Phonic Engine® Reading Method

KidsVoyager® Online
Parent-Teacher Handbook

National Reading Panel/
Orton-Gillingham Edition

A Step-by-Step Guide
To Help Your Child Succeed

Version 1.5

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Phonic Engine®
Empowering Your Child

Innovism®

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Should I Read This?

The following paragraphs describe KidsVoyager® Online, which includes the patented Phonic Engine® Method. However, if you're a jump-right-in person, you may skip this, proceed directly to page 13, and come back to this at a later time.

KidsVoyager® Online and the Phonic Engine® Method

KidsVoyager Online, with the patented Phonic Engine Method, provides a multisensory, pleasurable means for your child (or an adult) to learn to read and spell, while *concurrently* acquiring interesting and useful information on virtually any topic.

It is often said that in the early elementary grades, a child *learns to read*, and thereafter*, reads to learn*. With **KidsVoyager Online and the Phonic Engine Reading Method**, your child will be *reading to learn* right from the start, while *learning to read* in the process. KidsVoyager Online may be used fully starting from age 4 or 5; or earlier, if used in a fashion similar to a parent reading to a child, the way you might read a storybook together. It may also be used by adults learning English as a second language, or children or adults who have difficulty with reading or spelling, or wish to enrich their literacy skills.

KidsVoyager® Online may be used in a number of ways: a child may use it to teach him/herself, and acquire reading and spelling and language skills either "incidentally" or intentionally. Or, it may be used with guidance from a parent, teacher, reading specialist or Speech/Language therapist. It may also be used to learn interesting information on any topic of a child's or parent's choosing. This handbook is intended to help a parent or professional effectively use KidsVoyager Online. It is written from the perspective of helping the parent, with the reasoning that a professional will require less instruction to adapt the presented material to the needs of his or her student.

KidsVoyager Online may be appropriately viewed as either a methodology for self-teaching, or a "language/literacy platform", i.e. a collection of tools which, together, provide all the components necessary to implement virtually any literacy methodology.

This handbook adheres to the findings of the National Reading Panel (NRP) in all areas. One critical area, which provides the foundation for all other areas, is *Alphabetics*, which includes *Phonemic Awareness* and *Phonics*. As defined by the National Institute for Literacy, *Phonemic Awareness* is the ability to distinguish and manipulate the individual *sounds* – phonemes – in spoken language. *Phonics* refers to the relationship between the *letters* of written language and the *sounds* of spoken language. It is different from phonemic awareness because it involves the letters themselves and how these relate to the sounds of the language.

The NRP explicitly prescribes *phonemic awareness instruction* and *systematic phonics instruction* as the best means to achieve a good foundation in alphabetics. This handbook adapts the highly successful Orton-Gillingham approach to the KidsVoyager Online multisensory platform. More specifically, the lessons follow the recommendations from the Gillingham Manual, by Anna Gillingham and Bessie W. Stillman, Eighth Edition.

The Orton-Gillingham (OG) approach presents phonics and phonemic awareness training in a structured, systematic, step-by-step fashion. The KidsVoyager Online adaptation may be effectively used with children whose parents wish to help them advance their reading and language skills, give them a head start in reading, or children who have mild to moderate difficulty with reading or spelling, or other aspects of spoken or written language. If you believe your child may have a learning disability with respect to reading, no matter how bright in other areas, or has *significant* difficulty learning to read, we highly recommend that you seek professional advice. We are happy to provide consultation to any professional who wishes to use KidsVoyager Online with your child.

In our own *Language through Literacy* program, administered by professionals at the Park Slope Communication Center (Brooklyn, NY), we have seen marked progress with a variety of students, such as a second grader who initially tested at a Kindergarten to 1st grade level in most areas, and tested at a 3rd to 6th grade level eight months later (after being seen only twice a week, and using KidsVoyager Online at home as well.)

Although the lessons presented in this manual are highly specific, you may (or may not) wish to omit areas in which your child is already at or above grade level.

KidsVoyager Online Phonic Engine Basics

As mentioned above, the KidsVoyager Online Phonic Engine platform provides all the components necessary to implement virtually any literacy methodology. Orton Gillingham presents alphabetics in small cognitive steps, using a multisensory/kinesthetic approach. KidsVoyager Online enhances this by providing a rich multisensory environment consisting of visual, auditory, oral, and kinesthetic components. KidsVoyager Online's Phonic Engine Technique converts these cognitive steps into mechanical actions (moving a mouse, clicking a mouse, etc.), creating what may be considered a "cognitive-mechanical" platform, including the following components and behaviors (please refer to figures 1 through 5):
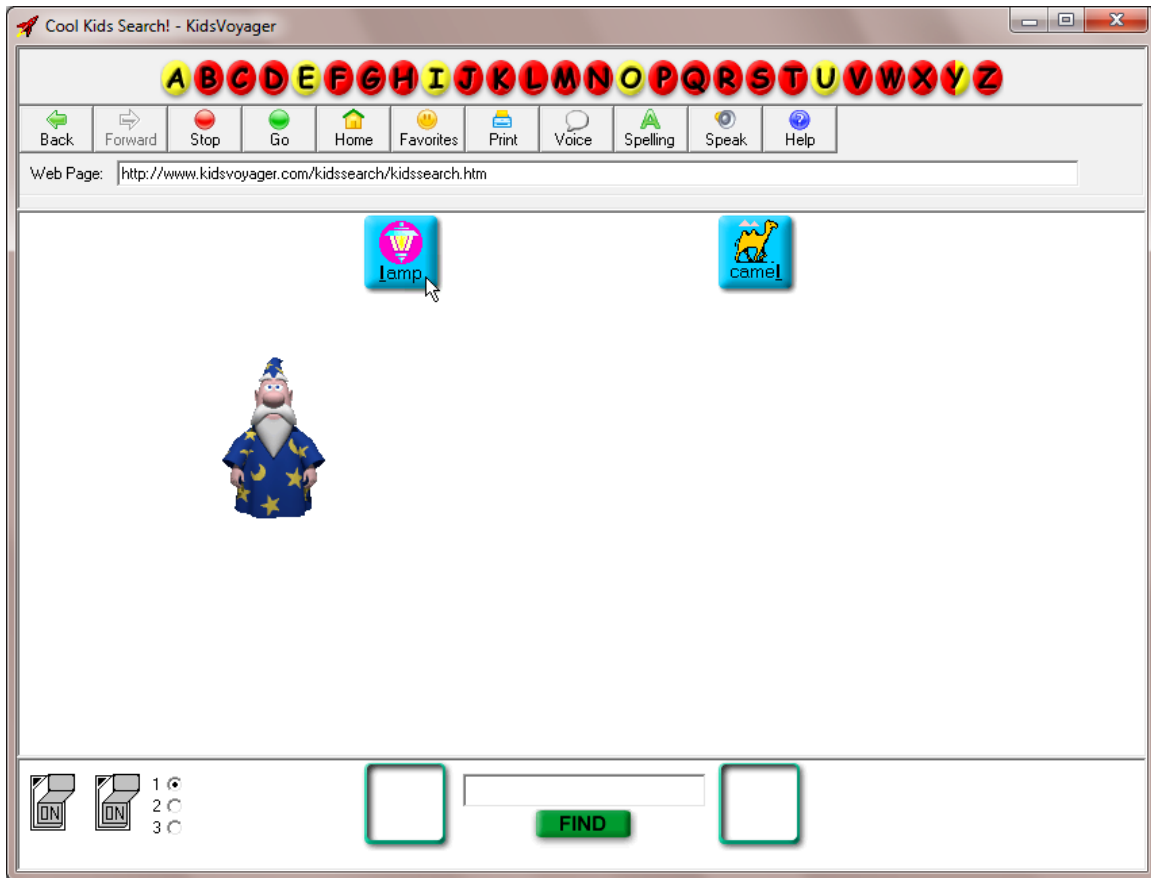
Figure 1

- A strip menu bar containing all the letters of the alphabet. Consonants are in red, vowels in yellow.
- When a letter is moused over, its name is pronounced.
- When a letter is clicked, colorful tiles (phoneme tiles) are displayed, which illustrate the sound(s) of the letter within the context of one or more exemplary words, along with illustration(s) of the word(s). As shown in Figure 1, the letter l only makes one sound, so there is only one tile. Other letters, such as the letter c, can make multiple sounds, either alone, or in combination with other letters. In cases such as this, several tiles are displayed, each corresponding to a phoneme produced by the letter. (This also illustrates that there is not a simple one-to-one correspondence between letters and sounds.)
- When a phoneme tile is moused over, the letter/sound correspondence is spoken, such as "a can make the sound /a/ as in 'apple'." Or, depending on the settings you choose, simply "/a/, 'apple'."
- When a phoneme tile is clicked, a word grid containing words beginning or ending with the phoneme are displayed.
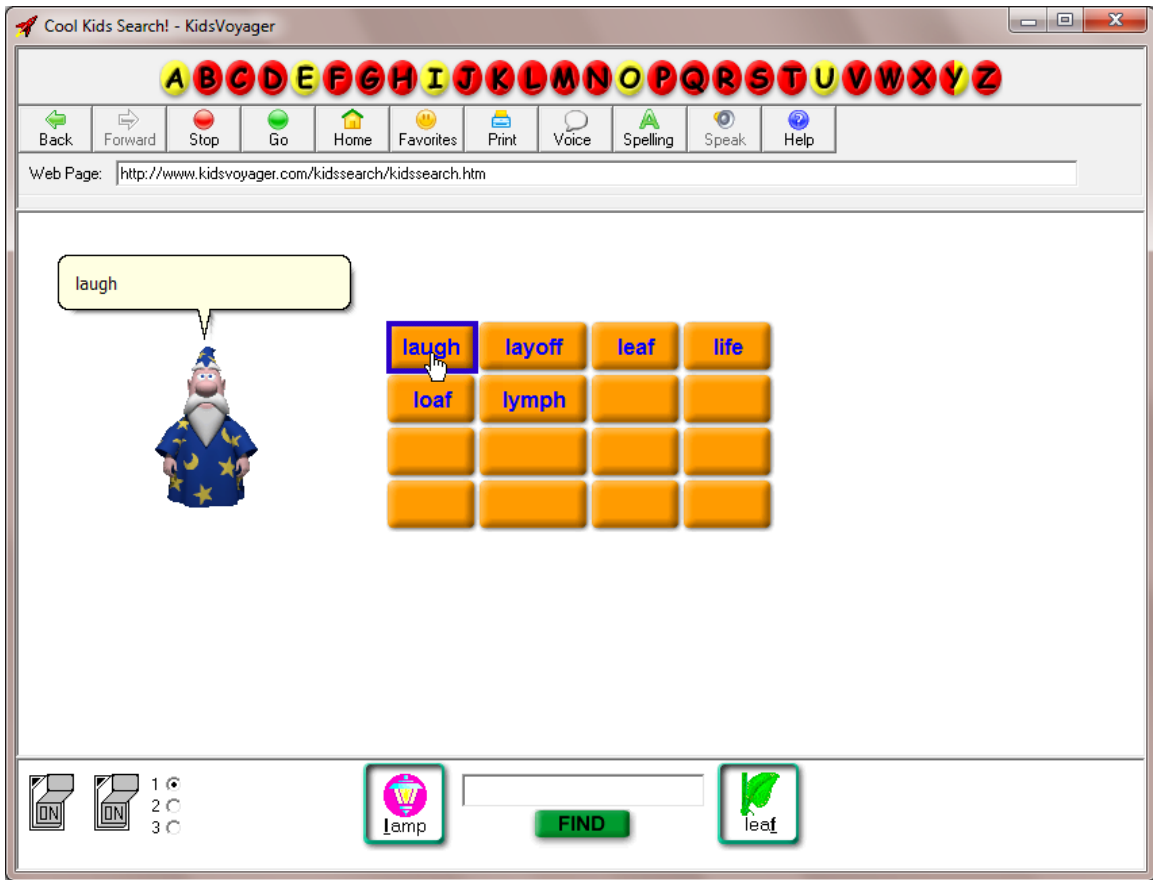
Figure 2

- When a word in the grid is moused over, the word is pronounced.
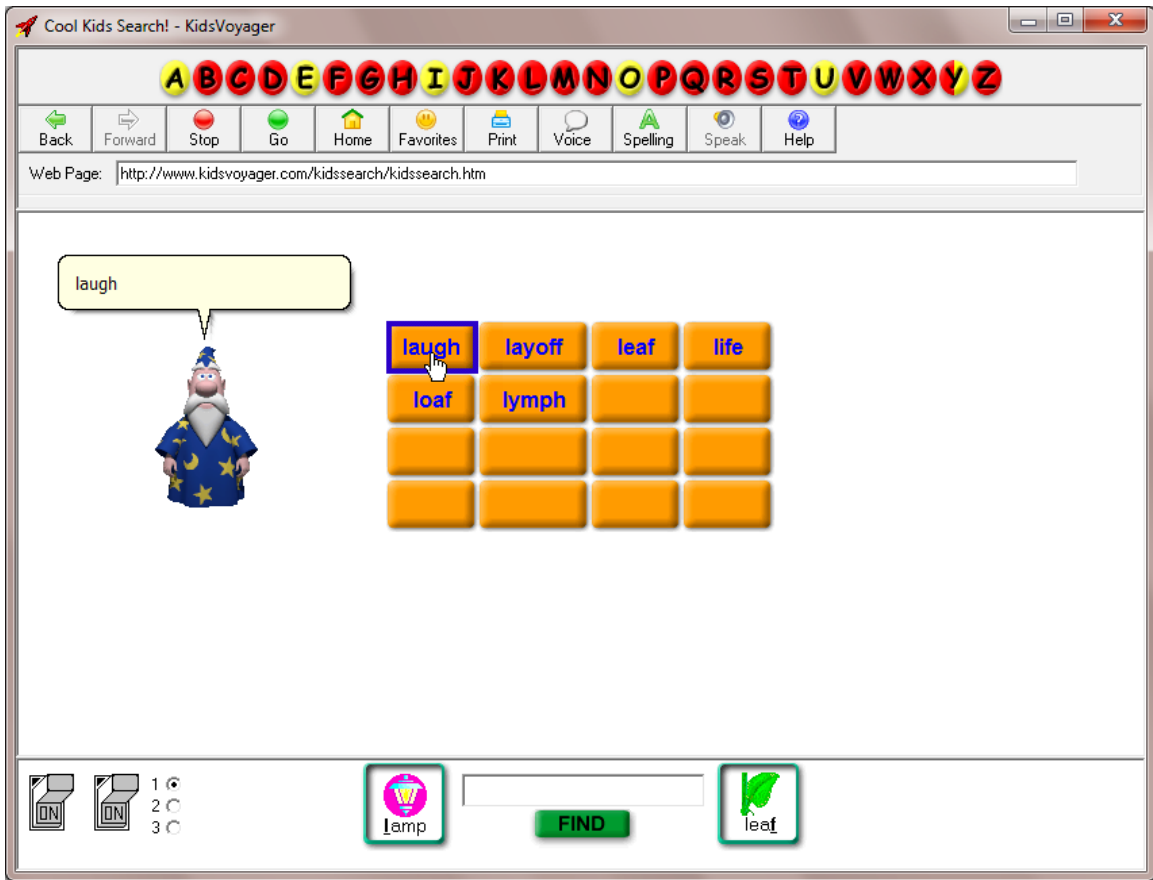
Figure 3

- When a word in the grid is clicked, a text box in the KidsVoyager Online's Internet Web browser component is filled with the word. (The lessons in this guide will direct you to select either a dictionary Web page, or a Kids' Search Engine Web page that contains such a text box.)

Figure 4

- When the "Search" button moused over, the word "search" is spoken.
- When the "Search" button is clicked, results are displayed. When a result is clicked on, the corresponding Web page with "talking text" is displayed, as described below. Figure 5 shows a NASA Kids Web page.
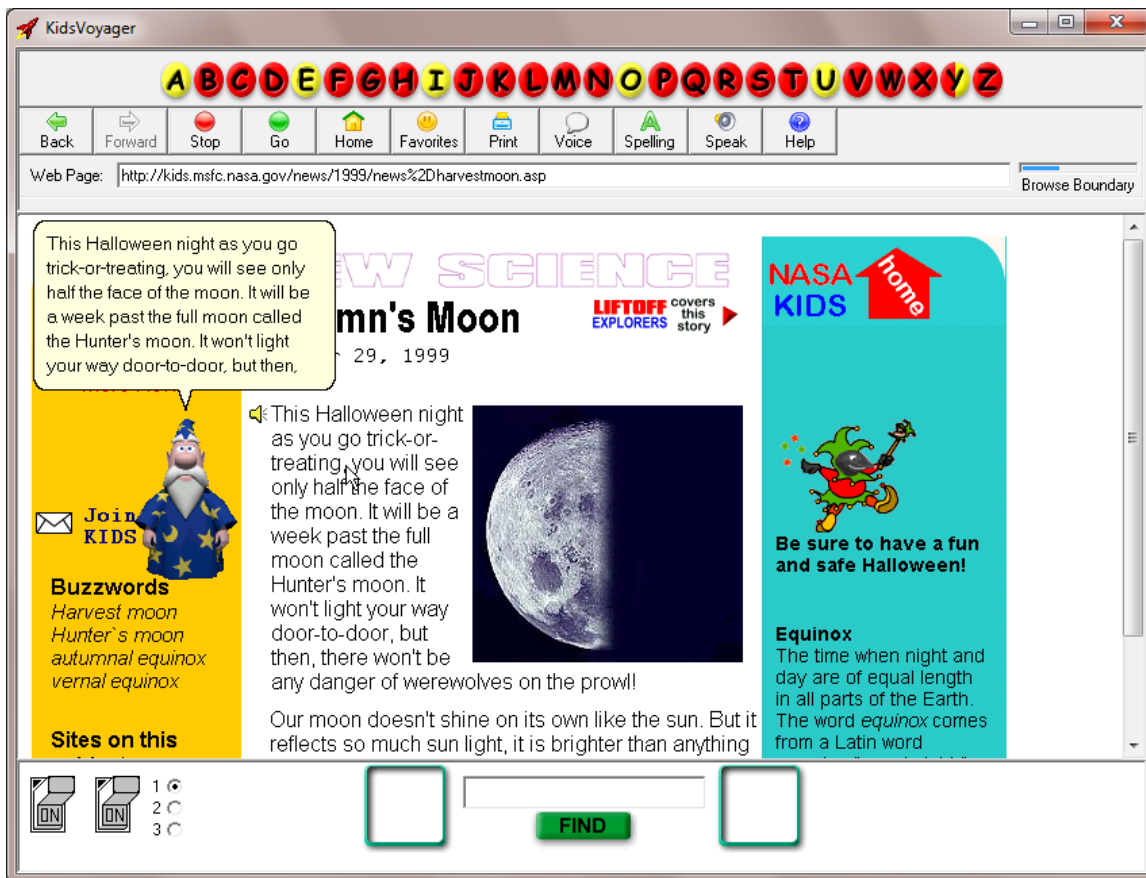
Figure 5

- When a paragraph is moused over, the paragraph is spoken.
- When a word is clicked, the individual word is spoken.
- When a word is double clicked, a second browser window opens up, displaying a Children's dictionary, with the word contained in the text box, which may then be looked up, with the definition being concurrently displayed and spoken.

This paradigm provides for a rich multisensory, kinesthetic experience, where the simplest cognitive step, such as learning one correspondence between a letter and a sound, may be explored and reinforced in context, all the way down to the level of reading/listening to stories or other interesting material that contain the letter/sound connection (as well as other material, which creates a highly motivating and intriguing experience.)

On Your Mark, Get Set…

The lessons in this handbook begin with simple letter/sound correspondences to develop phonemic awareness and phonics skills. We then move on through more complex letter/sound combinations, which include rules that facilitate reading, spelling and word knowledge.

We discuss, in-depth, sight words, spelling patterns, word endings, vocabulary, reading comprehension, and finally, writing.

Conventions used in this handbook
- An underlined letter indicates the name of the letter. For example b means the letter b.

- A letter between slash marks indicates the sound of the letter. For example /b/ refers to the sound made by the letter b. Where there are multiple possibilities, the letter sound will either be clear from the context (e.g. /a/ as in "apple" indicates short a), or will be clarified, such as /short a/.

Getting Started
You purchased a membership to KidsVoyager® Online to help your child with all aspects of language and literacy. The first three basic steps are:

1. Install KidsVoyager® Online and experiment for a few hours or days.
2. Call us to schedule a phone consultation!
3. Follow the plan we've discussed and agreed upon, which may well include additional consultations.

We use KidsVoyager® Online, which incorporates the Phonic Engine® Reading Method, in our language and literacy practice, and have achieved excellent, even dramatic results. This guide shows you precisely how we use KidsVoyager® Online, and was developed to help you achieve superior results with your child. You should set up a phone call with us (as mentioned above) early on, shortly after having reviewed this guide and having used it a little with your child, so we can plan together the format of your child's lessons.

Lessons - Where to Start?
When we speak, we'll discuss where to start. (**We believe that, in most cases, having *at least* one conversation is important for your child to succeed.**) This will depend on your child's needs. But here are some guidelines.

- We recommend that you do the first three lessons, regardless of your child's skill level. This will help you and your child become familiar with the features of KidsVoyager Online and the Phonic Engine Method, so that you may use it optimally.

- If your child has many problems with letter/sound correspondences or sound blending (i.e. doesn't know that the letters h-a-t blend together to form the word "hat", for example), then keep progressing beyond these three lessons, following the order of this handbook.

- If your child has problems with only a few specific letter/sound correspondences, you may concentrate only on those. However, we strongly recommend that you do not repeat the same lesson over and over till he "gets it." In this case, please contact us by phone or email, and we'll discuss together how to proceed.

- If your concerns are only in the areas of your child's vocabulary, reading comprehension, writing skills or spelling, you may then skip down to those areas.

- Each structured phonics lesson contains comprehensive instructions. This is because some children may need assistance with a only few letter/sound combinations. Therefore the directions are restated each time.

Depending upon your child, sessions should be approximately 1 hour per day, 2 to 5 days per week. In special circumstances, this may not apply. Again, this is why consultation is highly recommended.

The lessons in this handbook are numbered *by the day*. This is done to add "momentum" to the lessons, and to show forward progress. In some cases, it may take more than one day to fully complete a lesson, and in some cases your child may be able complete many days' lessons in a single day. This depends upon a number of factors. If your child struggles with lessons, it will take a bit longer. But this does not mean that your child will continue to have problems! Many children struggle with reading and go on to become highly successful individuals! On the other hand, if you're using KidsVoyager Online to provide enrichment, or your child is a quick learner with respect to reading, you may be able to move quickly through the lessons.

Structured Lessons: Phonics, Phonemic Awareness, and Vocabulary

Day 1: Getting Started with KidsVoyager® Online

Learning How to Use It
It is important that you teach your child the features of KidsVoyager Online before beginning "formal" lessons. The teaching of Phonic Engine Methodology will immediately begin strengthening phonemic awareness and letter/sound associations. Your child will begin enjoying the program from the first day. The

way you introduce the program to your child will depend on his/her age and reading level. When working with your child, have your child put his/her hand on the mouse and put your hand on top of it (hand over hand). If your child is very calm and not easily distracted, you may not need to do this. However, we have found that children can sometimes click indiscriminately and randomly, which may be disruptive to learning.

You will find, in the course of using Phonic Engine Spelling (i.e. spelling words using Phonic Engine Methodology), that your child comes across interesting words, stories, spelling patterns, and more. Although this is fun, it's important to keep track of these things. So you should buy a spiral notebook or a marbled black composition book, or a loose-leaf binder (which allows you to move the pages around if you need to), and have your child, with your help, **keep a KidsVoyager® Word Journal**. Have your child decorate the first page with art, stickers, scribbling, or whatever he/she chooses. Do not tell your child what to do with this page! Allow it to express your child's creativity and be truly his/her own.

All new or interesting words, concepts and stories (not the entire story, just the title, website, etc.) that are discovered should be recorded in the journal, and can be reviewed, remembered and expanded on in future sessions. It should include both vocabulary words (for meaning) and sight words (for spelling). Your child should (optionally) have separate sections in the book labeled Phonics, Spelling Patterns, Sight Words, Word Endings, Vocabulary and Writing.

A word about *KidsVoyager Online* - Throughout this guide, most lessons incorporate writing words (both real and made up or nonsense ones), sentences and stories in *KidsVoyager Online Storywriter.* (StoryWriter is in the KidsVoyager Online "favorites", which may be opened by clicking the **Favorites** button along the KidsVoyager Online toolbar.)

When you start Storywriter, you'll see a text box with instructions. Whatever your child writes in this box will be read by Merlin, the KidsVoyager Online animated narrator. Using the **Publish** button, you can "publish" the story (i.e. a Web page will be created with the story). Using the **Save** button, you can save this page to your hard drive. Then, you can see and hear it whenever you wish.

Finally, it is necessary to add that your lesson time together should *always* stay positive. Always praise your child's efforts and give your child as much help and support as is needed to complete each lesson. Provide answers, or choices for answers, when your child doesn't have one.

So let's get started!
Launch KidsVoyager Online and log on.

For this lesson only: Click on the "Spelling" button and uncheck the "Use AutoFind (FIND Not Required)" checkbox. This will make the first lesson easier to follow. AutoFind is a shortcut, which will make things easier later on, but for this lesson, it is best not to use it. (After this lesson, we recommend that you re-check the AutoFind checkbox, as the subsequent lessons "assume" that AutoFind is checked.)

Put your hand over your child's hand (hand over hand) and mouse over the letter buttons at the top of the screen. He/she will hear each letter spoken out loud. Notice that the consonants are in red, the vowels are in yellow, and y is both red and yellow, because it acts as either a consonant or a vowel. If your child is at the level of learning to identify letters, not only is this the first step in learning Phonic Engine Spelling, but it's also an important beginning step in developing this skill. Then, together, randomly click on some letter buttons, and simply notice the blue tiles that appear. Then:

1. Click the letter b.
2. Notice, under the b, on the left, how the blue tile with the picture of a bicycle on it appears, with the word "bicycle" underneath it, and the b underlined.
3. We call this a "phoneme tile." Point out to your child that b makes the sound /b/ and then mouse over the tile. You will hear a voice say "b can make the sound /b/ as in bicycle."
4. This phoneme tile demonstrates the sound that the letter b makes at the beginning of a word.
5. Click on this tile.
6. This will cause the tile to appear in the *beginning sound box* (the green square to the left of the FIND button, near the bottom of the screen.)
7. Then, click the blue tile on the right side (with a picture of a lightbulb). This will cause it to appear in the *ending sound box* (to the right of the FIND button on the bottom of the screen).
8. Click on the FIND button. A word grid will appear, showing all of the 8 words that both begin and end with the /b/ sound.
9. Note: Instead of clicking the find button, you can select (as mentioned above) *AutoFind.* It causes the word grid to appear without any additional buttons or delay. Most often, in our center, this is the option we choose. You can choose this option by clicking on the "Spelling" button and checking *AutoFind*. (KidsVoyager Online installs with *AutoFind* checked. However, you may deselect it if you choose.)
10. Mouse over the words and listen to all the words that both begin and end with the /b/ sound. These words are read by Merlin, the animated text reader. He reads words, online text and the words and stories your child writes in the *KidsVoyager Online Storywriter* program. Some of the words are funny such as, "blob". You and your child might have a good laugh at that one.

11. Click on the letter m. You will see two phoneme tiles. Click the one on the left, which shows the word "mouse". Next, click on the letter p. You will see 2 choices for the ending sound of p: "soap" and "photograph". The former is the sound /p/ and the latter is the /f/ sound as made by ph. Click on the picture of the soap. Then click on the FIND button. You will see eight words with the same beginning and ending sound. Mouse over the words and as Merlin repeats them, have your child repeat them. These include words such as "map", "mishap" and "mountaintop".

12. If you have time, do the **Day 2** and **Day 3** lessons now. Otherwise, do one or both of them next time. Even if your child knows the /a/ and /t/ sounds, these lessons contain some introductory information that is not found elsewhere.

Day 2: Teaching the /a/ sound as in apple

1. Tell your child, "We are going to learn that the letter a makes the sound /a/"

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter a together (exception is if the child is very calm and not distractible.)

3. Say the name of the letter and have your child repeat it.

4. Click on the letter a and then mouse over the tile "apple" The voice will say "a can make the sound /a/ as in apple."

5. Your child should say "apple" and the sound /a/ (for the first lesson or two, you say it first and ask your child to repeat it).

6. Point to the /a/ tile and say to your child "Tell me the name of the letter that has this sound: /a/."

7. Your child should say "a, apple, /a/". (Note: You may need to model this for the first several lessons in which you are teaching your child letter/sound associations. The goal is to reinforce this connection by having your child associate the letter, the sound of the letter and a word which contains the letter/sound combination. For the first lesson or two, you may need to explain this to your child and have him/her repeat it after you. After that he/she should catch on.)

8. Children have fun and learn a great deal when they use the letter buttons to search for words that contain the sound you are working on. Click (you and your child) on the short /a/ (apple) and then select /p/ (soap) for the ending sound. There are only 2 words with this combination of beginning and ending sounds in our lexicon, *airship* and *antelope.* Then, change your ending sound to /t/ (boat). Your child will then see 4 pages of words that begin and end with this combination. Mouse over them, giving your child the chance to listen to the words. Perhaps he/she might want to click on one of them, such as *ant* and read or learn something about ants. Select /l/ (camel) as your next ending sound. Here, you will find 2 pages of words beginning with /a/ and ending with /l/. On the second page, are the words *anthill* (which will be fun if you have just looked up *ant*), the word *animal* and the word *apple*, which was on the tile that is used for the /a/ sound.

9. At this point, your child may have fun selecting different beginning and ending sounds. We have found that most kids do. Once the selections have been

made, mouse over the words on the screen together. Challenge your child (in a game show kind of way) to pick out all of the /a/ sounds he/she hears. For example, on page 1 of beginning sound /h/ and ending sound /t/, all of the words, all the way through *hatchet,* have the target vowel sound. We have seen that kids really enjoy this challenge tremendously, and this has been an excellent way to teach phonemic awareness, spelling patterns and vocabulary. Most of the time the /a/ sound will not occur at the beginning of a word, so it is good for your child to learn how to tune in and hear it and identify it as the short sound of a.

10. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /a/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *animal* or *alligator*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online, he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 3: Teaching the /t/ sound as in toy

1. Before moving on to the next sound, review the sound from the day before. Ask your child, "What letter makes the sound /a/?" If your child answers correctly, say "Good answer." If the answer is incorrect say, "Good trying." Then show him/her the correct answer by saying "a makes the sound /a/. What letter makes the /a/ sound?" Click on the a button and then on the tile with the apple on it. Ask your child to repeat, "a, apple, /a/."

2. Tell your child, "We are going to learn that the letter t makes the sound /t/" You should say a pure /t/ with no vowel. (That is, without adding the vowel /uh/ after the /t/ sound.) It is easy to do this if you make sure that your larynx (voice box) does not vibrate at all, since the pure /t/ sound does not use the voice box. We call it a "voiceless" sound, as are /p/, /k/, /s/ and many others.

3. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter t together (exception is if the child is very calm and not distractible.)

4. Say the name of the letter and have your child repeat it.

5. Click on the letter t and then mouse over the tile "turtle" The voice will say "t can make the sound /t/ as in turtle."

6. Your child should say "turtle" and the sound /t/. (for the first lesson or two, you say it first and ask your child to repeat it.)

7. Point to the /t/ (turtle) tile and say to your child "Tell me the name of the letter that has this sound: /t/."

8. Your child should say "t, turtle, /t/". Select /t/ (as in turtle) as your beginning sound and /g/ (as in dog) as your ending sound. Point out that there are only 3 words, and one of them has that /a/ from the previous lesson. Select /m/ (film) as your ending sound, You will see and hear 16 words beginning with /t/ and ending with /m/, including *team, time, tantrum.*

9. Tell your child that the /t/ sound occurs at the ends of words, too. If you select /t/ for both your beginning (turtle) and ending (boat) sound, you will find 4 pages of words. This is a good time to point out that /t/ sounds slightly different at the end of a word. In the beginnings of words, it is followed by a puff of air (The true word is "aspirated", but I generally tell kids that it is "popped.") At the end of words, the /t/ sound is not "popped." Mouse over the words, especially those your child might find interesting or funny such as *tent, toast* or *toilet.* Notice which words have the /a/ from yesterday. Now, select /p/ (soap) as your ending sound. Ask your child to find more /a/ sounds. At this point, relax, have fun, let your child investigate or read about something that begins with the letter t, making the /t/ sound. You also might write down a few words that you found that were interesting to look up later, perhaps after dinner.

10. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /t/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *telescope* or *tightrope*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 4: Teaching the /b/ sound as in boy
First, review /a/ and /t/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter b makes the sound /b/" (be careful not to add the vowel /uh/ after the /b/ sound.) You should say a pure /b/ with no vowel; in other words do not say "buh", just say /b/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter b together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter b and then mouse over the tile "bicycle" The voice will say "b can make the sound /b/ as in bicycle."
5. Your child should say "bicycle" and the sound /b/.

6. Point to the /b/ tile and say to your child "Tell me the name of the letter that has this sound: /b/."
7. Your child should say "<u>b</u>, bicycle, /b/". Select /b/ (bicycle) as your beginning sound and /<u>p</u>/ (as in soap) as your ending sound. Mouse over the 15 words, and notice which of them has that /a/ from the first lesson. Select /m/ (film) as your ending sound, You will see 16 words beginning with /b/ and ending with /m/, including *broom, bedtime* and *bathroom (*which has the /a/ sound).
8. Tell your child that the /b/ sound occurs at the ends of words, too. If you select /b/ for both your beginning and ending sound, you will find one page consisting of 8 words. Mouse over the words, especially those your child might find interesting or funny such as *blob, bib* or *bulb.* Notice which words have the short /a/ from lesson 1. Now, select /t/ as your beginning sound and mouse over these grid words together.
9. Now that you have 3 sounds, /a/, /t/ and /b/, you have enough letters/sounds to blend into words. Click on the "Favorites" button the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* Storywriter includes the text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each letter/sound as a beginning sound. For example type <u>t</u> into the text box, followed by <u>a</u>, and then <u>b</u>. Show your child how this produces the word "tab", by both saying it and having Merlin read it. In the same manner, produce "bat" and "at". You can try blending them in a silly way, such as "tba" and ask your child, "Is this a word?"
10. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /b/ (bicycle) as your first sound and /t/ (boat) as your ending sound, and then ask your child to find the word, "bat".
11. If your child is in preschool and you would like to practice writing, this would be a good time to start keeping the Word Journal. Write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These often are blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
12. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /b/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *bicycle* or *bulb*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child

reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 5: Teaching the /h/ sound as in horse
First, review /t/ and /b/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter <u>h</u> makes the sound /h/" (be careful not to add the vowel /uh/ after the /h/ sound.) You should say a pure /h/ with no vowel; in other words do not say "huh", just say /h/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>h</u> together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter <u>h</u> and then mouse over the tile "horse" The voice will say "<u>h</u> can make the sound /h/ as in horse."
5. Your child should say "horse" and the sound /h/.
6. Point to the /h/ tile and say to your child "Tell me the name of the letter that has this sound: /h/."
7. Your child should say "<u>h</u>, horse, /h/".
8. Select /h/ (horse) as your beginning sound and /p/ (as in soap) as your ending sound. Mouse over the 14 words, and ask your child to tell you which words have the /a/ from the first lesson. Select /t/ (boat) as your ending sound. You will see 48 words beginning with /h/ and ending with /t/. Mouse over the words and as Merlin reads them, ask your child to tell you which words have the short /a/ as in *hat.* This reinforces his/her ability to identify letter/sound combinations that you have already practiced.
9. Now that you have 4 sounds /h/, /a/, /t/ and /b/, you should blend these letters/sounds into words. (**Note**: be careful not to use the <u>th</u> combination as this produces a totally different letter/sound combination that your child has not learned yet.) Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each letter/sound as a beginning sound. For example type <u>h</u> into the text box, followed by <u>a</u> and then <u>t</u>. Show your child how this produces the word *hat.* You can try blending them in a silly way, such as <u>h</u>-<u>a</u>-<u>b</u>. Sound it out together, have Merlin read it too, and ask your child, "Is this a word?"
10. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /h/ (horse) as your first sound and /t/ (boat) as your ending sound, and then ask your child to find the word, "hatchet".
11. If your child is in preschool and you would like to practice writing and for all other children, remember to put words in the Word Journal. Write the words that you have found that are either interesting or contain the sounds taught so far.

11. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /h/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *hatchet* or *helmet*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

A Word About Vowels
In the Orton-Gillingham approach, long vowel sounds are not taught within the phonics lessons, but are taught later within the spelling lessons. Most of the time, two letters are required to spell the long vowels sounds.

Another vowel "fact" we would like to point out concerns unstressed vowels. In the word "insect", for example, the i is *stressed*, meaning that it is emphasized. In the word "insecticide" the first i is not stressed. Words with unstressed vowels can be difficult to spell. In the word "calendar" for example, how can one know that the e is not an i? Or that the second a is not an e? You can't! Words with unstressed vowels simply have to be learned, like other "sight" words (which will be discussed after the next phonics lesson).

You will see examples of the unstressed /i/, spelled with the letter e in this next lesson.

Day 6: Teaching the /i/ sound as in insect
First, review /b/ and /h/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter i makes the sound /i/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter i together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter i and then mouse over the tile "insect" The voice will say "i can make the sound /i/ as in "insect."
5. Your child should say "insect" and the sound /i/.
6. Point to the /i/ tile and say to your child "Tell me the name of the letter that has this sound: /i/."
7. Your child should say "i, insect, /i/".
8. Select /i/ (insect) as your beginning sound and /b/ (lightbulb) as your ending sound. Mouse over the single word, "inscribe". Then select /d/ (sword) as your

final sound. Your child will see two pages of words. As noted above, the first page has many words that begin with the letter e, because in many words with more than one syllable, where the stress is *not* on the first syllable, the sound of /i/ is often spelled with the letter e. For example, notice that when you say "extend" in a sentence, the first sound is pronounced /i/. Since the goal of this lesson is to teach your child the /i/ sound spelled with i, click on the yellow "next" arrow. Your child will see 16 words that begin with the letter i, making the /i/ sound, and end with the /d/ sound. Mouse over some of these words and notice the interesting ones such as "infrared" or "intrepid". Instruct your child to write them in the Word Journal.

9. Now that you have 5 sounds /i/, /h/, /a/, /t/ and /b/, you should blend these letter/sounds into words (again, be careful not to put the letters "th" together). Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each of these 5 letter/ sounds as a part of a two or three letter word (or nonsense word). For example, type the letters i-t. Sound out the word together and have Merlin read it. Then, add a consonant before the it combination. Type the words "hit" and "bit". Sound them out together and have Merlin read them. Then, change the vowel to a and show your child how this makes a whole different word. Remember to include some nonsense words too. Have Merlin read those as well.

10. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /i/ as your beginning sound and /t/ as your ending sound, and then ask your child to find the word, "important".

11. If your child is in preschool and you would like to practice writing, and for all other children, remember to put words in the Word Journal. Your child should write the words that you have found that are either interesting or contain the sounds taught so far.

12. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /i/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *insect* or *intrepid*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Sight Words

After your child has learned between three and six letter-sounds combinations, you should begin to use KidsVoyager Online to find and learn sight words. Used in conjunction with the Word Journal, he/she will progress even more quickly. Sight words are words that your child should memorize because either 1.) They cannot be sounded out and therefore must be memorized, or 2.) They are used so frequently that it substantially improves reading fluency to memorize them.

Learning a sight word involves your child making an image of what the word looks like in his/her "mind's eye". The more he/she sees it *correctly* the faster the image will be retained. Many educators encourage children to use *Invented Spelling.* In an attempt to encourage creative writing skills, children are told to write words the way they sound, regardless of the correct spelling. A child writing a story about an elephant may spell it "ellafunt". It has been our experience that for some children, this approach makes it difficult for them to acquire adequate spelling skills. For them, the problem with *Invented Spelling* is that the child is seeing incorrect and even changing images of a target word, making it that much harder to remember. For example, your child writes the word "women" as *wimmen*, then *wimin* and then *wimmin* and thus, retains no clear image of what that word should look like. *Phonic Engine Spelling* exploits the fact young children typically possess enough phonetic knowledge to, for example, spell "wimmen". But with Phonic Engine Spelling, they ultimately see the correct spelling, "women", are able to make the necessary mental image, and subsequently, self-correct.

Teaching Sight Words

Example 1: is
1. Ask your child to tell you the first sound in the word "is". You have already studied the /short i/ sound. After clicking on the letter i button, you will see two phoneme tiles on the left; /long i/ as in "ice cream" and /short i/ as in "insect". Help your child select the appropriate phonics tile (insect) and then ask your child about the ending sound.
2. The last sound in "is" is the /z/ sound. Your child may or may not know that it is spelled with the letter s. Regardless of whether your child selects s or z, the word can still be found. If he/she selects s, the sound is represented by the word "scissors". If your child selects the letter z, the sound is represented by the word "snooze". Either way, your child has a foolproof method for finding sight words.
3. After selecting the appropriate beginning and ending sounds, your child will see a screen with 13 words on it. Your child may notice the word by him/herself or he/she may need to mouse (hand over hand unless your child is very calm and not distractible) over each word tile.

4. After finding the word, have your child write it in the Word Journal. Then he/she should write it two more times, and then write it in a short sentence (with your help if necessary). This repetition of the correct spelling will help cement the correct image of the word in your child's memory.

Example 2: women
Now, let's get back to that more complicated word, the word "women".
1. Ask your child to tell you the first sound in the word "women". After clicking on the letter w button, you will see two phoneme tiles on the left; /w/ as in "wizard" and /r/ as in "wristwatch". Help your child select the appropriate phoneme tile, "wizard", which demonstrates the /w/ sound in the beginning of words.
2. Then, ask your child to tell you what the ending sound in the word "women" is. You may emphasize the /n/ sound if he/she can't identify it without assistance. When he/she clicks on the letter n, you will see two choices for the final /n/, n as in dragon and ng as in lightning. When your child selects the dragon, the letter n will appear on the bottom right.
3. After clicking FIND (unless you have Autofind enabled), you will see three pages of words beginning with this letter/sound combination. Help your child mouse over the words (hand over hand unless your child is very calm and not distractible), until on page 3, he/she will find the word "women".
4. Then, have your child write it in the Word Journal. Have him/her write it two more times. Tell your child to make up a sentence with it and write it in the Word Journal(with your help if necessary). Most children write something like; "My mom and grandma are women."

Select sight words for your child using grade leveled lists. We have included graded sight words in Appendix VII. It's helpful to point out spelling patterns to your child, such as "ould" as in could should and would; "ough" as in rough or tough, and so on. You should introduce 3 to 5 sight words a week to your child in this manner.

Day 7: Teaching the /j/ sound as in jump
After one or two sight words, review /h/ and /i/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter j makes the sound /j/" (be careful not to add the vowel /uh/ after the /j/ sound.) You should say a pure /j/ with no vowel; in other words do not say "juh", just say /j/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter j together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter j and then mouse over the tile "juggler" The voice will say "j can make the sound /j/ as in "juggler."
5. Your child should say "juggler" and the sound /j/.
6. Point to the /j/ tile and say to your child "Tell me the name of the letter that has this sound: /j/."

7. Your child should say j̲, juggler, /j/.
8. Select j̲, then /j/ (juggler) as your beginning sound and t̲, /t/ (as in boat) as your ending sound. Mouse over the 16 words, and notice which of them has sounds from earlier lessons, such as "jacket" which has the short sound of the letter a̲. You will also see the word "joust". As a second ending sound, select d̲ (sword). You will see words beginning with /j/ and ending with /d/, including "jade and "jagged", (which has the /a/ sound). You and your child should also notice the word "gingerbread" which demonstrates what is called the soft sound of the letter g̲. (The hard sound is the g̲ as in the word "go".)
9. Tell your child that while the /j/ sound occurs at the ends of words, too, **it is never spelled with the letter j̲ it is always g̲**. Because of this, there is no option to select j̲ at the ends of words. In order to select the ending sound of /j/, you have to click on the g̲ button and select the tile with the picture of an "orange" on it. If you select j̲ for both your beginning and ending sound, you will find one page consisting of one word "judge". If you select the beginning sound of /b(bicycle), with the ending sound of /j/ (spelled g̲), you will see several words ending in the letters g̲e̲ or d̲g̲e̲. Mouse over the words, especially those your child might find interesting or funny such as "badge", "bridge" or "birdcage". Notice which words have the /short i/ from lesson Day 6. Now, select /h/ as your beginning sound and mouse over these together.
10. Now use the sounds that have been learned to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each letter/sound as part of a two or three letter word. For example, type the letters j̲-a̲-b̲ to make the word *jab.* Change the vowel to short i̲ to produce the word *jib*. Sound out the words together and have Merlin read them. Try a nonsense word combination such as, h̲-i̲-j̲. Ask your child to tell you if this is a real word, or not. Have Merlin read the nonsense words too. Most kids really enjoy having Merlin read the letter combinations that they make up.
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select j̲ as your first sound and l̲ as your ending sound, and then ask your child to find the word, "jewel".
12. Open the vocabulary section of the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These often are blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
12. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /j/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *joust* or *juggle*. Use the KidsVoyager Online search

page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 8: Teaching the /m/ sound as in mouse

After one or two sight words, review /i/ and /j/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter <u>m</u> makes the sound /m/" (Be careful not to add the vowel /uh/ after the /m/ sound. You should say a pure /m/ with no vowel; in other words do not say "muh", just say /m/.)
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>m</u> together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter <u>m</u> and then mouse over the tile "mouse" The voice will say "<u>m</u> can make the sound /m/ as in "mouse."
5. Your child should say ""mouse" and the sound /m/.
6. Point to the /m/ tile and say to your child "Tell me the name of the letter that has this sound: /m/."
7. Your child should say <u>m</u>, mouse, /m/.
8. Select /m/ (mouse) as your beginning sound and /b/ (as in lightbulb) as your ending sound. Mouse over the two words, and notice that none of them has vowels from previous lessons. Select /t/ (boat) as your ending sound. You will see 47 words beginning with /m/ and ending with /t/, including *mat, magnet* and *mitt (*which have the /short a/ and /short i/ sounds, respectively).
9. Tell your child that the /m/ sound occurs at the ends of words, too. If you select <u>m</u> for both your beginning and ending sound, you will find one page consisting of 16 words. Mouse over the words, especially those your child might find interesting or funny such as *mom, magnetism* or *millennium.* Notice which words have the short /a/ or short /i/ from lessons 2 and 6. Now, select /h/ as your beginning sound and mouse over these words together.
10. Now it's time to use the sounds you have learned to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each letter/sound as part of a two to three letter word. For example <u>h-i-m</u>. Show your child how this produces the word "him", by both saying it and having Merlin read it. In the same manner, produce "ham" and "mat". You can try blending the letter/sounds in a silly way, such as "mab" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /m/ as your first sound and /t/ as your ending sound, and then ask your child to find the word, "market".

12. Now open the vocabulary section of the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper or a dry erase board.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /m/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *magnetism* or *millennium*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 9: Teaching the /p/ sound as in pencil
After one or two sight words, review /j/ and /m/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter p makes the sound /p/" (be careful not to add the vowel /uh/ after the /p/ sound.) You should say a pure /p/ with no vowel; in other words do not say "puh", just say /p/.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter p together (exception is if the child is very calm and not distractible.)

3. Say the name of the letter and have your child repeat it.

4. Click on the letter p and then mouse over the tile "pencil" The voice will say "p can make the sound /p/ as in "pencil."

5. Your child should say ""pencil" and the sound /p/.

6. Point to the /p/ tile and say to your child "Tell me the name of the letter that has this sound: /p/."

7. Your child should say p, pencil, /p/.

8. Select /p/ (pencil) as your beginning sound and /m/ (as in film) as your ending sound. Mouse over the 32 words, and notice which of them has that /a/ or /i/ from earlier lessons. Select /b/ (lightbulb) as your ending sound, You will see only 4 words beginning with /p/ and ending with /b/, including *proverb* and *prescribe*. You can explain to your child that that doctor will "prescribe" medicine when he/she is sick or perhaps give your child an example of a "proverb", such as "Practice makes perfect" or "A stitch in time saves nine", or whichever ones are familiar to him/her.

9. Tell your child that the /p/ sound occurs at the ends of words, too. If you select /p/ for both your beginning and ending sound, you will find one page consisting of 16 words. Mouse over the words, especially those your child might find interesting or funny such as *pip, pop* or *plump.* Notice which words have the short /i/ from lesson 6. Now, select /t/ as your beginning sound and mouse over these words together.

10. Now it's time to blend these sounds into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each of these letter/sounds as part of a two or three letter word. For example, type the letters p-a-t, to make the word "pat". Sound it out together and have Merlin read it. Change the vowel to the letter i to make the word "pit". Show your child how in both cases, if you switch the beginning and ending letters, you make the words "tap" and "tip". In the same manner, type the word "map". You can try blending them in a silly way, such as "bip" and ask your child, "Is this a word?" Remember to move Merlin in and out of the text box to have him read the words you are making together.

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /p/ as your first sound and /m/ as your ending sound, and then ask your child to find the word, "planetarium".

12. Open up the vocabulary section of the Word Journal. Write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper or a dry erase board.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /p/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *proverb* or *planetarium.* Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

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Day 10: Teaching the /f/ sound as in frog

After one or two sight words, review /m/ and /p/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter f makes the sound /f/" Be careful not to add the vowel /uh/ after the /f/ sound. You should say a pure /f/ with no vowel; in other words do not say "fuh", just say /f/.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter f together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter f and then mouse over the tile "frog" The voice will say "f can make the sound /f/ as in "frog."
5. Your child should say ""frog" and the sound /f/.
6. Point to the /f/ tile and say to your child "Tell me the name of the letter that has this sound: /f/."
7. Your child should say f, frog, /f/.
8. Select /f/ (frog) as your beginning sound and /p/ (as in soap) as your ending sound. Mouse over the nine words, and notice which of them has /a/ or /i/ from an earlier lesson. Select t (boat) as your ending sound, You will see 64 words beginning with /f/ and ending with /t/, including *fast, fit* and *fist (*which have the /a/ and /i/ sounds).
9. Tell your child that the /f/ sound occurs at the ends of words, too. If you select /f/ for both your beginning and ending sound, you will find one page consisting of 9 words. Mouse over the words, especially those your child might find interesting or funny such as *fluff, fireproof* or *flagstaff.* Notice which words have the short /a/ from lesson 2. Now, select /h/ as your beginning sound and mouse over these words together.
10. Now you have 9 sounds to blend into words. Click on the "Favorites" button at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each of these letter/sounds as part of a two and three letter word. For example type f-i-t. Sound out the word together and have Merlin read it too. Try changing your ending letter/sound to form new words or nonsense words, such as "fib" and "fip". Change the vowel to make words and nonsense words such as "fat" and "taf". Include the combination i-f. Show your child how this produces the word "if", by both saying it and having Merlin read it as you have done with the other words you have made together.
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select f as your first sound and m as your ending sound, and then ask your child to find the word, "freedom".
12. Open the vocabulary section of the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /f/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the

letter/sound learned today. And this is fun. For example, if you found the word "farm", you might learn about farm animals or farm life together. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 11: Teaching the /c/ sound as in castle
After one or two sight words, review /p/ and /f/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter c makes the sound /k/" (be careful not to add the vowel /uh/ after the /k/ sound). You should say a pure /k/ with no vowel; in other words do not say "kuh", just say /k/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter c together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter c and then mouse over the tile "castle" The voice will say "c can make the sound /k/ as in "castle."
5. Your child should say ""castle" and the sound /k/.
6. Point to the /c/ tile and say to your child "Tell me the name of the letter that has this sound: /k/."
7. Your child should say c, castle, /k/.
8. Select /c/ (castle) as your beginning sound and /f/ (as in leaf) as your ending sound. Mouse over the 7 words, and notice which of them has the short /a/ or /i/ from earlier lessons. Select /b/ (lightbulb) as your ending sound, You will see 9 words beginning with /c/ and ending with /b/, including *cab, cub* and *crib (*which has the /i/ sound).
9. Tell your child that the /c/ sound occurs at the ends of words, too. If you select the letter c (making the /k/ sound) for both your beginning and ending sound, you will find three pages consisting of 48 words. Mouse over the words, especially those your child might find interesting or funny such as *comic, clinic* or *cosmic.* Notice which words have the short /i/ from lesson 6. Your child will notice that the letter c making the /k/ sound, can sometimes be spelled ch or qu in the beginning of words and with c, ck, k or with the letters qu at the ends of words. These will be discussed more in later lessons, however for now, it is a good idea to just point them out. Now, select /m/ as your beginning sound and mouse over these words together. Your child might notice that *magic, music* and *maniac* end with the letter c making the /k/ sound.
10. Now you have 10 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* Together with your child, use each letter/sound as part of a two or three letter word. For example, type the letters

c-a-t, to make the word "cat". Then, change the ending letter/sound to p, to make the word "cap". You cannot use the letter c with the letter i following it because this letter combination results in the /s/ sound, as in the word "city". This is also known as the "soft c" and will be discussed in a later lesson. Try using the c at the end of a three letter combination, such as t-i-c. Show your child how this produces the word "tic", by both saying it and having Merlin read it. Blending the letter/sounds in a silly way, such as "caf" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select c (making the /k/ sound) as your first sound and p (soap) as your ending sound, and then ask your child to find the word, "catnip".

12. Open up the Word Journal. Ask your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the hard /c/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *cat* or *castle* or *magic*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 12: Teaching the /g/ sound as in gift
After one or two sight words, review /f/ and /c/ (/k/ sound spelled c) from the previous two lessons.
1. Tell your child, "We are going to learn that the letter g makes the sound /g/" (be careful not to add the vowel /uh/ after the /g/ sound). You should say a pure /g/ with no vowel; in other words do not say "guh", just say /g/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter g together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter g and then mouse over the tile "gift" The voice will say "g can make the sound /g/ as in "gift."
5. Your child should say ""gift" and the sound /g/.

6. Point to the /g/ tile and say to your child "Tell me the name of the letter that has this sound: /g/."
7. Your child should say g, gift, /g/.
8. Select g (gift) as your beginning sound and p (as in soap) as your ending sound. Mouse over the 11 words, and notice which of them has the short /a/ or /i/ from earlier lessons. Select m (film) as your ending sound, You will see 12 words beginning with /g/ and ending with /m/, including *"game", "gum"* and *"grim" (*which has the /i/ sound).
9. Tell your child that the /g/ sound occurs at the ends of words, too. If you select g for both your beginning and ending sound, you will find one page consisting of 3 words. Mouse over the words. Notice which words have the short /i/ and short /a/. Now, select /t/ as your beginning sound and mouse over these words together.
10. Now you have 11 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each letter/sound as a part of a two or three letter word. For example, type g-a-p to make the word "gap". Change the ending letter to b to make the word "gab". Type the letters p-i-g. Show your child how this produces the word "pig", by both saying it and having Merlin read it. You can try blending them in a silly way, such as "git" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select g as your first sound and t as your ending sound, and then ask your child to find the word, "goat".
12. Open up the Word Journal. Ask your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /g/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *goat* or *government* or *game*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 13: Teaching the /k/ sound as in kite
After one or two sight words, review /c/ and /g/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter k̲ makes the sound /k/" (be careful not to add the vowel /uh/ after the /k/ sound). You should say a pure /k/ with no vowel; in other words do not say "kuh", just say /k/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter k̲ together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter k̲ and then mouse over the tile "kite" The voice will say "k̲ can make the sound /k/ as in "kite."
5. Your child should say ""kite" and the sound /k/.
6. Point to the /k/ tile and say to your child "Tell me the name of the letter that has this sound: /k/."
7. Your child should say k̲, kite, /k/.
8. Select k̲ (kite) as your beginning sound and p̲ (as in soap) as your ending sound. Since most words that begin with this sound are spelled with the letter c̲, navigate to page 5. Mouse over the 5 words that begin with k̲ and end with p̲. Point out to your child that most of the words begin with the letter c̲ and some with the letters q̲u̲, and let them know that you will be studying this more in later lessons. Select f̲ (leaf) as your ending sound, You will see 2 words beginning with /k/ and ending with /f/; *kerchief,* and *kickoff (*which has the /i/ sound).
9. Tell your child that the /k/ sound occurs at the ends of words, too. If you select k̲ for both your beginning and ending letter-sound combination, you will find only one word "kayak". Now, select /t/ as your beginning sound and mouse over these words together. Again, notice the words that end with k̲ spelling the /k/ sound.
10. Now you have 12 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use the letters to make two and three letter words. For example, type the letters k̲-i̲-t̲. Show your child how this produces the word "kit", by both saying it and having Merlin read it. You can try blending them in a silly way, such as "kag" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select k̲ as your first sound and p̲ as your ending sound, and then ask your child to find the word, "ketchup". Note: If your child has questions or confusion about the fact that both c̲ and k̲ make the /k/ sound, this is described in detail under "Spelling Patterns". Reassure your child that he/she will be learning this soon enough. If you think your child

will understand the explanation at this time, you may choose to review it with him/her.

12. Open up the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /k/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *kaleidoscope* or *kayak*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 14: Teaching the short /o/ sound as in octopus

After one or two sight words, review /g/ and /k/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter o makes the short sound /o/" as you emphasize it, with your mouth opened widely (as when you say the sound /ah/ at the doctor's office).

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter o together (exception is if the child is very calm and not distractible.)

3. Say the name of the letter and have your child repeat it.

4. Click on the letter o and then mouse over the tile "octopus" The voice will say "o can make the sound /o/ as in "octopus."

5. Your child should say ""octopus" and the sound /o/.

6. Point to the /o/ tile and say to your child "Tell me the name of the letter that has this sound: /o/."

7. Your child should say o, octopus, /o/.

8. Select /o/ (octopus) as your beginning sound and /t/ (as in boat) as your ending sound. Mouse over the 5 words (out of the 16 that begin with this letter/sound combination), and notice which of them has that /a/ or /i/ from earlier lessons. Select m (film) as your ending sound, You will see only 2 words beginning with the letter o and ending with /m/, including *optimism* and *optimum* although there are other words beginning with the sound pair of /o/ and /m/. Point out and mouse over these 2 words.

9. Tell your child that the /o/ sound does not occur at the ends of words.

10. Now you have 13 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* Together with your child, use the letter/sounds to make two and three letter combinations. For example, type the letters t-o-p and show your child how this produces the word "top", by both blending the sounds together and having Merlin read it. (If you rearrange these letters, you can make the words "pot" and "opt"). In the same manner, produce "fog". You can try blending them in a silly way, such as "bot" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select o as your first sound and t as your ending sound, and then ask your child to find the word, "object".
12. Open up the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /o/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *octopus* or *opposite*. You can talk about opposites or play a game as described in Appendix III. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 15: Teaching the /r/ sound as in robot
After one or two sight words, review /k/ and /o/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter r makes the sound /r/" (be careful not to add the vowel /uh/ after the /r/ sound). You should say a pure /r/ with no vowel; in other words do not say "ruh" or "errr", just say /r/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter r together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter r and then mouse over the tile "robot" The voice will say "r can make the sound /r/ as in "robot."
5. Your child should say ""robot" and the sound /r/.

6. Point to the /r/ tile and say to your child "Tell me the name of the letter that has this sound: /r/."
7. Your child should say r̲, robot, /r/.
8. Select /r/ (robot) as your beginning sound and /b/ (as in lightbulb) as your ending sound. Mouse over the 5 words, and notice which of them has the short /a/,/i/ or /o/ from earlier lessons. Select m̲ (film) as your ending sound, You will see 16 words beginning with /r/ and ending with /m/, including *rhyme, rim* and *ram (*which has the /a/ sound).
9. Tell your child that the /r/ sound occurs at the ends of words, too. If you select r̲ for both your beginning and ending sound, you will find three pages consisting of 48 words. Mouse over the words, especially those your child might find interesting or funny such as *radar, reindeer* or *ranger.* Notice which words have the short /o/ from lesson 14. Now, select /f/ as your beginning sound and mouse over these words together.
10. Now that you have 14 sounds to blend into words. Click on the "Favorites" box at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use the letter/sounds to make two and three word combinations. For example, type r̲-i̲-p̲ to blend into the word "rip". In the same way, type the words, "rib", "car" and "for". Blend the sounds into words and have Merlin read them in the text box. You can try blending them in a silly way, such as "gar" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /r/ (robot) as your first sound and /p/ (soap) as your ending sound, and then ask your child to find the word, "rooftop".
12. Open up the Word Journal. Ask your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /r/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *rocket* or *refrigerator*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud

and your child reads along, he/she is learning; learning both decoding and reading comprehension skills

Day 16: Teaching the /l/ sound as in lamp
After one or two sight words, review /o/ and /r/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter l makes the sound /l/" (be careful not to add the vowel /uh/ after the /l/ sound. You should say a pure /l/ with no vowel; in other words do not say "luh", just say /l/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter l together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter l and then mouse over the tile "lamp" The voice will say "l can make the sound /l/ as in "lamp."
5. Your child should say ""lamp" and the sound /l/.
6. Point to the /l/ tile and say to your child "Tell me the name of the letter that has this sound: /l/."
7. Your child should say l, lamp, /l/.
8. Select /l/ (lamp) as your beginning sound and /g/ (as in dog) as your ending sound. Mouse over the 8 words, and notice which of them has the short /a/ or /o/ from earlier lessons. Select /t/ (boat) as your ending sound, You will see 32 words beginning with /l/ and ending with /t/, including *lamppost, let* and *lot (*which has the /o/ sound).
9. Tell your child that the /l/ sound occurs at the ends of words, too. If you select /l/ for both your beginning and ending sound, you will find one page consisting of 16 words. Mouse over the words, especially those your child might find interesting or funny such as *literal* or *logical.* Notice which words have the short /o/ from lesson 14. Now, select the letter c making the /k/ sound (castle) as your beginning sound and mouse over these words together.
10. Now you have 15 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use the letter/sound to make two and three letter combinations words, such as l-a-p, making the word "lap". Blend and read the word with Merlin. Change the vowel to i or o or change the positions of the consonants to make "lip", "lop" and "pal". Then change the first consonant to g to make the word "gal". You can try blending them in a silly way, such as "lig" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select l as your first sound and m as your ending sound, and then ask your child to find the word, "lunchtime".
12. Open up the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can

use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /l/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *lifeboat* or *Lincoln*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 17: Teaching the /n/ sound as in nose

After one or two sight words, review /r/ and /l/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter n̲ makes the sound /n/" (be careful not to add the vowel /uh/ after the /n/ sound). You should say a pure /n/ with no vowel; in other words do not say "nuh", just say /n/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter n̲ together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter n̲ and then mouse over the tile "nose" The voice will say "n̲ can make the sound /n/ as in "nose."
5. Your child should say ""nose" and the sound /n/.
6. Point to the /n/ tile and say to your child "Tell me the name of the letter that has this sound: /n/."
7. Your child should say n̲, nose, /n/.
8. Select /n/ (nose) as your beginning sound and /p/ (as in soap) as your ending sound. Mouse over the 4 words, and notice which of them has the short /i/ or /o/ from earlier lessons. Select g̲ (dog) as your ending sound. You will see only 2 words beginning with /n/ and ending with /g/; *nutmeg* and *nag (*which has the /a/ sound).
9. Tell your child that the /n/ sound occurs at the ends of words, too. If you select /n/ for both your beginning (nose) and ending (dragon) sound, you will find two pages consisting of 30 words. Mouse over the words, especially those your child might find interesting or funny such as *Neptune, neutron* or *newborn.* Notice which words have the short /o/ from lesson 14. Now, select /g/ as your beginning sound and mouse over these words together.
10. Now you have 16 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up

KidsVoyager Online Storywriter. This program includes the animated text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, combine the letter/sounds into two and three letter words or nonsense words, For example, type n-o-t to make the word "not". In the same way, make the words "tin", "pan" and "nab". Show your child how to produce the word "can". Blend the words together and listen to Merlin read them aloud. You can try blending them in a silly way, such as "nom" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /n/ (nose) as your first sound and /r/ (robot) as your ending sound, and then ask your child to find the word, "neighbor".

12. Take out the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /n/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *Neptune* or *nutmeg.* Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 18: Teaching the /th/ sound as in they

After one or two sight words, review /l/ and /n/ from the previous two lessons.

1. This is the first lesson in which you are teaching your child two letters that produce an entirely different sound. This is called a "consonant digraph." The word digraph means two letters. Tell your child, "We are going to learn that the letters th makes the sound /th/" (be careful not to add the vowel /uh/ after the /th/ sound). You should say a pure /th/ with no vowel; in other words do not say "thuh", just say /th/.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter t together (exception is if the child is very calm and not distractible.) Then mouse over the word tile "they" which demonstrates this /th/ sound.

3. Say the name of the letters and have your child repeat them.

4. Again, mouse over the tile "they" The voice will say "<u>th</u> can make the sound /th/ as in "they."

5. Your child should say ""they" and the sound /th/.

6. Point to the /th/ tile and say to your child "Tell me the name of the letters that make this sound: /th/."

7. Your child should say <u>th</u>, they, /th/.

8. Select /th/ (they) as your beginning sound and /m/ (as in film) as your ending sound. Mouse over the only word, and notice that this vowel has not been learned in an earlier lesson. Select <u>n</u> (dragon) as your ending sound, You will see 4 words beginning with /th/ and ending with /n/, including *then* and *than (*which has the /a/ sound).

9. Tell your child that the /th/ sound occurs at the ends of words, too. If you select /th/ for both your beginning and ending sound, you will find that there aren't any words for this pair. Now, select /b/ as your beginning sound and you will find 2 words, "bathe" and "breathe". If your child plays with using different beginning sounds, he/she will soon notice that this sound is not a common one when it is at the end of a word.

10. Now you have 17 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader, Merlin, who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, use each letter/sound in three and four letter combinations to produce words and nonsense words. as in <u>th</u>-<u>a</u>-<u>n</u> to make the word "than". Change the last consonant to <u>t</u> to make the word "that". Blend the sounds together and have Merlin read them in the text box. You can try blending them in a silly way, such as "thom" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /th/ as your first sound and /r/ as your ending sound, and then ask your child to find the word, "thereafter".

12. Take out the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /th/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *breathe* or perhaps you could look at the difference between the homophones *there, their,* and *they're.* Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this

feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 19: Teaching the /u/ sound as in umbrella

After one or two sight words, review /n/ and /th/ (as in <u>th</u>is) from the previous two lessons.

1. Tell your child, "We are going to learn that the letter <u>u</u> makes the sound /u/" This is the short sound of <u>u</u>, which should be pronounced as "uh".
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>u</u> together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter <u>u</u> and then mouse over the tile "umbrella" The voice will say "<u>u</u> can make the sound /u/ as in "umbrella."
5. Your child should say ""umbrella" and the sound /u/.
6. Point to the /u/ tile and say to your child "Tell me the name of the letter that has this sound: /u/."
7. Your child should say <u>u</u>, umbrella, /u/.
8. Select /u/ (umbrella) as your beginning sound and /l/ (as in camel) as your ending sound. Mouse over the 12 words, and notice which of them has the /i/ or /a/ from earlier lessons. Select /t/ (boat) as your ending sound, You will see 16 words beginning with /u/ and ending with /t/, including *ultimate, upstate* and *undercut (*which has the /u/ sound, twice).
9. Tell your child that the /u/ letter/sound combination does not occur at the end of words. Practice additional words with /u/ at the beginning, varying the ending sound. If you select /u/ (umbrella) for both your beginning sound and select /r/ (star) for your ending sound, you will find one page consisting of 13 words. Mouse over the words, especially those your child might find interesting or funny such as *umpire, utter* or *usher.* Now, select /l/ (camel) as your ending sound and mouse over these words together. When Merlin reads *uphill,* ask your child what the vowel in the second syllable is; or you might ask, "Is it short /o/ or /i/?"
10. Now you have 18 sounds to blend into words. Click on the "Favorites" box at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* Together with your child, use the letter/sounds to make two and three letter combinations forming real and nonsense words. So for example, type <u>b</u>-<u>u</u>-<u>g</u> and show your child how this produces the word "bug", by both saying it and having Merlin read it. In the same manner, produce "rag". You can try blending them in a silly way, such as "thun" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /u/ (umbrella) as your first

sound and /l/ (camel) as your ending sound, and then ask your child to find the word, "uncle".

12. Open up the Word Journal. Ask your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the short /u/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *umpire* or *underwater*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 20: Teaching the /ch/ sound as in cherry
After one or two sight words, review /th/ and /u/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letters ch makes the sound /ch/" (be careful not to add the vowel /uh/ after the /ch/ sound. You should say a pure /ch/ with no vowel; in other words do not say "chuh", just say /ch/. The ch is another consonant digraph.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter c together (exception is if the child is very calm and not distractible.) Then mouse over the /ch/ tile (cherry).

3. Say the name of the letters and have your child repeat them.

4. Say the letters ch and then mouse over the tile "cherry" The voice will say "ch can make the sound /ch/ as in "cherry."

5. Your child should say ""cherry" and the sound /ch/.

6. Point to the /ch/ tile and say to your child "Tell me the name of the letters that make this sound: /ch/."

7. Your child should say ch, cherry, /ch/.

8. Select /ch/ (cherry) as your beginning sound and /m/ (as in film) as your ending sound. Mouse over the 3 words, and notice which of them has the short /a/ or /u/ from earlier lessons. Select /r/ (star) as your ending sound, You will see 15 words beginning with /ch/ and ending with /r/, including *checker, chamber* and *chapter (*which has the short /a/ sound).

9. Tell your child that the /ch/ sound occurs at the ends of words, too. If you select /ch/ for both your beginning and ending sound, you will find one page consisting of only 1 word. Mouse over these words. Select /b/ (bicycle) as the

beginning sound. Mouse over these 15 words, especially those your child might find interesting or funny such as *belch* or *bunch.* Notice which words have the short /u/ from lesson 19. Now, select /r/ (robot) as your beginning sound and mouse over these words together.

10. Now you have 19 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child, make two and three letter/sound combinations. For example, type <u>ch</u>-<u>u</u>-<u>m</u>, and together sound out the word "chum". Then change the middle letter/sound to <u>i</u> and the ending sound to <u>n</u> and together blend the sounds to produce the word "chin". Then, listen to Merlin read all of the words and nonsense words you come up with. Remember to ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select <u>ch</u> (cherry) as your first sound and /t/ (boat) as your ending sound, and then ask your child to find the word, "chariot".

12. If your child is in preschool and you would like to practice writing, this would be a good time to start keeping the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /ch/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *chocolate* or *checker*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 21: Teaching the /e/ sound as in elephant
After one or two sight words, review /u/ and /ch/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter <u>e</u> makes the sound /e/." You should say a short /e/ like the /e/ in egg.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>e</u> together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter <u>e</u> and then mouse over the tile "elephant" The voice will say "<u>e</u> can make the sound /e/ as in "elephant."
5. Your child should say ""elephant" and the sound /e/.
6. Point to the /e/ tile and say to your child "Tell me the name of the letter that has this sound: /e/."
7. Your child should say <u>e</u>, elephant, /e/.
8. Select /e/ (elephant) as your beginning sound and /g/ (as in dog) as your ending sound. Mouse over the single word, *egg*. Select /r/ (star) as your ending sound, You will see 16 words beginning with /e/ and ending with /r/, including *emperor, empire* and *engineer (*which also has the short /i/ sound).
9. Tell your child that the short /e/ sound does not occur at the ends of words. You can select other ending sounds, with /e/ as your beginning sound for additional phonics and phonemic awareness study.
10. Now you have 20 sounds to blend into words. Click on the "Favorites" button at the top of the screen. Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box (you need to move the mouse into and out of the box). Together with your child type different letter/sound combinations. For example, type th-<u>e</u>-<u>m</u> and blend the sounds to form the word "them". In the same manner, produce the words "hem" and "beg". You can try blending them in a silly way, such as "meb" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /e/ (elephant)as your first sound and <u>c</u> making the /k/ (music) as your ending sound, and then ask your child to find the word, "energetic".
12. If your child is in preschool and you would like to practice writing, this would be a good time to start keeping the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the short /e/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *egg* or *elephant*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this

feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 22: Teaching the /s/ sound as in sun

After one or two sight words, review /ch/ and /e/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter s̲ makes the sound /s/" (be careful not to add the vowel /uh/ after the /s/ sound. You should say a pure /s/ with no vowel; in other words do not say "suh", just say /s/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter s̲ together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter s̲ and then mouse over the tile "sun" The voice will say "s̲ can make the sound /s/ as in "sun."
5. Your child should say ""sun" and the sound /s/.
6. Point to the /s/ tile and say to your child "Tell me the name of the letter that has this sound: /s/."
7. Your child should say s̲, sun, /s/.
8. Select /s/ (sun) as your beginning sound and /f/ (as in leaf) as your ending sound. Mouse over the 13 words, and notice which of them has the short /i/ or /u/ from earlier lessons. Select /p/ (soap) as your ending sound, You will see 48 words beginning with /s/ and ending with /p/, including *starship, sloop* and *sap (*which has the /a/ sound).
9. Tell your child that the /s/ sound occurs at the ends of words, too. If you select /s/ for both your beginning and ending sound, you will find 5 pages consisting of 90 words. Mouse over the words, especially those your child might find interesting or funny such as *stegosaurus, stupendous* or *success.* Notice which words have the short /e/ from lesson 21. Now, select /h/ as your beginning sound and mouse over these words together.
10. Now you have 21 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You have to mouse into and out of the box.) Together with your child, combine the letter/sounds into two and three letter words or nonsense words, For example, type s̲-i̲-t̲ to make the word "sit". Type b̲-u̲-s̲ in the text box. Show your child how this produces the word "bus", by both saying it and having Merlin read it. In the same manner, produce "sat". You can try blending them in a silly way, such as "sot" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select s̲ as your first sound and g̲ as your ending sound, and then ask your child to find the word, "stag".

12. Open up the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /s/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *starship* or *stegosaurus*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 23: Teaching the /sh/ sound as in ship
After one or two sight words, review /e/ and /s/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letters sh make the sound /sh/" (be careful not to add the vowel /uh/ after the /sh/ sound. You should say a pure /sh/ with no vowel; in other words do not say "shuh", just say /sh/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the s tile together (exception is if the child is very calm and not distractible.)
3. Say the name of the letters and have your child repeat them.
4. Mouse over the /sh/ tile "ship" again. The voice will say "sh can make the sound /sh/ as in "ship."
5. Your child should say ""ship" and the sound /sh/.
6. Point to the /sh/ tile and say to your child "Tell me the name of the letters that make this sound: /sh/."
7. Your child should say sh, ship, /sh/.
8. Select /sh/ (ship) as your beginning sound and /n/ (as in dragon) as your ending sound. Mouse over the 16 words, and notice which of them has the short /i/ or /u/ from earlier lessons. Select /k/ (book) as your ending sound, You will see 14 words beginning with /sh/ and ending with /k/, including *shake, shipwreck* and *shock (*which has the short /o/ sound).
9. Tell your child that the /sh/ sound occurs at the ends of words, too. If you select sh for both your beginning and ending sound, you will find one page consisting of 2 words. Mouse over the words as they may be interesting to your child. Notice which words have the short /e/ from lesson 21. Now, select /f/ (frog) as your beginning sound and mouse over these words together.

10. Now you have 22 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You must mouse into and out of the text box.) Together with your child, combine the letter/sounds into two and three letter words or nonsense words. For example, type <u>sh</u>-<u>i</u>-<u>n</u> to make the word "shin". Show your child how <u>f</u>-<u>i</u>-<u>sh</u> produces the word "fish", by both saying it and having Merlin read it. In the same manner, produce "mush". You can try blending them in a silly way, such as "nush" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /sh/(ship) as your first sound and /p/(soap) as your ending sound, and then ask your child to find the word, "shortstop".
12. If your child is in preschool and you would like to practice writing, this would be a good time to start keeping the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /sh/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *ship* or *shark*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 24: Teaching the /d/ sound as in dinosaur
After one or two sight words, review /s/ and /sh/ from the previous two lessons. Tell your child, "We are going to learn that the letter <u>d</u> makes the sound /d/" (be careful not to add the vowel /uh/ after the /d/ sound. You should say a pure /d/ with no vowel; in other words do not say "duh", just say /d/.
1. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>d</u> together (exception is if the child is very calm and not distractible.)
2. Say the name of the letter and have your child repeat it.

3. Click on the letter <u>d</u> and then mouse over the tile "dinosaur" The voice will say "<u>d</u> can make the sound /d/ as in "dinosaur."
4. Your child should say ""dinosaur" and the sound /d/.
5. Point to the /d/ tile and say to your child "Tell me the name of the letter that has this sound: /d/."
6. Your child should say <u>d</u>, dinosaur, /d/.
7. Select /d/ (dinosaur) as your beginning sound and /m/ (drum) as your ending sound. Mouse over the 16 words, and notice which of them has the short /e/ or /u/ from earlier lessons. Select /s/ (bus) as your ending sound, You will see 48 words beginning with /d/ and ending with /s/, including *delicious, diagnosis* and *dollhouse (*which has the /o/ sound).
8. Tell your child that the /d/ sound occurs at the ends of words, too. If you select /d/ for both your beginning and ending sound, you will find 2 pages consisting of 32 words. Mouse over the words, especially those your child might find interesting or funny such as *diamond, dad* or *dogwood.* Notice which words have the short /a/ from lesson 2. Now, select /j/ as your beginning sound and mouse over these words together.
9. Now you have 23 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You need to move the mouse into and out of the text box.) Together with your child, combine the letter/sounds into two and three letter words or nonsense words. For example, type <u>d</u>-<u>i</u>-<u>sh</u> to produce the word "dish". In the same manner, produce "shed" and practice blending the sounds together and having Merlin read them. You can try blending them in a silly way, such as "shum" and ask your child, "Is this a word?"
10. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /d/ (dinosaur) as your first sound and /n/ (dragon) as your ending sound, and then ask your child to find the word, "direction".
11. Open up the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
12. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /d/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *dream* or *dinosaur*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this

feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 25: Teaching the /w/ sound as in wizard (we have chosen to include the <u>***wh***</u> ***spelling here as well).***
After one or two sight words, review /sh/ and /d/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter(s) <u>w</u>/<u>wh</u> makes the sound /w/" (be careful not to add the vowel /uh/ after the /w/ sound. You should say a pure /w/ with no vowel; in other words do not say "wuh", just say /w/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>w</u> together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter <u>w</u> and then mouse over the tile "wizard" The voice will say "<u>w</u> can make the sound /w/ as in "wizard."
5. Your child should say ""wizard" and the sound /w/.
6. Point to the /w/ tile and say to your child "Tell me the name of the letter that has this sound: /w/."
7. Your child should say <u>w</u>, wizard, /w/.
8. Select /w/ (wizard) as your beginning sound and /t/ (boat) as your ending sound. Mouse over the 32 words, and notice which of them has the short /a/ or /e/ from earlier lessons. Select /r/ (star) as your ending sound, You will see 43 words beginning with /w/ or <u>wh</u> and ending with /r/, including *wear, where* and *whisper (*which has the /i / sound).
9. Tell your child that the /w/ sound never occurs at the ends of words. The letter <u>w</u> may be present at the end of a word, but it is always part of a vowel digraph (two letters that form a totally new sounds as in <u>ew</u> as in "new". The /w/ sound is *never* pronounced at the end of a word.
10. Now you have 24 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You must move the mouse into and out of the text box.) Together with your child, combine the letter/sounds into two and three letter words or nonsense words, Type the letters <u>w</u>-i-<u>sh</u>. Show your child how this produces the word "wish", by both saying it and having Merlin read it. Follow the same steps to make the word "wet". You can try blending them in a silly way, such as "wud" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /w/ (wizard) as your first sound and /l/ (camel) as your ending sound, and then ask your child to find the word, "whale".

12. Open up the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These often are blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /w/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *whale* or *water*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 26: Teaching the /y/ sound as in yawn

After one or two sight words, review /d/ and /w/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter y makes the sound /y/" (be careful not to add the vowel /uh/ after the /y/ sound. You should say a pure /y/ with no vowel; in other words do not say "yuh", just say /y/.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter y together (exception is if the child is very calm and not distractible.)

3. Say the name of the letter and have your child repeat it.

4. Click on the letter y and then mouse over the tile "yawn" The voice will say "y can make the sound /y/ as in "yawn."

5. Your child should say ""yawn" and the sound /y/.

6. Point to the /y/ tile and say to your child "Tell me the name of the letter that has this sound: /y/."

7. Your child should say y, yawn, /y/.

8. Select y (yawn) as your beginning sound and r (as in star) as your ending sound. Mouse over the 6 words, and notice which of them has that /o/ or /u/ from earlier lessons. Select k (book) as your ending sound, You will see 5 words beginning with /y/ and ending with /k/, including *yearbook, yolk* and *yank (*which has the /a/ sound).

9. Tell your child that the /y/ sound never occurs at the ends of words. The letter y at the end of a word always functions as a vowel. In the word "baby", it makes the long /e/ sound and in "my", it makes the long /i/ sound. It also can function as part of a vowel digraph as in ay as in "holiday".

10. Now you have 25 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up

KidsVoyager Online Storywriter. This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You need to mouse into and out of the text box.) Together with your child, type the letters y-e-s. Show your child how this produces the word "yes", by both saying it and having Merlin read it. In the same manner, produce "yip". You can try blending them in a silly way, such as "yot" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select y as your first sound and d as your ending sound, and then ask your child to find the word, "yard".

12. Open up the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /y/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *yawn* or *yolk*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 27: Teaching the /v/ sound as in volcano

After one or two sight words, review /w/ and /y/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter v makes the sound /v/" (be careful not to add the vowel /uh/ after the /v/ sound. You should say a pure /v/ with no vowel; in other words do not say "vuh", just say /v/.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter v together (exception is if the child is very calm and not distractible.)

3. Say the name of the letter and have your child repeat it.

4. Click on the letter v and then mouse over the tile "volcano" The voice will say "v can make the sound /v/ as in "volcano."

5. Your child should say ""volcano" and the sound /v/.

6. Point to the /v/ tile and say to your child "Tell me the name of the letter that has this sound: /v/."

7. Your child should say v, volcano, /v/.

8. Select /v/ (volcano) as your beginning sound and /s/ (bus) as your ending sound. Mouse over the 16 words, and notice which of them has the short /a/ or /u/ from earlier lessons. Select l (camel) as your ending sound, You will see 32 words beginning with /v/ and ending with /l/, including *vowel, vegetable* and *volleyball (*which has the /o/ sound).

9. Tell your child that the /v/ sound occurs at the ends of words, too. If you select /v/ for both your beginning and ending sound, you will find one page consisting of 3 words. Mouse over the words and see if your child finds them interesting*.* Notice which words have the short /a/ from lesson 2. Now, select /l/ (lamp) as your beginning sound and mouse over these words together.

10. Now you have 26 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You need to mouse into and out of the text box.) Together with your child, type the letters v-e-t. Show your child how this produces the word "vet", by both saying it and having Merlin read it. In the same manner, produce "van". You can try blending them in a silly way, such as "vip" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select v as your first sound and n as your ending sound, and then ask your child to find the word, "vegetarian".

12. Open up the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /v/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *vegetable* or *Venus*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 28: Teaching the /z/ sound as in zebra
After one or two sight words, review /y/ and /v/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letter <u>z</u> makes the sound /z/" (be careful not to add the vowel /uh/ after the /z/ sound. You should say a pure /z/ with no vowel; in other words do not say "zuh", just say /z/.
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter <u>z</u> together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter <u>z</u> and then mouse over the tile "zebra" The voice will say "<u>z</u> can make the sound /z/ as in "zebra."
5. Your child should say ""zebra" and the sound /z/.
6. Point to the /z/ tile and say to your child "Tell me the name of the letter that has this sound: /z/."
7. Your child should say <u>z</u>, zebra, /z/.
8. Select /z/ (zebra) as your beginning sound and /p/ (as in soap) as your ending sound. Mouse over the 2 words, and notice which of them has the short /a/ or /i/ from earlier lessons. Select /k/ (book) as your ending sound, You will see 2 words beginning with /z/ and ending with the /t/ sound, including *zoologist, zygote* and *zest (*which has the /e/ sound).
9. Tell your child that the /z/ sound occurs at the ends of words, too. If you select <u>z</u> for both your beginning and ending sound, you will find that there are no words. Instead, select /g/ as your beginning sound and mouse over these words together. You will find many words that end with the /z/ sound but are spelled with the letter <u>s</u>. Some words that do end with <u>z (and e)</u> include *"gauze", "graze"* and *"gaze".*
10. Now you have 27 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You will need to mouse into and out of the text box.) Together with your child, type the letters <u>z</u>-<u>i</u>-<u>p</u>. Show your child how this produces the word "zip", by both saying it and having Merlin read it. In the same manner, produce "zag". You can try blending them in a silly way, such as "zop" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select <u>z</u> as your first sound and <u>n </u>as your ending sound, and then ask your child to find the word, "zeppelin".
12. Open up the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the /z/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the

letter/sound learned today. And this is fun. For example, you and your child can search on the words *zebra* or *zeppelin*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 29: Teaching the /th/ sound as in thumb

After one or two sight words, review /v/ and /z/ from the previous two lessons.

1. Tell your child, "We are going to learn that the letters th can also make the sound /th/" (be careful not to add the vowel /uh/ after the /th/ sound. You should say a pure /th/ with no vowel; in other words do not say "thuh", just say /th/. (Remind your child, if he/she has forgotten that th makes another sound, as well)
2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter t together (exception is if the child is very calm and not distractible.) Then mouse over the tile with the picture of the thumb.
3. Say the name of the letters and have your child repeat them.
4. Again mouse over the tile "thumb" The voice will say "th can make the sound /th/ as in "thumb."
5. Your child should say ""thumb" and the sound /th/.
6. Point to the /th/ tile and say to your child "Tell me the name of the letters that make this sound: /th/."
7. Your child should say th, thumb, /th/.
8. Select th (thumb) as your beginning sound and m (as in film) as your ending sound. Mouse over the 4 words, and notice which of them has the short /u/ from earlier lessons. Select /k/ (book) as your ending sound, You will see 4 words beginning with /th/ and ending with /k/, including *think, thank* and *thick (*which has the /i/ sound).
9. Tell your child that the /th/ sound occurs at the ends of words, too. If you select th for both your beginning and ending sound, you will find one page consisting of 3 words. Mouse over the words, especially those your child might find interesting or funny such as *thousandth.* Notice which words have the short /i/ from lesson 6. Now, select /m/ as your beginning sound and mouse over these words together.
10. Now you have 28 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You will need to mouse into and out of the text box.) Together with your child, type p-a-th. Show your child how this produces the word "path", by both saying it and having Merlin read it. Switch the first letter to b, and let your child hear

how this forms the word "bath". In the same manner, produce "thin". You can try blending them in a silly way, such as "nuth" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /th/ (thumb) as your first sound and /r/ (star) as your ending sound, and then ask your child to find the word, "thunder".

12. Open up the Word Journal. Have your child write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today, or other words that begin with or contain the unvoiced (I call it "windy" with our students) /th/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *thunder* or *thousand*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 30: Teaching the letter q with u making the /kw/ sound as in quick
After one or two sight words, review /z/ and /th/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter q is always used with the letter u and they make the sound /kw/" (be careful not to add the vowel /uh/ after the /kw/ sound. You should say a pure /kw/ with no vowel; in other words do not say "kwuh", just say /kw/.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter q together (exception is if the child is very calm and not distractible.)

3. Say the name of the letter and have your child repeat it.

4. Click on the letter q and then mouse over the tile "queen" The voice will say "q can make the sound /kw/ as in "queen."

5. Your child should say "queen" and the sound /kw/.

6. Point to the /q/ tile and say to your child "Tell me the name of the letter that has this sound: /kw/."

7. Your child should say q, queen, /kw/.

8. Select /q/ (queen) as your beginning sound and /k/ (as in book) as your ending sound. Click on page 4, you will see 5 words beginning with qu and

ending with /k/. Select /t/ (boat) as your ending sound, On page 5, you will see 5 words beginning with /qu/ and ending with /t/, including *quiet, quart* and *quit (*which has the short /i/ sound).

9. Tell your child that the /q/ sound occurs at the ends of words, too. At the ends of words, it makes the /k/ sound. If you select p for both your beginning sound and /k/ for your ending sound, you will find the word *plaque* on page 2. Now, select /a/ as your beginning sound and you will see the word *antique*.

10. Now you have 29 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You will need to mouse into and out of the text box.) Together with your child, type the letters q-u-i-t. Show your child how this produces the word "quit", by both saying it and having Merlin read it. In the same manner, produce "quip". You can try blending them in a silly way, such as "quith" and ask your child, "Is this a word?"

11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select qu making the /kw/ sound and d as your ending sound, and then ask your child to find the word, "quicksand".

12. Open up the Word Journal. Tell your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These are often blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.

13. Now give your child some time to search on one or two of the words that you found today. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words, *quicksand* or *queen*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Day 31: Teaching the /ks/ sound made by the letter x as in fox
After one or two sight words, review /th/ and /kw/ from the previous two lessons.
1. Tell your child, "We are going to learn that the letter x makes the sounds /ks/".Tell your child that except for the word *x-ray*, this letter makes its sound at the ends of words only.

2. Put your hand over your child's hand (hand over hand) on the mouse, and mouse over the letter x together (exception is if the child is very calm and not distractible.)
3. Say the name of the letter and have your child repeat it.
4. Click on the letter x and then mouse over the tile "box" The voice will say "x can make the sound /ks/ as in "box."
5. Your child should say "box" and the sound /ks/.
6. Point to the /x/ tile and say to your child "Tell me the name of the letter that has this sound: /ks/."
7. Your child should say x, box, /ks/.
8. Select /f/ (frog) as your beginning sound and /x/ (film) as your ending sound. Mouse over the words, and notice which of them have short vowel sounds from earlier lessons. Select /m/ (mouse) as your beginning sound, You will see 6 words beginning with /m/ and ending with /ks/ (x), including *mailbox, mix* and *matchbox (*which have both the short /a/ and /o/ sounds).
9. Since /x/ occurs only at the ends of words (except for *x-ray*), try other beginning sound combinations with the /x/ sound.
10. Now you have 30 sounds to blend into words. Click on the box at the top of the screen that says "Favorites". Look down the list of options and open up *KidsVoyager Online Storywriter.* This program includes the animated text reader named Merlin who reads whatever you type into the text box. (You must mouse into and out of the text box.) Together with your child, type the letters p-o-x. Show your child how this produces the word "pox", by both saying it and having Merlin read it. In the same manner, produce "six". You can try blending them in a silly way, such as "rix" and ask your child, "Is this a word?"
11. Have your child be a *Word Detective.* Have him/her find the words in KidsVoyager Online, using the initial and final sound tiles. Ask your child to find the correct word tile. For example, select /r/ (robot) as your first sound and /x/ (the /ks/ sound at the end of box) as your ending sound, and then ask your child to find the word, "relax".
12. Open up the Word Journal. Ask your child to write the words that you have found that are either interesting or contain the sounds taught so far. You can use also pencil and lined paper. Kids also love dry erase boards. These often are blank on one side and lined on the other. Use the lined side to practice writing words in addition to the Word Journal.
13. Now give your child some time to search on one or two of the words that you found today, or other words that end with or contain the /x/ sound. You can use Phonic Engine Spelling or regular spelling. Leave it up to your child. This will reinforce today's lesson by providing a meaningful context for the letter/sound learned today. And this is fun. For example, you and your child can search on the words *reflex* or *wax*. Use the KidsVoyager Online search page or any kids' search engine. We've also found that many kids enjoy Google, but they should be closely supervised if they are using a search engine not designed specifically for children. It is important that this feel like playtime to your child. Play at the end of a work session is a goal your child

will like working towards. Remember that while playing with KidsVoyager Online he/she is continuing to learn. When Merlin reads aloud and your child reads along, he/she is learning; learning both decoding and reading comprehension skills.

Practice writing phrases and sentences
Now that your child has learned sounds associated with each letter, you should start practicing writing phrases and sentences even more.

For **day 32**, first review /kw/ and /ks/ from the previous lesson. Spend about 15 - 20 minutes on phrases and sentences, such as those below (1 – 7). Also, make up your own, but be sure to only use short vowels, for the time being. Then, as in lessons 1 – 31, give your child some time to search on one or two of the words that you used in the sentences or phrases.
Using the text box in *KidsVoyager Online Storywriter*, start practicing dictation of short phrases and sentences such as:
1. a bad job
2. Hit Kim.
3. Tom got a map.
4. Pam had a big bag.
5. a big bad bug.
6. Tom got a big top.
7. Sam had a chat with Pat.

. Use *KidsVoyager Online Storywriter* as the last activity, incorporating both words and information from the current lesson, along with words and information from previous lessons; or 2. Give your child some time to search on one or two of the words that occurred in the lesson, or previous lessons. Or both.

Short Vowel Sounds Review

Short vowel sounds should be worked on once you have taught your child all of the short vowels (from days 1 – 31) or if your child has already learned them in some other context such as in school. Here's why:

Children often experience some confusion in discriminating one short vowel sound from the other. Several of your lessons should include helping your child pick out which short vowel sound he/she is hearing in any given word. This is also important because there are many spelling rules, which require awareness of short vowels, as you will read later. Because KidsVoyager Online uses icons (the phoneme tiles) for each letter/sound pair, your child will have an easier time

retaining this information. Here are some activities to help cement this letter-sound connection:

1. Your child should copy the pictures on the icons for the short vowel sounds into his/her Word Journal. These are *apple, elephant, insect, octopus* and *umbrella.* Place the pictures horizontally across the top of the page, and draw column lines, so that each sound has its own column.

2. Using Phonic Engine Spelling, find 3 to 5 more words that begin with that short vowel sound. No matter what part of speech the word is, if a picture of it can be drawn or printed, place the picture next to the word (in the appropriate column). So for example, if using "itch" for the short i̲, try to find a picture of someone scratching, or a picture of a mosquito bite or poison ivy.

3. Using Phonic Engine Spelling, and selecting random initial and final sounds, look for five words that consist of a consonant-vowel-consonant for each short vowel sound. For example, for /short o/. With initial sound /p/ and final sound /t/, your child will find the word "pot". Your child should write the word in the short "o" column and draw a picture representing the word. Your child will also find the word "plot". If that word is in your child's vocabulary, he/she should add this to his/her Word Journal as well.

4. One excellent way to determine your child's ability to correctly label the short vowel is to make up a nonsense word like "wib" or "lun" for example. Ask your child to tell you what vowel sound he/she hears. Make sure you present your child with at least three nonsense words per sound,

5. Tell your child the beginning and ending sounds of the word you are thinking of. Then, tell him/her the missing vowel sound in the middle, For example, /s/ and /t/ and that the middle sound is the short sound made by the letter i̲. After your child figures out the answer (sit), try a different vowel sound, such as short a̲ (sat). Try using beginning p̲ and ending sound of k̲. Use all of the short vowel sounds as they will all result in true words (pack, peck, pick, pock and puck). If your child is able, you may try taking turns.

6. Similar to the one above, except use letter/sounds that will result in nonsense words too. So here, you are mixing true words with nonsense words. Then have your child tell you whether the answer is a true word or not. So "lack", "lick", "lock" and "luck" are words, but "leck" is not. You can always use KidsVoyager Online to check your answer.

7. It is recommended that you repeat this practice once a week until your child is correct close to 100% of the time. There is a list of additional "nonsense" words in Appendix VI.

As with all lessons, end this lesson either with *KidsVoyager Online Storywriter* as the last activity, incorporating both information from the current lesson, along with information from previous lessons, or give your child some time to search on one or two of the words that occurred in this lesson, or previous lessons, or both.

Teaching Spelling Patterns

Now that your child has completed basic *phonics lessons, it's time to learn more complex (but necessary) ways in which letters and letter combinations produce sounds and words.* Spelling patterns are a critical part of phonics. They allow your child to properly decode words with long vowels, blends, and more.

In addition, some spelling patterns, which are not always taught in every school, are not phonics per se, but can be extremely helpful in decoding and encoding many common words, which are frequently misspelled.

Spelling patterns should be taught in a fashion similar to lessons 1- 32, except instead of focusing on a particular letter-sound, the focus of the lesson should be on the pattern. Depending on a number of factors, your child may be able to complete a pattern in one day, or it may take several days to learn, and even longer to internalize (remember without having to think about it) the pattern you are working on. Be sure not to get "stuck" on a particular pattern. If your child is having difficulty, move on, and come back later. A good rule of thumb is to correct your child twice and if he/she still doesn't get it, say "Good trying" and move on to the next item. Nothing inhibits learning more than frustration. Also, please contact us for consultation if a difficulty persists.

For each spelling pattern lesson, review the previous day's work, teach the pattern as described below, and finish up by either searching on words that came up during the lesson, and/or a phrase, sentence, or story using KidsVoyager StoryWriter.

For the first spelling pattern, let's start with long vowels. As mentioned above, long vowels are almost always produced by more than one letter. The most obvious example is the silent <u>e</u>.

I. Long Vowels with Silent <u>e</u>
KidsVoyager® Online is ideal for teaching your child the effect of the silent <u>e</u>. Using the Phonic Engine Technique, children readily see how "rat" becomes "rate", "not" becomes "note". Explain to your child that you are going to start with long vowels when they are in within the word (a medial or middle sound). That way it's easiest to see the effect of the silent <u>e</u>, and there are many more words for use as examples.
Here are the steps you should follow to teach silent <u>e</u> to your child:
1. Begin with the first word pair on the list below. Ask your child to click on the letter button <u>t</u> and the phoneme tile /t/ (turtle).
2. Tell your child to click on the letter button <u>p</u> and the phoneme tile /p/ (soap).
3. Mouse over the word tiles until you come to "tap" and "tape".

4. Tell your child to move the mouse cursor over "tap" and "tape" so that he/she can hear the difference between the words. (*Note: your child may notice other letter patterns while doing this as these word pairs may not always be adjacent. For example, in between "pal" and "pale" is its homophone "pail". Tell your child that he/she will be learning about these letter patterns later.)
5. Tell your child that the letter <u>e</u> at the end of the word "tape" makes the vowel say its name. Tell your child that this is the "long vowel" sound of the letter <u>a</u>.
6. Tell your child that when a vowel says its name, it's called a "long vowel" and one way we spell this sound is by putting an <u>e</u> at the ends of words, and this ending <u>e</u> is silent. Refer to it as the "silent e" or "magic e".
7. Using the above steps, select other word pairs like those listed below to demonstrate the effect of silent <u>e</u>.
8. Open up KidsVoyager Storywriter. Your child should practice writing the word pairs to your dictation. When Merlin reads them, your child will be able to check his/her own spelling.

tap-tape
mop-mope
rob-robe
rip-ripe
bit-bite
tub-tube
bid-bide
sham-shame
van-vane
tin-tine
not-note
mat-mate
sit-site
dim-dime
din-dine
fat-fate
cut-cute
gap-gape
mop-mope
pal-pale

Exceptions to this rule will be included in the Appendix under sight words.

Using Phonic Engine Spelling, these words will all be found using the same initial and final sounds. Thus, the effect of the <u>e</u> will be clearly illustrated for your child. Write these word pairs in the Word Journal. Also, have your child find some examples of "silent e" where the vowel sound is at the beginning of the word, such as *ape, ogre, use, ice* and *even.* These words should also be written in the Word Journal.

II. Vowel Pairs (or Vowel Digraphs)

Many children are aware of the little rhyme, "When two vowels go a-walking, the first one does the talking." These are:

1. ai=long /a/ as in pain, main, train, plain, stain, rain (not "again" as the ai is not pronounced this way in the U.S., it is a sight word)
2. ay=long /a/ as in day, stay, ray, tray, play, fray, may,
3. ee=long /e/ as in feed, need, feed, reed, deed, heed, free, fee, bee, see
4. ea=long /e/ as in seat, reach, read, lead, sea, tea, steam, team, leash
5. oa=long /o/ as in boat, coat, float, poach, coach, moan, coal,
6. oe=long /o/ as in toe, foe, Joe, doe, hoe
7. ow=long /o/ as in snow. Even though w is not a vowel, it is silent at the end of a word, and sometimes, when paired with o makes the long /o/ sound, usually at the end of a word. These include: show, tow, below, row, stow, grow
8. oo= long /u/ as in food, moon, loon, balloon, baboon, noon (or afternoon), too,

9. ew=long /u/ as in new, also seen at the end of a word, most often. Other words: stew, dew, few, drew, grew, crew, mildew, screw,
10. ue = long /u/ sound as in sue, accrue, true, blue, issue
11. ui = long /u/ as in juice, fruit, suit, bruise
12. ie= long /i/ as in pie, lie, tie, die

Children have a lot of fun finding the words you ask them to find. Below is a sample lesson for vowel pairs.

1. Begin with long /ā/. Ask your child to find the word "play". After your child finds the word, ask him/her which letters make the long /a/ sound.
2. Ask your child to find the word "train". Have your child find which letters make the long ā sound.
3. Ask your child to find the compound word (a word formed by two words together) "maybe".
4. While exploring these combinations, see if you notice any patterns. For example, point out to your child that ai is never used at the end of a word.
5. Check out all of the long vowel sounds with your child. Have him/her write all of the different ways that long /a/, /e/, /i/, /o/ and /u/ are spelled. Record them in the Word Journal under the heading "Vowel Pairs" and then make a separate column for each long vowel sound.
6. Do one long vowel sound a day and every time you begin a new one, remember to review the one from the day before.

III. The Doubled Ending – ll ,ff, ss, zz

1. Tell your child that If a word consists of one syllable (or beat) and contains a short vowel, and ends with the letters /l/,/f/, /s/ or /z/ that last letter must be doubled. Spend about five minutes reviewing the short vowels.
2. Using the list below, tell your child to select the appropriate beginning and ending sounds in order to find these words.

3. For example, to find the word "doll", tell your child to click on the letter <u>d</u> and select the phoneme tile "dinosaur" for the initial /d/ sound.
4. Tell your child to click on the letter <u>l</u> and select the phoneme tile "camel" for the final /l/ sound.
5. Your child will then see four pages of words with this same initial-final sound combination. Your child will find the word "doll" on page 3.
6. Your child may also notice that there are many compound words (a word made up to two complete words put together to form a new word) in which the second syllable has the double <u>l</u>. Examples of these include "downhill" and "doorbell". In addition, your child will also see the word "dill" which follows the same rule.
7. Your child should write these words in the Word Journal with the words written under the heading of **ll**, **ff, ss,** and **zz.**

Below is a list of words for you to find with your child.

1. doll
2. pill
3. fell
4. jazz
5. yell
6. mess
7. hill
8. moss
9. gull
10. fizz
11. will
12. sell
13. puff
14. cuff
15. fuzz

Think of some words together and find them. Children get very excited when they contribute their own ideas and words to the lessons. Make up some easy sentences with the double letter endings and ask your child to write them in the journal as well. These may include:

1. Sell the doll.
2. Yell at the mess.
3. Mess up the jazz.
4. Moss on the hill.
5. I will take a pill.

IV. Consonant Blends

Unlike <u>ch</u> and <u>sh</u> together which make a new sound, each consonant in a consonant blends keep its own identity. These blends include:

"l" blends	"r" blends	"s" blends
bl-blot	dr-drag	sl-sleep
fl-flag	br-brown	sk(c)-skate, scare
cl-clap	gr-gray	sn-snow
pl-plan	tr-try	st-star
sl-sleep	cr-crab	sw-sweet
gl-globe	pr-press	sp-spoon
	fr-from	str-string
	str-string	sk(c)r-scream
	scr-script	spr-spring
	spr-spry	
	shr-shrink	

1. Begin with the <u>l</u> blend list and the word "black" (any <u>bl</u> word in your child's vocabulary is fine). Tell your child to click on the letter <u>b</u> button and select the /b/ (bicycle) tile. Tell your child to click on the final sound of /k/ by clicking on either <u>k</u> (book) or <u>c</u> (music).
2. Your child will see two pages of words with these initial and final sounds. Not only will he/she find the word "black", but between these two pages he/she will also see four other words beginning with the <u>bl</u> blend.
3. Tell your child to write all or some of them down under the heading <u>bl</u>.
4. Continue finding all of the rest of the <u>l</u> blends and writing them in the Word Journal.
5. Depending on your child's ability to stay focused, see if he/she can find words on his/her own by selecting the correct initial and final sounds.
6. Have your child write some words, phrases and sentences to dictation in the Word Journal or in KidsVoyager Storywriter.
7. The next lessons should focus on the <u>r</u> and then the <u>s</u> blends. Follow the same procedure outlined above. .
8. To make sure your child is correctly labeling and spelling these blends, you should begin the next several sessions with a review. One way to review these is to have your child write a word such as "rip" and then ask him to write "trip" or "drip" or "strip".
9. Also, practice reading and dictation, using short sentences. Have your child read sentences, using patterns already discussed such as "I can drag the sled." Alternatively, have him/her write them down in the journal.

V. Consonant blends at the ends of words

Introduce this idea to your child. Remember that both letters retain their individual sounds (unlike the work "tal<u>k</u>" for example, in which the /l/ is silent.)

Follow the same steps as in consonant blends at the beginnings of words.

The sound blends include:
mp-ramp
st-last
sk-ask
sp-lisp
nd-sand
lp-help
ld-hold
nt-sent
lt-belt
lk-milk
ft-raft
nch-lunch

Each time you practice, take a few minutes to review some or all of the spelling patterns before moving on to the next one. The repetition helps your child remember. Again, practice both decoding (reading) and dictation. For example, ask your child to write, "I dr<u>in</u>k my mi<u>lk</u>."

VI. Vowel diphthongs
A diphthong is a complex "gliding" vowel sound that starts off as one vowel sound, but ends with another. Diphthongs are also known as "gliding vowels". They may consist of one or more vowels, a vowel and a consonant, or several vowels and consonants. Long <u>i</u>, as in "fine", and long <u>a</u>, as in "late" are diphthongs, as are <u>oy</u> in boy, <u>ew</u> as in new, and <u>aw</u> as in paw.

Below are some additional letter combinations that produce other vowel sounds that your children must learn. Teach them the same way your taught your child the vowel pairs.

1. ou=the vowel sound in loud, sound , ground , flour, hour
2. ow=the vowel sound as in power, jowl, flower, tower, now, sow
3. oi=the vowel sound in noise, toil, oil, coin
4. oy=the vowel sound in toy, boy, royal, loyal, Troy,
5. au=the vowel sound as in pause, cause, laud
6. aw=the vowel sound as in paw, saw, flaw, lawn,, fawn, draw,
7. a=the vowel sound in call, crawl, ball, stall,
8. igh=the long /i/ sound as in night, fight, nigh, night, sigh, sight
9. eigh=the long /a/ sound as in eight, weight

Help your child to find examples of all of these, selecting two different patterns each time you practice, and reviewing the previous ones. Pick beginning and

ending sounds and have your child review the word grids and find the word with the letter/sound combinations you are looking for. Also, notice which of these spelling patterns can never be at the end of a word, or which ones can never be at the beginning; and those, which are usually in the middle of the word. For example, your child will find that the sound /aw/ is always spelled aw at the end of a word. This is also true for oy, and ow.

Children love a challenge. I know I've said this many times already, but it is so true. Ask him/her to find as many words as possible that end with oy, ow or aw since they can be found at the end of a word. You'll find that if you ask your child to find 5 of them, he/she will proudly hand you a list of 10.

VII. "r" controlled vowels
Tell your child that when a vowel occurs right before the letter r, the vowel sound is changed slightly. So while, a may make the same sound in back, mat and lap, when in words like "car", "park" and "farm", it sounds slightly different. The ar and or combinations are generally straightforward, the ir, er and ur combinations make the same sound. Think about "bird", "germ" and "blurb". They all sound the same and there is no rule to determine which letter combination is used. It takes practice, just like learning sight words does. Use the Word Journal to make lists of words making the target sound. Notice also that in the words "word", "world" and "worm", we have or making this sound and in "earth", "early" and "pearl" the sound is spelled ear. Make sure to have a page or two to list these words with *r controlled vowels*.

VIII. Use KidsVoyager® Online to further explore the consonant digraphs: sh, ch, and th (making the voiced sound as in the and the unvoiced sound as in thin)

These sounds occur at the beginning and the ends of words. When you click on the letter c, point out to your child that c with the h can make the sound as in chair, the sound as in chef and the sound as in chorus or school. Most of the time, it makes the first sound but have your child try to find examples of all of the sounds. Point out the fact that words that make the /sh/ sound and are spelled with ch, come from the French language as in the word *chef*. Have him/her write all of them in the Word Journal.

IX. The /k/ sound
This sound can be spelled c, k, cc and ck. Tell your child that at the beginning of a word it is spelled with the letter c, unless the /k/ sound is followed by an e, i, or y. Then it spelled with the letter k. Use KidsVoyager Online to check this out. You should also point out that when the **letter c is followed by e, i, or y, it makes the /s/ sound as in city**. This will be addressed again later.

Sometimes**, in the middle of a word, the /k/ sound is spelled** <u>cc</u>, after a short vowel sound. Examples of these are *raccoon, stucco, occupy.* Give your child the beginning and ending sounds and ask your child to be the *Word Detective.* Say, "Using /r/ as your beginning sound and /n/ as the ending sound, find the word with the /k/ sound spelled <u>cc</u>". Your child will feel so proud to find the word *raccoon.* Children really love being the *Word Detective*. In fact, in our experience, they will "race" to find the target word.

<u>ck</u> **may be in the middle or end of the word**-Help your child figure out the pattern for words ending with the /k/ sound. **The rule is if a word has a short vowel, followed immediately by the consonant sound, then it is followed by** <u>ck</u>**.** These include words like *lucky, stick,* and *clock.* In *all* other circumstances, the spelling is just <u>k</u>. if the vowel is long as in *lake;* if there is an additional consonant as in *ink*, it is just <u>k</u>. It is a very simple rule, and from our experience, very few children seem to be aware of it.

Of course, **some words end with** <u>ic</u> **as in *music* and *rustic***. Again, ask your child to play *Word Detective* and find the words that end with "ic".

As always, these should all be entered in your child's Word Journal.

X. The /ch/ sound at the ends of words
The /ch/ sound at the ends of words follows a similar pattern. If the vowel is short, it is spelled <u>tch</u> as in *batch*. With any other pattern, it is <u>ch</u>, as in *beach* (long vowel), or *bunch* (consonant <u>n</u> plus <u>ch</u>). Again, it is a simple rule but again, very few children seem to be aware of it.

The words *much* and *such* are exceptions.

XI. The Letter <u>c</u>
Your child probably knows that **the letter** <u>c</u> can make the /k/ or /s/ sound. See if your child remembers the pattern which was described when discussing the spelling of the /k/ sound. Have him/her make a list of words beginning with the letter <u>c</u> making both sounds. You may recall that the rule is that when <u>c</u> is followed by <u>i, e,</u> or <u>y,</u> it makes the /s/ sound. Help your child to find 10-20 words and write them in the Word Journal. He/she should separate the words into 2 columns, words making the /s/ sound and words making the /k/ sound.

XII. The Letter <u>g</u>
The letter <u>g</u> often makes its soft sound as in *giant* when followed by <u>i</u>, <u>e</u>, or <u>y</u>. This is not a hard and fast rule, just something to keep in mind. The hard sound will always precede the letters <u>a</u>, <u>o</u> and <u>u</u>.

Reminder: As you add words and word patterns to the Word Journal, have your child practice writing sentences in both the journal and in Storywriter. This way, he/she learns vocabulary, grammar and spelling all at the same time.

XIII. The <u>le</u> ending
Use KidsVoyager Online to teach these patterns.
1. Tell your child that you are going to look at some words that end with a consonant and the /l/ sound. These are words like "jin<u>gle</u>", "han<u>dle</u>" "dou<u>ble</u>".
2. There are two parts to this spelling rule. First, your child has to identify the sound he/she hears before the /l/ sound. That will determine what letter comes right before the <u>le</u> ending. The possibilities are <u>ble</u>, <u>fle</u>, <u>tle</u>, <u>dle</u>, <u>gle</u>, <u>kle</u>, <u>ple</u>, <u>zle</u>.
3. Second, your child needs to be aware of what sounds come before the <u>consonant-le</u> ending. If it is a short vowel sound spelled with one letter, like /a/ as in c<u>a</u>t, and no other sound or letter, the consonant before the <u>le</u> ending is doubled. Examples of these are "paddle", "juggle" and "meddle". If there is any other sound or letter combination, the consonant is not doubled. "*Double*" is a good example. The vowel sound is short but it is spelled with two letters. The word "handle" consists of a short vowel plus another consonant, so again, no doubling.
4. Using KidsVoyager Online, ask your child to find words with the <u>le</u> ending by clicking on a beginning sound and always the final sound of <u>l</u>. As he/she finds each word, your child should make lists of different <u>le</u> words and then you should talk about which words have doubled consonants and why. This practice of looking for and finding words and then writing them down will help your child retain their spelling and the spelling rule. It also reinforces your child's correct identification of short vowels.

XIV. Word endings and the doubling rule and dropping final <u>e</u>.
This doubling rule is just like the one discussed in the <u>le</u> ending section. When we add on the "ed" and "ing", we double the consonant when only one <u>short</u> vowel precedes it. Understanding this spelling rule, your child will not only be able to spell correctly, but decode correctly. Your child will know the difference between *"hoping"* and *"hopping"*. Another example is "*patted*" (doubled due to the lone short vowel) and "*panted*" (not doubled because the short <u>a</u> is followed by an <u>n</u>).

Another rule for adding <u>ing</u> and <u>ed</u>, is that when the verb ends with the letter <u>e</u>, the <u>e</u> is generally dropped and the ending is added. Thus, *"use"* becomes *"using"* and *"raise"* becomes *"raised"*.

Grammatical Word Endings

Word endings (suffixes) convey a great deal of meaning, both conversationally and in text. It is important to remember that spelling and pronunciation do not always correspond. Practice these skills using KidsVoyager Online Storywriter, as well as pencil and paper.

For example, the past tense "ed" may be pronounced /d/, /t/ or /ed/, depending on the sound preceding the ending. Your child must have an understanding that even though he/she is hearing a /t/ when saying "walked", the spelling is ed and the meaning describes an event that has already happened. So when he/she is spelling the word, take note, is your child remembering to use ed, indicating that he/she understands that you are talking about a past event, or is he/she using just a t, because that is the sound that is heard? Here we see the interrelationship of spelling and meaning. Here is another example: when your child hears "I missed the bus." or "The bus drove through the mist. he/she needs to understand that even though they sound the same "mist" and "missed" have different meanings and different spellings. Have your child practice writing words with the ed ending to make sure they understand this concept. You can also make it a fun challenge by having him/her write sentences to dictation using homophone word pairs, such as *passed-past, mist- missed, rapped-rapt,* and *guest-guessed.*

Word endings such as "er" and "est" convey comparisons such as in "*fast, faster*, *fastest."* However, "er" can also mean someone or something that does something, as in "*farmer*." Your child has to look at the context to determine the meaning of that suffix. Also, the word ending ist sounds just like est, so your child has to understand that ist refers to a person as in "dentist" or "violinist". Thus, if your child understands that he/she is talking about a person, est is not the correct ending.

When a verb ends with ing as in "running", that means the action is (or was) ongoing or of some duration, as in "is running" or "was running". This form must always be used with an auxiliary or helping verb. Again, in this circumstance, we see the connection between grammar, meaning and spelling. This also comes into play in reading comprehension and writing. For your child to really understand a sentence like, "*My mom is driving the car"*, he/she must know that the ing ending means that Mom is *still* driving. Similarly, when your child writes a story about an event that takes or took some time (as in, *Last weekend, we were working in the garden)*, he/she must convey that to the reader by using the ing.

Children learn that when there is more than one of an object, we add an s or es, except in cases where it is irregular as in foot-feet, for example. Here again, we see the convergence of spelling and meaning. When a word ends with the *sound of* /s/, /z/, /sh/, /ch/, and /j/, the es is added. We use the singular form in the KidsVoyager Online lexicon, however this is something that is important for your child to understand, in both reading and writing.

Your child also needs to be aware that when a noun is pluralized, the plural form of the verb is also used (*He likes the beach* and *They like the beach)*. Make sure you are seeing this in your child's writing.

When a word ends in the letter y as in *city*, the letter y is changed to an i and then es is added. Thus, *city* becomes *cities*, *worry* becomes *worries*, *try* becomes *tries*. Find words that end with long /e/ or /i/sound, spelled with the letter y. Point out to your child which words are changed in this way. They must either nouns or verbs. Some words, for example *happy* (an adjective) are not changed in this way. (However you might point out that when *happy* becomes *happiness* (the noun form) the letter y becomes an i (i.e. happiness).

Vocabulary and Reading Comprehension

It is an established fact that a well developed vocabulary enhances literacy skills. As you add words to the Word Journal and as your child looks at pages of words in KidsVoyager Online, he/she will notice other words too. Kids invariably find these interesting. They will often click on these and look them up. In our favorites, we have kid's dictionaries and you might add your own, as well. This is a great way for children to learn new words and new concepts. Make sure to have the Word Journal handy at all times. Children can also find stories about topics that are interesting to them, which fuels their love for reading. Merlin, our text reader, reads the text as they read along, facilitating **word recognition**, **reading comprehension** and **vocabulary**. This is an **outstanding feature** of KidsVoyager Online. In the Appendix, there are many activities designed for developing vocabulary and comprehension skills that can be done in addition to using KidsVoyager Online, especially during times when you are not sitting by the computer. Two of these activities which readily incorporate KidsVoyager Online are:

I. Multiple Meanings
There are many words that have more than one meaning and some of these meanings are vastly different from each other. You and your child should use KidsVoyager Online to find these meanings. Understanding that a word can have several meanings enhances both vocabulary and thinking skills. Some of these words include:

1. match - can mean two things that are the same (such as socks) and is also something we use to light a candle.
2. fine - meaning everything is okay and is also what you pay if you get a ticket.
3. trunk - part of a car, part of a tree, part of the body, a suitcase and a boy's bathing suit.
4. light - the opposite of both dark and heavy.
5. glass - windows are made of it and it is also a drinking vessel.
6. pants - something you wear and something a dog does.
7. bark - the "skin" of a tree and another thing a dog does.
8. fair - it means okay, just and something like a carnival.
9. head - part of the body and the leader of a team or business.
10. rose - a flower and got up as in "The sun rose."

There are so many words in this category that are used in every day conversation. It may be surprising to you that it is often quite difficult for children to hold more than one meaning in their minds simultaneously. Again, give your child clues or cues or choices if he/she is unable to come up with more than one meaning for each word. In Appendix II, there is a list of words that have multiple meanings for review with your child.

II. Homophones
These are words that sound the same but are spelled differently and have different meanings. KidsVoyager Online is perfect for finding these words and using your double click page, finding out their meanings. I strongly suggest that you ask your child (or you and he/she can take turns), to make up sentences with each one. Using a word in a sentence can demonstrate whether your child really understands the meanings of the words. Here are some you can look for:

1. its-it's
2. doe-dough
3. main-mane
4. plain-plane
5. straight-strait
6. rein-rain
7. peek-peak

For more homophones, see Appendix I

III. Exploring Reading Comprehension
In our favorites section, you will automatically see a list of useful web sites. (You can add your own by navigating to any page and clicking the "add" button.) Notice a feature called "My Double Click Page". If you navigate to one of the dictionary web sites and select it to be your double click page, then any word your child clicks on will be automatically in the search box. It is that is easy to look up *any* word. So imagine, you are reading a story online with your child. Perhaps you have navigated to BAB books and are listening to and reading a story. Suppose your child comes to a word he/she does not understand. Double click on the word and a second screen will open (so the story will not be disrupted) with the word in the search box. Click on the "go" button and your child will both see and hear the definition. Then, close that screen and get back to your story. Using this method your child will have pleasant reading experiences while expanding comprehension, vocabulary, even decoding skills.

There are many online web sites where children can hear excellent stories that are appropriate for a variety of ages. You can find a list of some of the web sites we use in Appendix IV.

1. Select a story for your child that you think would be interesting. Instruct your child to "Read along with Merlin."
2. After each long paragraph (or up to three short paragraphs), ask your child to fill you in on what the story is about. Ask him/her questions about the story.
3. Also important, ask your child to predict what will happen next or how the story will end. After completing the entire story, discuss it and ask your child to summarize it.
4. It is not uncommon that stories convey ideas that are not explicitly stated. For example, "They lived happily ever after" implies that the characters got married, even though the words do not literally express that. Ask your child to make inferences when you notice that the author is implying something, without actually stating it.
5. If figures of speech are used, make sure your child understands what they mean.
6. Ask your child to retell the story with the events sequenced correctly. It is very important to ensure that your child understands what he/she is reading.
7. **Important-**Feel free to help and support your child as much as he/she needs. Your child shouldn't feel like your questions are a test, but rather like you are a team recreating the story.

Here is a specific step by step example of a reading lesson you can do with your child to develop and improve reading comprehension.
1. Navigate to http://www.candlelightstories.com/2009/03/25/story-the-sweet-smelling-skunk/ to read The Sweet Smelling Skunk, by Artie Knapp.
2. First, look at the picture on the top of the page. Ask your child to look at the two characters, Mrs. Donnelly and Skippy the Skunk. Ask your child to describe how these characters are feeling and to explain how he/she can tell. Children almost always notice their facial expressions, but if they don't, be sure to point them out. Mrs. Donnelly, who looks surprised, has her eyes open wide; her mouth is in that typical "O" shape of a person who is taken by surprise. Also, the illustrator put wavy lines next to both sides of her head, indicating some kind of startled movement. Skippy the Skunk looks sad. If your child doesn't notice, point out the tear which appears to be coming out of his big brown eye and point out that the corners of his mouth are turned down as when one is frowning. The goal of this activity is to enable your child to really understand, and even "feel" the text. Give your child whatever help he/she needs to answer your questions. Most helpful is to provide a choice, so say, "Is Skippy happy or sad?" or "Is Mrs. Donnelly surprised or angry?"
3. Read the first paragraph. Ask your child to picture Mrs. Donnelly's "lush garden." Ask, "What veggies are growing in her garden? Are there peaches or carrots? (Most children know that peaches are fruit.) What else could there be? Are there other veggies you can think of?" Provide choices if your child cannot think of any. Ask your child "What kinds of flowers are growing in her garden?" Ask your child to imagine colors and smells as well.
4. Read down to the end of the fifth paragraph. Ask, "Why did Mrs. Donnelly ignore the risk of being sprayed by the skunk?" Then ask, "What kind of

person is she?" Here your child will have to *infer* that she is very nice because she was more concerned about Skippy (noticing his sadness) than she was for herself (fear of being sprayed).

5. Read down to the end of the eighth paragraph and ask, "What did Mrs. Donnelly mean by saying, "…your scent and spray is how you protect yourself." What does that tell you about the kind of person she is? Again, if your child is stuck, give him/her choices. "Is she kind and understanding or is she selfish and mean?" Look at how many words and concepts you are giving your child to describe people, animals, and objects and again you are asking your child to infer from the story.

6. Read down to the end of the 12ᵗʰ paragraph. What does Mrs. Donnelly mean when she says, "A sense of humor is a good remedy for when you're feeling down"? Ask him/her "Did you ever have a time when you felt sad or upset and you found something to laugh about and then you felt better?" Or, you can remind him/her of such a time or you can tell a story about when that happened to you. Children love hearing these kinds of stories about their parents.

7. Read along with Merlin up to the point Skippy says he sings in the shower. Talk about why that is funny.

8. Talk about the scene in which Mrs. Donnelly moves the piano across the floor and we find out that the piano is on wheels. Talk about what that must have looked like to Skippy; a frail, old woman pushing a large piano. Then talk about the wheels, a simple solution to a problem. Use this to ask your child to predict what Mrs. Donnelly's plan is. What is her plan to make her garden beautiful again? If your child has no ideas, suggest a few. Make sure he/she knows that there is no right or wrong answer, it's just a prediction, a guess about what *might* happen.

9. Read the long paragraph in which Skippy and Mrs. Donnelly plant the garden. Ask your child to picture the skunk and the elderly woman planting a garden together. Then together describe what each character did to plant the garden. Ask your child what Skippy did to help keep the garden safe (spraying a little bit around the perimeter of the garden).

10. Sing the song the characters sing to warn the other animals to stay out of the garden by making up your own melody. Ask your child to tell you what the other animals might have thought about the garden and the song. Again provide choices for your child if he/she seems "stuck".

11. Talk about how Mrs. Donnelly and Skippy feel now that the garden is planted and will be safe from the other animals. Ask your child "What does Skippy do now to show how happy he is?" "What do you do when you feel very happy?" As before, provide choices for answers if he/she cannot think of a response.

12. On finishing the story, talk about the two main themes of this story, friendship and teamwork. Point out how our friends can be very different from us and that we can find new friends in the most surprising places. Talk about how much Mrs. Donnelly and Skippy were able to accomplish together. Relate that to your child's own life. This way, he/she will understand it more readily. For

example, think of a family project in which everyone's participation got the job done better and/or faster.

If you and your child read together with Merlin a paragraph or two at a time, discuss the characters, the events and the language used to describe them, you will help to enhance your child's reading comprehension skills. Furthermore, if you can relate some or all of the events to his/her own life, you can provide an even stronger link to the story you have just shared.

Remember, Merlin reads the sections as you mouse over them, so you have total control over what your child reads and hears. You can replay a sentence or paragraph several times to facilitate comprehension. Sometimes children enjoy a particular line or paragraph and they just want to hear it again. We've seen kids do that many times just for the fun of it. We want our kids to love reading so we want to let them play in the story, provided it does not interfere with the reading comprehension experience.

Your child should also use Merlin, the animated text reader, to learn about topics that he/she is interested in.
1. Together, look these up and read them along with Merlin.
2. Talk about what you have read by reading a paragraph at a time. Discuss the meaning of what you have read. Don't just ask your child questions; make comments too.
3. Continue until you reach the end and then review and discuss it again.
4. You can draw some pictures of the action and the characters in the story. Adding a visual component will also enhance both comprehension and the reading experience.
5. Make sure your child really understands what you have read together.

As children progress through elementary school, they have to depend more and more on understanding written material for learning in school. By helping your child learn how to get meaning from text, you are providing invaluable help for your child's academic career. s

Writing

Now we'll move on to Writing, using as an example another story by Artie Knapp.

To complete the lesson, open up *KidsVoyager Online Storywriter*. Ask your child to write a summary of the story or to respond to specific questions.
1. For example, in the story "There's A Crocodile in Our Pickle Jar", by Artie Knapp, the main character wants to eat junk food rather than healthy food and he also imagines something unusual in the refrigerator.
2. After finishing the story, "How our eyes can play tricks on us" and "Why children and even adults choose junk food" are both topics children can write about.

3. On the B.A.B. books web site, there is a wonderful story called "The City Zoo" about animals pitching in and working to help keep their zoo open, so they can stay together and with the kindly zookeeper.
4. Topics such as helping others out, using our individual and unique talents to earn money, kindness to animals and the kindness of animals were discussed and written about.
5. This web site also has Ad Libs, similar to Mad Libs and great fun for children, and a great way to learn about the different parts of speech.

Other web sites we like are magickeys.com and stuartstories.com. If you search around, you will find many great story web sites.

Writing with Storywriter

KidsVoyager Online Storywriter provides children with an excellent outlet for written expression. Children write in the text box and Merlin reads whatever they write. If your child cannot spell the word he/she wants then he/she should use Phonic Engine Spelling to search on a desired word. For example, we have a girl in our center who has become an avid reader and prolific writer. She had to read a story and then write a paragraph about it. She wanted to write the word "dialogue" but didn't know how to spell it. She clicked on the letter <u>d</u> for the beginning sound and the letter <u>g</u> for the final sound. Then, once she selected the letter <u>g</u> she had to select the sound that it makes in the word "dialogue", also known as the hard /g/. Once she found the word, she clicked on it and it appeared in her story. She quickly found the word she needed, so not only was the flow of her thinking not impeded but also she got to see a correct image of what the word looked like. She was also very amused to see the <u>gue</u> ending.

Ask your child to use *Storywriter* to write about topics you select and topics your child selects.

The topics can be narratives (or storytelling), such as "My Summer Vacation" or "My Trip To Mars". It can be fact or fiction.

Topics can also be expository, in which your child conveys information or demonstrates knowledge about a subject. It is factual, never fiction. Use KidsVoyager Online to find out the facts first before the writing begins. With Merlin, you and your child can read all about it. Let's say you pick "The Planet Jupiter" as your topic. You can go to NASA's website for children, get all the facts, and start writing.

Topics can be persuasive; your child expresses an opinion about a topic and then provides reasons to persuade the reader.

So begin your writing…

1. Help your child learn how to write a paragraph by helping him/her structure a topic sentence.
2. Then your child (with your help as necessary) should write some supporting details. This should be two to three sentences in length.
3. Finally, your child (with your help as necessary) should write a concluding sentence.
4. We have found that children really enjoy adding a picture to their stories. While some children are artistic and like to draw their own pictures, other children like to print pictures from the Internet. For example, one of our students wrote an expository paragraph about the King Cobra and found a great picture to go with on a children's web site. He was very excited and proud of his work.
5. Your child will also want to use *Storywriter* to write sentences with vocabulary words, write poetry, especially rhymes, and practice creative writing skills.

Finally, when all the writing is completed, your child clicks on "publish" and then voila, you have a beautiful, published story, ready for printing and sharing.

In Summary

1. Learning how to use KidsVoyager Online is equivalent to learning the alphabetic principle, (phonics and phonemic awareness) as well as other essential literacy skills. This is so because the process of learning how to use KidsVoyager Online requires your child to associate letters with sounds; and the knowledge that letters and letter patterns represent the sounds of spoken language *is* the alphabetic principle!
2. KidsVoyager Online facilitates decoding, vocabulary, reading comprehension and writing skills.
3. We also suggest you use it for whatever topics are important to you and to your child. Remember our philosophy is ***Learning to Read While Reading to Learn***
4. Feel free to expand on or build on the curriculum that we have put together.
5. You can use KidsVoyager Online to find jokes, riddles, and games as well as stories. If you can find something your child loves to learn about or read about, see if you can include some of that when you work.

Appendix I – Homophones

1. bear-bare
2. night-knight
3. fair-fare
4. wait-weight
5. write-right-rite
6. new-knew
7. no-know
8. suite-sweet
9. there-their-they're
10. here-hear
11. steel-steal
12. peace-piece
13. made-maid
14. our-hour
15. feet-feat
16. flour-flower
17. week-weak
18. meet-meat
19. do-due
20. eight-ate
21. pare-pair-pear
22. blue-blew
23. teem-team
24. ball-bawl
25. pain-pane
26. mite-might
27. role-roll
28. pail-pale
29. rode-road
30. sight-site
31. to-two-too
32. where-wear
33. here-hear
34. need-knead
35. one-won
36. by-buy-bye
37. hair-hare
38. deer-dear
39. thyme-time
40. sole-soul
41. reel-real
42. leek-leak
43. male-mail

44. stares-stairs
45. air-heir
46. reed-read
47. tail-tale
48. high-hi
49. hey-hay
50. weigh-way
51. taut-taught

Appendix II – Multiple Meanings

1. right
2. bat
3. fine
4. state
5. mean
6. ring
7. palm
8. hand
9. trip
10. nail
11. kind
12. light
13. park
14. bark
15. lead **(pronounced _led)_**
16. sound
17. back
18. arm
19. odd
20. kind
21. safe
22. bear
23. note
24. club
25. watch
26. spring
27. fall
28. wave
29. sink
30. ring
31. book
32. draft
33. pitcher
34. eye
35. branch

36. head
37. dressing
38. buck
39. rock
40. tie
41. page
42. line
43. fire
44. fan
45. seal

Appendix III – Opposites

1. hot-cold
2. big-small
3. fast-slow
4. huge-tiny
5. brave-timid
6. shallow-deep
7. tall-short
8. asleep-awake
9. peace-war
10. sit-stand
11. light-heavy
12. light-dark
13. rough-smooth
14. happy-sad
15. full-empty
16. wild-tame
17. far-near
18. up-down
19. sweet-sour (or bitter)
20. high-low

Appendix IV – Other Vocabulary/Comprehension Activities

Here are some other vocabulary lessons that will enhance those that your child is doing in school:

I. **Categorization** – One way children acquire vocabulary is by remembering them as part of a category. These categories include animals, toys, things around the house, things that can fly, etc. Your category can be very specific, such as animals that live in the water or things in your kitchen. A great game for working on this area is:
   A. *Guess What I Am Thinking Of?* Think of something, such as a *penguin*. For a child under 5 or 6, give your child clues, such as "I'm thinking of an animal that is a bird, but cannot fly. It lives where it" very,

very cold and it's a really good swimmer." If your child doesn't guess "penguin", add more clues, such as its color and unusual waddle. You can even tell your child what sound it begins with. With an older child, let him/her ask all the questions. Now another important feature of this game is **make sure your child has a turn at being the clue giver.** It is not only terrific for self-esteem, but it is excellent for your child's communication skills, to be the clue-giver. When your child is the clue-giver, he/she has to figure out what *you need to know* to guess the word. Being able to take the point of view of the listener (in this case, *you*) is something your child needs to learn to be both a good communicator and writer. Another Categorization game you and your child can play is:

B. *Add One More*. Tell your child the name of two or three items in a category such as, apple, banana, peach and …. Your child has to fill in the fourth item. You can do this through talking or writing. If your child is 5+, I strongly recommend writing because it is terrific for your child to see the printed words that go along with the spoken words. After all, why not start pairing them? If your child gets stuck and cannot think of another item, give him/her a choice such as, "Let's see, should we add a plum or a carrot?" Or "a plum or a monkey?" That one should not only help your child come up with an answer, but should give you both a laugh, as well. Which again brings up an important point, these activities should be fun, whenever possible.

C. ***Object Function*** – Anything we can name has some use. A pen is used for writing, for example. So say to your child, "Tell me something we use for writing." You can also ask your child to name *two* things we use for writing. Understanding function will enhance your child's vocabulary. Here are some other functions that you can ask your child to name one or two or three of:

1. things that fly
2. things we draw with
3. things we eat for dinner
4. things we wear
5. things we can cut with
6. things that tell time
7. things we use for drinking
8. things we use to fix our hair
9. things we put on our feet
10. things we can drive

D. *What do these have in common?* – Name three items that have something in common and ask your child to tell you what it is. For example, grass, a frog and spinach are all green. A steering wheel, a brake and an engine are parts of a car. Thinking about objects in this way can help your child learn and remember vocabulary more effectively.

II. *Opposites* – Most children enjoy playing opposite games. Here are some ways you can work on these. (There is a list of opposites, above, in Appendix III.)
  A. *Fill in the Missing Word-*
     1. A rabbit is fast, a turtle is _____.
     2. A giant is big, a mouse is _____.
     3. A giraffe is tall, a bug is _____.
     4. Ice is cold, fire is _____.
     5. During the day it is light, at night it is _____.
     6. Continue making up your own opposite pairs.

  B. *Use body language and gestures* with your word pairs, this will help your child understand the meanings of the words. Once again, if your child cannot come up with an answer, provide a choice. So if your child got stuck on #1, say "Is the turtle slow or sweet?"
III. **Similarities and Differences** – Name two items, such as "car-bus" and ask your child to tell you how they are the same (both vehicles) and how they are different (cars are smaller). If your child is 6+, ask for two of each. When you play this vocabulary game, you must pick items that have clear similarities. Children generally in my experience have an easier time finding differences. Some other good word pairs include:
  1. apple-orange
  2. penny-quarter
  3. chicken-turkey
  4. airplane-helicopter
  5. cup-glass
  6. horse-zebra
  7. shoe-boot
  8. spoon-fork
  9. winter-summer
  10. water-milk

  Make up your own word pairs. If your child is having difficulty coming up with answers, again remember to give him/her choices to pick from. Things that may seem obvious to you, may not seem obvious to your child. By giving your child choices, he/she learns something and you avoid any negative feelings.

Appendix IV – Story Web Sites

http://www.sundhagen.com/babbooks/
http://www.magickeys.com/books/
www.stuartstories.com
http://www.candlelightstories.com/storybooks/
http://www.candlelightstories.com/Stories/TheKnappLibrary.php

www.dltk-teach.com/books
http://www.umass.edu/aesop/fables.php
http://www.antbee.com/
http://www.meddybemps.com/5.1.html

For older students:
http://www.pagebypagebooks.com/
http://www.online-literature.com/
http://www.gutenberg.org/catalog/

Appendix V – Children's Search Engines

http://www.askkids.com/
http://www.kidsclick.org/
http://kids.yahoo.com/
http://www.lures.info/childrens_search/gogooligans.html
http://www.dmoz.org/Kids_and_Teens/
http://www.kidskonnect.com/
http://www.letterlane.com/
http://kids.aol.com/KOL/
http://cybersleuth-kids.com/
http://www.dibdabdoo.com/
http://www.factmonster.com/
http://www.rcls.org/ksearch.htm
http://www.thinkquest.org/library/

Appendix VI – Nonsense words
When practicing short vowels, with consonants before and after (or simply after):
1. sab
2. dag
3. dob
4. mot
5. lem
6. seb
7. rin
8. bish
9. lut
10. mup

As you move through teaching your child the various spelling rules and patterns we have discussed, always use nonsense words, as well as real words for fun and practice.

Appendix VII – Dolch Sight Words

These words are a combination of words that cannot be sounded out using regular decoding rules, words that are in common usage and words that cannot be pictured.

Preschool

a	and	away	big	blue
can	come	down	find	for
funny	go	help	here	I
in	is	it	jump	little
look	make	me	my	not
one	play	red	run	said
see	the	three	to	two
up	we	where	yellow	you

Kindergarten

all	am	are	at
ate	be	black	brown
but	came	did	do
eat	four	get	good
have	he	into	like
must	new	no	now
on	our	out	please
pretty	ran	ride	saw
say	she	so	soon
that	there	they	this
too	under	want	was
well	went	what	white
who	will	with	yes

First Grade

after	again	an	any
ask	as	by	could
every	fly	from	give
going	had	has	her
him	his	how	just
know	let	live	may
of	old	once	open
over	put	round	some
stop	take	thank	them
then	think	walk	were
when			

Second Grade

always	around	because	been
before	best	both	buy
call	cold	does	don't
fast	first	five	found
gave	goes	green	its
made	many	off	or
pull	read	right	sing
sit	sleep	tell	their
these	those	upon	us
use	very	wash	which
why	wish	work	would
write	your		

Third Grade

about	better	bring	carry
clean	cut	done	draw
drink	eight	fall	far
full	got	grow	hold
hot	hurt	if	keep
kind	laugh	light	long
much	myself	never	only
own	pick	seven	shall
show	six	small	start
ten	today	together	try
warm			