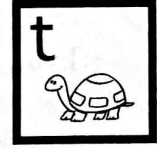
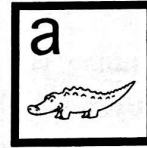
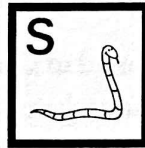
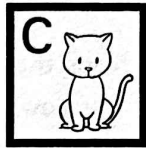


one



We start our first lesson with the five letters most commonly used in English.

They are **c**, **o**, **s**, **a**, **t**.

Your first instinct may be to call these letters by their alphabet names. Try not to do this. In this course, we are going to concentrate on the way letters sound. The name of the letter and its sound are often different. To complicate matters further, the same letter often has more than one sound. For example, the letter **a** in **alligator** and the letter **a** in **ate** sound entirely different.

How to read

Read **c** as the first sound in the words **cat** and **cap**. Point to the letter and say, "This is [**k**] as in **cat**." Ask your child to repeat after you. You may also ask for other words that start with the same sound. Do not correct your child if he or she comes up with words that start with the letter **k**, such as **kitten** or **kite**. It is the correct sound that matters.

Read **o** as the first sound in the word **octopus**. It is sort of a [**ah**] sound. Other examples of this sound are **olive** and **ox**. Do not read it as the first sound in the word **oak** or **old**.

Read **s** as the first sound in the word **snake**. This is a hissing sound [**sss**], not [**sah**] or [**es**].

Read **a** as the first sound in the words **alligator** and **apple**. Do not talk about the other sounds this letter makes.

Read **t** as the first sound in the words **turtle** and **tap**.

In saying the sounds, it is hard to insist on perfection. Regional accents and variations in the auditory skills of children make it hard for them to say it exactly right. Accept a good effort and do not worry that the child may not say it correctly.

We explain in this lesson that a combination of sounds is called a **word**. Words make up a **sentence**, and sentences make stories. We will also introduce the **period**. Explain to your child that this dot means that the sentence is over. Teach them to pause a bit when they see the period, something they do not do normally when learning to read.

We suggest that you do only one page per day initially. Try to do each page twice and start each day's lesson by reviewing the last page from the previous day. Before you read a story, read the title and the whole story to your child once.



How to blend the sounds.

In the beginning, you will need to show your child how to blend the letter sounds. To read a word, - first touch the bar under each letter and sound it out slowly - [k], then [a], then [t] - to make sure that your child recognizes each individual letter in the word. These bars are like bicycle training wheels. They will go away in subsequent lessons.

Then go back to the beginning of the word and read the sounds a little faster, without stopping in between. You will read our first real word as **kkk-aaa-ttt**. Now ask your child to read the same way without pausing between the sounds. When you read correctly without read the same way without pausing between the sounds. Slide your stopping in between, the resulting sound is close to the way the word will be read. Slide your finger across the bars faster and read the word. Then ask your child to read the same way. Most likely this will be hard for your child now, because he is used to naming the letters. But don't dwell on it too much. Just remind him to say the sound, instead of the name of the letter.

As described here, this procedure may seem cumbersome, but after some practice you will see how effective it is. You may find that even if you do not read exactly as we suggest, your child is still able to read the word. Children vary greatly in their ability to go from the individual sound to sounding the whole word, and you and your child will work out your own method very quickly. All of us say these sounds differently, so don't worry about how your child pronounces the sound. This is just an intermediate step.

Please also do the writing pages for this lesson from the "Teach Me Handwriting" eBook, which we hope you purchased. The handwriting lessons follow the lessons in this book and will help speed-up the process of learning to read. Unless there is some developmental issue, this step should not be skipped. Hand writing practice is a must.

In writing, the letter **a** looks different from the reading **a**. All printed books use this formal typographic form of the letter **a**. So that is what we use when learning to read. The same is true for letter **g**. In writing, both **a** and **g** are written differently.

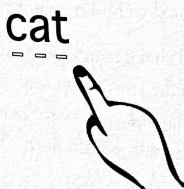
On the next page are a few simple concepts that your child will need to know. Perhaps he already knows them, but go over them anyway. The concept of a sentence is rudimentary at this point. All we want them to do now is a little pause when they see the period.



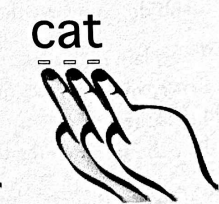
Say [k]



Say [a]



Say [t]



Slide finger faster across the bars and say [cat]

The basics, a letter, a word and a sentence.

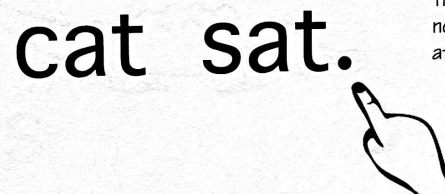
one



This is a letter.
It has a name and it has a sound.
The name of this letter is [see]
and its sound is [k].



This is a word.



This is a sentence. (Well sort of! Right now, we only want the child to pay attention to the period.)

This dot is called the period.
We put it at the end of the sentence.
It has no sound. It means to pause here.

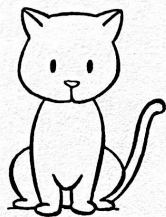


Let's learn new letters.

Please point to the letter and read the instruction under it.

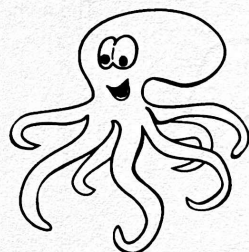
C

The name of this letter is C.
It makes the sound [k] as in cat.



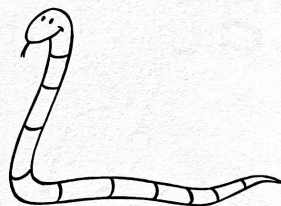
O

The name of this letter is O.
It makes the sound [o] as in octopus.



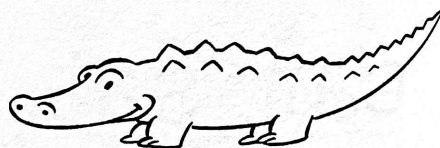
S

The name of this letter is S.
It makes the sound [s] as in snake.



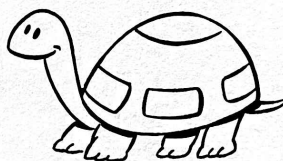
a

The name of this letter is A.
It makes the sound [a] as in alligator.



t

The name of this letter is T.
It makes the sound [t] as in turtle.



Let's sound out these letters.

Ask child to sound out each letter. Then ask him to circle each letter that makes the sound [c], [o], [s], [a], and [t].

one

C



S



O

O



t



C

S

a



t

a

O

t

t

S

C

S

O

a

C

S

a



Let's write these words.

car

you

are

gone

like

walk

saw

said

small

call

hard

far

done

black

please

talk

from

all

want

went

ten



Lesson ten introduces three letter combinations that make the same sound. These are **er**, **ir**, and **ur**.

How to read

Read all three letter combinations, **er**, **ir** and **ur**, as the [ir] sound in the word **bird**. We want the child to learn to recognize these letter combinations as a unit.

From now on, only the new words will have bars under them. Encourage your child not to sound out the words he already knows by sight.

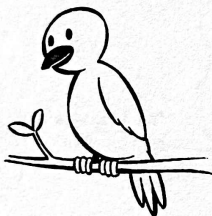
In this lesson, we begin to read longer words. There is an exercise in this lesson that shows how some of the new words are made from words the child already knows.

Teach your child to spot the endings **er** and **est** in words such as **harder** and **smallest**.



Words from previous lesson

car	hard	you	far
are	done	gone	black
like	please	walk	talk
saw	from	help	little



with	she	park	mine
car	was	well	are
want	like	hard	wish
kind	fair	water	small

By adding an er and an est to the words in the first column, we can make new words.

ten

tall	tall <u>er</u>	tall <u>est</u>
small	small <u>er</u>	small <u>est</u>
fat	fatt <u>er</u>	fatt <u>est</u>
dark	dark <u>er</u>	dark <u>est</u>
hard	hard <u>er</u>	hard <u>est</u>
big	bigg <u>er</u>	bigg <u>est</u>
smart	smart <u>er</u>	smart <u>est</u>





mom is mother.

dad is father.

your brother is there.

pups are smaller.

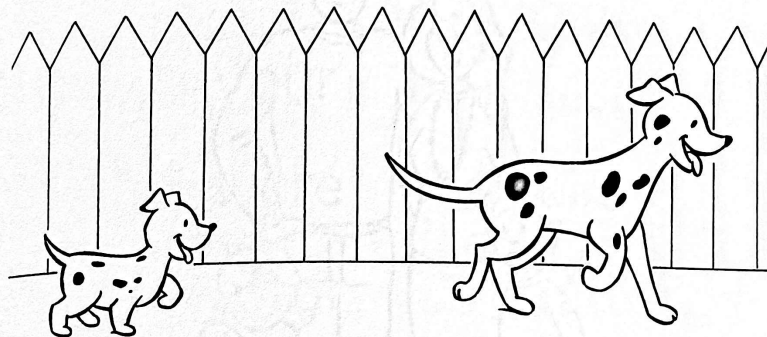
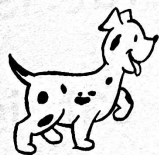
dogs are bigger than cats.

dogs run faster.

pup ran after him.

you went there first.

your big sister.

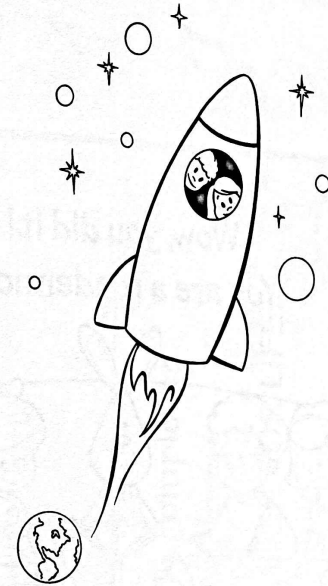


dogs are bigger than
pups. pups are smaller.
dogs can run faster than
pups, but small pups are a
lot of fun. I like pups better
than big dogs.



Bees make honey. The bear likes to eat it. The bees wish the bear would go away. They wish bear would stop taking the honey.

They try to sting the bear, but he has a lot of fur. Why does he always take our honey? they say, He should go away and make his own honey.



Welcome to our space ship! We will fly to the stars. Get set, it is time to take off.

Three, two, one! Go! We are off now. Up, up, way up to the stars! We can see the world getting smaller and smaller. Good bye, but wait, we will be back.