

***A
Reading Program
for
Overcoming
Dyslexia***

by Cheryl Orlassino

This is a sample of our reading program,
which includes lessons 1 through 5.
To order the entire program, visit us at
www.yourkidcanread.com



Creative
Dragon Press

visit us at
www.YourKidCanRead.com

Trademarks and trade names shown in this book are strictly for reading/decoding purposes and are the property of their respective owners. The author's references herein should not be regarded as affecting their validity.

Copyright © 2007, 2012 by Creative Dragon Press. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Cheryl Orlassino, unless such copying is permitted by federal copyright law.

e-mail all inquiries to: dyslexia.help@YourKidCanRead.com

Printed in the United States of America

International Standard Book Number (ISBN): 978-0-9831996-5-6

Table of Contents

Introduction -----	5
How to Use This Book-----	5
Lesson 1 - Short Vowels & Letter Reversals -----	9
Lesson 2 - More Short Vowels -----	15
Lesson 3 - Short Vowel Sandwiches-----	18
Lesson 4 - Consonant Blends -----	21
Lesson 5 - The /ch/ and /sh/ Sounds -----	24
Lesson 6 - The /th/ Sound -----	28
Lesson 7 - The /nk/ Sounds -----	30
Lesson 8 - The /ng/ Sounds -----	33
Lesson 9 - The /ck/ Sounds -----	36
Lesson 10 - The /ay/ Sound -----	40
Lesson 11 - The /oo/ Sound -----	43
Lesson 12 - The /qu/ Sound -----	46
Lesson 13 - The /nch/ Sounds -----	49
Lesson 14 - ‘y’ as a long ‘i’ -----	52
High Frequency Words - List 1: -----	54
Lesson 15 - The /oy/ and /oi/ Sounds -----	55
Lesson 16 - The /ar/, /er/, /ir/, /or/ and /ur/ Sounds -----	59
Lesson 17 - The /ou/ and /ow/ Sounds-----	63
Lesson 18 - The /ew/ Sound -----	66
Lesson 19 - Long Vowels -----	70
Lesson 20 - Adding ‘ing’ and Doubling Consonants -----	76
Lesson 21 - Words with Double ‘l’, ‘s’ and ‘f’ -----	81
Lesson 22 - The /nd/ Sounds -----	87
High Frequency Words - List 2:-----	91
Lesson 23 - The /ct/ Sounds-----	92
Lesson 24 - Words with ‘old’, ‘aw’ and ‘alk’ -----	96
Lesson 25 - The /ph/ and /gh/ Sounds -----	100
Lesson 26 - The Letter ‘y’-----	104
Lesson 27 - Adding the ‘ly’ Ending-----	109

Lesson 28 - When 'g' has the /j/ Sound -----	114
Lesson 29 - When 'c' has the /s/ Sound -----	119
Lesson 30 - The /k/ Rule -----	122
High Frequency Words - List 3:-----	126
Lesson 31 - Words ending in 'able', 'ible' and 'le' -----	127
Lesson 32 - Past Tense Words - adding 'ed' -----	131
Lesson 33 - More on 'k' and 'c' -----	137
Lesson 34 - Contractions -----	142
Lesson 35 - Homophones -----	148
Lesson 36 - Words with Silent Letters-----	154
Lesson 37 - Double Vowel Rule Breakers -----	160
Lesson 38 - The 'wh' Words-----	168
High Frequency Words - List 4:-----	172
Lesson 39 - Words Ending with 'tial' and 'cial' -----	173
Lesson 40 - Words Ending with 'tion' and 'sion' -----	178
Lesson 41 - Apostrophes for Ownership -----	183
Lesson 42 - Words Ending with Vowels -----	188
Lesson 43 - Plural Nouns and Verbs-----	193
Lesson 44 - Adding a Suffix -----	199
Lesson 45 - Words Ending with 'ture' and 'ous' -----	208
Lesson 46 - Words Ending with the /v/ Sound -----	214
High Frequency Words - List 5:-----	219
Lesson 47 - When 'ch' is /sh/ or /k/-----	220
Lesson 48 - French Derived Words -----	224
Lesson 49 - Common Word Mix Ups -----	230
Lesson 50 - Words Ending with a /s/ Sound -----	236
Lesson 51 - Tips on Decoding Words -----	241
Lesson 52- Tips on Decoding Large Words -----	246
Lesson 53 - Practice Decoding Multi-Syllable Words-----	253
Lesson 54 - Words Ending with 'cian' -----	260
Lesson 55 - Final Review -----	264
Answer Key -----	269

Introduction

About Dyslexia

Dyslexia is the inability to read despite normal, or above normal, intelligence. It is thought that as many as one in ten people have this condition which is why it is the subject of much biological and cognitive research. The specific cause of dyslexia still remains unclear, although many different theories exist.

Studies using fMRI (functional magnetic resonance imaging) have revealed a difference in the way a dyslexic brain functions when compared to a non-dyslexic brain during a reading task. Most of these studies have shown a difference in activity in the left hemisphere of the brain, which is the part that handles language based activities. Studies have also shown that *after* remediation (treating dyslexia) this area of the brain will function similar to that of a non-dyslexic individual. For more information visit www.YourKidCanRead.com.

Diagnosing Dyslexia

If the individual does not have any sensory problems, such as poor eyesight, has had adequate instruction in reading and writing, and has an average or above average IQ, *but* is not reading or writing at a level equal to his or her peers, then it is very probable that he or she has dyslexia. Therefore, knowing the student's IQ and reading level is important in determining if he or she has dyslexia.

Treating Dyslexia

In our schools, most children are taught a combination of phonics along with whole language, which is sufficient for most of our population. These children learn to read by initially learning the sounds of the letters, learning word families, and memorizing high frequency words. As they read, they use these tools for decoding. When they are faced with a word that they don't know, they are able to identify the components and to translate them into something recognizable. To the parent, it seems like they just pick it. This is not the case for the dyslexic student.

Children, who are dyslexic, need an intensive, phonics-based reading program which includes phoneme and morphological awareness. They must learn all of the sounds of our language along with how words can morph into other words, such as piano to pianist. In addition, all of the spelling rules must be learned, and this all must be done in a cumulative manner with constant repetition.

How to Use This Book

Work every day at the child's pace for 20-40 minutes. Each lesson introduces a new topic, a review (lists of words) and then exercises. **Sentences or paragraphs in italics are meant for you (the instructor) to read to yourself, while the normal, plain text is meant to be read out loud to the student.** When you come upon letters inside of slashes, that is meant for you to say the actual *sound* of the letter (i.e. if you see /a/ you would say "ah"). Anything in single quotes is meant for you to **spell** out.

Example: If you see /ar/ (in slashes), you would read it as the sound "ar" (as in "jar")
If you see 'ar' (in single quotes), you would read it as the letters "a", "r"

A lesson is not meant to be done in one day, although that can happen. Sometimes, a single lesson can take a week or more. Don't rush the student; let him or her do this program at his/her own pace. Each child will be different. The first few lessons may seem very easy for the student, but **do not skip them**, they are extremely important for providing phoneme awareness.

Do every lesson with the child; **they cannot do this on their own**. Encourage the child to do the exercises by him or herself, but do help out if necessary, to avoid frustration. The answers to all exercises are in the back of the book.

Dictations

Many lessons require the child to write words and sentences in a “dictation book”. For this, a composition book dedicated for this purpose is recommended. Date the page at the top so you can see how improvement progresses over time.

Each dictation should be done until you feel it has been mastered. Consequently, it will normally take some number of times for the student to do a dictation until it is deemed complete. A “dictation chart” for recording scores and to keep track of which dictations are complete can be printed from www.YourKidCanRead.com; navigate to the dictation page.

If a dictation is not mastered (which will often be the case), continue moving forward with the lessons; however take time to redo old, un-mastered dictations each day before you start a lesson or continue a lesson that has not been completed. If the child has not mastered the dictation, simply record the score, correct it with the child and move on. If you find yourself with a backlog of un-mastered dictations, you may need to stop moving forward and review older lessons until you are caught up.

There are two types of dictations: (1) spelling dictations and (2) sentence dictations. Audio recordings for both types are available at www.YourKidCanRead.com (navigate to the dictation page). Using the recordings, your student can pause and replay as needed.

1. Spelling Dictations:

In the early lessons, the spelling dictations will be sounds or nonsense words. When the lists are comprised of words, do not let the student study and memorize them. He/she should use the sounds and rules learned to figure out the spelling. In some lessons, memorization does become important, in which case the instructions will tell you when the student can actually study the words.

When done, go over the words or sounds with the child. Have him/her write the corrected word or sound next to any that were misspelled, making sure to use the rules learned. There is no need to write the misspelled word over many times. Have your student say the letter sounds out loud as he or she writes them, **not** the letter names.

2. Sentence Dictations:

Make sure the student leaves a line or two between the sentences so there is room for the corrections.

When checking, have the child read the sentences to you from their own writing. If a word is misspelled, have him or her sound it out and try to correct it. Help when needed. Note that sometimes the student may omit entire words, switch words around or even change a word. This is very common. All corrections should be made on the lines above or below the sentences. Do not strive for perfection here; have the student do the best they can.

If you feel the dictation exercise has not been mastered (about 90% accuracy), then you should repeat the exercise at your next session. Even though you may have several dictations that are not mastered, you should continue moving ahead with the lessons. If you end up with too many un-mastered dictation exercises, then you may need to stop moving forward and review some of the lessons until you catch up with the dictations.

For some children, you may have to forgo the audio recordings and read the sentences as it may be too difficult in the beginning (until they get the hang of it).

If a letter is reversed, but all else is correct, simply have the child write over the letter and count the word as correct (keep a note of the reversals so you can address them later).

Flash Cards

Some lessons introduce new sounds or rules that will need constant review before each lesson. The instructions will tell you to put these new sounds or rules on index cards, or you can purchase them ready-made at www.YourKidCanRead.com. **Test the student every day before each lesson using these cards.** If you purchased the flash cards, add the card to the “review pile” only after the sound or rule is covered in the lesson. Note that the ready-made cards have the page number where the sound or rule is introduced on the lower left-hand corner.

High Frequency Word Lists

There are five high frequency word lists, of 100 words each, which lists the words in order of the most used to the least. These lists should be revisited at your discretion throughout the program. Initially your student will have trouble reading many of the words, but as he/she progresses through the program, this will become less of a problem. Write the words that your child cannot read on the index cards. If there are too many (as will probably be the case for the first few lists) create flash cards for the first 15 un-mastered words. Be sure to revisit the list as you progress through the program. Once a word is mastered, you can remove it from the review pile.

Important Program Tips

A typical lesson will begin by reviewing. For the first, early lessons you should use lower case letter tiles, or plastic magnet letters, to review simple sounds. Note that lower case is important since most words that one reads is comprised of these, rather than upper case. Then you will proceed to the lesson. You will read the lesson to the child and have him or her read back to you from the word or sound lists. Finally, you will then proceed to the exercises.

After the first few lessons, a typical lesson will be as follows:

1. Go through the flash cards for the sounds.
2. Go through the flash cards for the rules.
3. Go through the flash cards for the un-mastered high-frequency words.
4. Redo dictations that were not mastered.
5. Continue with the lesson (you may be starting a new lesson or continuing a lesson that has not been completed).

In addition to this book, you will need:

1. Lower case letter tiles or plastic alphabet magnets (for the first few lessons)
2. A composition notebook
3. Index cards (along with the ready-made flash cards which is optional)
4. Access to the internet, if you plan on using the on-line audio dictations

- Since many letter names are different from their actual sounds (such as ‘w’ – ‘double-u’), instruct your student to say (out loud) the letter sounds as he or she writes. If *you* are decoding a word to the student, never say the actual letter names, only say the sounds. Letter names should only be used when introducing a new sound which is comprised of two or more letters, such as the /th/ sound. However, once the sound is introduced, when you see those letters in a word, you should only say the actual sound.
- When a child has trouble reading a word, cover it up with your thumb and slowly reveal the letters. If the letter needs another letter to make a sound (such as ‘th’) then reveal both letters. This will force the child to decode left to right, taking in each sound at a time.
- If you see your student becoming frustrated, then slow down and review something else. You don’t want to give too much at one time.
- Many lessons have large word lists (or sound lists). **You don’t have to make your student read every word or sound on the list.** You can skip around and go back to the list at a later time for review. Use a pencil to point to the words, leaving a small dot behind, so you know which sounds or words were covered. Circle the ones that were more troubling and revisit them when you do a review.
- Many exercises may seem very long. If you are doing an exercise that has 25 questions and your student is moving slowly (and is having trouble), **there is no need to force the child to answer each question.** You can always go to the *next* exercise and go back to uncompleted work at a later date. The program is meant to be flexible to accommodate many types of students.

Please note that this book is not intended to teach English Language Arts (such as sentence structure and proper grammar). Hopefully, the student will glean some information from this book to help them in that area. ELA should be done separately, either in a school or home-school, using proper instructional books. Some ELA is touched upon in this book, but only for the purpose of decoding words for reading and writing.

Lesson 1

Short Vowels & Letter Reversals

At this point it is assumed that the student knows all of the letters of the alphabet and the sounds of all the consonants. If not, then take the time to go over these before beginning.

Read the following to the student:

The word “**vowel**” comes from the Latin word for “speaking”, because *all* words need at least one vowel. The letter ‘y’ can also act like a vowel, but it is officially a consonant. We will see more on the letter ‘y’ in later lessons.

The following are the vowels of the alphabet:

a e i o u

Read the following to the student (pointing to the corresponding letter above):

The **long vowel** sounds are just like their names: ‘a’, ‘e’, ‘i’, ‘o’ and ‘u’

The **short vowel** sounds are like: /ăh/ - **apple**, /ĕh/- **elephant**, /ĭh/ - **igloo**, /ŏh/ - **octopus** and /ŭh/ - **umbrella**. *Note that the curved line over the vowel means that the vowel is short. We will **not** be using these special characters in the future.

For the next few lessons, we will be working only with **short** vowels.

*Have the student say the sounds of the **short vowels** and their corresponding words as you point to the letter and picture, such as “ah – apple”, “eh – elephant”. The student should commit these sounds and corresponding words to memory.*

Whenever he or she has trouble with a short vowel sound in future lessons, you should refer back to this page.

short ‘a’ -  /ăh/ apple

short ‘e’ -  /ĕh/ elephant

short ‘i’  /ĭh/ igloo

short ‘o’  /ŏh/ octopus

short ‘u’  /ŭh/ umbrella



'x' makes the /ks/ sound
as in "fox" and "box"

Point to each picture and ask the student to make the beginning short vowel sound and picture name, such as "/eh/ - elephant".



*Have the student say the **short** vowel sounds of the following, going down each column:*

a	e	i	o	i
u	i	e	e	a
e	o	a	i	u
o	u	i	a	e
i	a	o	u	o

Read the following to the student:

Now we will work only with *short* vowels mixed with consonants. If you see a word such as “go” or “do”, the vowel ‘o’ should be pronounced as a short ‘o’.

This is because we are only working with **short** vowel sounds (not words). Also, the letter ‘c’ and ‘g’ should be hard, as in “can” and “get”.

Point to the following sounds and have the student put the sounds together.

ap	ad	ac	ag	am	an	ab
ak	al	af	aj	as	at	av
ax	ap	at	ax	az	ad	ap
ep	ed	ec	eg	em	en	eb
ek	el	ef	ej	es	et	ev
ex	ep	et	ex	ez	ed	ep
ip	id	ic	ig	im	in	ib
ik	il	if	ij	is	it	iv
ix	ip	it	ix	iz	id	ip
op	od	oc	og	om	on	ob
ok	ol	of	oj	os	ot	ov
ox	op	ot	ox	oz	od	op
up	ud	uc	ug	um	un	ub
uk	ul	uf	uj	us	ut	uv
ux	up	ut	ux	uz	ud	up

Letter Reversals:

The following is for the instructor to read to herself or himself:

Why do dyslexic students reverse letters and/or numbers?

A dyslexic person thinks in very visual terms. When they see a letter or number, they know the shape, but they sometimes don't realize that the *direction* of the shape matters. For example, a chair is a chair, no matter which way it's facing. It could be upside down, turned one way or another, but it is still a chair. This type of thinking gets applied to letters and numbers.

The letters and numbers below in bold are the ones that *may* be flipped, although the most common are:

b-d, p-q, 3-**Ǝ** (three with a script 'E'), 6-9, and the hand written 2 and a 6 , such as: 2 6

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

What to do about letter/number reversals?

The main idea is to teach the child that direction *does* matter, and to provide a framework for the child to remember the direction of that letter or number. Here is where you must work with what the child knows (you may have to get creative). Keep an eye out for which letters and/or numbers they are reversing and then come up with a way to teach the proper direction that the child can remember.

On the next page are exercises to combat the common 'b' - 'd' reversal, although, your student may have other reversals as well. Since we are trying to associate the letter direction with the capital letter, you can do this with other letters, but you can't use this technique with numbers. Below are some other strategies for reversals.

1. Have the student draw pictures using the letter or number that they reverse and have him/her identify the visual differences. For example, 6 has a loop on the bottom, while 9 has a loop on the top.
2. Put letter or number refrigerator magnets on the refrigerator (or other metal surface); have the child close their eyes and feel the letter or number and identify it (without moving it around).
3. Form the reversal prone letters or numbers with play dough or clay.
4. Write out the letters or numbers using shaving cream and/or sidewalk chalk (do this outside). Make them large enough for the child to walk along.
5. Form letters or numbers using string, glue them to cardboard and (when dry) have the child feel the letter or number and guess what it is (without looking).

Exercise 1.1 (only do this exercise if your child reverses d's and b's):

Have the student write a series of uppercase 'D's across a line in their dictation book (using a pencil).

D D D D D

Now, using a marker, have the student write lowercase 'd's directly on top of the uppercase 'D's (that they just wrote) so that the vertical lines line up.

dD dD dD dD dD

Now ask the student what the letters look like when they are on top of each other. He or she should say that the uppercase 'D' looks like it has a bump sticking out of one side, it takes MORE room. If not, point this out.

Exercise 1.2

Have the student write a series of capital 'B's across a line in their dictation book (using a pencil).

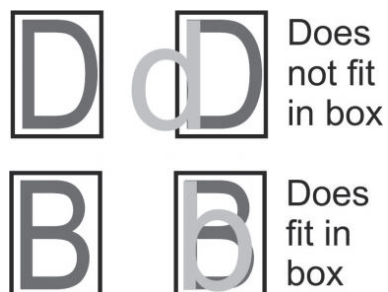
B B B B B

Now, using a marker, have the student write lowercase 'b's directly on top of the uppercase 'B's so that the vertical lines line up.

B B B B B

Ask the student what the letters look like when they are on top of each other. Here they should notice that lowercase 'b' fits right into uppercase 'B', they don't take up more space (like the 'd's did). If they don't notice this, point it out.

Another method: Draw a box around uppercase 'D' and 'B', then draw lower case 'd' and 'b' as done above and note how 'd' doesn't fit in the box and 'b' does fit in the box.



★ Remember, whenever writing, have the child say the letter **sounds**, not the names.

Exercise 1.3

Read the following sounds to the student while he or she writes them into his/her composition notebook. Remember these are sounds, **not** words, so “to” has a short ‘o’ sound. Note that this first dictation will not use the audio recordings as specified in the instructions.

All vowel sounds should be short

- | | | | | |
|-------|--------|--------|--------|--------|
| 1. op | 6. up | 11. ma | 16. om | 21. at |
| 2. ap | 7. bi | 12. am | 17. ti | 22. ta |
| 3. ip | 8. ib | 13. im | 18. it | 23. ag |
| 4. pi | 9. ab | 14. mo | 19. ot | 24. ig |
| 5. ep | 10. ba | 15. mi | 20. to | 25. ga |

Exercise 1.4

Have the student write his/her own sounds on the following lines using one vowel. Then have him/her read the sounds. Note that all vowel sounds should be short.

- | | | | |
|---------|----------|----------|----------|
| 1. ___d | 8. ___f | 15. z___ | 22. m___ |
| 2. ___t | 9. ___n | 16. r___ | 23. b___ |
| 3. ___k | 10. ___g | 17. h___ | 24. p___ |
| 4. ___m | 11. ___j | 18. j___ | 25. l___ |
| 5. ___b | 12. ___c | 19. d___ | 26. f___ |
| 6. ___x | 13. ___p | 20. t___ | 27. n___ |
| 7. ___l | 14. ___s | 21. k___ | 28. g___ |

Exercise 1.5

Read the following sounds to the student while the student writes these words into his/her composition notebook. When he/she is done, have him/her read them back to you.

- | | | | |
|--------|--------|--------|--------|
| 1. the | 4. you | 7. his | 10. of |
| 2. me | 5. on | 8. is | 11. he |
| 3. my | 6. in | 9. was | 12. do |






Lesson 2

More Short Vowels

Have the student read the following words:

the	you	his	of
me	on	is	he
my	in	was	do

*Have the student read the vowels with their corresponding pictures
(Example: /ah/ - apple):*

a -		apple
e -		elephant
i -		igloo
o -		octopus
u -		umbrella

Have the student say the sounds of the following (short) vowels, going down each column.

a	e	i	o	i
u	i	e	e	a
e	o	a	i	u
a	u	o	a	e
i	e	e	o	o

Point to the following sounds and have the student put the sounds together. Note that all vowels are short (so the words like “go” or “do” are really just sounds with a short ‘o’). Also, sounds with ‘u’, such as ‘nu’ are with a short ‘u’, so they would be pronounced as /nuh/. Note that ‘g’ and ‘c’ are hard sounds, as in “get” and “cat”.

pa	da	ca	ga	ma	na	ba
ka	la	fa	ja	sa	ta	va
wa	ra	ta	ha	za	da	pa

pe	de	ce	ge	me	ne	be
ke	le	fe	je	se	te	ve
we	re	te	he	ze	de	pe

pi	di	ci	gi	mi	ni	bi
ki	li	fi	ji	si	ti	vi
wi	ri	ti	hi	zi	di	pi

po	do	co	go	mo	no	bo
ko	lo	fo	jo	so	to	vo
wo	ro	to	ho	zo	do	po

pu	du	cu	gu	mu	nu	bu
ku	lu	fu	ju	su	tu	vu
wu	ru	tu	hu	zu	du	pu

Read the following to the student and have him or her tell you which short vowel sound he/she hears:

go	gu	pi	pe	me	mu
ga	ge	po	da	mo	bi
gi	pa	pu	mi	ma	ba

Exercise 2.1

Read the following sounds to the student or use the audio dictations at www.YourKidCanRead.com. Have the student write these words into his/her composition notebook while listening. **All vowel sounds should be short.**

- | | | | | |
|-------|--------|--------|--------|--------|
| 1. ba | 6. ib | 11. ag | 16. ip | 21. up |
| 2. ab | 7. bo | 12. ga | 17. ap | 22. pu |
| 3. be | 8. ob | 13. go | 18. pa | 23. ra |
| 4. eb | 9. bu | 14. og | 19. op | 24. ru |
| 5. bi | 10. ub | 15. pi | 20. po | 25. ro |

Exercise 2.2

Read the following words to the student, and then have him/her read them back. Then have the student copy the words into his or her diction book one time each, saying the word while writing.

- | | | | |
|--------|--------|--------|--------|
| 1. the | 4. you | 7. his | 10. of |
| 2. me | 5. on | 8. is | 11. he |
| 3. my | 6. in | 9. was | 12. do |

Read the following to the student:

Many of the words listed above don't sound the way they are spelled. In the next exercise, we will look at these words and their sounds.

Note that the slashes mean "sound of":

Examples: /f/ = fff , /z/ = zzz , /v/ = vvv

Exercise 2.3

Have the student answer the following questions by circling the correct answer:

1. The 'y' in "my" makes what sound? long 'i' long 'e' short 'i' short 'e'
2. The 'e' in "me" makes what sound? long 'i' long 'e' short 'i' short 'e'
3. The 'f' in "of" makes what sound? /f/ /z/ /v/
4. The 'a' in "was" makes what sound? short 'u' short 'a'
5. The 's' in "was" makes what sound? /s/ /z/
6. The 's' in "is" makes what sound? /s/ /z/
7. The 'e' in "he" makes what sound? long 'e' short 'e'
8. The 's' in "his" makes what sound? /s/ /z/
9. The 'o' in "do" makes what sound? /oo/ as in boo! short 'o'

Lesson 3

Short Vowel Sandwiches

Read the following to the student:

Here we have short vowels in-between two consonants (like a sandwich). Many of these are not real words, just sounds. Remember: all vowels are short, 'x' makes the /ks/ sound and 'g' and 'c' have hard sounds like "get" and "cat":



Have the students read the following:

pad	dad	cad	gad	mad	nad	bad
tap	lap	fat	jab	sat	tat	vat
tax	pap	taz	max	zab	daf	pan
pet	ded	ked	jeb	met	net	bed
tep	lep	fet	jet	set	ted	vet
tex	pep	ten	mex	zet	deb	pen
pin	did	kid	jig	mit	nit	bib
kin	lip	fit	jim	sit	tig	vib
tix	pip	tip	mix	zit	dig	pit
pop	dod	cos	got	mos	nop	bob
con	lop	fot	job	sot	top	vob
nox	pog	tob	mox	zop	dog	pot
put	dud	cub	gut	mus	num	bub
kut	lup	fub	jut	sut	tum	vut
nux	pub	tub	mux	zun	dub	pup

Exercise 3.1

Have the student fill in a missing vowel to make a real word (don't allow repeat words):

a e i o u

- | | | |
|----------|----------|----------|
| 1. h__t | 6. m__n | 11. w__n |
| 2. h__t | 7. t__n | 12. t__p |
| 3. p__n | 8. t__n | 13. t__p |
| 4. p__n | 9. p__p | 14. t__p |
| 5. pl__n | 10. p__t | 15. s__p |

Exercise 3.2

Have the student fill in the missing vowel in the word to complete the sentence and read out loud:

a e i o u

- | | |
|-------------------------------------|-------------------------------------|
| 1. The cat was on the m__t . | 6. The b__s is yellow. |
| 2. The h__t was on the man. | 7. The p__g is pink. |
| 3. The p__t was hot. | 8. The dog was on the b__d . |
| 4. I sat on the m__t . | 9. His p__t is a cat. |
| 5. The d__g is a mutt. | 10. Her pet is a d__g . |

Exercise 3.3

Have the student fill in the missing letter in the word to complete the sentence. Try to get the student to read most of the words without help. Then read out loud:

- | | |
|--|--|
| 1. I fell and hurt my ___ eg . | 5. Get ri ___ of the bad food. |
| 2. He got ma ___ at her. | 6. I set the ca ___ on my head. |
| 3. The dog ___ it my leg. | 7. The sun is ho ___. |
| 4. I had a si ___ of the drink. | 8. The car is re ___. |

Exercise 3.4

Read the following to the student or use the audio dictations at www.YourKidCanRead.com while the student writes into his/her composition notebook. Remember to repeat these dictations exercises as many times as it takes, until they are mastered. Do not let the student study the words; he/she should apply what has been learned to sound the words out:

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. pot | 6. pen | 11. rip | 16. ten | 21. gap |
| 2. pit | 7. pin | 12. rap | 17. tin | 22. cap |
| 3. pat | 8. pug | 13. tap | 18. fun | 23. cup |
| 4. put | 9. rug | 14. tip | 19. fan | 24. cot |
| 5. pet | 10. rag | 15. tot | 20. fin | 25. gut |

Exercise 3.5

Fill in the blanks with one of the words listed; words can be used more than once:

the	on	his	was	do
my	in	is	he	

- | | |
|------------------------------------|---------------------------------------|
| 1. _____ cat sits on _____ lap. | 6. I will _____ my best. |
| 2. _____ mom is tall. | 7. _____ pet went to the vet. |
| 3. It _____ a fun trip to the zoo. | 8. The pen is _____ the can. |
| 4. It _____ good to see you. | 9. _____ can sit on the mat with her. |
| 5. The pig is _____ the mud. | 10. _____ dad has a big dog. |

Exercise 3.6

Sentence Dictation: go to www.yourkidcanread.com or read the following to your student. **Make sure the student knows the words: “his”, “the”, “of” and “was” (all others should be sounded out).**

- | | |
|---------------------------------------|----------------------------|
| 1. The hot pot sat on top of the mat. | 6. Put him in the pig pen. |
| 2. The cat had a pet rat. | 7. The pug bit his leg. |
| 3. The big cat sat on the mat. | 8. I did not get wet. |
| 4. Put the wet rag on the rug. | 9. Did you go to the top? |
| 5. A nut was on top of the cup. | 10. His hat was big. |

Lesson 4

Consonant Blends

Read the following to the student:

In this lesson, we have two consonants together so that their sounds blend into each other. *Read the following sounds to the student, and then have him/her read them back:*



st	br	sn	cl	tr	bl	cr
fl	gr	sc	sp	sm	sl	pl
dr	pr	sw	tw	gl	fr	sk

Here are sounds and words with consonant blends and short vowels.

stop	brit	snag	clot	trap	blot	cram
flit	grab	scab	spat	smit	slam	plot
drat	prob	swim	twin	glad	grub	flat

Three letter consonant blends:

Words with three letter consonant blends: str scr spl
 strap **scrap** **split**

Have the student read the following going across (some are nonsense words):

rap	trap	scrap	rip	strip	splat
mit	slit	strip	clip	flip	tip
skip	wit	twit	crimp	bump	sump
rat	flat	hat	pat	mat	mit
pot	spot	spit	split	grin	swam
mut	mug	smug	pug	rug	tug
ten	pen	pig	prep	plot	plop
trot	stop	scram	split	brat	grip

Exercise 4.1

Have the student fill in the missing vowel to make a real word:

a e i o u

- | | | |
|----------|-----------|------------|
| 1. br__t | 6. cl__p | 11. dr__p |
| 2. h__lp | 7. st__p | 12. sp__t |
| 3. pl__n | 8. tr__p | 13. sk__p |
| 4. cr__m | 9. pl__p | 14. scr__m |
| 5. st__p | 10. pl__g | 15. spl__t |

Exercise 4.2

Read the following to the student or use the audio dictations at www.YourKidCanRead.com while the student writes into his/her composition notebook. Remember, don't allow the student study the words; he/she should apply what has been learned to sound the words out.

- | | | | |
|---------|----------|----------|----------|
| 1. spot | 6. clap | 11. crab | 16. flip |
| 2. spit | 7. clip | 12. cram | 17. flap |
| 3. spat | 8. strap | 13. spun | 18. brag |
| 4. skip | 9. strip | 14. span | 19. blip |
| 5. stop | 10. flag | 15. flit | 20. slip |

Exercise 4.3

Sentence Dictations: go to www.YourKidCanRead.com for the audio, or read the following to your student, while he/she writes in his/her dictation book:

- | | |
|--|---------------------------------|
| 1. The flag had a spot on it. | 6. Stop the cab for the man. |
| 2. The trap made the cat stop. | 7. The flag will flip and flap. |
| 3. The strap had a strip of red on it. | 8. Pat the dog on the top. |
| 4. The crab will slip on the flap. | 9. On the trip he will brag. |
| 5. A pig will not fit in the bag. | 10. I spun the big strap. |

** Don't forget to revisit dictations & spelling lists from previous lessons if needed **

Have the student read the following words and sounds (nonsense words):

brag	blit	drip	splat	strip
brat	plop	trim	spit	flin
brig	plip	tram	split	flint
brip	plab	trot	spam	slim
brop	plim	scram	spin	slam
blot	drop	scrat	strap	bud
clam	scant	flat	smat	spot
calm	grub	dug	smit	stop
cam	glum	drug	mug	drat
cram	glam	drag	frit	drug
scam	grat	blab	fret	grab
scab	flit	dab	splot	grub
crab	crat	plot	plum	trot
crud	swat	snag	grip	glad
crip	swit	snug	smug	scrap
drag	plan	tram	smut	trim
crib	palm	tramp	trap	blip
crot	bald	flab	trip	brap

Have the student say the short vowels with their corresponding pictures, such as “eh – elephant”:



Lesson 5

The /ch/ and /sh/ Sounds

Read to the student:

Words are made up of letters that make sounds. Sometimes the word is only a few letters long and you can sound out each letter and put the word together.

Sometimes certain groups, or pairs of letters make up certain sounds that we have to remember. In this lesson, we will look at ‘ch’ and ‘sh’. Both of these make special sounds that we must know when we see them in a word.



The sound /ch/ as in “chop”:

Point to each word as you read them to the student:



chop

chip

champ

chug

chap

chill

*Note that ‘ch’ usually makes the /ch/ sound (as in “chop”), but it also can be a /k/ sound as in “chord” or a /sh/ sound as in “chef”. More often than not, when you see a ‘ch’ it will be the /ch/ sound, as in the above words. We will see more on the other sounds in later lessons.

Spelling Rule: Adding a ‘t’ before the ‘ch’:

When ‘ch’ is at the end of a **one** syllable word with a **short** vowel, then a ‘t’ *usually* needs to be added to separate the vowel from the ‘ch’.

Example: **hitch, switch, catch, match**

A two syllable example: **kitchen**

Some exceptions: much, rich, touch, such and which

Have the student read the following:

**If the student has problems reading these: ask what the short vowel is before attempting to read the word (you can also ask what the beginning and ending sound is). Also remember, for problem words, you can use your thumb to cover the word and then slowly reveal the sounds.*

champ

chip

chump

chill

chin

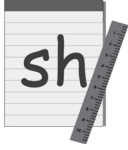
chat

check

belch

mulch

clench



The sound /sh/ as in “ship”:

Point to each word as you read them to the student:



shop ship sham shrug shrill dish

Have the student read the following:

shop ship shrill shrimp sharp shag
wish fish mesh plush dish sash
crash bash trash gash crush shut

Now for some mixed practice. *Have the student read the following:*

pa ab bi te ta bo mi
tu wi wu ca po ru so
ag ap ib te at ob im
ut im wa ac op ur os

tut tot rig rag rug mat mit
mot mut rat rot sit sat pig
pog pat pot bun ban nip dab
sag nod pit den nap pan pun

shut sham ship push plush brush brash
crash crush cram shrimp trip trap stop
slug snip snap slot slit skin spin
span sled slid snob brag stump stamp

Read the following to the student and then have him or her read them back (remember, all vowels are short):

atch	etch	itch	otch	utch
------	------	------	------	------

ash	esh	ish	osh	ush
-----	-----	-----	-----	-----

Put the above sounds on index cards and have the student read them every day until they are mastered.

Exercise 5.1

Read the following to your student:

Fill in a 'ch' or 'sh' to make a real word and read it out loud:

ch or sh

- | | | |
|----------|-----------|-----------|
| 1. cra__ | 6. __ut | 11. __ug |
| 2. pu__ | 7. __op | 12. hu__ |
| 3. cat__ | 8. __ip | 13. blu__ |
| 4. __amp | 9. cru__ | 14. mu__ |
| 5. __ell | 10. plu__ | 15. mu__ |

Exercise 5.2

Read the following to the student:

Add a 't' to separate the short vowel from the 'ch' and read the words out loud:

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. pa__ch | 3. ma__ch | 5. la__ch | 7. hi__ch |
| 2. ca__ch | 4. ha__ch | 6. di__ch | 8. wi__ch |

Hatch



Exercise 5.3

Circle the sounds to make a *real* word (there may be more than one):

1. pu_____ m ill sh ch tch nch
2. cr_____ im am ush atch at ot
3. bu_____ m s sh ch nch p
4. st_____ im is ash amp ump ip
5. br_____ im is at ag up ot
6. g_____ et ip ot rid up atch
7. sh_____ ig ip ot rid og ush
8. ch_____ og ip ot rid amp id
9. pi_____ m g w t am tch

Exercise 5.4

Spelling Dictations: go to www.YourKidCanRead.com for the audio, or read the following to your student, while he/she writes in his/her dictation book:

- | | | | | |
|---------|-----------|-----------|-----------|-----------|
| 1. plot | 6. cram | 11. wish | 16. fit | 21. ramp |
| 2. pit | 7. pan | 12. flat | 17. slat | 22. stamp |
| 3. push | 8. crush | 13. cramp | 18. chimp | 23. tan |
| 4. chip | 9. plan | 14. trap | 19. latch | 24. ox |
| 5. man | 10. hatch | 15. patch | 20. chin | 25. witch |

Exercise 5.5

Sentence Dictations: go to www.YourKidCanRead.com for the audio, or read the following to your student, while he/she writes in his/her dictation book:

- | | |
|---------------------------------------|---------------------------------------|
| 1. The witch had a bump on her chin. | 6. The fish and the shrimp can swim. |
| 2. The man was in his car. | 7. A clam cannot swim. |
| 3. His leg had a cramp. | 8. She took a snap shot of the man. |
| 4. The chimp had a crush on the fish. | 9. His car had a flat and he got mad. |
| 5. The trap had a latch on the hatch. | 10. I felt a pinch on my chin. |

I am a fish and I can swim.

