

**The Klein Method  
of  
Early Reading Mastery**

EARLY READING MASTERY  
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## Program Overview

The activities in this program give beginning and struggling readers a concrete understanding of the alphabetic principle, strong letter knowledge, confident decoding and fluent word identification.

- I. Teach beginning sound isolation through activities that model the “slicing off” of the beginning sounds of spoken words. Example: /b/...BALL; /sh/...SHIP.
- II. Provide activities for independent beginning sound isolation practice
- III. Introduce the alphabetic principle by showing how to identify the sound of a letter next a picture on an alphabet card. Example: BEAR begins with the sound /b/. That tells us the letter next to BEAR makes the sound /b/.
- IV. Introduce a sequence of materials and activities for learning the alphabet—organized by letter clusters.
- V. Teach phoneme blending.
- VI. Teach phoneme segmentation which is the breaking apart of spoken words into individual phonemes. Example: the word CAT has three (3) phonemes: /c/./a/./t/.
- VII. Teach the encoding (spelling) process by building 3-letter short vowel words using moveable letter cards.
- VIII. Teach the decoding process with activities that provide repetition and practice necessary for decoding mastery.
- IX. Teach Dolch high frequency words and short phrases and sentences (connected text).
- X. Provide materials and reading games that guide students to apply alphabet knowledge and decoding skills to new spelling patterns.
- XI. Introduce leveled readers and continue to teach Dolch high frequency words.

## Two Crucial Skills for Early Reading Success

The following two phonemic awareness skills are the foundation for all the activities in this program.

### 1. Beginning Sound Isolation

Beginning sound isolation is the ability to identify the first sound in a spoken word. Example: the first sound of the word MOP is /m/.

Beginning sound isolation prepares the student to learn the sounds of the letters A-Z.

### 2. Phoneme Segmentation

Phoneme segmentation is the ability to break words apart into individual sounds (phonemes). Example: the word TOP can be segmented into three sounds: /t/.../o/.../p/.

Phoneme segmentation prepares the student to encode (spell) and decode (read) words.

Note: A letter enclosed by this symbol (/ /) indicates a phonetic sound, not a letter name. Example: /d/ represents the sound made by the letter “D” in DOG.

## The Program

The activities that follow give beginning and struggling readers a concrete understanding of the alphabetic principle, strong letter knowledge, confident decoding and fluent word identification.

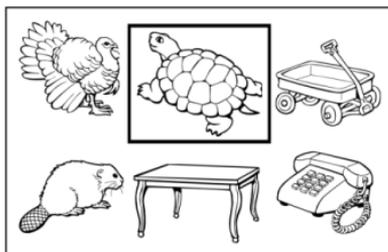
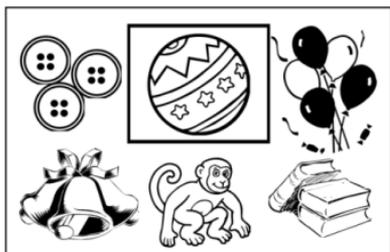
### I. Teach Beginning Sound Isolation

The student’s ability to isolate the beginning sounds of spoken words will guide him in learning the sounds of the alphabet letters.
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Note: The activities in Section VII that teach phoneme blending should be introduced along with the work in this section.

## Beginning Sound Bingo

### Item #111



### Purpose:

- To model the “slicing off” of the beginning sounds of spoken words
- To prepare the student to understand the alphabetic principle (letters represent sounds)
- To prepare the student to learn the sounds of the letters A-Z

### Activity:

1. Give the student a beginning sound bingo card.
2. Call out a picture you see on the student’s card. Example: “/mmm/... MONKEY?”
3. The student will place a game piece on the picture of MONKEY and repeat, “/mmm/...MONKEY.”
4. Continue calling out pictures you see on the student’s card. Isolate the beginning sound as you call the word.
5. When the student fills up his game card, give him another card and continue the game.

### Oral activities:

- Call a student to an activity by calling his name with the beginning sound. Example: “/d/...DAVE is ready.” “/s/...SAM may line up.”
- Ask the student to tell you what he sees out the window or while on a walk. When the student spots a dog say, “/d/...DOG. What else do you see?”
- Randomly slice off the beginning sound of a word. “Karen, please bring me the /p/...PENCIL.”

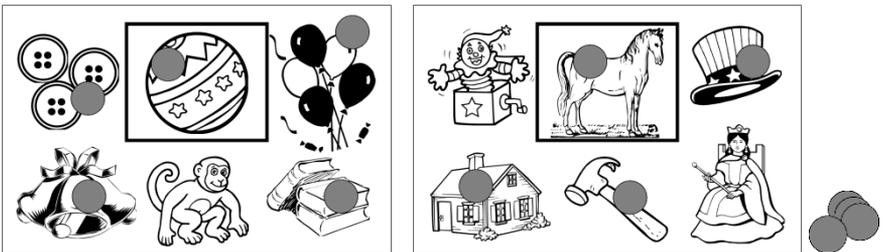
## Notes:

- When isolating the beginning sounds of words that have a hard consonant sound, keep the phoneme crisp and discrete. Do not add a vowel sound (“uh”) at the end of the phoneme. Do not say: /duh/...DOG.
- In addition to modeling beginning sound isolation, this bingo activity teaches the vocabulary of the pictures on the cards. Later the student will use these bingo cards independently to practice beginning sound isolation.
- The student’s own voice is more important to his brain than your voice. Encouraging the student to repeat the “beginning sound stories” he hears from you (/b/...BALL) is important and should become part of the game rules and rituals.
- Because a student verbally repeats a “beginning sound story” doesn’t mean he can isolate beginning sounds on his own. Don’t ask a student to identify the beginning sounds of a word until you are confident that the student can answer correctly.
- Activities for modeling phoneme segmentation should be done parallel to work with beginning sound isolation. See Section VII. Teach Phoneme Segmentation.

## II. Provide Activities for Independent Beginning Sound Isolation Practice

### Beginning Sound Cards

*Item #111*



**Prerequisite skill:** The student can isolate beginning sounds.

### **Purpose:**

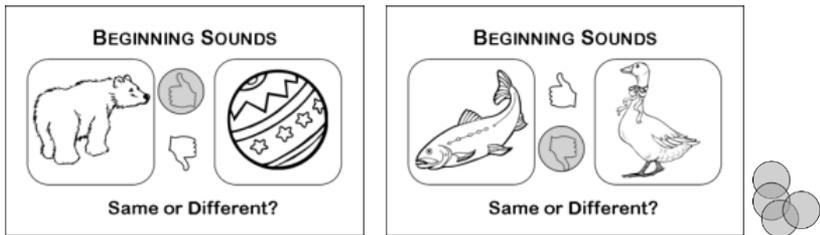
- Practice isolating the beginning sounds of spoken words
- Preparation for learning the sounds of the letters of the alphabet

## Activity:

1. Choose a Beginning Sound Card and show the student how to use it independently.
2. “We start in the box at the top. I’ll put a game piece on the /b/...BALL.”
3. “Let’s find all the pictures on the card that start with /b/.”
4. Observe and help as necessary and alternate turns as needed to help the student understand the game concept.
5. The student is left to work independently when he shows readiness.

## Beginning Sounds: Same or Different?

### Item #112



**Prerequisite skill:** The student can isolate beginning sounds.

## Purpose:

- Practice isolating the beginning sounds of spoken words
- Preparation to learn the sounds of the letters of the alphabet

## Activity:

1. Choose a *Same or Different?* Card and identify the vocabulary of the two pictures on the card. Example: BEAR, BALL.
2. “/b/...BEAR. /b/...BALL. BEAR and BALL both start with /b/. I’ll put a game piece on ‘thumbs up’.”
3. Choose another *Same or Different?* Card and take another turn. Be sure to give the vocabulary and isolate the beginning sound of each picture before determining “same or different.”
4. Invite the student to have a turn and alternate turns as needed.

### III. Introduce the Alphabetic Principle

Teach the alphabetic principle before you teach the alphabet.

#### Stand Up Alphabet Cards

*Item #200 (S)*

**Prerequisite skill:** The student can isolate beginning sounds.

**Purpose:** To show the student how to identify the sound of an alphabet letter that is next to an image (key picture).



Activity:

1. “This is an APPLE. What is the beginning sound of APPLE?”
2. “Right. APPPLE starts with /a/. This letter next to the APPLE says /a/.”
3. “This is a BIRD. What is the beginning sound of BIRD?”
4. Teacher: “Right. BIRD starts with /b/. This letter says /b/.”
5. “This is a CAT. Think about the beginning sound of CAT? And then tell me what this letter says.”
6. Teacher: “Right. That’s a /c/.”
7. Guide the student through more alphabet cards, first identifying the vocabulary of the image for the student and then letting the student identify the sound of the alphabet letter next to the image.

**Notes:**

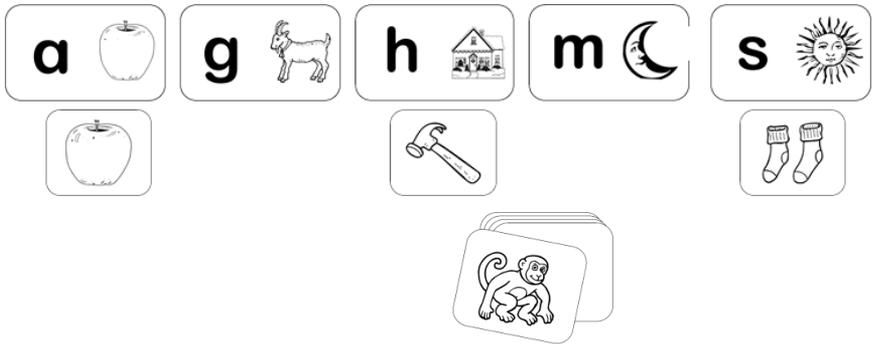
- A student who can identify the sound of a letter that is next to a key picture doesn’t necessarily “know” that letter. It doesn’t mean he will remember the sound of that letter. But it shows that the student understands that letters represent sounds (the alphabetic principle).

### IV. Introduce a Sequence of Activities for Learning the Alphabet—Organized by Letter Clusters

Cluster #1: A-G-H-M-S

## Letter & Picture Sorting

Item #211



### Materials:

- Stand up Alphabet Cards for cluster #1 letters: A-G-H-M-S
- Letter & Picture Sorting cards for cluster #1 letters

### Prerequisite skills:

- The student can isolate the beginning sounds of spoken words.
- The student can identify the sound of a letter that is next to a picture.

### Purpose:

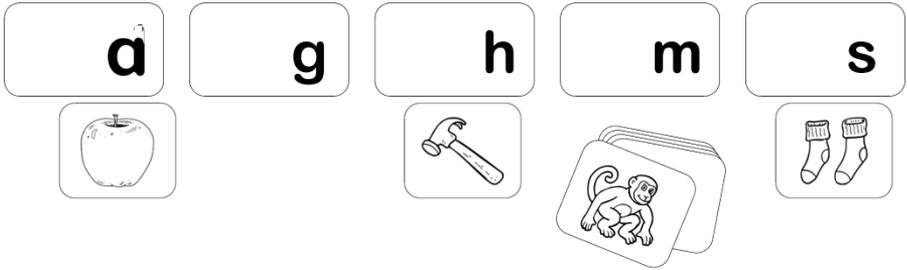
- To match the beginning sounds of spoken words to printed letters
- To gain strong recognition of the cluster #1 letters

### Activity:

1. Line up the cluster #1 alphabet cards at the top of the work space.
2. As a review, ask the student to identify the sounds of the letters on the alphabet cards.
3. Place the deck of picture sorting cards face down.
4. Take a card, identify the picture and isolate the beginning sound. Example: "MONKEY. /mmm/...MONKEY."
5. Place the picture card beneath the alphabet letter that matches the beginning sound.
6. Take another turn in order to model the process clearly.
7. Invite the student to have a turn and then alternate turns as needed until the student can work independently.

## Challenge Activity:

1. When the student is confident in sorting the pictures, introduce a challenge by turning the Stand Up Alphabet Cards so the key pictures are face down.
2. Ask the student to sort the picture cards without help from the key pictures.

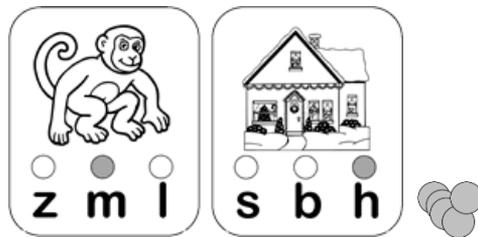


## Notes:

- These first alphabet activities will give the student confidence matching speech sounds with letter symbols. This is the application of the alphabetic principle
- Additional activities for cluster #1 letters found below may be introduced at any time, in no particular sequence.
- With subsequent alphabet clusters the student will already be familiar with the various alphabet activities and will work independently.

## Beginning Sounds & Letters

*Item #210*



## Prerequisite skills:

- The student can isolate the beginning sounds of spoken words.
- The student is familiar with cluster #1 letters: A-G-H-M-S.

**Purpose:**

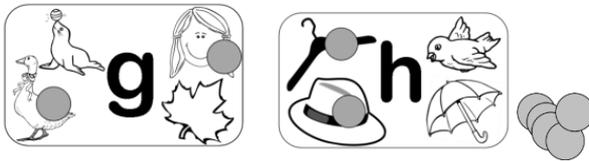
- To practice matching beginning sounds of spoken words to printed letters
- To gain greater recognition of the cluster #1 letters

**Activity:**

1. Place the deck of Beginning Sounds & Letters cards face down.
2. Take a card from the deck, identify the picture and isolate the beginning sound. Example: “This is a MONKEY. /mmm/...MONKEY.”
3. Place a game piece on the letter that corresponds with the beginning sound of the picture on the card.
4. Carefully move the completed card near the top of the work space to begin forming a neat display of the completed work.
5. Take another turn in order to model the process clearly.
6. Invite the student to have a turn and alternate turns as needed.

**Letter & Picture Match**

*Item #218*



**Prerequisite skill:** The student is familiar with cluster #1 letters.

**Purpose:** To provide independent letter recognition practice

**Activity:**

1. Place the deck of Letter & Picture Match Cards face down.
2. Take a card from the deck and identify the sound of the letter on the card. “This letter says /g/.”
3. Place a game piece on the images that begin with the sound of the letter on that card. “GOOSE starts with /g/. I’ll put a game piece on GOOSE. GIRL starts with /g/. I’ll put a game piece on GIRL.”
4. Take another turn in order to model the process clearly.
5. Invite the student to have a turn. Take additional turns as needed.

**Notes:**

- This activity requires that the student first identify the sound of the letter and then find the pictures that correspond to the sound. This is more difficult than the previous activities.
- The student can be guided to use the Stand Up Alphabet Cards to identify a letter he is not quite sure of.

**Testing a Student’s Mastery of Cluster #1 Letters**

**Prerequisite:** The student has successfully worked with the previous cluster #1 letter activities.

**Materials:** The Stand Up Alphabet Cards

**Activity:**

1. Place the cluster #1 Stand Up Alphabet Cards at random face down so the key pictures are not visible.
2. Ask the student to touch or point to letters you ask for randomly. Example: “Where is the /m/? Show me the /g/. Point to the /a/.”
3. Move the cards into a different order and repeat.
4. If the student shows he is successful choosing the letters correctly, move the cards into a different order again and then ask, “Show me the letters you know.” This will give you a good indication of the student’s knowledge of these five letter sounds.

**Note:** If the student shows good recognition of cluster #1 letters, introduce the alphabet activities for cluster #2 letters.

#### **IV. (Continued) Introduce a Sequence of Activities for Learning the Alphabet—Organized by Letter Clusters**

The various games and activities for each cluster should be grouped together in an attractive manner and easily accessible by the student.

The student may choose any of the activities in a cluster group in any sequence he desires. Some activities are more interesting to a student than others. He doesn’t have to work with each activity, but he does need to show solid recognition of the letters in a cluster before moving to the next. Ongoing evaluation is important.

<b>Cluster Sequence</b>
C-D-L-O-T
F-I-P-R-U
E-J-K-N-W
B-V-Y-Z-QU

**Prerequisite skill:**

- The student has good recognition of cluster #1 letters.
- The student can work independently with cluster #1 activities.

**Purpose:** Independent activities to learn the sounds of the alphabet

**Materials:**

1. Stand Up Alphabet cards divided into clusters
2. Letter & Picture Sorting cards divided into clusters
3. Beginning Sounds & Letters cards divided into clusters
4. Letter & Picture Match cards divided into clusters

**Notes:**

- The student has worked with each of the cluster #1 alphabet activities. As he moves into each new cluster in the sequence, he can be expected to do the activities independently.
- The key to a student's success is how you prepare the learning environment. The game cards for each activity must be organized by clusters.

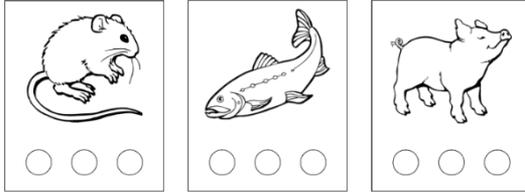
## **v. Teach Phoneme Blending**

Phoneme blending activities should be introduced along with beginning sound activities in Section I.

## Words with 3 Phonemes

### The Blending Game Set 1

Item #120



#### Purpose:

- Blending sounds into words in preparation for learning to decode
- Modeling phoneme segmentation for the student

#### Activity:

1. Place two picture cards on the work space in front of the student, naming the vocabulary as you do so. Example: “MOUSE. FISH.”
2. Ask the student to find one of the cards by segmenting the word into sounds instead of saying the word normally. Example: “Where is the /m/ ../ow/ ../s/?”
3. When the student chooses the correct picture card, ask him to say the word (MOUSE). He will place the cards he guesses correctly in a stack nearby.
4. Replace that picture card with another and repeat. “Where is the /p/ ../i/ ../g/?” The student needs to say the word (PIG) before he picks up the card.
5. Continue playing the game in this same manner.
6. Once the student has collected a stack of five or six picture cards, take the stack from the student, hold the stack in front of you with the images hidden and ask the student to guess what picture you are hiding. Segment the word into sounds instead of saying the word normally. “Guess what picture I am hiding. I have a /f/ ../i/ ../sh/?”
7. When the student says the correct word, give him the card and continue working through the cards you took from him.
8. If the student guesses wrong, show him the card, say the correct word and then put that card at the back of the stack you are working from.

9. When you are confident that the student understands the game concept, continue playing the Blending Game in this same manner using the full deck of picture cards.
10. If hiding the cards is still too difficult for the student, go back to the first technique of placing two or more cards in front of the student.

### **Challenge Activity:**

1. To increase the challenge of the Blending Game begin to separate the sounds a bit more (“/f/.../i/.../sh/”).
2. Continue to separate the phonemes further and further (“/f/...../i/...../sh/”) as appropriate to keep the game challenging but not too hard.
3. If the student answers incorrectly, you have separated the phonemes too far. Simply segment the word again and bring the phonemes a bit closer together.
4. You are playing the game correctly if the student is always right but the game isn’t too easy and therefore uninteresting.

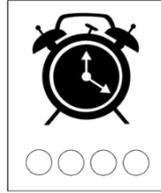
### **Notes:**

- You can individualize the game for each student when playing with a group. You might place two or more picture cards on the table for one student to choose from. For another student you might hide the pictures and segment the words with the sounds spoken closely together. With another student you give the sounds with increasingly greater separation.
- This game gives a student great blending skills that he will use when he begins to decode words. The Blending Game replicates what it will sound like to the student when he “sounds out” a word and then blends the sounds to read the word.
- Each time you give the student sounds to blend, you are modeling for him the breaking apart of spoken words into individual phonemes. Phoneme segmentation will allow the student to easily learn to spell (encode) and read (decode) words.

## Words with 4 Phonemes

### The Blending Game Set 2

Item #121



#### Activity:

1. When the student can successfully blend three (3) phonemes that have been separated quite far apart (e.g. “/sh/...../ar/...../k/--SHARK!”), introduce The Blending Game cards that have four (4) phonemes.
2. Begin by keeping the phonemes very close together so the student can become familiar with the new vocabulary words in the set. Then, as done previously, begin to separate the sounds further and further apart as appropriate.

## VI. Teach Phoneme Segmentation

### Teacher-guided Phoneme Segmentation

**Material:** The Blending Game Set 1

**Prerequisite Skill:** The student is very good at phoneme blending.

**Purpose:** To guide a student into independent phoneme segmentation

#### Activity #1

1. Take one of the cards from The Blending Game Set 1.
2. As you segment the word into phonemes, move your finger into the circles beneath the image, from left to right.
3. Ask the student to segment the same image and to move his fingers into the three circles left to right as you showed him.
4. Continue in this same manner with three or four more cards. Make a small stack of the picture cards that you and the student have worked on.

5. Take a card from the stack of “worked on” cards and ask the student to say the sounds of that word as he moves his fingers into the circles.
6. If he is unable to segment the image independently, you can give him another card to try. You may need to go back to the previous technique where you segment words with your finger moving into the circles and then the student segments the same image in the same manner.
7. If the student is relatively successful, have him continue with more cards from the “worked on” stack. Then start working with picture cards that you have not worked on together to see if he can be successful segmenting those.

### **Notes:**

- A student’s first attempts at phoneme segmentation are often not very precise. That’s OK. This is just a first activity that is designed to ease a student into segmentation—something he has heard you do many times.
- There is no need to correct a student when his segmentation is not precise and he is not giving discrete, individual phonemes. Perhaps he is not separating the sounds completely. Example: “/ba/./g/”; or “/c/.../up/”.
- You may need to allow the student to hear and see you do the segmentation for several more days until he is ready to be independent.

### **The Blending Game: The Student is the Teacher**

#### **Activity:**

1. Ask the student to be the teacher and to hide the blending game pictures cards from you.
2. The student then segments the words on the cards and you have to “guess” the images.
3. If the student segments the word poorly, rather than correct him simply say the three sounds in a crisp, distinct manner as you pretend to think about what the answer could be. Then give the answer. In other words, model the correct segmentation of the word for the student before guessing the picture correctly.

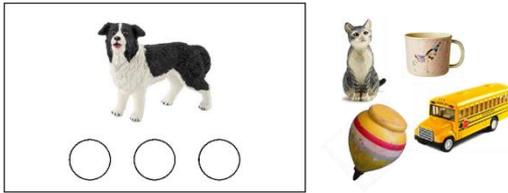
## The Faye Game

**Prerequisite Skill:** The student can segment words with 3 phonemes

**Purpose:** To provide independent phoneme segmentation practice

**Materials:**

- A set of common objects containing only 3 phonemes
- A card with 3 circles



**Activity:**

1. Introduce the vocabulary for the objects.
2. Place an object on the segmentation card above the circles.
3. Segment the word as you move your finger into the circles from left to right.
4. Invite the student to take a turn and alternate turns as needed.

**Notes:**

- When the student is ready, The Faye Game can be introduced using objects with 4 phonemes.
- Working with words that have 4 phonemes prepare a student to read and spell 4-letter short vowel words like FLAT, DUST and STOP.

**Prerequisite for the following activities:**

- The student can segment spoken words with 3 phonemes.
- The student has good recognition of the sounds of letters A to Z.

**Purpose of the following activities:**

- Phoneme segmentation practice
- Preparation for encoding and decoding 3-letter short vowel words

## Ending Sounds & Letters

Item #215

	t ●
	f ○
ca □	s ○

	x ○
	g ●
do □	l ○



### Activity:

1. Identify the image.
2. Segment the word.
3. Find the letter that matches the last sound in the spoken word.

## Middle Vowel Sounds & Letters

Item #216

	u ●
	e ○
b □ g	i ○

	i ○
	e ●
j □ t	o ○



### Activity:

1. Identify the image.
2. Segment the word.
3. Find the letter that matches the middle sound in the spoken word.

## Middle Vowel Sorting Game

Item #217

a	e	i	o	u
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### Activity:

1. Line up the 5 vowel cards along the top of the work space.
2. Place the picture cards in a stack face down.
3. Take a card from the deck, name the picture and segment the word into 3 phonemes.

4. Place the picture card beneath the letter that matches that middle sound.
5. Take another turn in order to model the process clearly.
6. Invite the student to have a turn and alternate turns as necessary.

**VII. Encoding Short Vowel Words**

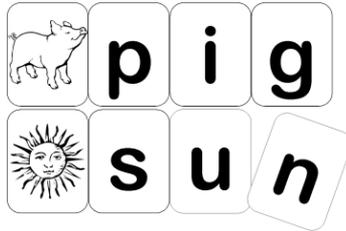
**VIII. Decoding Short Vowel Words**

<b>Activity Sequence</b>
3-Letter Words
4-Letter Words
5 & 6-Letter Words

**3-Letter Word Encoding**

**3-Letter Word Pockets**

*Item #300*



**Prerequisite:**

- The student can segment spoken words with 3 phonemes.
- The student has good recognition of the sounds of letters A to Z.

**Purpose:** To build simple 3-letter short vowel words in preparation to decode 3-letter short vowel words

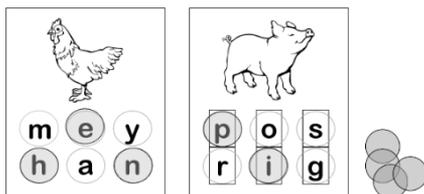
**Activity:**

1. Choose a word pocket. Remove the picture card and letter cards and place them in a random order.
2. Identify the image and segment the word into 3 phonemes.
3. As you segment the word again, move the letter cards into the correct position left to right to build (encode) the word.

- Place those same letter cards back in a random order and ask the student to build the same word.
- Invite the student to choose a word pocket and build a word.
- Alternate turns as needed.

### 3-Letter Word Puzzles

*Item #340*



#### Prerequisite:

- The student can segment spoken words with 3 phonemes
- The student has good recognition of the sounds of letters A to Z.

**Purpose:** To match all of the sounds of a word with letters

**Materials:** 3-Letter Short Vowel Word Puzzle Cards; age-appropriate transparent game pieces

#### Activity:

- Choose a game card.
- Identify the image and segment the 3 phonemes in the word.
- As you segment the word again, place game pieces on the corresponding letters left to right.
- Invite the student to take a turn and alternate turns as necessary.

### 3-Letter Word Decoding

#### Prerequisite for the following activities:

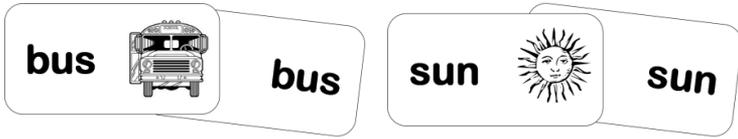
- The student can segment spoken words with 3 phonemes.
- The student has good recognition of the sounds of letters A to Z.

#### Purpose of the following activities:

- To introduce decoding
- To practice decoding

### 3-Letter Word Cards

Item #310



#### Activity:

1. Choose a word card.
2. Identify the image and segment the word into 3 phonemes.
3. As you segment the word again, move your finger beneath the three letters from left to right. Say the word as you touch the picture. (This is “reading with my finger.”)
4. Invite the student to read the same card in the same manner.
5. Alternate turns with the student as needed until the student can “read with his finger.”

**Note:** This first decoding activity mimics what real decoding looks like, sounds like and feels like.

#### Practice Activity

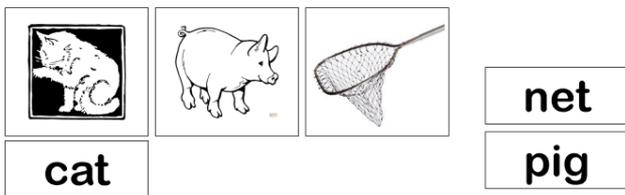
1. The student holds the deck of cards near his chest so you can't see the pictures
2. He “reads” the letter-sounds and you guess the word.

#### Challenge Activity:

1. Place the stack of word cards face down.
2. Decode the word on the top card then flip it over to see if you are right.
3. If you are right the card becomes part of your personal stack.
4. Take another turn and then invite the student to take a turn.
5. Alternate turns as necessary until the student understands the decoding process.
6. This is a perfect activity for a small group of students to play together.

### 3-Letter Pictures & Word Labels

Item #320



#### Activity:

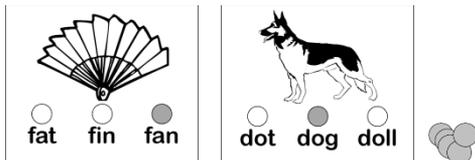
1. Place the picture cards in a row left to right at the top of the work space, giving the vocabulary of the pictures as you go.
2. Line the word labels in a column to the right of the work space.
3. Point to the first picture card, say the word and segment the sounds. Example, "CAT. /c/./a/./t/."
4. "I'll look for the word that says /c/./a/./t/."
5. Search for the CAT label, check that it matches the sounds of /c/./a/./t/" and place the label beneath the picture.
6. Take another turn so the student clearly sees how you are playing the game.
7. Invite the student to take a turn then alternate turns as needed.

#### Challenge Activities:

1. Ask the student to read the labels and then find the matching picture.
2. Turn the picture cards face down and have the student read the labels.

### 3-Letter Word Choice Game

Item #330

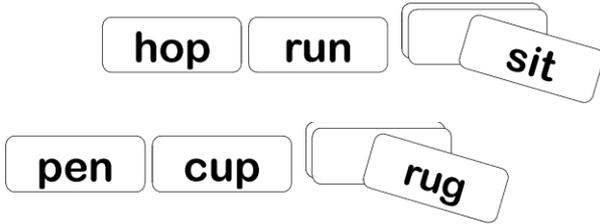


#### Activity:

1. Take a card from the stack you've placed face-down.
2. Identify the image and segment the sounds. Example: "FAN. /f/./a/./n/."

3. “I will place the game piece on the word that says /f/./a../n/.”
4. Take another turn in order to model the process clearly.
5. Invite the student to take a turn and take additional turns as needed.

### 3-Letter Action Word Labels & Environment Word Labels



**Purpose:** Decoding without picture clues

#### Activity:

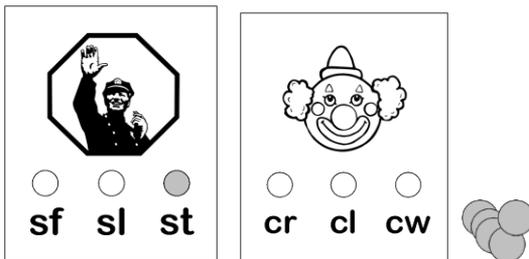
1. Take a card from the deck that you’ve placed face down.
2. Decode the Action Word Labels and perform the action.
3. Decode the Environment Word Labels and place the word label on the object it describes in the environment.
4. Take another turn in order to model the process clearly.
5. Invite the student to take a turn and alternate turns as needed.

### 4-Letter Word Encoding

Play blending and segmenting games with 4 phonemes to prepare the student for encoding and decoding activities with 4-letter words. The following activities follow the same pattern as previous encoding and decoding activities.

#### Blended Sounds & Letters

*Item #214*



## Purpose:

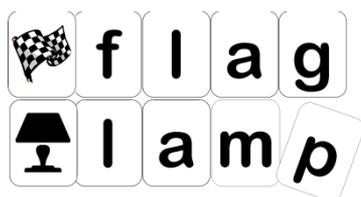
- Phoneme segmentation practice
- Practice separating two sounds that are “stuck together” in a blend
- Preparation for encoding and decoding 4-letter short vowel words

## Activity:

1. Identify the image.
2. Segment the word.
3. Find the letters that match the first two sounds in the spoken word.

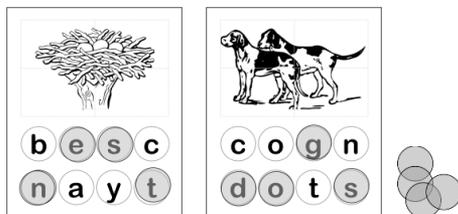
## 4-Letter Word Pockets

*Item #301*



## 4-Letter Word Puzzles

*Item #341*



## 4-Letter Word Decoding

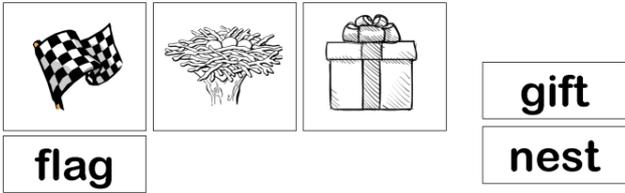
## 4-Letter Word Cards

*Item #311*



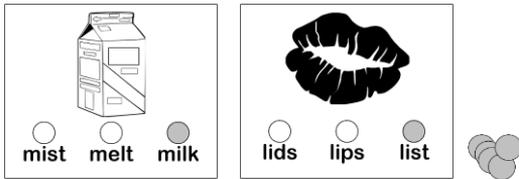
## 4-Letter Pictures & Word Labels

Item #321

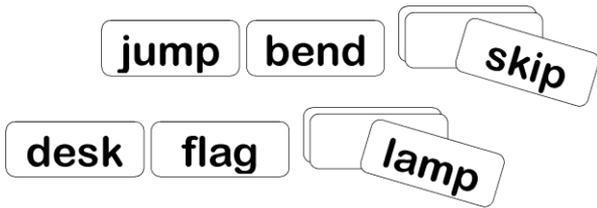


## 4-Letter Word Choice Game

Item #331



## 4-Letter Action Word Labels & Environment Word Labels



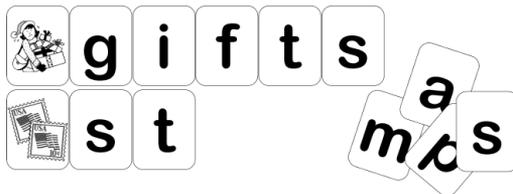
### Notes:

- Introduce short vowel phrases (Section X) once a student is successfully decoding 3 & 4-letter short vowel words.
- The following activities are optional (but fun) and follow the same pattern as previous encoding and decoding activities.

## 5 & 6-Letter Word Encoding

### 5 & 6-Letter Word Pockets

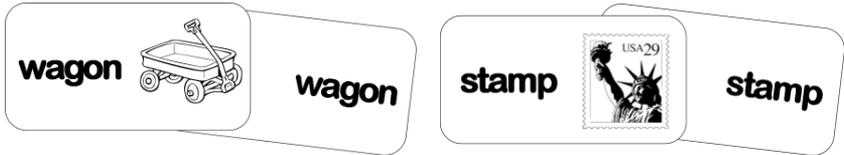
Item #305



5 & 6-Letter Word Decoding

5 & 6-Letter Word Cards

Item #311



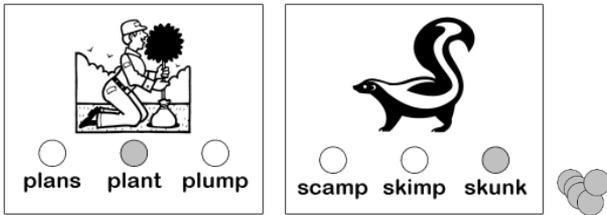
5 & 6-Letter Pictures & Word Labels

Item #322



5 & 6-Letter Word Choice Game

Item #335

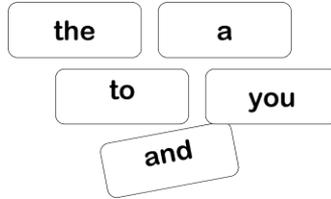


## IX. Teach High Frequency Words and Short Phrases & Sentences (Connected Text)

Work with short vowel phrases should begin once a student is successfully decoding 3 & 4-letter short vowel words.

### High Frequency (Dolch) Words Set 1

Dolch Words Set 1	
go	we
little	down
can	see
not	one
my	me
big	come
blue	List 2



#### Activity:

1. Place a Dolch word label on the work space.
2. Say the word and then read the word sound-by-sound as you move your fingers below each letter. (“THE. /th/./uh/.”)
3. Ask the student to “read” the word in the same manner.
4. Place a second Dolch word label on the table, say the word and then “read” the word sound-by-sound. (TO. /t/./oo/.”)
5. Ask the student to read the word sound-by-sound.
6. Introduce a third Dolch label in the same manner.
7. With 3 Dolch labels on the work space, ask the student to find one of the words. Example, “Find the word TO.”
8. Ask the student to check his answer by reading the label with his finger sound-by-sound. “That is how we check our work.”
9. Mix up the 3 word labels and ask the student to find another word, for example, “Where is AND?”
10. After working with 5 or 6 word labels in the manner ask the student to show you the words he knows.
11. When he identifies a word label ask him to “check his answer” by sounding out the word. This is a way to gently test a student’s knowledge.

12. Continue to introduce additional Dolch words as a regular part of your reading instruction.
13. Use the Dolch Word List Cards as practice and for evaluation of the student's progress.

**Notes:**

- Many of the Dolch words have spelling patterns the student has not yet learned. But the unfamiliar words he is asked to “decode” are words you have told him to find. Thus he is segmenting those spoken words and then mapping those sounds onto the letters of the printed word.
- This approach is a much more productive way of teaching these high frequency words than using a flash card method.
- Teaching Dolch high frequency words now becomes a regular part of weekly reading instruction.

**Short Vowel Phrases: Pictures & Labels**

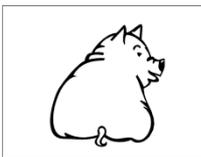
*Item #400*



**a lot of gifts**



**a fat pig**



**sad men**

**Activity:**

1. Introduce the picture cards using the phrases the student will read on the labels.
2. Take a couple of turns in order to model the reading of connected text.
3. Invite the student to take a turn then alternate turns as necessary until the student can be independent with this activity

## Short Vowel Phrases: Practice Lists

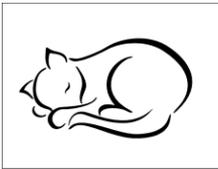
Short Vowel Phrases
1. a hot sun
2. a fast dog
3. cups of milk
4. the red bus
5. six kids
6. a fat cat
List 1

Short Vowel Phrases
1. ten fat cats
2. a lot of fun
3. a lost dog
4. the red bus
5. spin the top
6. the last bun
List 2

**Activity:** Introduce lists of short vowel phrases to provide more practice reading connected text.

## Short Vowel Sentences: Pictures & Sentence Labels

*Item #410*



The cat has a nap.



The man pumps gas.



The twins get wet.

**Activity:**

4. Introduce the picture cards using the sentences the student will read on the labels.
5. Take a couple of turns in order to model the reading of connected text.
6. Invite the student to take a turn then alternate turns as necessary until the student can be independent with this activity

## Short Vowel Sentences: Yes. No. Maybe So.

*Item #411*

<p>Is it hot in the sun?</p> <p><input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> MAYBE SO</p>	<p>Can a bug get wet in the mud?</p> <p><input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> MAYBE SO</p>	<p>Did the man sing a sad song?</p> <p><input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> MAYBE SO</p>
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## Short Vowel Sentences: Practice Lists

Short Vowel Sentences	
Can I have a dog?	
I like to sip milk.	
She will help us.	
My hat is black.	
Her box is big.	
The flag is up.	
List 1	

Short Vowel Sentences	
The cat is on the bed.	
I will pet the soft cat.	
Dad fed the six pigs.	
I can run fast to the bus.	
The dog is on the rug.	
A fox sat next to a tent.	
List 2	

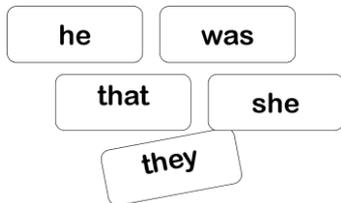
**Activity:** Introduce these lists of short vowel sentences to provide more practice reading connected text.

## High Frequency (Dolch) Words Set 2

Note: Teaching Dolch high frequency words now becomes a regular part of weekly reading instruction and daily practice.

Dolch Words Set 2	
he	was
that	she
on	they
but	at
with	all
there	out
be	List 1

Dolch Words Set 2	
have	am
do	did
what	so
get	like
this	will
yes	went
are	List 2



## Dolch Sentences: Yes. No. Maybe so.

Item #412

Was the cake good?

YES NO MAYBE SO

Will the bird fly away?

YES NO MAYBE SO

Can you find the lost kitten?

YES NO MAYBE SO

## Dolch Sentences: Practice Lists

Dolch Sentences
I can ride a fast horse.
She will read a good book.
He has all the candy.
The bird is in the tree.
I fell down the big hill.
The girls game home.
List 1

Dolch Sentences
What is in the cake?
They want a new cat.
The dog ran away.
Mom went away with
Look at my pretty dress.
He went to school today.
List 2

**Activity:** Introduce these lists of Dolch sentences to provide more practice reading connected text.

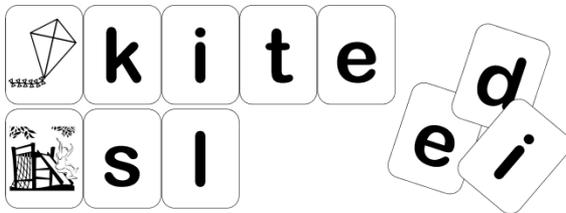
### X. Encoding and Decoding of New Spelling Patterns

#### Notes:

- The encoding and decoding activities below will be very familiar to the student and are designed to introduce new phonics patterns.
- The student will apply his excellent phoneme segmentation skills, his strong alphabet knowledge and his confident decoding ability to unfamiliar letter combinations. The student will thus begin to teach himself how to learn new words and spelling patterns.

#### Silent E Word Pockets

*Item #302*



#### Silent E Word Cards

*Item #312*



### Silent E Pictures & Word Labels

Item #323

			<b>skate</b>
<b>bride</b>			<b>rope</b>

### Silent E Word Choice

Item #336

 robe rode rope	 scale score skate	
---	--	---

### Phonogram Word Pockets

Item #303

	<b>g</b>	<b>oa</b>	<b>t</b>	
	<b>p</b>	<b>ai</b>	<b>t</b>	<b>n</b>

### Phonogram Word Cards

Item #313

<b>fish</b> 	<b>fish</b>	<b>paint</b> 	<b>paint</b>
---	-------------	--	--------------

### Phonogram Pictures & Word Labels

Item #324

				<b>goat</b>
<b>bird</b>				<b>seal</b>
				<b>clown</b>

## Decoding Classified Vocabulary

### Classified Vocabulary: Animals of North America



bobcat



goose

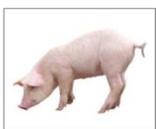
fox

wolf

### Classified Vocabulary: Farm Animals



cow



goat

sheep

pig

### Classified Vocabulary: Kinds of Transportation



car



bike

helicopter

train

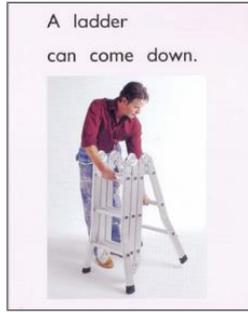
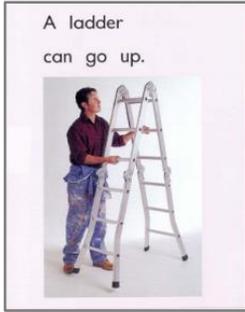
## XI. Introduce Leveled Readers and Continue to Teach Dolch High Frequency Words

### Leveled Readers

- A leveled book collection is a set of books organized in levels of difficulty from easy books for an emergent reader to longer, complex books that advanced readers will select. There can be as many as ten levels for grades K–1 and three or four levels for each later grade.
- Leveled readers typically have simple plots and some repetition. Beginning books use high-frequency words as well as short vowel easy-to-decode words. They also provide pictures to support the reader in gaining meaning and identifying words. Beginning leveled readers start with very simple sentences and may only have three or four sentences per page. Topics and themes will be familiar to the young student.

- Leveled readers are the student’s entry into “real” reading, i.e. text that is not solely based on short vowel decodable words.
- Leveled reader sets must be a part of the instructional environment.

**Example of a beginning leveled reader:**



**High Frequency (Dolch) Words**

- The following is a list of the 100 most frequent words in the English language. These first 100 words make up approximately 50% of everything we read in English.
- Every student must be taught these words systematically over the weeks and months of reading instruction. This should begin after the student has achieved success decoding short vowel words and is beginning to read phrases and sentences.
- The student’s ability to read these words accurately and fluently is crucial for future reading success.

the	→ to	and	he	a	I	you	it	of
in	was	said	this	that	she	for	on	they
but	had	at	him	with	up	all	look	is
her	there	some	out	as	be	have	go	we
am	then	little	down	do	can	could	when	did
what	so	see	not	were	get	them	like	one
this	my	would	me	will	yes	big	went	are
come	if	now	long	no	came	ask	very	an
over	your	its	rid	into	just	blue	red	from
good	any	about	around	want	don't	how	know	right
put	too	got	take	where	every	pretty	jump	green
four								

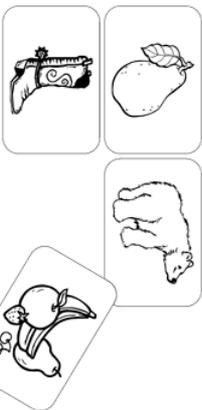
## Key Principles of This Program

- Children build their own literacy from the tools and activities we provide them.
- Effective early reading instruction is based on activities and materials that guide the student from speech to print—from sound to symbol.
- Letter knowledge is best acquired through application of the alphabetic principle using self-guiding materials in a sequence facilitated by the teacher.
- The most important reading skill is phoneme segmentation. Struggling readers often lack this crucial ability to separate spoken words into individual sounds.
- Decoding skills are best acquired through application of the alphabetic principle at the word level using self-guiding materials in a sequence facilitated by the teacher.
- Teach the alphabetic principle before you teach the alphabet.
- The foundation of alphabet mastery is beginning sound isolation.
- The foundation of reading and spelling words is phoneme segmentation.
- The organization of materials in the environment is crucial to early reading success. The various games and activities for each level of skill should be grouped together in an attractive manner and made easily accessible for the student.
- Reading progress is best achieved by helping the student share in the accountability for his own learning. Provide the student a choice of activities and structure the learning environment so that the student understands he has work he needs to do. Fun work!
- Testing a student’s knowledge should be a gentle process. Begin by providing multiple answers for the student to choose from, and then proceed to ask him to show you what he knows. Then you can begin a traditional testing model. “What’s this?” “Read that.” Don’t ask a student a question unless you are sure he knows the answer.
- **Repetition** is the teacher’s best teaching tool.

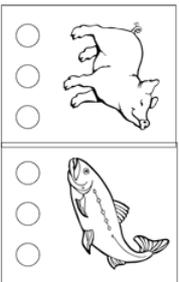
Student \_\_\_\_\_

# Activities with Sounds

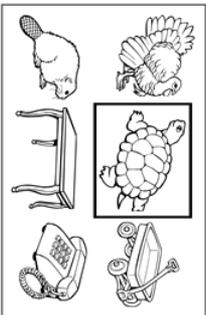

Rhyming



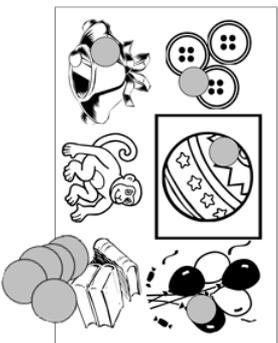

The Blending Game



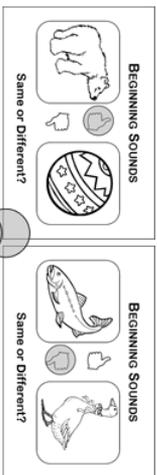

Beginning Sound Bingo



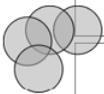

Beginning Sounds All by Myself




Same or Different?



- I can rhyme.
- I can blend sounds.
- I can say the beginning sounds of words.



Student \_\_\_\_\_

# Cluster 1 Alphabet Activities

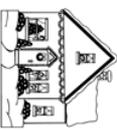
a  g  h  m  s 

Letter & Picture sorting  
with the Alphabet Cards.


Beginning Sounds  
and Letters

 s b h

a g h m s

Letter & Picture sorting  
without the Alphabet Cards.


Letter & Picture  
Match

  h


I know the sounds of these letters.

a g h m s

Student \_\_\_\_\_

# Cluster 2 Alphabet Activities

Letter & Picture sorting with the Alphabet Cards.

c		d		l		o		t	
---	---	---	---	---	---	---	---	---	---

Letter & Picture sorting with the Alphabet Cards.

				
---	---	---	---	---

Beginning Sounds and Letters

			
---	---	---	---

Letter & Picture sorting without the Alphabet Cards.

c	d	l	o	t
				

Letter & Picture Match

		
--	---	---

Letter & Picture Match

		c		
---	---	---	---	---

I know the sounds of these letters.

			
---	---	---	---

Letter & Picture Match

c	d	l	o	t
---	---	---	---	---

Letter & Picture Match

	v	p	c
---	---	---	---

Student \_\_\_\_\_

# Cluster 3 Alphabet Activities

**f** **i** **p** **r** **u**




Beginning Sounds  
and Letters

p h e


Letter & Picture sorting  
with the Alphabet Cards.

**f** **i** **p** **r** **u**




Letter & Picture  
Match

**f**


Letter & Picture sorting  
without the Alphabet Cards.


I know the sounds of these letters.

**f** **i** **p** **r** **u**

Student \_\_\_\_\_

# Cluster 4 Alphabet Activities

**e**  **j**  **k**  **n**  **w** 

Letter & Picture sorting  
with the Alphabet Cards.


Beginning Sounds  
and Letters

  h  u  j

**e** **j** **k** **n** **w**

Letter & Picture sorting  
without the Alphabet Cards.



Letter & Picture  
Match

**w**   


I know the sounds of these letters.

**e** **j** **k** **n** **w**

Student \_\_\_\_\_

# Cluster 5 Alphabet Activities

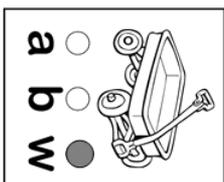
<b>b</b>		<b>v</b>		<b>y</b>		<b>z</b>		<b>qu</b>	
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Letter & Picture sorting  
with the Alphabet Cards.



Beginning Sounds  
and Letters

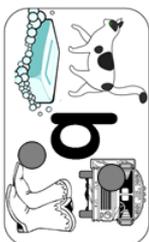


<b>b</b>		<b>v</b>		<b>y</b>		<b>z</b>		<b>qu</b>
----------	---	----------	---	----------	---	----------	---	-----------

Letter & Picture sorting  
without the Alphabet Cards.



Letter & Picture  
Match



I know the sounds of these letters.

<b>b</b>	<b>v</b>	<b>y</b>	<b>z</b>	<b>qu</b>
----------	----------	----------	----------	-----------

Student \_\_\_\_\_

# 3-Letter Word Mastery


Segmentation


Word Cards


Word Pockets


Ending Sounds


Pictures & Word Labels

net
pig


Word Puzzles

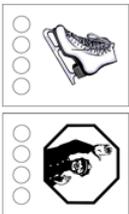

Word Choice

- I can build 3-letter words.
- I can decode 3-letter words.
- I can segment 3-letter words.

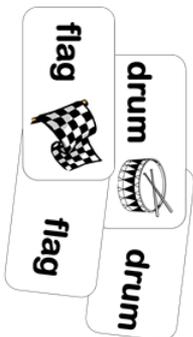
Student \_\_\_\_\_

# 4-Letter Word Mastery

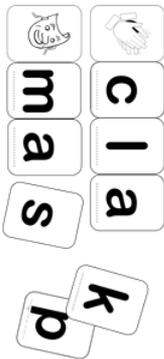

Segmentation



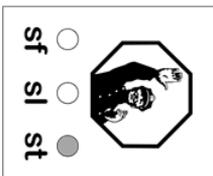

Word Cards



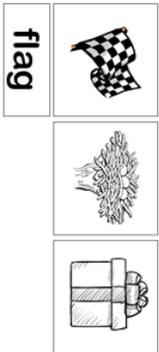

Word Pockets




Blended Sounds & Letters

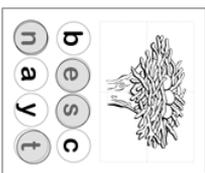



Pictures & Word Labels

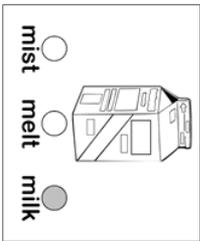


gift  
nest


Word Puzzles



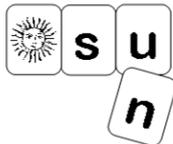

Word Choice



- I can build 4-letter words.
- I can decode 4-letter words.
- I can segment 4-letter words.

**EARLY READING  
MASTERY**

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