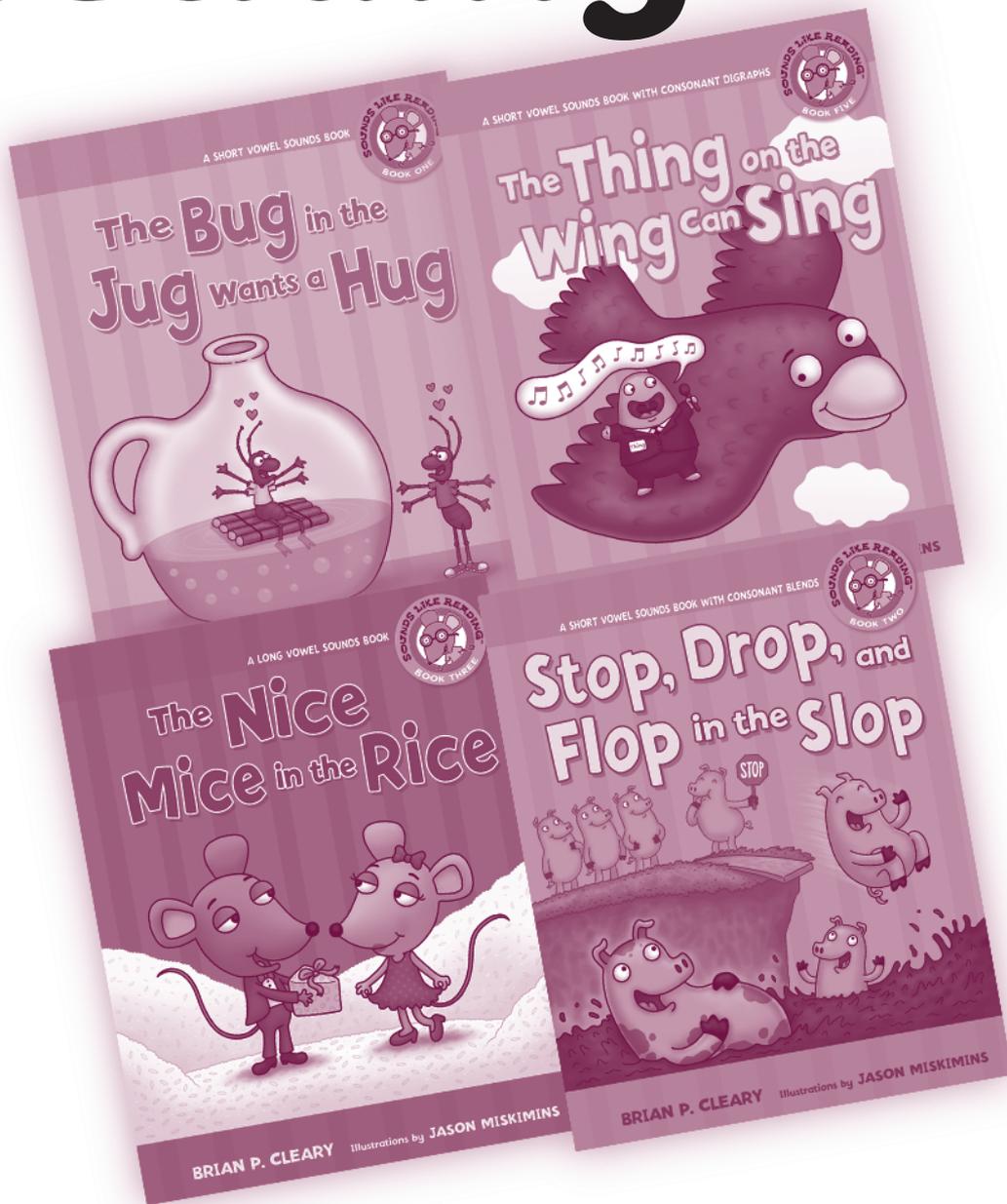


TEACHING

Sounds Like Reading™



1st Grade Reading Level

LERNER CLASSROOM

ISBN 978-0-7613-4174-1 Magenta

Standards

- Language Arts Writing · Uses the general skills and strategies of the writing process.
- Language Arts Reading · Uses listening and speaking strategies for different purposes.
 · Uses the general skills and strategies of the reading process.
 · Uses reading skills and strategies to understand and interpret a variety of texts.
- Thinking and Reasoning · Effectively uses mental processes that are based on identifying similarities and differences.

Multiple Intelligences Utilized

- linguistic, logical-mathematical, and intrapersonal

Illustrations on pages 10, 11, 12, 13, 15, and 16 by Jason Miskimins

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LernerClassroom
 A division of Lerner Publishing Group, Inc.
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 Minneapolis, MN 55401 U.S.A.
 800-328-4929
 Website address: www.lernerclassroom.com

Books in the *Sounds Like Reading™* series include:

- #1 *The Bug in the Jug Wants a Hug*
- #2 *Stop, Drop, and Flop in the Slop*
- #3 *The Nice Mice in the Rice*
- #4 *The Frail Snail on the Trail*
- #5 *The Thing on the Wing Can Sing*
- #6 *Whose Shoes Would You Choose?*
- #7 *The Peaches on the Beaches*
- #8 *The Clown in the Gown Drives the Car with the Star*

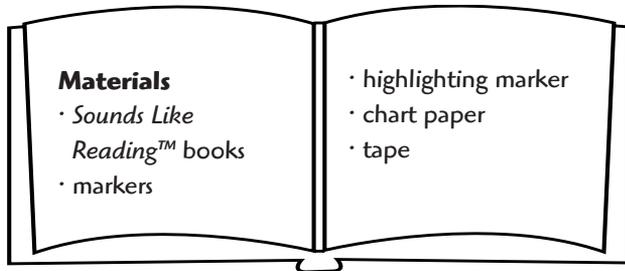
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Lesson 1

Phonics Charts

Purpose: Students will identify words containing certain letter sounds.



Objectives

- Identify letter sounds.
- Locate letter combinations in words.
- Explain how to identify digraphs, blends, diphthongs, and other letter sounds.
- Create a chart of words.
- Identify rhyming words.
- Organize words containing digraphs, blends, diphthongs, and other letter sounds.

Activity Procedures

Prepare

(teacher)

- Choose a letter sound or letter combination sound from a *Sounds Like Reading™* book.
- Write the letter/letter combination sound at the top of the chart paper in large letters.

Pretest

(teacher, students)

- Show the chart to students.
- Ask students to make the sound of the letter or letter combination on the chart.

Read

(teacher, students)

- Read the book from the *Sounds Like Reading™* series that highlights the chosen sound.

Model

(teacher, students)

- Tell students they are going on a sound hunt. Explain that they will be listening and looking for words with the chosen sound as you read.
- Tell students to raise their hands when they locate a word with the chosen sound.

Practice

(teacher, students)

- Read aloud the book from the *Sounds Like Reading™* series that highlights the chosen sound.
- Write the words identified by the students on the chart.
- Highlight the letters that make the chosen sound by writing them in a different color or using a highlighting marker.

Discuss

(teacher, students)

- Where does the sound come in the words we've found? The beginning? The middle? The end?
- Which words on our chart rhyme?

Evaluate

(teacher)

- Assess for student participation and understanding.

Extension

(students)

- Post the chart in the classroom so students can continue to add words as they encounter them in daily readings or discussions.

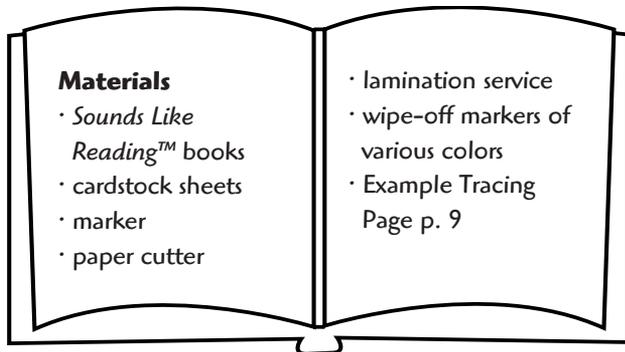




Lesson 2

Tracing Pages

Purpose: Students will identify sounds made by letters and letter combinations while practicing their handwriting.



Objectives

- Identify letter sounds.
- Locate letter combinations in words.
- Examine the location of digraphs, blends, diphthongs, and other letter sounds in words.
- Recall words with a given digraph, blend, diphthong, or other letter sound.
- Trace printed material.

Activity Procedures

Prepare

(teacher)

- Create tracing pages for a variety of letter sounds and letter combination sounds from the *Sounds Like Reading™* books on cardstock. Use Example Tracing Page p. 9 as a template.
- Laminate each tracing page.

Pretest

(teacher, students)

- What kinds of sounds do individual vowels make?
- What letters work together to make one sound in words?

Read

(teacher, students)

- Read *Sounds Like Reading™* books.

Model

(teacher)

- Show students one of the tracing pages.
- Explain that the letters at the top of the page make a special sound.
- Have students pronounce the sound at the top of the page.
- Use wipe-off makers to show how students can trace the letters on the page to practice writing words with the special sound.
- Show how to add letters to the sounds at the bottom of the page to turn them into words (e.g. *ow* can become *frown*).

Practice

(students)

- Students complete tracing pages.

Discuss

(teacher, students)

- What are some other words that could be on your page?

Evaluate

(teacher)

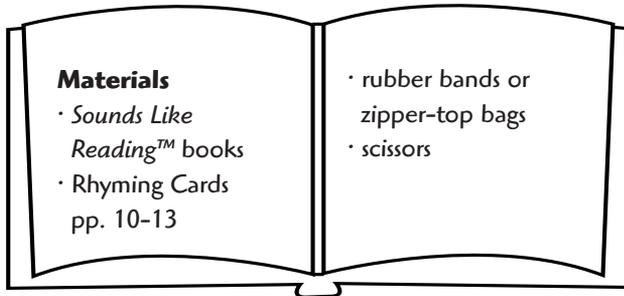
- Check tracing pages for accuracy and completeness.
- Tracing pages can be cleaned and used again.





Lesson 3 Go Rhyme!

Purpose: Students will identify pairs of rhyming words.



Objectives

- Identify rhyming words.
- Count cards to calculate a score.
- Match rhyming cards.
- Analyze the requests of other players.
- Cooperate with players to ensure fair game play.

Activity Procedures

Prepare

(teacher)

- Copy Rhyming Cards pp. 10-13 for each pair of students.
- Cut out the cards to create a deck of cards for each pair.
- Contain decks with rubber bands or zipper-top bags.

Pretest

(teacher, students)

- What are two words that rhyme?

Read

(teacher, students)

- Read *Sounds Like Reading™* books.

Model

(teacher)

- Demonstrate how to play Go Rhyme! The directions are similar to the card game Go Fish.
- Shuffle the cards and pass out five cards to each player. Place leftover cards in a pile face down between the players.
- Players look at their cards and match up pairs of cards with rhyming words. These pairs must be approved by the other players and then are set aside.
- Students take turns trying to find matches to their remaining cards. Using a word on one of their cards, a player asks, "Do you have a card that rhymes with _____?" If the other player does not have a match, the asking player draws a card from the middle pile.
- The game is over when a player has matched all of his or her cards. Players then count how many matched cards they have. The player with the most matches is the winner.

Practice

(pairs)

- Play Go Rhyme!

Discuss

(teacher, students)

- Did you like playing this game?
- What made this game easy to play?
- What made it hard to play?

Evaluate

(teacher)

- Assess student comprehension as they play the game.

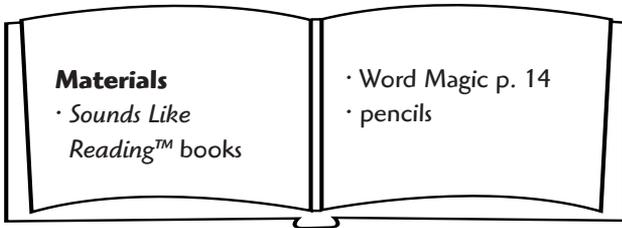




Lesson 4

Word Magic

Purpose: Students will substitute letters to spell different words.



Objectives

- Identify letter sounds.
- Recall vocabulary.
- Print letters correctly.
- Follow directions.
- Modify the activity to increase the difficulty.

Activity Procedures

Prepare

(teacher)

- Copy Word Magic p. 14 for each child.

Pretest

(teacher, students)

- What letter do we need to change the word *rat* into *hat*?
- What letters do we need to change the word *sing* into *sick*?

Read

(teacher, students)

- Read books from the *Sounds Like Reading™* series.

Model

(teacher, students)

- Explain the directions for Word Magic p. 14.

Practice

(students)

- Students complete Word Magic p. 14.

Discuss

(teacher, students)

- Have students list other words that can be transformed by substituting one letter.
- How could we make this activity more challenging? Challenge students with limiting changes to the first letter, middle letter, or final letter.

Evaluate

(teacher)

- Check Word Magic p. 14 for completeness and accuracy.

Extension

(teacher, students)

- Play a Word Magic Challenge Game. Write one word on the board. Have a student substitute a letter to make a new word. Have another student substitute a letter in the new word to make another word. Continue until students can't make a new word.

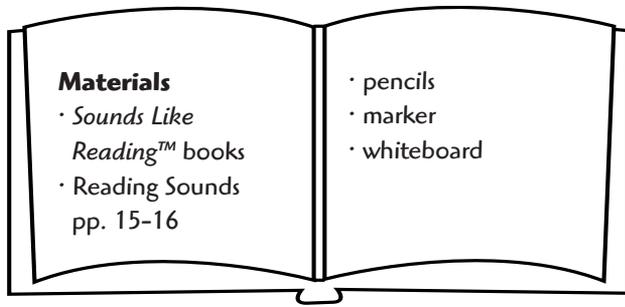




Lesson 5

Reading Sounds

Purpose: Students will segment words phonetically and correctly spell each phoneme segment.



Objectives

- Identify letter sounds.
- Locate letter combinations in words.
- Recall vocabulary.
- Analyze words by the number of phonemes.
- Compose words with the correct spelling.
- Explain why the letters and sounds in words do not have a one-to-one correspondence.

Activity Procedures

Prepare

(teacher)

- Copy Reading Sounds pp. 15-16 back-to-back for each student.

Pretest

(teacher, students)

- Ask students to think about these questions and answer them in their heads.
- How many sounds do you hear in the word *fan*? How do you spell *fan*?
- How many sounds do you hear in the word *back*? How do you spell *back*?
- Does the number of sounds in a word match the number of letters?

Read

(teacher, students)

- Read *Sounds Like Reading™* books.

Model

(teacher, students)

- Ask students how many sounds are in the word *fan*.
- Write the word *fan* on the board in wide-spaced letters. Draw a box around each letter in the word. Write the number one under each box.
- Tell students that each box represents one sound. The numbers under the boxes show how many letters it takes to make each sound.
- Ask students how many sounds are in the word *back*. On the board draw three boxes. The last box should be larger than the others. Write the number one under the first two boxes and the number two under the last box.
- Ask students why they think there is a number two under the last box.
- Have a volunteer write *back* on the board, putting one letter in the first two boxes and two letters in the last box.
- Discuss how the number of sounds in a word does not always match the number of letters.
- Explain how to complete Reading Sounds pp. 15-16. Students will write the names of the objects in the boxes below each picture. Each box represents one sound. The numbers indicate how many letters should appear in each box.

Practice

(students)

- Complete Reading Sounds pp. 15-16.

Discuss

(teacher, students)

- Most of these words had three sounds. Can you think of any words with four sounds?
- Write the words from this discussion on the board in boxes as was done in the beginning of the lesson.

Evaluate

(teacher)

- Assess Reading Sounds pp. 15-16 for completeness and accuracy.



Additional Resources

BOOKS

Allen, Margaret, Ph.D. *Dr. Maggie's Phonics Readers*. Huntington Beach, CA: Creative Teaching Press, 1999.

Fun, high-interest stories combined with skills that build from book to book allow children to read successfully while learning letters and sounds.

deRubertis, Barbara. *Bitty Fish*. New York: Kane Press, 1996.

Books in the *Let's Read Together* series combine phonics and rhyme in stories kids will want to read again and again.

Graves, Sue. *Fat Cat*. New York: Scholastic, 2007.

Children will recognize, read, and spell three-letter words in the short a word family in this silly rhyming story. Other titles in this series include *Dog in the Fog*, *Jen the Hen*, and *Bug in a Rug*.

Kido, Yukiko. *Slow Bow: Flip a Word*. Maplewood, NJ: Blue Apple Books, 2007.

This bright and bold book uses phonics and die-cut pages to teach word recognition and rhyming patterns. Other titles in the series include *Wet Pet*, *Quack Shack*, and *Stop Pop*.

Rovetch, Lissa. *Ook the Book*. New York: Chronicle Books LLC, 2006.

This collection of twelve humorous rhymes is designed to help beginning readers become familiar with both written and spoken English.

Walker, Sally, M. *The Vowel Family*. Minneapolis: Carolrhoda Books, 2008.

Meet an unusual family with some very special children: Alice, Ellen, Iris, Otto, and Ursula. Sometimes they're visited by their aunty, Cyndy. As each child is born, an additional vowel makes the text easier to read. Are you ready to play the vowel game?

WEBSITES

BBC Words and Pictures

<http://www.bbc.co.uk/schools/wordsandpictures/>
At this interactive site, students can explore games and activities to practice phonics skills, such as long vowels, CVC words, and consonant clusters.

Get Ready to Read!

<http://www.getreadytoread.org/content/view/101/317/>

The site hosts a variety of online games that introduce phonics and other beginning reading skills for children.

Patti's Activities

<http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/phonemic.html>

Patti presents activity ideas for teaching phonics with rhymes, sounds, and segmentation.

Phonics Printable Worksheets

<http://www.kidzone.ws/phonics/index.html>

This site provides free printable phonics worksheets and flash cards.

Readquarium

<http://www.gamequarium.com/readquarium/phonicsandphonemes.html>

This site contains a collection of links for games and activities that teach phonics skills. The links are organized in categories such as blends, vowels, and word families.

Welcome to Reading Room 1

<http://www.adrianbruce.com/reading/room1/index.html>

Adrian Bruce offers printable phonics games he has used in his classroom.

The World of Brian P. Cleary

<http://www.brianpcleary.com/>

This is the official website of Brian P. Cleary, author of the *Sounds Like Reading™* books. Included are games and activities inspired by the author's best-selling titles, including the *Words Are CATEGorical®* series.



Example Tracing Page

Name _____

OW

clown

down

lower

wow

how

now

town

powder

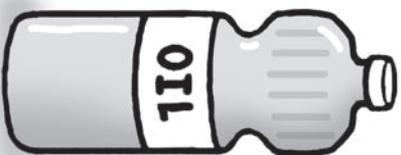
ow

ow

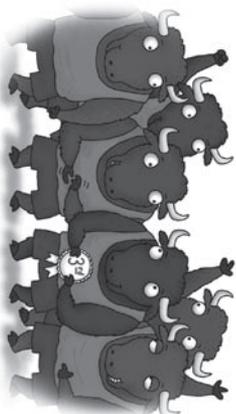
Rhyming Cards



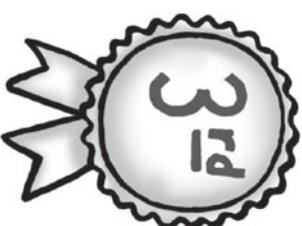
foil



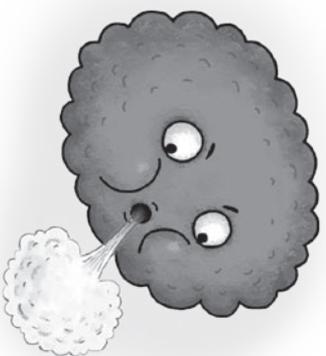
oil



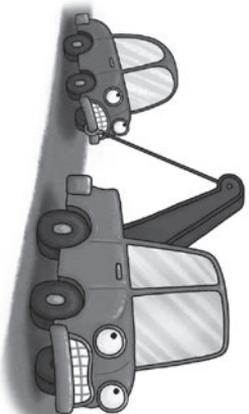
herd



third



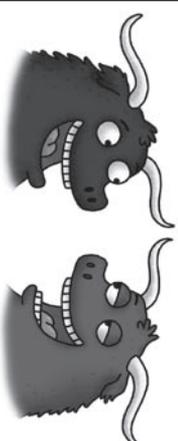
blowing



towing



slacks

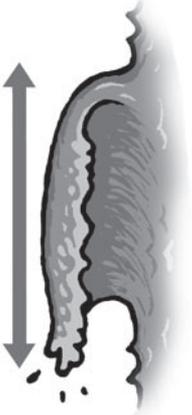


yaks

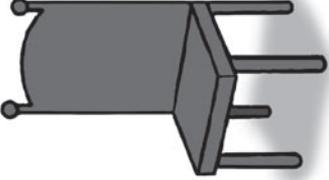
Rhyming Cards



ride



wide



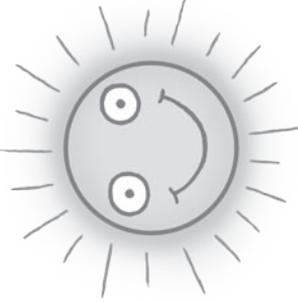
seat



neat



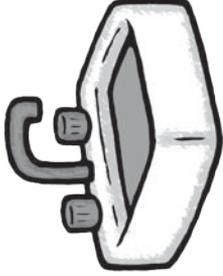
bun



sun



mink

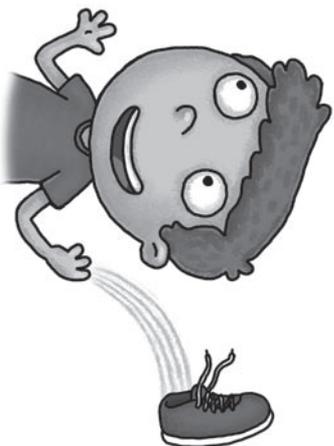


sink

Rhyming Cards



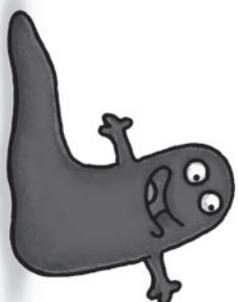
chew



threw



bleach



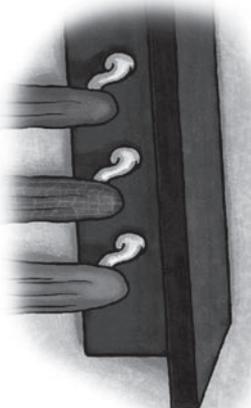
leech



ditch



witch



rack

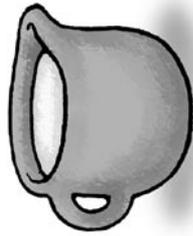


tack

Rhyming Cards



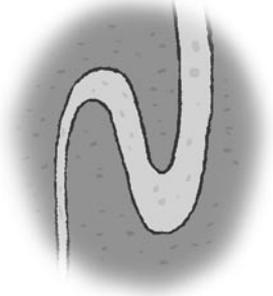
dream



cream



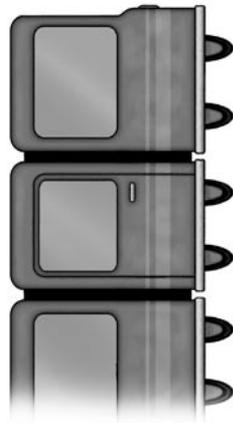
frail



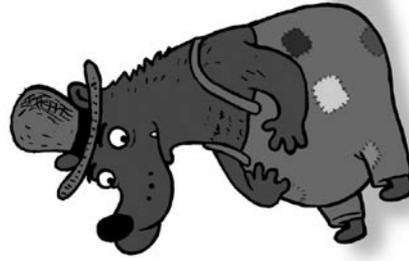
trail



clam



tram



plump



grump



Word Magic

Name _____

Directions: Replace the bold letter in each word with the magic letter in the star. Write the new word.

example map



man

1. **and**



2. **goat**



3. **stem**



4. **dig**



5. **red**



6. **sink**



7. **hot**



8. **pen**



9. **rice**



10. **boat**





Reading Sounds

Name _____

		
	2	2

		
		3

		
2	2	

		
2		2

		
		2

Reading Sounds

		
2	1	1

	
2	1

	
2	2

		
2	1	2

		
2	2	1

		
1	2	1