooks develop the ability to write sentences, paragraphs, and essays.

Continue with the oral reading and workbooks until the student is reading at grade level or better. Once the student is well on his way to becoming a competent reader, silent reading for enjoyment becomes possible — and beneficial. Visits to the library and the provision of tempting reading material (including comic books and hobby magazines) are recommended. Bedtime stories (at a comprehension and vocabulary level that challenges the student) should be continued until he no longer wants them.

The goal of reaching grade level is completely achievable. Hard-to-teach students, who need much more time and effort to achieve grade level than their luckier peers, become the equals of easy-to-teach students once they reach grade level. Recent MRI and CAT scan evidence has found that students' brains actually change as the result of the kind of instruction outlined in *Stairway to Reading*.

All students, except those with severe developmental handicaps, can learn to read at the level of their aural comprehension. The same high standards and bright future should be held out to all students.