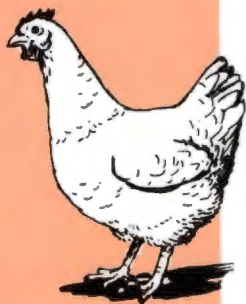
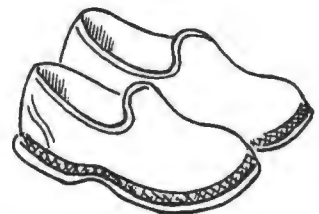
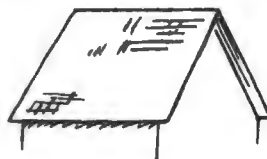
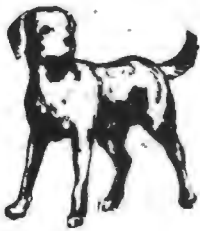
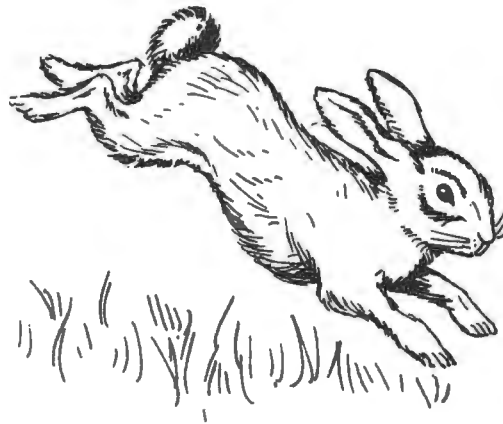
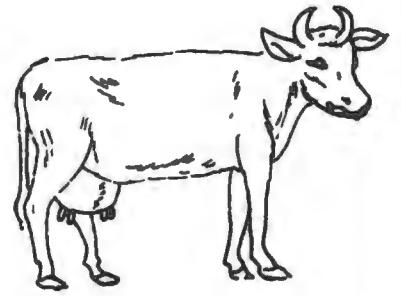
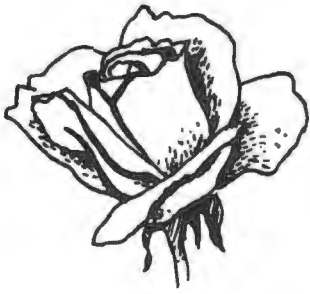


**Learning**

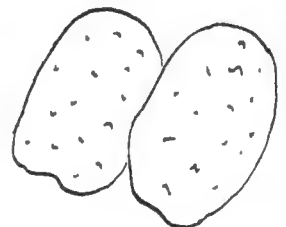
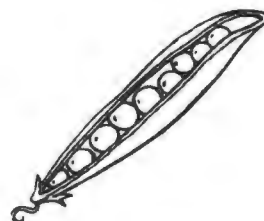
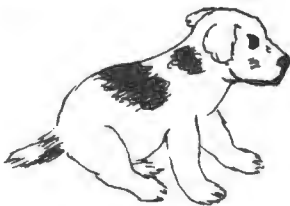
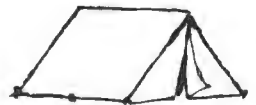
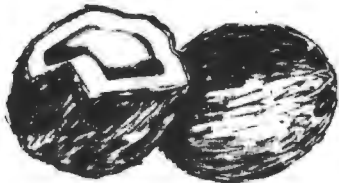
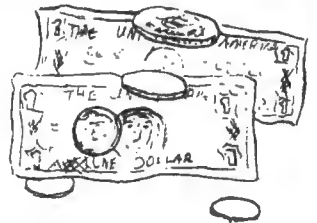
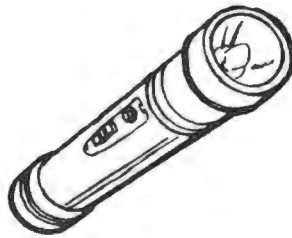
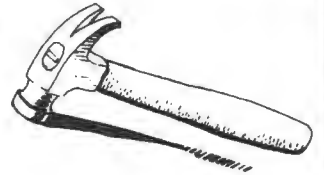
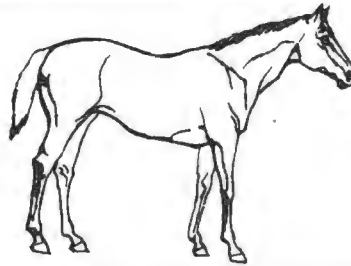
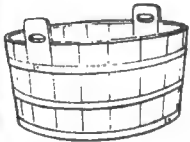
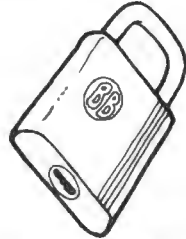
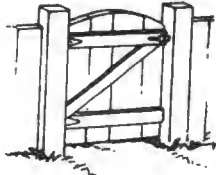
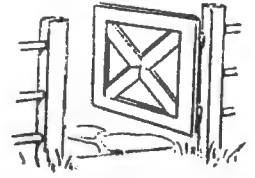
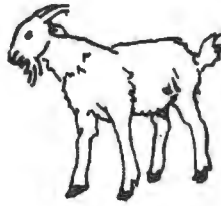
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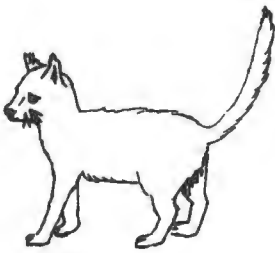
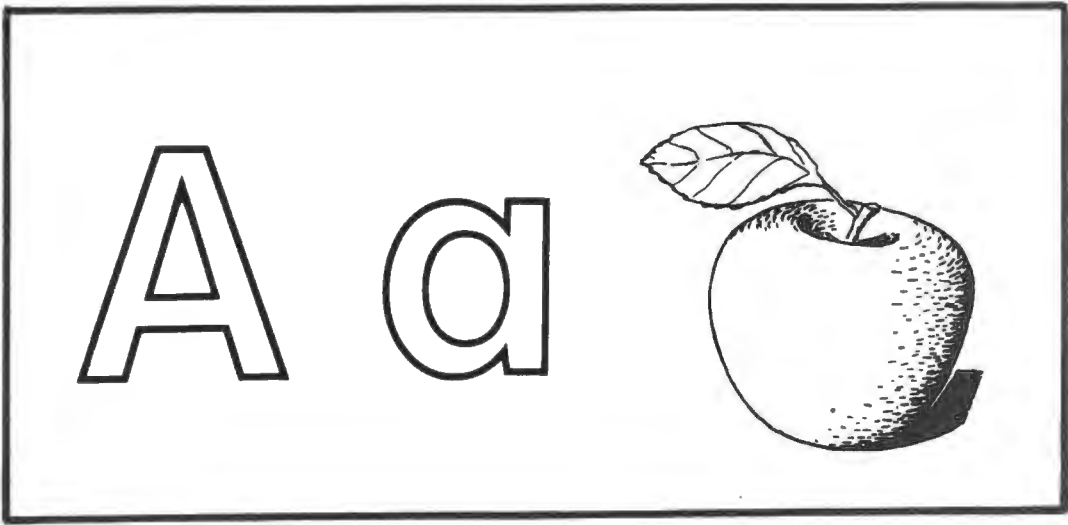
**Sounds**





Wrigley's  
JUICY FRUIT





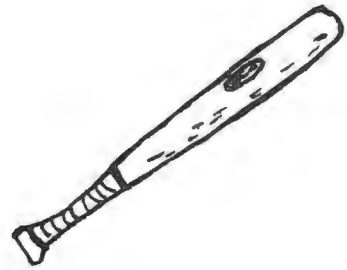
c a t



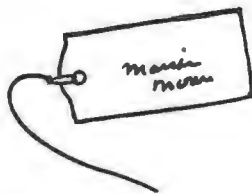
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a x



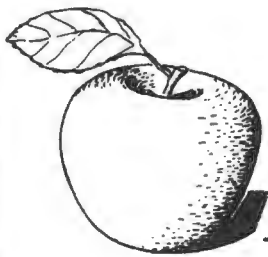
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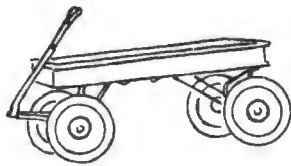
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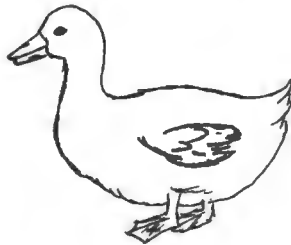
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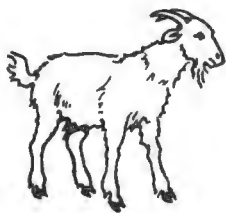
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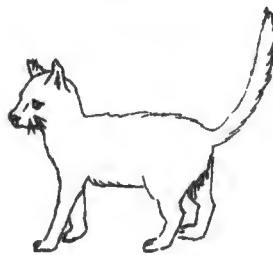
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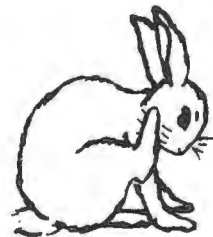
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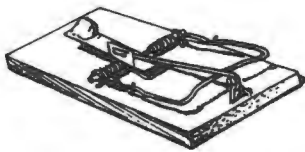
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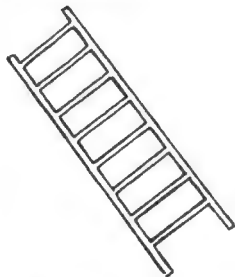
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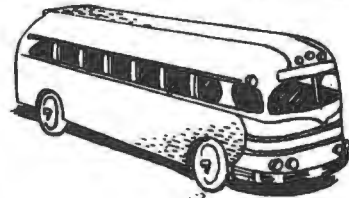
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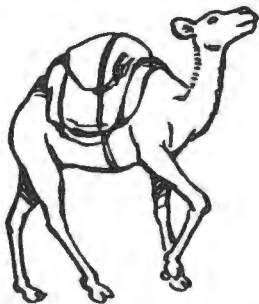
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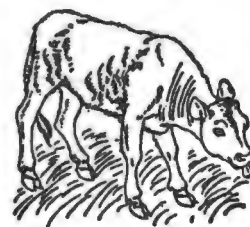
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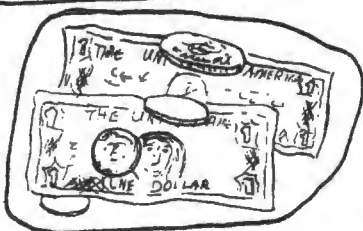
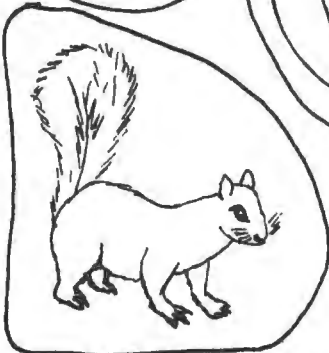
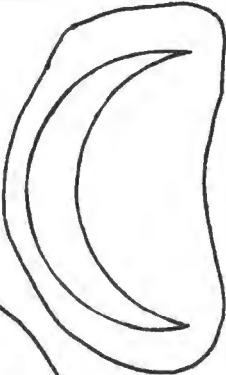
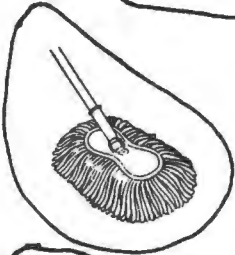
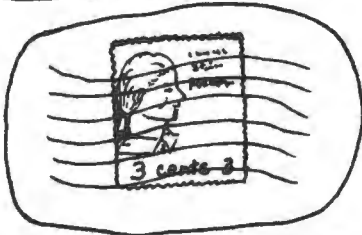
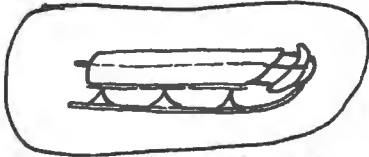
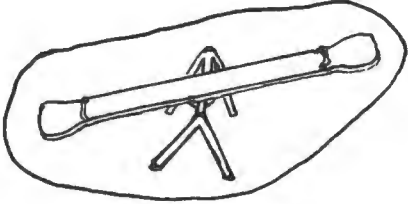
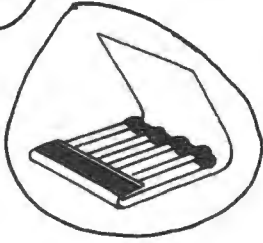
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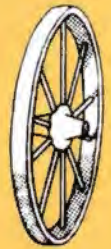
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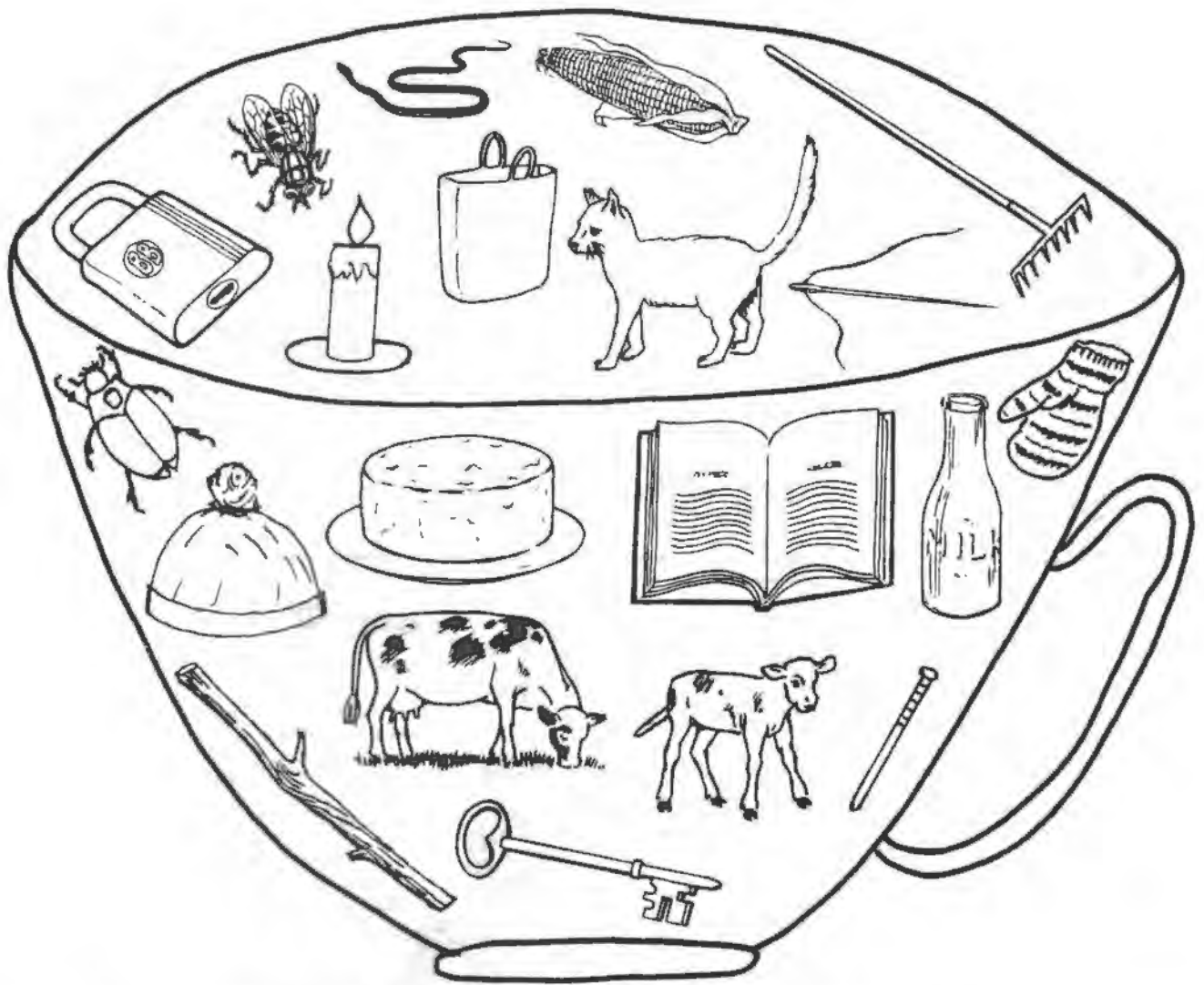


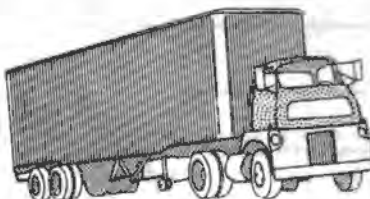






Ss

# LEARNING THROUGH SOUNDS

Grade 1 – Book 2

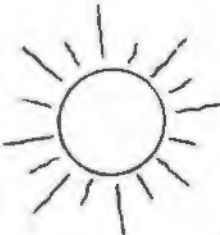





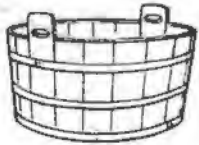

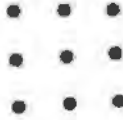


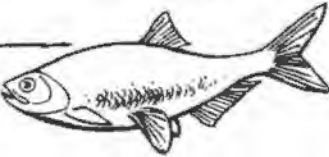







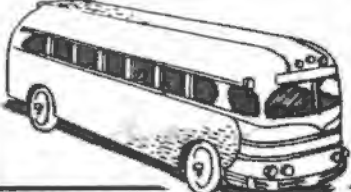


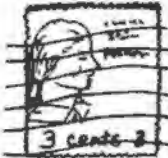


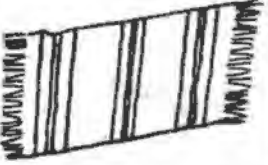









	truck	
	sock	
	clock	
	track	
	jack	
	sack	
	tack	













a e i o u

 _____ _____ _____ _____    	 _____ _____ _____  _____ _____   
 _____ _____    	 _____ _____  _____ _____   
 _____ _____  _____   	 _____ _____  _____   

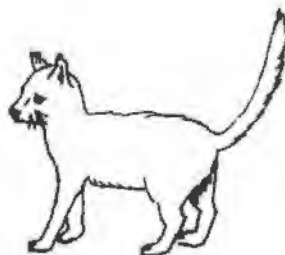
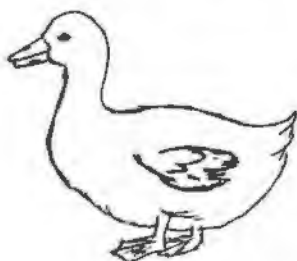
back	deck	sick	lock	tuck
lack	peck	pick	sock	suck
sack	neck	lick	rock	duck
quack	speck	tick	clock	luck

- Can a  kick?      yes no      \_\_\_\_\_
- Can a man get sick?      yes no      \_\_\_\_\_
- Can a  lock?      yes no      \_\_\_\_\_
- Can a tub lick?      yes no      \_\_\_\_\_
- Can a  quack?      yes no      \_\_\_\_\_
- Can a hen peck?      yes no      \_\_\_\_\_
- Can a  tick?      yes no      \_\_\_\_\_
- Can a rock jump?      yes no      \_\_\_\_\_
- Can a  buck?      yes no      \_\_\_\_\_

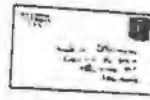
				
_____	_____	_____	_____	_____
				
_____	_____	_____	_____	_____



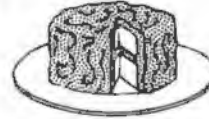
1. See the bug.
2. See the big box.
3. See the little box.
4. See the six dots.
5. See the eggs in the box.
6. See the eggs in the nest.
7. See the eggs in the basket.
8. See the rabbit sit.
9. See the rabbit hop.
10. See the cat sit.
11. See the big duck.
12. See the little duck.
13. See the black kid.
14. See the cat stand.



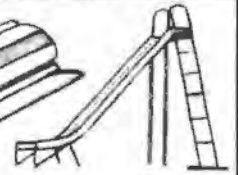
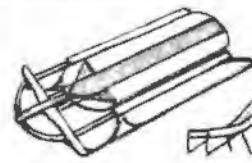
1. Which is a wagon?



2. Which can peck?



3. Which is a sled?



4. Which is a rabbit?



5. Which is hot?



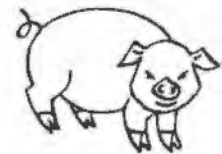
6. Which is a puppy?



7. Which can jump?



8. Which pig is sitting?



9. Which can give milk?



**TEACHER'S**

**EDITION**

**Learning**

**through**

**Sounds**

**Book 1**

**&**

**Learning**

**through**

**Sounds**

**Book 2**

**WITH**

**CORRELATED LANGUAGE ARTS GUIDE**

**FOR GRADE ONE**



# TEACHER'S EDITION

## LEARNING THROUGH SOUNDS I & II

WITH

## CORRELATED LANGUAGE ARTS GUIDE

### C O N T E N T S

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Introduction to Correlating the Language Arts . . . Inside F. Cover	
General Information on the Language Arts . . . . .	2
Important Information for the Teacher. . . . .	4
Textbook and Supply List . . . . .	5
Practice Materials Needed . . . . .	6
Patterns for Phonics Charts . . . . .	8
Miscellaneous Items to Prepare. . . . .	13
Key to Alphabet Sounds . . . . .	14
The Teacher's Daily Lesson Plans . . . . .	16
How to Use the Daily Lesson Plans . . . . .	17
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Lesson 16: Begin <i>CLIMBING TO GOOD ENGLISH 1</i> . . . . .	36
Begin reading <i>FIRST STEPS</i> . . . . .	81
Begin <i>LEARNING THROUGH SOUNDS II</i> . . . . .	87
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Correlated Spelling Program . . . . .	119
Begin reading <i>MORE DAYS GO BY</i> . . . . .	136
Patterns for Penmanship Lines . . . . .	144
Guidelines for Supplementary Reading . . . . .	Inside B. Cover



Revised 2003  
2013 Printing



- The pictures should be identified as follows:
1. jar, jeep; pie, pig
  2. needle, ladder; worm, windmill
  3. cake, carrot; snake, nails
  4. fence, fork; duck, deer
  5. mailbox, pear; fire, fox
  6. silo, socks; ball, lamp.

\*\*\*\*\*

### LESSON 8 A.M.

BWR, p.8

Pfl (Keep changing pictures as they learn

LTS, p.7 them well.)

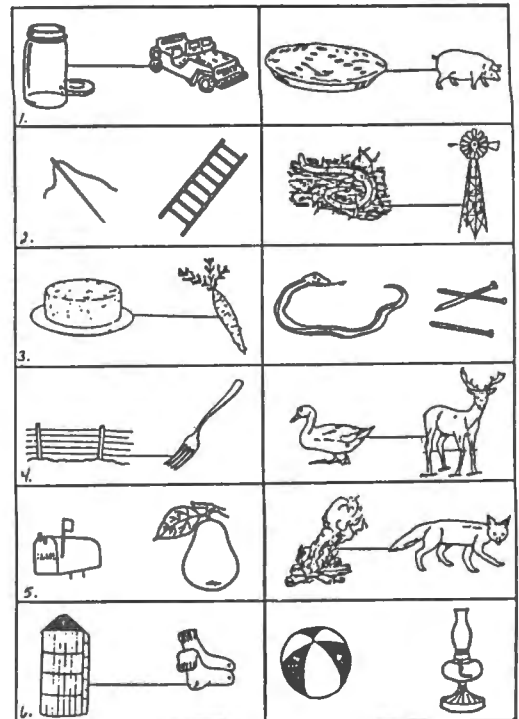
HY, p.9

Continue as on page 4, using the sentence, "Robert and Rachel walked down the road and saw a rabbit." Tell the children, "On page 7 are some more things Robert and Rachel saw, but we will mark only those which begin with r." (The r sound is a vocal sound, meaning the voice box helps in sounding it. To get the correct r sound say rat, rose. Now just say the beginning sound. For every sound you meet, it's a good idea to review it before you try to teach it. See Key to Alphabet.)

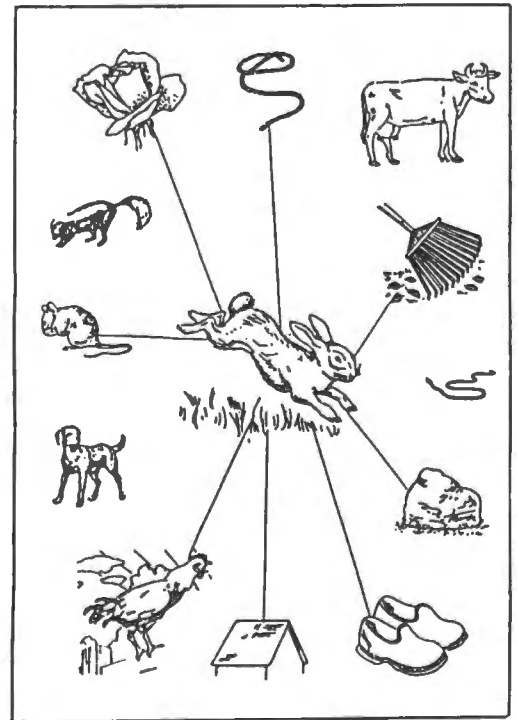
Go over the pictures with the children, but do not let them pick up their pencils until they go to do the page by themselves. Play up the idea that being able to do a page by themselves is really something. But to do it nicely, they will need to pay attention in class. Though you want them to do good work, don't let them get the idea that they have to have them all right in order to be entitled to a feeling of satisfaction. As long as children do their best, they're entitled to praise. However, they should be helped to correct what they did wrong so they learn the right way to do it. If a child has to be helped too much to get most of them right, he probably needs more individual help before he gets to class. Have another student drill him with picture cards, using the same type of sounding drill he will be having in the workbook that day.

The pictures on page 7 should be identified as follows:

rope, rose, skunk, rat, dog, rooster, roof, rubbers, rock, snake, rake, cow.



6



7

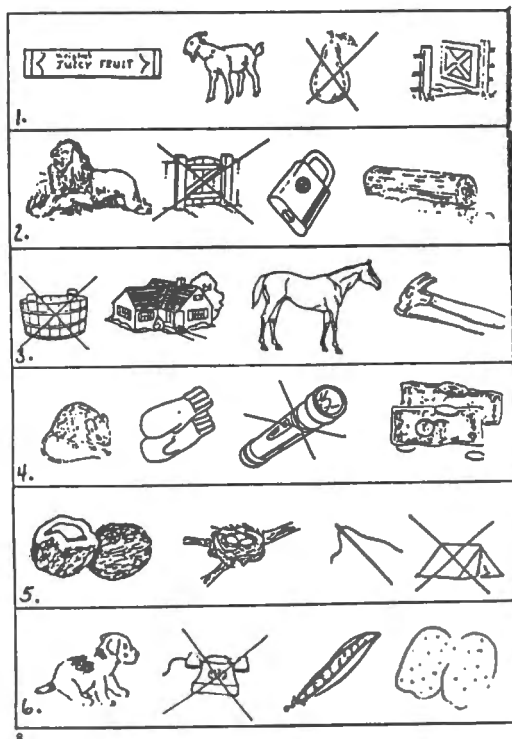
P.M.

LRP  
HY, p.10  
LTS, p.8  
R-A Story

Continue as on page 3, going over the pictures with the children, then if you feel they are capable, let them work the page by themselves. To be sure that they actually understand, do the first few in class using their fingers instead of their pencils.

The pictures on page 8 should be identified as follows:

1. gum, goat, pear, gate
2. lion, gate, lock, log
3. tub, house, horse, hammer
4. mouse, mittens, flashlight, money
5. nuts, nest, needle, tent
6. puppy, telephone, peas, potatoes



\*\*\*\*\*

LESSON 9 A.M.

BWR, p. 9  
PII  
LTS -- Introducing Aa. on Phonics Chart 1 (No workbook)

Introducing the Aa: (Enthusiasm is your key word -- be excited.) If the children have been able to follow the exercises up until now, they should be ready to take the next step, learning the short vowel sounds. A teacher should not attempt to teach the names of the vowels and the sounds at the same time. The letters should be referred to by their sound, not their names.

To introduce the a (remember, the a typed in bold means the sound, not the letter name), tell them: "Today we are going to learn our first letter. Look at my mouth when I say it. a -a." Prolong it slightly; do it several times. Say, "Was my mouth open when I said it? Now say it with me, with your mouth open just like mine." Now have children say it by themselves, then each child individually. Do not allow them to make this sound any other way but correctly. Have them hold their hands to their throats so they can feel the vibration of their vocal cords as they say it.

Now show them the letters on Ph Ch 1 and tell them, "This is how we make the a This big one is the capital a and the little is the small a. Watch me as I trace them in the air." Be sure all the pupils are watching as you point at the A on the chart and trace it in the air with your index finger, at the same time saying clearly, "a". Now have them point with their index fingers and trace the capital A in the air while saying a. Do the same with the small a.

Now point to the animals on the chart and say, "When we say a-animal, we say a first. Do you hear it?" Emphasize the a as you say animals again. Now have the children repeat after you, "A-animals, a, animals. Let's trace it in the air again." Have the children trace the a in the air with you as you repeat, "Animals."

Go through this procedure with the other pictures on the chart, always tracing the letters in the air while saying a.

Now play the listening game, having children close their eyes as you pronounce words with a, every now and then inserting one beginning with a different sound. Following are some words you can use:

after, add, still, as, angry  
as, angry, ax, monkey, and, act  
for, am, at, apple, alligator  
am, at, dog, man, animal, after  
acting, marble, athlete, aster, star  
antlers, Abner, Andy, add, under

"Now let's play another listening game. I'll say three names. See if you can tell me which one does not start with a." Be sure to use all of your pupils' names, and others, too.

Example: Albert, Ruth, Anna. Daniel, Adam, Alta.

After these oral exercises, have them practice writing the capital and small a at the board. Insist that they start at the top and make them correctly. After you are satisfied that everyone is making them correctly, send them to their seats and give them penmanship practice making capital and small a's.

If you have prepared a practice book for them as explained on pages 13 and 14, hand them out now and watch them (or have an older pupil supervise) making their letters until you're sure they're doing it correctly. For these first letters it's important that you stay with them until they're sure to have it right. Teach them to make each part of the letters in the proper sequence and directions as shown on the phonics charts (page 10). First impressions are lasting, so you want their first practice of a letter to be correct. Each time they make the letter on their paper, they are to say a to themselves.

To give the children extra practice in discrimination, write a row of letters the whole way across the board, like this: a s d a a d f a s d a a a s d a f d a g s r a e e a r a e g a h d b a s d a A W R A A T Y A H A H A L A A K A N B A A G A H J. Give the children each a section and tell them to circle each letter that says a. He must start at the left and go to the right, deciding upon each letter as he goes. This teaches the left to right pattern, and that things should be done by a system.

### P.M.

LRP

HY, p.13 (HY pages 11 and 12 will be used later.)

LTS, p.9

R-A Story

Review the chart again briefly. Then call attention to the Vowel and Consonant chart, if you put one up. (See page 13.) Play up the idea of having a house, or family, or whatever for the vowels and one for the consonants. Don't expect them to remember these big words at once, but by repeating them every day, they'll soon have learned them.

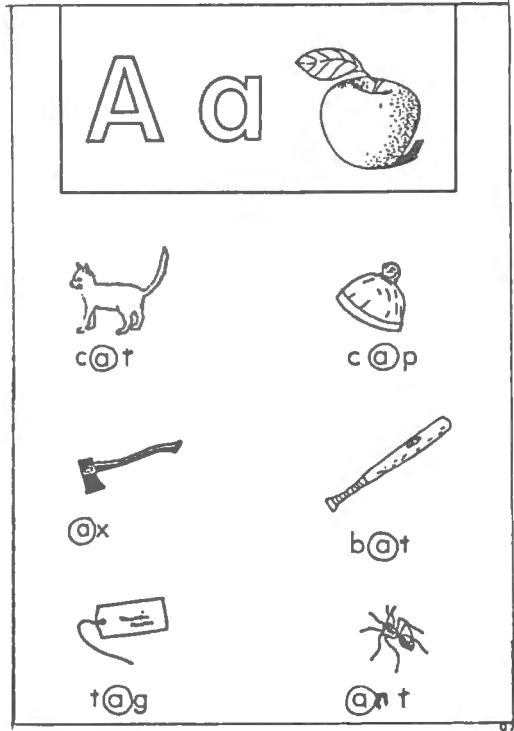
Now tell them, "The a sound does not always come at the beginning of the word. Listen: ca-at, ca-an, sa-at, Sa-am." Practice with them until you think they can hear it. Then play the listening game with them. Say, "Tell me which of these two words has the a in the middle."

sit, sat had, hid slap, slip bug, bag did, Dad

has, hen beg, bag sick, sack blink, black fun, fan.

As you pronounce these words, be careful to draw out the vowel sound in both words. If you don't, the children will determine by how you say the words instead of listening for the vowel sound. These first sounds will take much drill, repeating, patience, and time, but it's time invested, not spent. Later they'll more than make up for it as they learn to help themselves with the knowledge they're storing up now.

Have the children open their books to page 9. Ask, "Who can tell me the sound of the vowels at the top of the page?" Which one is the capital? Go over the names of the pictures with the children, calling attention to the **a** sound in each word. Have them circle the **a** in each word. Then tell them to take a color and trace each **a** on the page, saying **a** every time they make it.



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**LESSON 10 A.M.**

**BWR, p. 10**

**Pfl**

**LTS, p.10**

Before phonics class for first grade draw apples on the board (about ten per child, or according to the abilities of your children). On each apple print letters, both capitals and small, mostly the **a**. Have children go to the board and draw stems on the apples with the **a** sound on them. (An older pupil could supervise this.)

For the workbook lesson today, have a short listening game first, both with beginning **a** sound and the **a** in the middle. (Just like Lesson 9.)

Now go over the pictures slowly, getting the children to tell you which picture names have **a**, either in the middle or at the end. After you have decided on them all, allow them to pick up their pencils and help them write both capital and small **a** on the line beside each picture that has the **a** sound. Just shake your head at those that don't have **a** and pass on to the next one. For this first lesson you may need to stay with them and let the class work together. Pronounce the picture names slowly, so as to hear the vowel clearly in the middle. Do not let them write the sound without saying the word slowly to themselves. The sooner they learn to pronounce their words carefully, the sooner they will be able to work on their own.



P.M.

Read. & Wkb p.7  
LTS Drill  
ENG, p.58

For drill on the second column of chart words, have pupils pair up again to play teacher-pupil at the board with word building. Then let them practice with each other in saying the words. Remember to practice words in a different order every time so no one can possibly memorize.

(Don't let this drill become a drag. Approach it enthusiastically. Say, "Isn't it great to know so many words? Why, soon you can read anything at all! Hard work really pays off -- it makes you feel good.")

After children think they know the words well, have an upper grade pupil test them.

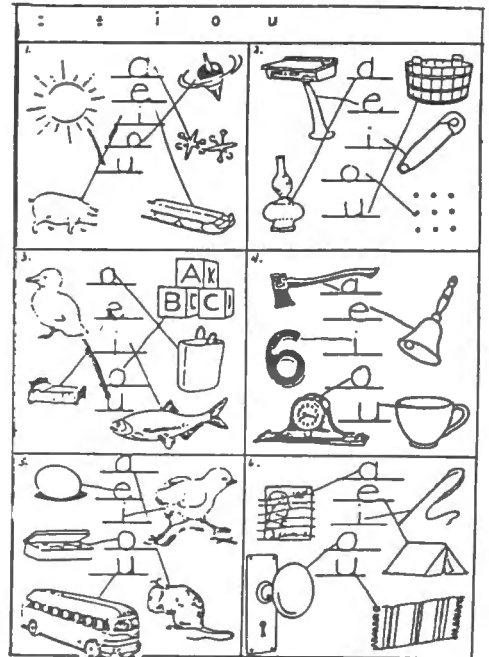
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LESSON 74 A.M.

Read. & Wkb p.8  
LTS, p.2

Practice the third column of words on chart 28.

LTS page 2: On the lines in each block pupils are to write the five vowels. Then a line is to be drawn from each vowel to the picture that has that vowel sound in it. Pictures are: 1. sun, pig, top, jacks, sled 2. desk, tub, pin, lamp, dots 3. duck, blocks, bed, bag, fish 4. ax, six, bell, clock, cup 5. egg, chick, box, bus, rat 6. stamp, whip, knob, tent, rug.



P.M.

Read.  
LTS Drill  
ENG, p.59

If children are still behaving in practicing with each other, allow them to do it with column three on the chart. However, children won't be learning if they don't have their minds on what they're doing. As soon as they become unruly, or their attention wanders, it's time to change to another type of practice. They should spend time reading the words orally and taking dictation or writing them in some way.

Children will soon have several ay words in their reading. Introduce that family now. Write this column of words on the board: day, may, way, jay, away, stay, play, gray. Go over the words several times. (Leave these words on the board for at least a week and go over them each day. Or if you don't have board space, make a wall chart.) Now have them write the word that answers these questions:

1. The opposite of night is \_\_\_\_.
2. The opposite of work is \_\_\_\_.
3. The opposite of go is \_\_\_\_

4. The opposite of here is \_\_\_\_.
5. The opposite of may not is \_\_\_\_.
6. Which word is a bird?
7. Which word is a color?
8. He told me to do it this \_\_\_\_.

Have children write these words in their practice books for penmanship and spelling practice, making several columns of them. Picture could be a jay.

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LESSON 75    A.M.

Read. New St. 31-37 (New words: Miriam like wagon do)  
 LTS, p.3

Practice the fourth column of words on chart 28.

- LTS page 3: Practice the words at the top of the page. Then have pupils circle the word that answers the following questions:
- Box 1. Which word is the sound that a duck makes?
  2. Which word is something a duck can do?
  3. Which word tells what you do to ripe cherries?
  4. Which word tells time?
  5. Which names a swimmer?

From 1 to 9, pupils can do on their own. Then they shall pick out the ck word in each sentence and write it on the line after the sentence.

back	deck	sick	lock	tuck
lack	peck	pick	sock	suck
sack	neck	lick	rock	duck
quack	speck	tick	clock	luck

1. Can a  kick?	yes <input type="radio"/> no <input checked="" type="radio"/>			<u>kick</u>
2. Can a man get sick?	yes <input checked="" type="radio"/> no <input type="radio"/>			<u>sick</u>
3. Can a  lock?	yes <input checked="" type="radio"/> no <input type="radio"/>			<u>lock</u>
4. Can a tub lick?	yes <input type="radio"/> no <input checked="" type="radio"/>			<u>lick</u>
5. Can a  quack?	yes <input type="radio"/> no <input checked="" type="radio"/>			<u>quack</u>
6. Can a hen peck?	yes <input checked="" type="radio"/> no <input type="radio"/>			<u>peck</u>
7. Can a  tick?	yes <input type="radio"/> no <input checked="" type="radio"/>			<u>tick</u>
8. Can a rock jump?	yes <input type="radio"/> no <input checked="" type="radio"/>			<u>rock</u>
9. Can a  buck?	yes <input checked="" type="radio"/> no <input type="radio"/>			<u>duck</u>

ck	ck	—	—	ck

—	ck	ck	—	ck

3

Go over the pictures to make sure pupils know what each one is. Have them write ck on the line if the word ends with the k sound. Leave the others unmarked.

P.M.

READ. & Wkb p.9  
 LTS Drill  
 ENG, p.60

Once again drill the fourth row of words on the chart. Have dictation at the board or on paper, emphasizing the left-to-right pattern of sounding out the words. That is, they must first think of the word starter, then the rest of the word.

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LESSON 76    A.M.

Read. & Wkb p.10  
 LTS, p.4

Practice column five on the chart. After spending some time with oral practice, pupils could practice writing them by making a word chain across the board. They start at the left side of the board with a word of their choice. The next word must start with the last letter of the preceding word. They must say each word as