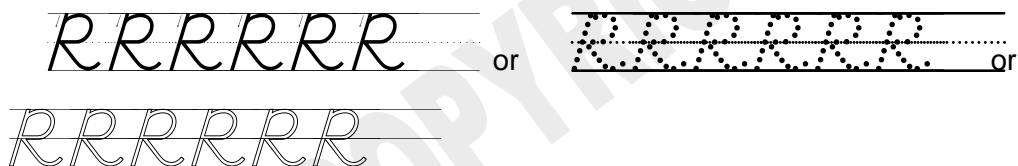


"ar"			
"ar"	a car	a car	a card
"ar"	<i>a car</i>	<i>a card</i>	<i>a card</i>
"AR"	A CAR	A CAR	A CARD

You might ask your children to read the words you have put onto cards or written on your dry erase board. What is this? Please point out that if they say "AY" car, it means that absolutely no more than one car. We should read "a car" as "uh car." Again, the name of the letter is "AY." The word is "uh."

You can now have your children practice writing the letter R. It might be wise to have paper especially made so the children can connect the dots or go between the dotted lines or trace the letter. You can do this yourself by using your computer if you have the proper fonts. You might also seriously consider buying Kate Gladstone's "Stage Rite Writing Paper from your local school supply store. The exercise should look something like this:



Make sure that your children are all holding their pencils correctly and making the correct strokes to make the letter R. "Start at the top. Slant back down to the bottom. Retrace almost to where you started. Curve right and loop around to the middle. Slant right and down. Fish hook up.

Have your children make as many lines of the Capital R as you feel necessary.

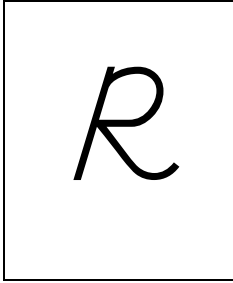
Now teach them to make the lower case r.



Start at the middle and slant back down to the bottom. Come straight back up the same line but just before you get to where you started from you curve a little umbrella.

Have your children make as many lines of the lower case r as you feel is necessary.

When you are working one to one and have a portable dry erase board, you might want to make the letters R and r for a child very large like this with the R being about 8 inches tall.



Have the child trace over it with a different color dry erase pen. Work for doing it smoothly and rapidly. When the child has the large down pat, reduce the size a little and have the child trace over a slightly smaller R and r (about 6 inches tall) like this:

R r

and continue tracing until it is done smoothly and rapidly. Then keep reducing the size until it becomes the normal size.

R r

Now that you have done this exercise on the dry erase board for the A, B, C, D, and R you should be able to remember to do it for the other letters of the alphabet as part of your routine. If and when you decide to dispense with it, remember this is your decision to make.

After a line or so of these, you might want to read from Dr. Seuss's ABC book, which goes: "BIG R little r Rosy Robin Ross. Rosy's going riding on her red rhinoceros." You can also have your children practice a letter connecting search in which they circle or highlight all the Big R's (Upper Case R's or Capital R's) and/or draw a line through all the other letters. The search and destroy mission should not have too many letters. For this unit we suggest just using ABCDR or abcdr

The letters can be in different fonts such as:

Review: a baa ad add dad

A BAA AD ADD DAD

a baa ad add dad

a baa bad ad add dad

Review Today's Lesson on the letter R by using real words. You may use any of these words that you feel are appropriate. You may, if you wish, treat some of these words as nonsense or possible words. You may, if you wish, teach the meaning of any of the POWER WORDS.

NEW BASIC WORDS: car card CAR CARD *car card car card*

NEW **POWER** WORDS: **bar** **bard** **barb** **carb** radar cad crab dab drab **brad** bra **arc**
BAR **BAR**D **BAR**B **CAR**B RADAR CAD CRAB DAB DRAB **BRAD** BRA **ARC**

bar bard barb carb radar cad crab dab drab brad
bra arc bar bard barb carb radar cad crab dab
drab brad bra arc

NOTE: The letter r controls the sound of the letter a in almost all CVC and CVCC words. In other words, the "AH'r" sound is spelled **-ar** except in the words "**are**" and "**aren't**."

NAMES: **Brad** **Barb** **Barbara** **Barbra** **Radar** **Barc** **Carr**
BRAD **BARB** **BARBARA** **BARBRA** **RADAR** **BARC** **CARR**

Brad Barb Barbara Barbra Radar Barc Carr
Brad Barb Barbara Barbra Radar Barc Carr

Words **highlighted** are homophones (homonyms)

REMEMBER: A lesson may take more than one day. A lesson may take more than a week. It isn't how fast we go through the lessons that counts, it's mastering the lessons that really counts.

Keyboarding (Optional): Show your children how to place their hands

gently on the keyboard so the little finger left hand is on the A key. Make sure the letters g and h are uncovered. The right hand is placed gently on the same row. The space bar is to be struck by the right thumb. The Enter Key is to be struck by the little finger on the right hand stretching over the apostrophe key and then returning to the semi-colon key.

The **R** key is to be struck by the pointer (index) finger of the left hand and should return to the home row position just above the letter f.

The **PERIOD KEY (.)** is struck by the ring finger of the right hand and returns to its home row position above the semicolon (;).

Have your children type as many rows of rrr rrr rrr saying: "AH'r AH'r Ah'r SPACE AH'r AH'r AH'r SPACE AH'r AH'r AH'r SPACE ENTER " as you feel is necessary to lock it in.

Then have your children type each line of the basic words above three times. Then do the three lines all in capital letters. They should use the Caps Lock to do so. You might want to dictate to your child those POWER WORDS you want your child to learn. Say the word, spell the word and say "comma" after each word, "period enter" at the end of each line.

If any of the children make mistakes, don't worry about it. Just have them keep going. You don't have to slow the process by having them backspace over the missed letter. Mistakes are opportunities to learn.

Make sure that your children are all holding their pencils correctly and making the correct strokes to make the upper case (Capital) letter S. "Start just below the top line. Curve back up to the top. Keep curving back down through the middle. Keep going forward but reverse the curve and swing back into a hook whose bottom touches the bottom line."

Now have your children do as many lines of upper case S's as you feel necessary.

You can now have your children practice writing the lower case (or small s). It might be wise to have paper especially made so the children can connect the dots or go between the dotted lines or trace the letter. The exercise should look something like this:

SSSSS or SSSSS or SSSSS

Make sure that your children are all holding their pencils correctly and making the correct strokes to make the small letter s.

"Start just below the middle line. Curve back up to the top. Keep curving back down through the spot halfway between the middle of the line and the bottom. Keep going forward but reverse the curve and swing back into a hook whose bottom touches the bottom line."

Now have your children do as many lines of lower case s's as you feel necessary. Then you can have them read from flash cards you have prepared from the previous lesson and/or spell the following review words:

Review:

BASIC WORDS: a add dad bad car card A ADD DAD BAD CAR CARD a add
dad bad car card a bad add dad car card

POWER WORDS: bar bard barb carb radar cad crab dab drab brad bra arc
BAR BARD BARB CARB RADAR CAD CRAB DAB DRAB BRAD BRA ARC
bar bard barb carb radar cad crab dab drab brad bra arc
bar bard barb carb radar cad crab dab drab brad bra arc

NAMES: Brad Barb Barbara Barbra Radar Barc Carr
BRAD BARB BARBARA BARBRA RADAR BARC CARR
Brad Barb Barbara Barbra Radar Barc Carr
Brad Barb Barbara Barbra Radar Barc Carr

You may review by using cards or by asking the children to spell the words. If you do ask them to spell, please make sure that you show the correct spelling immediately after you give each word. Make sure the children correct their own mistakes.

Review Today's Lesson on the letter S by using real words. You may use any of these words that you feel are appropriate. You may, if you wish, treat some of these words as nonsense or possible words. You may, if you wish, teach the meaning of any of them.

BASIC WORDS: as sad dads adds cars cards
AS SAD DADS ADDS CARS CARDS

as sad dads adds cars cards

as sad dads adds cars cards scar scars

POWER WORDS: abs dabs cads scads brads cabs scabs crabs bars barbs cars carbs
bards scar scars bras arcs ass bass sass brass crass

ABS DABS CADS SCADS BRADS CABS SCABS CRABS BARS BARBS CARS CARBS
BARDS SCAR SCARS BRAS ARCS ASS BASS SASS BRASS CRASS

*abs dabs cads scads brads cabs scabs crabs bars barbs cars carbs
bards scar scars bras arcs ass bass sass brass crass*

*abs dabs cads scads brads cabs scabs crabs bars barbs cars carbs
bards scar scars bras arcs ass bass sass brass crass*

NOTES: The word **ass** is AN ESSENTIAL WORD FOR READING THE BIBLE. You might want to discuss "bad words" that originate from names of animals such as rats and chickens or body parts. The word **ass** isn't as bad as the "HOW it is used." However, you are the teacher. You should use your own judgment about teaching this or any other word.

NAMES: Cass Ada's Dad's Saab Sara Sara's Brad's Barb's Barbara's Barbra's Radar's
CASS ADA'S DAD'S SAAB SARA SARA'S BRAD'S BARB'S BARBARA'S BARBRA'S RADAR'S
Cass Ada's Dad's Saab Sara Sara's Brad's Barb's Barbara's Barbra's Radar's
Cass Ada's Dad's Saab Sara Sara's Brad's Barb's Barbara's Barbra's Radar's

Words **highlighted** in gray with white letters are heteronyms. Words with different pronunciations and meanings. For example, when **bass** rhymes with **sass**, it is a fish. When **bass** rhymes with **case**, it is a musical word indicating low pitch as a singer or as an instrument.

Keyboarding (Optional): Show your children how to place their hands gently on the keyboard so the little finger left hand is on the A key. Make sure the letters g h are uncovered. The right hand is placed gently on the same row. The space bar is to be struck by the right thumb. The Enter Key is to be struck by the little finger on the right hand stretching over the apostrophe key and then returning to the semi-colon key.

The **S** key is to be struck by the ring finger on the left hand and should return to the home row position just above the letter f.

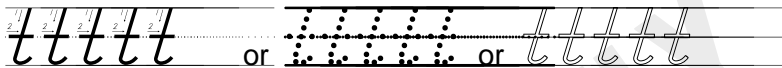
Have your children type as many rows of rrr rrr rrr saying: "AH'r AH'r Ah'r SPACE AH'r AH'r AH'r SPACE AH'r AH'r AH'r SPACE ENTER " as you feel is necessary to lock it in.

Then have your children type each line of the basic words above three times. Then do the three lines all in capital letters. They should use the Caps Lock to do so.

Make sure that your children are all holding their pencils correctly and making the correct strokes to make the letter T. "Start at the top. Slant back down to the bottom line. Put a flat top on top.

Have your children make as many lines of T's as you feel necessary. You might want to have them say as they are writing the letter T, "The name is "CAPITAL TEE" the sound is "tuh."

You can now have your children learn to write the lower case (small letter t). It might be wise to have paper especially made so the children can connect the dots or go between the dotted lines or trace the letter. The exercise should look something like this:



Make sure that your children are all holding their pencils correctly and making the correct strokes to make the small letter t. "Start at the top. Slant back down toward the bottom line but before you get there, make a small fish hook forward. Then cross the t just above the middle.

Occasionally, there will be a child who has a great deal of difficulty making the small hook at the bottom. It is perfectly permissible to have the child make the line come straight down to the bottom with absolutely no hook. What is important is speed and legibility. The t crossing that is standard in D'Nealian (and a number of other handwriting systems) is exactly at the middle. However, we feel that the cross bar should be higher up on the stem so that it doesn't accidentally touch the other lower case letters. Another very simple reason for having the target for the cross bar being slightly above the middle is that a child is not going to hit the mark exactly 100% of the time. In fact, when anyone is writing and trying to make the cross bar hit exactly at the middle, about 37% of the time the cross bar will be just below the middle, and 13% significantly below the middle. If instead of attempting to hit exactly the middle, but exactly halfway between the middle and the top of the t, all of the cross bars should be at the middle or above!

Have your children write as many lines of the small t as you feel is necessary to achieve fluency and automaticity.

Now for reading and writing: Let's start with a new word: **at**

In little words, the letter **a** in front of the letter **t** is always what we call a short a. This is the first sound that you hear in the words **at, Ann, as, and ant.**

You might want to say: "How do you spell **at**?" After your children shout out "A-T," write **at** in your favorite color on your dry erase board. Then ask: How do you spell **bat**? After they spell out and write out the word, you just have to add a **b** to get **bat.**

Then ask them to spell **bats.** After they write it out on their paper, all you have to do is add the letter **s**, to **bat** to get **bats.** Follow the same procedure with cat/cats and rat/rats whatever power words such as **brat/brats** and **tat/tats** and **drat/drats** that you may choose to use. Write the letters **at** on the dry erase board in red (or whatever is your favorite color to write with).

You can then hold up different cards reading "a cat," or "a bat" or "a rat" or bats, rats, brats, cats.

<i>a cat</i>	<i>a cat</i>	A CAT	a cat	<i>a cat</i>
<i>A BAT</i>	a Cat	A bat	A CAT SAT	<i>a rat</i>

Ask them to read the different cards. Mix in the other cards you have made. Ask them to spell cab. You can use whatever little techniques you enjoy using from air writing to writing in sand or using magnetic letters or just writing the the letters a, b, c, d, and r, s, and t, and then spelling "a cat" and "a rat."

Have your children write as many lines of Capital T's as you feel is necessary.

Have your children write as many lines of small t's as you feel is necessary.

Then have them write the words AT, BAT, CAT, RAT, and SAT all in capital letters. Have them write and say the words as you dictate the words. Do as many lines as you feel is necessary.

AT, BAT, CAT, RAT, SAT, .

Have them write the words "bat, cat, rat, sat, and tat" all in lower case letters. Have them say the words as you dictate the words. Do as many lines as you feel is necessary.

at, bat, cat, rat, sat, tat.

Then you might want to have them write all or some of the POWER WORDS words below. You can have them all in capital letters. Have them write and say the words as you dictate the words. Do as many lines as you feel is necessary. Have them write the same words in lower case letters. Have them say the words as you dictate the words. If a child makes a mistake, have the child correct the mistake IMMEDIATELY. Do not go to the next word until the correction has been made. Remember MISTAKES ARE OPPORTUNITIES TO LEARN. Do as many lines as you feel is necessary.

New basic words available:

sat star start bass + review basic + s = stars starts bats cats rats cars cabs

SAT STAR START BASS + review basic + s = STARS STARTS BATS CATS RATS CARS CABS

sat star start bass + review basic + s = stars starts bats cats rats cars cabs

sat star start bass + review basic + s = stars starts bats cats rats cars cabs

Sat Star Start Bass + review basic + s = Stars Starts Bats Cats Rats Cars Cabs

POWER WORDS: bats cats rats scat scats brat brats tat tats stat stats tab tabs stab stabs tad tads **art arts cart carts dart darts tar star stars tart tarts start starts retard retards** cast casts act **acts tact tract tracts** attract attracts **carat carats**

BATS CATS RATS SCAT SCATS BRAT BRATS TAT TATS STAT STATS TAB TABS STAB STABS TAD TADS
ART ARTS CART CARTS DART DARTS TAR STAR STARS TART TARTS START STARTS RETARD
 RETARDS CAST CASTS ACT **ACTS TACT TRACT TRACTS** ATTRACT ATTRACTS **CARAT CARATS**

*bats cats rats scat scats brat brats tat tats stat stats tab tabs
 stab stabs tad tads art arts cart carts dart darts tar star stars
 tart tarts start starts retard retards cast casts act acts tact
 tract tracts attract attracts carat carats*

NAMES: Art Art's Bart Bart's Baccarat Tara Cara Tad

Make sure that your children are all holding their pencils correctly and making the correct strokes to make the letters A, B, C, D, R, S and T correctly. If one of your children is left-handed, demonstrate to that child how to make the letters using YOUR left hand. Only if you believe in teaching cursive this early, should you have your children write the words in cursive. However, **you** should at least write the words in cursive showing how easy it is to go from writing manuscript to cursive just by knowing connecting strokes:

*A cab, a cat, a bad cat. A rat, rats, a
 bat, bats, tar, a star, stars, a car, cars,
 a scar, scars, a cart, carts, a tart Bart.
 Tarts, start, starts, a cab, cabs, scab,
 scabs, a cast, casts.*

Keyboarding (Optional): Show your children how to place their hands gently on the keyboard so the little finger left hand is on the A key. Make sure the letters g h are uncovered. The right hand is placed gently on the same row. The space bar is to be struck by the right thumb. The Enter Key is to be struck by the little finger on the right hand stretching over the apostrophe key and then returning to the semi-colon key.

The **T** key is to be struck by the pointer (index) finger and should return to the home row position just above the letter f.

Have your children type as many rows of ttt ttt ttt saying: "TEE TEE TEE SPACE TEE TEE TEE SPACE TEE TEE TEE SPACE ENTER " as you feel is necessary to lock it in.

Then have your children type each line of the basic words above three times. Then do the three lines all in capital letters. They should use the Caps Lock to do so. You might want to dictate to your child those POWER WORDS you want your child to learn. Say the word, spell the word and say "comma" after each word, "period enter" at the end of each line. You

can also dictate the names. If any of the children make mistakes, don't worry about it. Just have them keep going. You don't have to slow the process by having them backspace over the missed letter. Mistakes are opportunities to learn.

You might also want to have your children type the decodable sentences below. You might want to dictate them or have them put on your computer using that wonderful copy and paste technique and just read them to your children or have choral readings with them.

Decodable sentences:

1. A bad cat stabs a rat.
2. *A bad bat stabs a cat.*
3. A BAD CRAB STABS A RAT.
4. *A BAD CAT STABS A DRAB CRAB.*
5. **Brad's bad crab stabs a drab cat.**
6. ***A sad rat bats a cat.***
7. *A star's sad dad starts a car.*
8. *Bart Starr starts a sad star's car.*
9. *Brad, a bad rat, starts a bad cab.*
10. *A rat's scab starts a scar as Bart Starr stabs crabs.*