Volume 1 of the full printed guide covers:

**Section 1.** Phonemic Awareness Fast Track (Lessons 1-18)
**Section 2.** a-z Word Building (Lessons 19-87)

Small Group Intervention

The balance of Section 2 (Lessons 88-107) and Sections 3-7 (Lessons 108-180) are covered in Volume 2.

The full printed guide is 284 pages in total. This e-book preview contains the following sample pages:

**What is Letterland?**
**Volume 1 Contents Spread**
**Scope and Sequence (Volumes 1 and 2)**

**Section 1:**

*Why a Fast Track for Phonemic Awareness in Kindergarten?*
*Fast Track Sample Lessons: e, f, g, h*

**Section 2:**

*a-z Word Building Sample Lessons*
*Annie Apple’s Sound*
*Annie Apple’s Letter Shapes*
*First Blending: mat, cat, mad, had, ham, dad, hat*
*Segmenting: it, is, his, him, hit, hat, hats, had, hid, did, dig, digs*
*Assessment Record for Lessons 43-60*
*Letter Sound Fluency / Letter Name Check – Student Page*
*Word Reading Fluency Lessons 19-60 – Student Page*
*Blending and Segmenting with ch*
*Intervention Objectives and Assessments*
*The Five Steps to Intervention*
*Sample of Step 1: Letter Sounds*

**Index to Teacher’s Guide CD1 Contents**

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**Please note:**
This e-book contains sample pages only - the full printed guide is 284 pages in total.
What is Letterland?

Explain Letterland to your children along the following lines…

When most people look inside a book, all they see are plain, black letters. That’s because they haven’t been to Letterland and they don’t know that every letter is really one of our Letterland friends.

Letterland is the secret place where all the letters live together. The friendly letter people and animals who live there are called the “Letterlanders.”

Every Letterlander has a special sound, and they love it when we make their sound. Did you know that they have made up a special trick just to help you learn all their letter sounds? They also have all sorts of other tricks to help everyone learn to read and write.

Would you like to go to Letterland and meet some of the Letterlanders?

To make the imaginative journey to Letterland, you could sing the Letterland Song together, jump into a giant book, pretend to fly, or simply close your eyes and open them again in Letterland, ready to meet a new Letterlander.
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Sample Pages

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Scope and Sequence (Volumes 1 and 2)

- An overview of the Kindergarten Lesson Plans and Assessment Outcomes

Please note:
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# Scope and Sequence (Volumes 1 & 2)

## Sections 1 - 7

### 1 Phonemic Awareness Fast Track (1–18) Vol. 1
- An effective way to meet or review the a–z Letterland characters and learn their letter sounds
- Develop awareness of initial sounds in words
- Lessons 1-18 to cover in 18 to 25 days

### 2 a–z Word Building (19–107) Vol. 1 & Vol. 2
- Focus on each a–z letter in more detail including handwriting, capital and lower case
- Build words beginning with the first six letters
- Introduce long vowels while keeping the focus of word building on short vowels
- Introduce common consonant digraphs: ch ck sh th th ng
- Introduce basic irregular words along with decodable words in reproducible story booklets

### 3 Onsets and Rimes (108–137) Vol. 2
- Activities for using analogy to read and spell words
- 15 short vowel word families to develop automatic word recognition with word cards
- Word building and sentence building activities
- More decodable booklets

### 4 Consonant Blends (138–148) Vol. 2
- 11 lessons for teaching consonant blends bl cl fl gl pl sl br cr dr fr gr pr tr sc sk sp st sm sn sw

### 5 Long Vowels and Magic e (149–162) Vol. 2
- 11 lessons for teaching little words ending in long vowels and words with Magic e: he me she, no go so, my fly try, etc.
- Blend and segment words with Magic e pattern
- Read and spell little words with long vowels at the end
- Read additional high-frequency words

### 6 Vowel Men Out Walking (163–172) Vol. 2
- 12 lessons for teaching vowel pairs with long vowel sounds: ai ay ee ea ie oa ue
- Blend and segment CVVC words
- Read additional high-frequency words

### 7 The Vowel Stealers: r-controlled vowels (173–180) Vol. 2
- 12 lessons for teaching r-controlled vowels: ar er ir or ur
- Blend and segment words with r-controlled pattern
- Read additional high-frequency words

### Assessment Outcomes
- Say the 26 a–z Letterland character names
- Say the letter sounds a–z in response to the plain letter
- Sort words according to initial sounds
- Sequence three spoken letter sounds

### Letter Sounds (a–z, ch, ck, sh, th, ng)
- Say the letter sound in response to the plain letter with accuracy and fluency
- Write letter(s) in response to sound
- Match upper and lowercase letters (Aa–Zz)

### Words
- Blend CVC words accurately and fluently
- Segment and spell CVC words
- Read a selection of high-frequency words

### Scope and Sequence (Volumes 1 & 2)

Introduction

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Pages 2-3

**Fast Track Introduction: Why a Fast Track for Phonemic Awareness in Kindergarten?**

- FAQ on the effectiveness of giving children early access to the alphabetical code by learning the letter sounds.

Pages 14-15

**Sample Lesson 3: Eddy Elephant and Firefighter Fred**
**Sample Lesson 4: Golden Girl and Harry Hat Man**

- Emphasizes listening and speaking skills
- Multisensory skills of stretching words to identify the individual letter sounds.

Please note:
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Experienced kindergarten teachers and early literacy researchers know that a beginning class of five year olds includes an exceptionally wide range of pre-literacy knowledge and skills. One child knows the names of all the 52 capital and lower case letter shapes and can match these with initial sounds in words, while another child only knows the first letter in his or her name.

Teachers and researchers also know that one of the main reasons for these huge differences is the experience the child has with literacy prior to coming to school. One child has been read to at every turn and taught letters and sounds under the consistent attention of a parent or preschool teacher. The other child has seldom even seen anyone reading at home and has not been encouraged to learn about those strange tiny marks called letters.

How does the Letterland Fast Track help close the gap?

With the Letterland Phonemic Awareness Fast Track teachers can begin to close this gap with an early, rapid, multisensory involvement in the world of the twenty-six a-z Letterlanders along with their sounds, and with 3 key words linked orally and meaningfully to each letter character. All this is designed to take place in the first 18-25 days of school. This innovative lift-off strategy for early access to the alphabetic code has these purposes:

- to provide a quick ‘alphabet immersion’ experience, so every child has at least an early, nodding acquaintance with all 26 lowercase letter shapes and their sounds.
- to teach three alliterative words for each letter, visually, verbally and conceptually (using 78 pictures on the Vocabulary Cards) so children can connect the initial sound of each of those words to its own Letterland character. (The word sides of these cards are taught later, using the 31 decodable words first.)
- to familiarize children with the a-z alphabet sequence.
- to build an awareness of the phonemes, the building blocks of words, through the simple strategy of just starting to say the Letterland character name in order to speak and hear the phoneme, e.g. “Annie Apple, /a/.” (As one amazed teacher reported, “Once they know what to listen for, they begin to hear sounds in all kinds of words!”)
- to replace the confusion of letter names (l ell, r are, w double-u, etc.) with pure phonemic sounds learned by cues at the start of every easy-to-remember character name.

Each character is associated visually with the letter shapes and alliteratively with the phoneme (e.g. Lucy Lamp Light, Red Robot, Walter Walrus). (Teachers report that this approach helps not only their struggling learners but also many otherwise well-prepared children, who are nevertheless confused about the relationship of alphabet names to sounds.)
Isn’t this pushing children with too much, too soon?

Children absorb this highly useful knowledge through a series of activities (Alphabet Line, Live Word Sorting, Order Please!). They give the Fast Track activities their full attention because it’s like playing a game.

The idea of quickly bombarding children with so many letter shapes, sounds and words would not make sense using only plain letter shapes. What makes this starting strategy viable and exciting is the impact of the humanized characters bonded into the plain letter shapes and given conceptual links to their Vocabulary Cards. Each card becomes a prop in a mini role-play exercise. As each child impersonates a Letterlander, declaring its sound and the three key words within this playful routine, their own imaginative involvement in the special world of Letterland causes both boys and girls alike to take early possession of all 26 basic a-z shapes and sounds.

How does this affect oral language and social development?

The Fast Track routine opens up welcome opportunities for personal and social development. Through the simple act of impersonating one letter, each child presents himself or herself to the others in an easy but satisfying form of role play.

Learning to speak up and present themselves with confidence before their classmates and later to wider audiences, are skills children often learn best at an early age. They can present the routine before visitors to the classroom, for example, and this can be an important experience. Or they can share it in an assembly, with the added value of enlisting older children’s participation and encouragement across the school.

Will this work with learners new to English?

Children with little or no English can easily take part. They benefit from the repetition built into the routine and its core vocabulary, presented as large pictures and large words. They will also be more ready and able to participate when the program presents a-z again, this time in depth by working through the system.

What does this edition offer over and above the 2003 edition?

This edition greatly expands the support for the teacher who is guiding the Fast Track. Complete day-by-day lesson plans take you through the introduction of two new Letterlanders per day, plus cumulative learning activities.

Built into the 18 days of Fast Track instruction are four ‘Assessment and Review’ days with activities to consolidate and to track individual children’s learning. Also, new to this edition is an ‘Intervention Section’ that lets you use information gathered from assessments and observation to provide the additional small group instruction where needed.

This Fast Track has been in use for several years now. Teachers report their children love it, and that as a result, they are gaining faster access to exploring their world through reading and writing.
pictures. Let the child go through the cards again and have the children who are sitting down say the chant with them. Work toward them being able to say it mostly from memory and with a rhythm like a rap song. To facilitate this rhythm, go down the a b c d line saying each chant and then have the class repeat each chant in sequence again.

● Explain that this is a memory game. First they will be using the pictures, but later they will want to remember the words without the pictures.

**Lesson 3**

**Eddy Elephant and Firefighter Fred**

**Quick Dash: a–d**

● Let’s see if we remember some of the friends we have met in Letterland. Allow three seconds after showing the card, then ask, **Who is this?** (Turn the card.) **What’s her/his sound?** (If you forget the gender, check for it in the sentence on the plain side of the BPCC.)

**Introducing Eddy Elephant**

● **Big Picture Code Card (BPCC)** Hold up the Eddy Elephant BPCC and say, **This is Eddy Elephant. This is how he looks in Letterland. Luckily we get to see him, but most people only see his plain letter in words.** (Turn card.) That’s because Letterland is a secret place! But we are going to open up the secret and find out all about it, because this is a secret for sharing!

● **Sound** Help the children to discover how the Sounds Trick works with rubber-band stretching for this Letterlander, Eddy Elephant /e/.  

● **Vocabulary Cards** Display the three cards and point to them while you say Eddy likes to say /e/ in words like elephant… and...? (Children add egg, elbow.) Praise with the short e word: **Excellent!!**

**Introducing Firefighter Fred**

● Use the same routines for introducing Firefighter Fred with his BPCC. Display his Vocabulary Cards. Point to the pictures and say, **Firefighter Fred likes to say /f/ at the start of words like fish…, and fire… and …?** (Children add flowers) All repeat. Do you know what Firefighter Fred would say if he was here? I think he’d say, “Fantastic!” Do you think ‘fantastic’ might be one of Firefighter Fred’s favorite words? “Yes” Why? “Because fantastic begins with his sound!” Stretch out the word **fantastic** to find the first sound and stretch **Firefighter Fred** again, to make the point.

**Alphabet Line: a–f**

● Repeat this game activity. Help the children to line up in a-f order so they can take turns saying, “I’m Annie Apple. I say /a/ in …,” etc., but this time adding the other words:
Lesson 4

Golden Girl and Harry Hat Man

Quick Dash: a–f

- Let’s see some of the friends we have already met in Letterland. Remember to allow three seconds after showing the card before asking, Who is this? Turn the card. What’s his/her sound? The pause gives all the children a chance to think and recall. Use a random order.

Introducing Golden Girl

- Big Picture Code Cards (BPCC) Show the card for Golden Girl and introduce her in the same way as for the previous characters. Have children repeat her name. Show the plain side which is all that most people see, because they don’t know the secret of Letterland.
- Sound Help the children to discover how the Sounds Trick works for Golden Girl, /g/.
- Vocabulary Cards Display in a row, point to the relevant Vocabulary Cards and say, Golden Girl likes to say /g/ at the start of words like goat and …? (Children say green and grapes.)

Introducing Harry Hat Man

- Use the same routines for introducing Harry Hat Man with his BPCC. Display his Vocabulary Cards. Point to the h pictures and say, Harry Hat Man likes to whisper /h/ at the start of words like … (Children say hat and horse and house.)
Samples Pages

Pages 51-53

Sample Lesson 21: Annie Apple’s Sound

- Review of letter sounds
- Introducing the reading direction
- Sound, action and song
- Phonemic awareness and language development
- Small group/independent activities.

Pages 53-54

Sample Lesson 22: Annie Apple’s Letter Shapes

- Review of letter sounds
- Letter shapes, lowercase and capital
- Sentence copymaster
- Small group/independent activities.

Please note:
This e-book contains sample pages only - the full printed guide is 284 pages in total.
Lesson 21: Day 1

Annie Apple’s Sound

Review

- **PCCs** c, p, q, r, s, t, u, v, w, x, y, z. Use the ‘Quick Dash’ (page 233).

Annie Apple, her sound, action and song

- **Annie Apple** So who will we be learning about next? It’s time to listen and think! Listen for the clues but don’t say the answer until I ask, ‘Who is it?’ Speak slowly. She can hang from a branch like an acrobat. She has animal friends including an ant-eater and two antelopes. She is sort of round and red and lives in a tree. Who is she? “**Annie Apple.**” Absolutely right! Show Annie Apple using your **Big Picture Code Card (BPCC)** to remind the children how this talking apple looks when she is in Letterland. Annie Apple is one of five special vowel letters that we will be learning more about in Letterland. You will find at least one of these special vowel letters in almost every word! Have children repeat her name twice while you show the picture side. Can you point in the direction that Annie Apple is looking? What direction is that? “**The Reading Direction.**”

- **Show her plain letter** side of the BPCC to remind everyone what Annie looks like in words. Ask children to point to the plain letter to show where her leaf goes and her eyes and her smile.

- **Sound** Use the Sounds Trick (page 221) to remind them of the sound she makes in words: **Annie Apple, /ə/.** Ask for the letter sound /ə/ in response to the plain letter. Teach children to make Annie Apple’s Action when they make her sound (as pictured here, and described on page 226).

- **Song and Action** Sing Annie’s song on the **Alphabet Song CD**. Show the picture side of her BPCC when you sing her name. Turn to the plain letter every time you sing her sound. The children make her action as they sing the sound. Or, make use of the same song on the **Living ABC Software**. (You may like to print the lyrics for this song on a chart, or make a transparency or directly project the lyrics page from the **Teacher’s Guide Copymaster CD**, and do the same later for the other Alphabet songs. After this lesson, this option will only be mentioned for you in the ‘Preparation and Materials’ section of each lesson.)

- **Letter Name** Tell students: **People who don’t know the secret of Letterland call this letter an “a.” (ay)** We’re going to learn about that letter name later, but the most important thing for us to remember right now is Annie Apple’s sound. It is a vowel sound, and vowel sounds are those that we can say with our mouths nice and wide open without using our tongue or teeth. In just a moment we are going to say /ə/ three times as you look around at your friends and see how their mouths are open pretty wide, just like they are going to bite an apple. Say it with me three times and look around. /ə/, /ə/, /ə/. Did you see those open mouths? Now another thing that we can do with vowel sounds (and some other sounds too) is say them and keep on saying them as long as we have breath like this /ə…/. Do that with me and hold it out a long, long time, /ə…/. So, now let’s listen for this important vowel sound as we learn more about Annie Apple.
Phonemic awareness and language development

Listen
- **ABC book** Read about Annie Apple in the book or use the *Living ABC Software* section with Annie Apple introducing herself. Emphasize her sound and explore the picture together, looking for things that begin with Annie’s sound.

- **Annie’s Words** Use the *Vocabulary Cards* ant, apple and acrobat (pictures and largest words) and your classroom labels (e.g. arrow, alphabet) and children’s names if they begin with a short a, as in Anna) to draw attention to Annie Apple’s sound. If using names point out that these begin with Annie Apple’s Capital letter. Tell them they will soon learn about Annie Apple’s Capital letter trick. Add to your Word Wall for this lesson: at.

- **Questions and discussion** Praise answers to these questions with ‘Absolutely!’ or ‘Admirable answer!’ Be sure to listen for Annie Apple’s /˘ a/ sound to help you answer these questions. Is Annie Apple the first letter in the alphabet? Do you think she is an adventurous apple? Which of these might she like to become, an actor? (let children answer with yes or no and then have them repeat any words that start with Annie’s sound), a teacher? an acrobat? a bus driver or an ambulance driver? an astronaut? So, do you think Annie Apple is an ambitious apple? Ambitious means she wants to really work hard and learn how to do lots of interesting things when she grows up. Annie Apple also likes to travel. Annie has visited Africa. Let’s look for Africa in the atlas. And let’s look for Antarctica, too, while we’re at it.

- **A-Z Copymasters** (SG) Discuss the pictures and then model finger tracing as you say Annie’s *Handwriting Verse*:

  At the leaf begin. Go round the apple this way.

  Then add a line down, So Annie won’t roll away.

  Observe and help as needed with tracing and rainbow writing while all repeat her sound, “/˘ a/ /˘ a/ /˘ a/.”

Games
- **Annie Apple’s Ask and Answer Activity** Explain: I will ask you questions. All the answers start with Annie Apple’s /˘ a/ sound, so open your mouth and get ready to say /˘ a/. Call on children, or have everyone whisper the answer to a neighbor.

  - I am a red fruit and I grow on trees. I am an /˘ a/? (apple)
  - I am a long scaly animal with sharp teeth. I live in water. I am an /˘ a/? (alligator)
  - I wear a space suit. I travel in a spaceship. I am an /˘ a/? (astronaut)
  - I am a small insect with six legs. I like to eat your picnic food. I am an /˘ a/? (ant)
  - I have four wheels and a siren. I take sick people to the hospital. I am an /˘ a/? (ambulance)
  - I am a tool. I have a sharp blade and I chop wood. I am an /˘ a/? (ax).

  Can anyone think of some more words that begin with Annie Apple’s /˘ a/ sound? (Accept words you already talked about as well as any others. For a word that begins with a different a-sound, such as Amy, Arjuno, or Audrey, explain that Annie’s letter has more than one sound. They will learn more about those other sounds later.)

Small group/independent activities

Choose activities based on the needs of your small groups and individuals:

- **Beginning Sounds** (SG) Annie Apple Game: Lay out the five *Beginning Sounds Pictures* starting with /˘ a/ and the plain letter a card, mixed among 5-7 pictures that begin with other sounds. Tell the children, *Annie has dropped some of her*
favorite pictures out of her apple tree, and they are all mixed up with other pictures that don’t start with her sound. We are going to pick up Annie’s pictures and put them in a neat row. First, point to all the pictures and name them with the children. Have each child select a picture that begins with Annie Apple’s sound. The child picking up the plain a card just says the sound /æ/. Lay each Annie Apple word in a row and have children name all previous pictures each time a new Annie Apple word is added to the row. After all Annie Apple’s pictures have been chosen, children may select others and tell which Letterlander’s sound they start with.

- **Workbook 1** (SG) Guide the children in following the instructions on both pages.
- **Picture-coding** (Ind) Model picture-coding Annie Apple and have each child picture-code a large a (TG CD 1). You can model this earlier in the day and have children do their own as an independent activity.
- **Handwriting** Continue practice of the previous letter c, choosing from materials listed in the menu on page 48 or choose other activities on page 243 (Handwriting instruction could take place at a different time from the rest of Letterland whole group and small group instruction).
- **Intervention** (SG) Continue intervention activities including newly introduced activities, such as the Annie Apple Game above, as you find them helpful.
- **Living ABC Software** (Ind) Once children become familiar with the software after two or three letters, they will be able to work fairly independently because each letter is presented in the same style. In addition to the ‘Activities,’ many children will want to review the characters’ interactive introductions of themselves. You can just add one letter at a time to the choices with your teacher tools in this software or let more curious and more advanced children explore ahead on their own.

### Lesson 22: Day 2

#### Annie Apple’s Letter Shapes

**Preparation and materials**
- BPCCs: Annie Apple (A, a) plus Review PCCs
- Annie Apple Red Vowel Reader
- Handwriting Song CD, #2
- or Living ABC Software
- Annie Apple’s name card, TG CD 1 (plus name cards for Clever Cat and Annie Apple)
- Sentence Copymasters, p 2

**Small group/independent**
- A-Z Copymasters, A a
- My LL Reading Booklet, p 2
- A a to picture-code, TG CD 1
- Handwriting: select from EYH Copymasters, pp 1 and 27
- ELT Handwriting Book, pp 4-5

**Review**
- PCCs ā, c, p, q, r, s, t, u, w, x, y, z. Use the ‘Guess Who?’ activity (page 234).
- **Annie Apple Vowel Reader** Refresh the children’s idea of this talking apple by reading to them the Annie Apple book from the Vowel Readers, Red Series. Show the pictures and discuss the illustrations. Point out that many of these words have Annie Apple’s sound in the middle. In later lessons after some practice in blending sounds, you will want to let the children read this book with support. For now make it available for those who wish to explore it. You may have some self-starters reading it to you in no time!

**Letter shapes: a and A**

**Lowercase a**
- BPCC Finger-trace the a on the picture side first, and then the plain letter side, saying her Handwriting Verse each time:

  At the leaf begin. Go round the apple this way.
  Then add a line down, so Annie won’t roll away.
Handwriting Song

Make a huge a on the board. Sing or chant the Annie Apple Handwriting Song while children slowly air trace the letter. Or, use the Living ABC Software handwriting section for a.

Capital A

First show the a BPCC picture side. As you explain Annie's Capital Letter Trick reveal the A PCC, explaining, Annie Apple always hops upon a nice big apple stand to start important words like someone's name, or the first word in a sentence. Ask the children to tell each other what you have just said. (First say it again, and make sure everyone understands what ‘a sentence’ means.)

Annie Apple Name card

Show your prepared picture-coded Annie Apple name flashcard, or write her name large on the board and picture-code the two A's. Remind children of the Capital Letter Trick: Whenever you see two words together, both starting with those apple stands, it will most likely be her name. Point to each word and have the children read her name with you. “Annie Apple” Review the Clever Cat name card.

Sentence Copymaster

Project the sentence or write it on the board, and give out copies of page 2. Talk about the picture together. Now everybody listen for Annie Apple's sound while I read the words under the picture. Point as you read. What words did you hear that start with an /a/ sound? I'll read it again, and let's count them together. Then have children point to the words as you all read together. Talk about the alliterative images. Have children find and circle both of Annie Apple's letter shapes, A and a, and then color the picture. Circulate and observe individuals retracing the large a, or writing more a's in empty spaces on the page, to check for correct letter formation. (No child is expected to decode any of the words at this point.)

Small group/independent activities

Choose activities based on the needs of your small groups and individuals:

A-Z Copymasters (SG/Ind)

Show children how to trace the capital A, first from the top slanting left, then from the top slanting right, then add the apple shelf. Remind them how to trace the lowercase a and have them rainbow write in both A and a. Encourage them to write more of Annie's letters and draw pictures that begin with her sound in the space around the large letters.

My Letterland Reading Booklet (SG/Ind) page 2. This is Annie Apple. Use finger pointing to reread the first Clever Cat page to the children, and several times with them, then do this with the Annie Apple page. Have children say both pages to a partner from memory, using finger pointing to help them to understand the concept of word (see note, page 55). Circulate as they draw Annie Apple, asking individuals to finger point and say the words to you from memory.

Picture-coding (SG/Ind)

Model picture-coding Annie Apple in her A and a shapes and have children picture-code them on their own large copies.

Handwriting (SG)

Select handwriting activities from the materials box above.

Living ABC Software (SG)

Once you have shown a few children how to use the software, let that child ‘tutor’ the next child on how to use it. To keep peace, establish that the child that is new to the software will do all the pointing and clicking. The tutor can help by answering any questions.
Sample Lesson 36: First Blending

- Review of letter sounds
- Live Reading: building words by blending sounds
First Blending

Review

● PCCs ˘ a, c, d, (Dippy Duck and Diana Duck) h, m, t Use the ‘Guess Who?’ activity (page 234).

Live Reading

Building the word

● Pass out the Picture Code Cards for ˘ a, c, d, m, and t to five children. If using props or costumes, give these to the five children, also.

● The children hold the cards with the pictogram side facing out. Explain that they are about to do what every Letterlander loves doing: making words! They could act as if they have just come from Letterland to show us how they do it.

● Let the Letterlanders introduce themselves, “I am Annie Apple and I say ˘ a in words, ‘I’m Clever Cat...’” etc.

● Move the ˘ a, t and c children under the Reading Direction sign, line them up in this order c ˘ a t, but don’t say the word yet. The children should hold their PCCs facing the class.

● Invite the class to imagine that behind these three Letterlanders is a big page in a book, and that the Letterlanders are building a word especially for them to read. That means they need to build the word in the Reading Direction.

The ‘store and release’ technique

● Have the children turn the cards around to reveal the plain letters. Ask for complete silence because both Clever Cat and Talking Tess only whisper their sounds in words, and we all need to hear them.

● Stand behind the three children. As you lightly touch each child they push forward their card and whisper or say their sound, one after the other, /c/ /˘a/ /t/. Repeat /c/ /˘a/ /t/, this time with the whole class joining in.

● Next, share ‘Clever Cat’s secret:’

I always sound better beside another letter,
So don’t make my sound all alone.
Put a nice round apple beside me,
So I don’t have to be on my own.

Blend ‘ca...’ then add ‘t...’

● Now we are going to try using Clever Cat’s secret of making her sound together with Annie Apple’s sound. Point to c, then ˘ a as you say, First, just get ready to say Clever Cat’s sound, but don’t say it. Then get ready to say Annie Apple’s sound, but don’t say it. Now, we are going to let both sounds burst out together. Are you ready? Point to or tap both children. They both push forward their cards and say, “ca...!”

● Now blend all three sounds together: “ca...t,” (the t-child pushes the t card forward, too), “cat!” What’s our word? “Cat.” That’s right, just like Clever Cat!

● Now let’s see what happens if we ask Munching Mike to take Clever Cat’s place, because this is one of the fun ways Letterlanders have of making new words. (Clever Cat sits down) Arrange the children with PCCs for m-a-t. Sound the...
word out, /mmm/ /ā/ /t/, and then try Clever Cat’s secret of saying the first two sounds together, mmma-t. mat. You could take a nap on a mat.

- Let’s let Dippy Duck take the place of Talking Tess and find out what new word we have made. Sound out the word mad in the same way as the previous words. Use the word in a sentence to clarify. The cat was mad at the dog.

- Next have all children stand facing you. Take up the PCCs and props. Use the same PCCs along with h in a pocket chart, or standing in the chalk tray for the next activity.

**Introduce the Rollercoaster Trick on the Pocket Chart**

- First form the word hat with the PCCs. Then introduce the kinesthetic strategy of ‘placing’ the sounds along the arm to help develop good blending skills. Now, here is another Letterland trick. We are going to pretend our arms are a very steep part of a rollercoaster and roll the sounds down it to make a word.

- Show the class how to use their right hands to put the sounds on their left arms. (To demonstrate this while facing them, you will need to use your left hand and start by patting your right shoulder.) We are going to read the word I have made here.

1. First touch your shoulder with your other hand and say the first sound, /hhh/.
2. Next zoom down to the middle of your arm and say /āāā/.
3. Then zoom right down to your wrist and say the last sound /t/.
4. Let’s say those sounds as we roll down our arms again, /hhh.../āāā.../t/.

**Combine Store and Release with the Rollercoaster Trick**

- Now let’s use Clever Cat’s secret of saying the first two sounds without stopping. We slide our hand down the rollercoaster like this… Place your hand on your shoulder and slide it to the middle of your arm as you say: /hhhāāā/.

- Have children do this twice, making sure they ‘roll’ down their arms from the first sound to the second without stopping.

- Next we add the last sound /t/. Ready? All put their hands on their shoulders and slide down the arm saying … “/hhhāāāt/.”

- Repeat “/hhhāāāt/” as you do the Rollercoaster Trick again.

- What’s our word? “hat”! Hat! Let’s all pretend to put hats on our heads!

- Change the cards on display to make had, and then ham and use the Rollercoaster Trick on each one. Use each word in a brief sentence after it is decoded.

- Finally, bring out the Diana Duck PCC. Dippy Duck has a friend who makes exactly the same sound as Dippy Duck does in words. Her name is Diana Duck. Hold Dippy and Diana’s pictures next to each other. Do you see the little difference (beaks)? But when we see their plain letter… (turn cards over) they are both the same because they both make the same sound. Let’s try a word that uses their /d/ sound two times.

- Form the word dad and have students use the Rollercoaster Trick to read the word.

- You may want to end by making some of today’s words again and let different children lead the class in showing how to sound them out with the Rollercoaster Trick. Today’s words: mat, cat, mad, had, ham, dad, hat.
Sample Lesson 52: Segmenting

- Review of letter sounds
- Live Spelling
- Slow-speak Dictation
- Small group/independent activities

Sample Lesson 53: Oscar Orange's Sound

- Review of letter sounds, action and song
Lesson 52

Segmenting

Review
- PCCs: ā, d, g, ē, ı, m, n, t, s, s–z, ff, ss

Live Spelling
- Pass out the PCCs. Children remain seated until their sound is needed.
- Use the steps on page 238 for Live Spelling. In each group of words below, there is only one letter difference between a word and the word that follows it.
- After forming each word, leave the children with the PCCs in place as you throw out the next word.
- Stretch the word and let the class decide which Letterlander needs to sit down and who needs to take the same place in the word.
- When you begin a new group of words, all sit down first.
- Word groups: it, is, his, him, hit, hat, hats, had, hid, did, dig, digs

Slow-Speak Dictation
For this spelling activity, the teacher draws three boxes on the board. A fourth box may be added when needed. Use some of the words from the word lists that are shown above.
- Say a word as you do a throwing motion.
- Children ‘catch’ the word as they repeat it.
- Stretch the word with the class. Have them stretch it again, segmenting the sounds in turn.
- Call on the whole class or individuals to tell you the sound and which Letterlander to put first, in the middle, and last. Write these in as plain letters.

This activity will help get children ready for writing in their own letters in the small group activity below.

Small group/independent activities
- My Letterland Reading Booklet page 16. Munching Mike is going to see his Mom. Read the sentence to the children and then with the children.
  - Model drawing Munching Mike’s Mom in the foreground in the lower right corner and Munching Mike in the background in the upper left corner.
  - Draw a winding path connecting them.
  - Children might also like to draw in some mountains in the background.
  - Reread the pages with children pointing to the words. Then children reread all previous pages with a partner. Circulate and provide modeling where needed for reading and pointing to words accurately while they draw.
● Spelling Boxes Make copies of the Spelling Boxes (available from the TG CD 1) for each child. Place each sheet in a plastic sheet protector and provide children with dry erase markers and erasers. Follow the steps for Spelling Boxes in the Teaching Strategies (page 243). Tell children if they have Sammy and Sally Snake at the end, the two letters share a box because together they are making one sound.

Words to spell: ham, miss, sat, did, can, dig

Lesson 53: Day 1

Oscar Orange’s Sound

Review

● Who Do You Hear at the Start and the End? (Note: In your word building activities children are already segmenting words completely, including medial vowel sounds in three-sound words. However, some of your children may be only able to isolate the beginning sound in words at this point. This exercise requires that children listen for the first sound and the last sound, which is the next step for many learners. Call on those children who need this step to be Stretching Leaders and provide a model for them when needed, but then let them show the rest of the class. (You may even want to meet with some children inconspicuously before the whole class lesson and practice the word they will demonstrate to the class.)

- Display picture sides of PCCs for h, t, m, d, and s. Today we want to play ‘Who Do You Hear’ a little bit differently. We want to listen for the Letterlander at the start as usual, and then we will listen for the Letterlander whose sound is at the very end of our word.

- Review the five sounds displayed.

- Say, Sam: “Sam.” Let’s stretch it, /Sssssääääamm/, /s/. Who do you hear at the start? “Sammy Snake.” Point to the s PCC.

- Let’s stretch Sam again and listen for the last sound. Jiggle your hands a bit in the stretched out position and repeat the /m/ sound... “Sssssääääamm-m-m.” Who do you hear at the end? “Munching Mike?”

- Mmmmarvellous. Let’s do some more.

- For each of the remaining words, choose a child to be Stretching Leader. Additional words: hid, sit, mad.

- Quick Dash d, ff, g, h, l, o, m, n, p, s, s-z, t Note: If children have not seen the ff PCC before, simply explain, Firefighter Fred has a “Friend on the End”, just like Sammy and Sally Snake, and you should be on the lookout for these Firefighter Friends in a word later today.

Oscar Orange, his sound, action and song

● Oscar Orange Now, listen carefully and think who we’ll be learning more about next. There is something extraordinary about the fruit that you will find if you go to Letterland. Who ever heard of talking apples before! I’m not thinking of apples right now, but of another kind of fruit in Letterland. It is rounder than an apple, and this one has a great big smile on his face. He often plays with his animal
Page 136

Assessment Record for Lessons 43-60

Page 137

Letter Sound Fluency or Letter Name Check – Student page

Page 138

Word Reading Fluency – Student page

Please note:
This e-book contains sample pages only - the full printed guide is 284 pages in total.
## Assessment Record for Lessons 43–60

**Child:** ______________ 
**Teacher:** _______________ 
**Date:** ______________

### 1 Letter Sounds

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/ö/ /ö/ /i/ /i/  

__/7 sounds (7)__/7 letters (6)

### 2 Beginning Sounds in Words

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__/7 sounds (5)__/7 letters (6)

### 3 Write Letter in Response to Sound

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__/7 sounds (5)__/7 letters (6)

### 4 Word Reading Accuracy

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__/15 sounds__/5 words (4)

### 5 Segmentation Accuracy

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__/12 sounds (10)__/5 words (4)

### 6 Matching Capital and Lowercase

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__/5 matches (4)/
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</tbody>
</table>

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8 Word Reading Fluency Lessons 19-60
Time for 60 seconds with a goal of 8 words correct.
No credit for correct segmented sounds. If sounded out say, “What’s the whole word?” or “Put the sounds together.”
Tell student to go to next word after 5 seconds.

<table>
<thead>
<tr>
<th>mat</th>
<th>pin</th>
<th>pot</th>
<th>cap</th>
<th>tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>sip</td>
<td>mat</td>
<td>on</td>
<td>sad</td>
<td>tap</td>
</tr>
<tr>
<td>ham</td>
<td>nod</td>
<td>dog</td>
<td>his</td>
<td>sag</td>
</tr>
<tr>
<td>sit</td>
<td>hat</td>
<td>in</td>
<td>miss</td>
<td>mad</td>
</tr>
<tr>
<td>man</td>
<td>hip</td>
<td>did</td>
<td>hop</td>
<td>tan</td>
</tr>
<tr>
<td>nod</td>
<td>hot</td>
<td>dad</td>
<td>pan</td>
<td>not</td>
</tr>
<tr>
<td>pass</td>
<td>had</td>
<td>map</td>
<td>hiss</td>
<td>it</td>
</tr>
<tr>
<td>pig</td>
<td>has</td>
<td>sat</td>
<td>can</td>
<td>nip</td>
</tr>
<tr>
<td>Sam</td>
<td>got</td>
<td>hits</td>
<td>cot</td>
<td>moss</td>
</tr>
<tr>
<td>mad</td>
<td>tin</td>
<td>logs</td>
<td>pop</td>
<td>hog</td>
</tr>
</tbody>
</table>

60 seconds: ____ words correct (8)
Sample Lesson 76: Blending and Segmenting with ch

- Review of letter sounds
- Learning the ch sound and action
- Introducing the Letterland story of ch
- Pocket chart reading
- Small group/independent activities
Lesson 76

Blending and Segmenting with ch

Preparation and materials
- Props: Harry Hat Man hat, ears on a headband for Clever Cat
- PCCs: ch plus Review PCCs
- Beyond ABC book, p 6
- Blends/Digraphs Songs CD, #3
- Project lyrics (TG CD 1) or copy on a chart
- Word Wall words
- Large ch for picture-coding, TG CD 1

Small group/independent
- My LL Reading Booklet, p 27
- Wipe-off boards, markers

Review
- PCCs: ȋ, m, n, Ȧ, p, r, s, ŭ, sh, ng, ck Use the ‘Guess Who?’ activity (page 234). When children respond to the /k/ sound, ask them to write all three ways to spell /k/ that they have learned, “c, k, ck”.

Note: When you say the /ng/ sound in the ‘Guess Who?’ game, children should respond first, as always by repeating the sound, then by naming both of the Letterlanders, Noisy Nick and Golden Girl. You might then ask, What happens when Noisy Nick and Golden Girl get together in a word? “They make the singing sound, /ng/.” Use the same kind of questions with the other digraphs until children really make them their own.

Learning the ch Sound and Action
- Ch sound and Action There’s another special sound we often find in words. This sound is like a very, quiet polite little sneeze. The best way to keep it quiet is to put a finger under your nose to try to stifle the sneeze. That way we don’t say, Ahh Choo! We just say /ch/! It is just a quick, little sound. Let’s see you all do it with me: “/ch/”. Good job, ‘catching’ those little sneezes so we don’t spread any germs around. Now, let’s pretend we can’t stop sneezing, and make this sound three times: /ch/ /ch/ /ch/ “Okay, now I am going to hold up one, two, three, or four fingers and I want you to make this sneeze sound and the Action that many times. (Show various numbers of fingers).

- Ch in words We can hear this sound at the start of words like chin and chair. Let’s play our game with this sound. I say a word, then you say it. If you hear /ch/ be sure to ‘catch’ (or stifle) your sneeze as you say /ch/! If you don’t hear it, just shake your head. Words: chop, cheese, lemon, cherry, chip, time, chair.

Introducing the ch story
- Role-play Use your props listed above. Now we are going to find out who in Letterland makes this little sneezing sound in words and why. Choose two children to be Clever Cat and the Hat Man. Harry Hat Man sits in a chair facing the class with an empty chair to his right. Clever Cat stands off a bit at first. Explain: Clever Cat belongs to the Hat Man and he takes good care of her, but there is one little problem. Whenever she sits down beside him, his hairy hat tickles her nose and makes her sneeze. She’s a very quiet and polite cat and she knows that Harry Hat Man hates noise, so she always puts her paw under her nose to stifle her sneeze. And that’s why we only hear a quiet little sneeze, /ch/.../. Have Clever Cat come over, sit down beside Harry Hat Man and make her action and sneeze. Harry Hat Man looks surprised and worried that she might be catching a cold. So he just shakes his head and says nothing. Give them the ch PCC for both to hold, showing the picture side to the class.

- Picture Code Card for ch While the class looks at the picture side of the card, have a child explain what is depicted. Why are Clever Cat’s eyes are closed? Because it is almost impossible to keep your eyes open when you sneeze! Have a child hold the card turned to the plain side and push it forward three times with the class saying /ch/ each time.
● **Whole class role play** Have the children pair up as all the Harry Hat Men quietly hop, and Clever Cats move on all fours. At your signal they meet and act out the ‘sneeze’. Switch roles, and repeat.

● **Beyond ABC book** Read the *Beyond ABC* story of *ch* and explore all the things in the picture that have the little sneezing sound in them. (Check the list at the back of the book on another day for items you may have missed the first time.)

● **Clever Cat and the Hat Man Song** After the first listening and singing, let children take turns playing the parts of Clever Cat and Harry Hat Man. You could work out actions for the children to do during each line of the song, perhaps like this:

  *Start with the Hat Man in a chair. Add an empty chair to his right. For practice, the children can chant a line of the song, then pause for the actions. Once children know the actions, they can be performed while singing along with the CD.*

  **The Cat belongs to the Hat Man.** *(Harry pats the cat.)*
  **He lets her go where she pleases.** *(Clever Cat roams about, cat-like.)*
  **But when she sits down beside him,** *(She sits in the chair, perhaps sniffing his hat as he leans his head towards her.)*
  **she almost always sneezes.** *(She puts up her paw and sneezes.)*

  Repeat the words and actions. On the final "Ch, ch, ch!" the whole class does the sound and Action.

### Pocket chart reading

- **Build the words on the pocket chart for the children to sound out (page 239).** Use the words in brief sentences.
  - **PCCs:** ī, m, n, ō, p, r, s, ū, ch, ck
  - **Words:** chin, chip, chick, chop, rich, much, such

- **Add new Word Wall words:** chin, much, and such.

### Small group/independent activities

- **My Letterland Reading Booklet** *(SG/Ind)* Lower half of page 27. Read the page to the children and then with them. They fill in the blanks to complete the words. Children reread previous pages with a partner.

- **Picture-coding** *(Ind)* Give the children plain sheets with large *ch* in the middle to picture-code. You may want to model a simple picture-coding for them or let them look at the *ch* PCC while drawing. Brainstorm words with *ch* that they could draw in the space around the letters. *(The *Beyond ABC* book is a good source of ideas.) Some may want to write words like *chin, chat, chop* on their page, or words from the list in the back of *Beyond ABC*.

- **Writing digraphs for sounds** *(SG)* Children need wipe-off boards or paper. Display the PCCs for the 4 digraphs recently introduced and review the sounds *(ck, ng, sh, ch)*. Keep the PCCs in view as you call out the sounds in the table below. Have children repeat the sounds and children write the letters. *(Remind them they now know three ways to write /k/.)

<table>
<thead>
<tr>
<th>Sound</th>
<th>Children Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>/k/</td>
<td>c, k, ck</td>
</tr>
<tr>
<td>/ng/</td>
<td>ng</td>
</tr>
<tr>
<td>/sh/</td>
<td>sh</td>
</tr>
<tr>
<td>/ch/</td>
<td>ch</td>
</tr>
</tbody>
</table>

You may also want to call out the 5 short vowels and have the children respond by repeating the sound and writing the letter.
Intervention Objectives and Assessments

- At a glance, a breakdown of The Five Steps of Intervention, their aims, assessments and where to find the resources.

Intervention Lesson Tips

- Notes setting out the formula for teaching The Five Steps.

Sample Lesson Step 1: Letter Sounds

- Accuracy
- Fluency
- I Spy a Letterlander Game
- Sounds Trick Game

Sample Games

- Hide and Seek for Letter Sound Accuracy
- a-z Letterlander Word Game for character names and letter sounds practice

Index to Teacher’s Guide CD1 Contents

Please note:
This e-book contains sample pages only - the full printed guide is 284 pages in total.
### STEP 1: LETTER SOUNDS

<table>
<thead>
<tr>
<th>Accuracy Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Say the letter sounds in response to the plain letter. | **Section 1: Fast Track**  
  No. 2 Letter Sounds (cut and paste)  
  **Section 2: A-Z Word Building**  
  No. 1 Letter Sounds  
  No. 3 Write Letter in Response to Sound | 32, 37 |

<table>
<thead>
<tr>
<th>Fluency Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Say the letter sounds in response to the plain letter at a rate of 40 correct letter sounds per minute. | **Section 2: A-Z Word Building**  
  No. 7 Letter Sound Fluency | 137 |

### STEP 2: BEGINNING SOUNDS

<table>
<thead>
<tr>
<th>Accuracy Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Given a word orally, give the beginning sound. | **Section 1: Fast Track**  
  No. 1 Initial Sounds | 34, **TG CD 1** |

### STEP 3: BLENDING AND WORD RECOGNITION

<table>
<thead>
<tr>
<th>Accuracy Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Read regular short vowel words with two or three sounds. | **Section 2: A-Z Word Building**  
  No. 4 Word Reading Accuracy | 93 |

<table>
<thead>
<tr>
<th>Fluency Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Read regular short vowel words with two or three sounds at a rate of at least eight words correct per minute (8 wcpm). | **Section 2: A-Z Word Building**  
  No. 8 Word Reading Fluency  
  Word Recognition Fluency, Forms A-D | 138-139 and **TG CD 1** |

### STEP 4: SEGMENTATION AND SPELLING

<table>
<thead>
<tr>
<th>Accuracy Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Given a spoken word of up to three sounds, pronounce each of the sounds in the word separately. | **Section 2: A-Z Word Building**  
  No. 5 Segmentation Accuracy | 94 |

### STEP 5: SENTENCES AND STORIES

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Assessments</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read sentences composed of decodable words and high frequency irregular words.</td>
<td>(None in Volume 1) Assessed through observation of sentence and booklet reading.</td>
<td>_</td>
</tr>
</tbody>
</table>
The Five Steps

1. Letter Sounds
2. Beginning Sounds in Words
3. Blending and Word Recognition
4. Segmentation and Spelling
5. Sentences and Stories

Intervention Lesson Tips

The teaching of the Five Steps of the Intervention Lesson are explained below. Keep the following points in mind as you plan and implement your lessons.

- Use only Step 1: Letter Sounds and Step 2: Beginning Sounds in Words until the children know all of the first seven letter sounds in the Section 2 teaching order (c, a, d, h, m, t, s). Then use all five Steps.
- When using all five Steps in each lesson give some steps more time and emphasis depending on children’s needs.
- You may not finish every Step in one session. Due to the demands of your classroom schedule and the limited attention span of young children, you may need two sessions or more to complete all five Steps. You could come back to the lesson for a few minutes later in the same day or take up where you left off on the next day.
- For planning your lessons you will find lists of suggested letter sounds, words and sentences, beginning on page 216. You will also find a simple form to keep track of your lessons on page 218. Each line of the charts on pages 216-217 (e.g. line A-1 shown here) shows the letter sounds, words, and sentences for one lesson. You may use A-1 through A-8 in any sequence.
- Once you become familiar with the Steps, you may want to come up with your own lists of letter sounds, etc. based on children’s needs.
- Basic activities for each Step are described below. Also for each Step there are other activities with similar objectives that can be used along with or instead of the basic activity on any given day. These alternative activities are described under the heading Additional Activities (see next page) after the basic activities for that Step are described.

The teaching of the Five Steps of the Intervention Lesson are explained below. Keep the following points in mind as you plan and implement your lessons.

Preparation

- Select a set of 6-8 Picture Code Cards. Children should know most of these Letterlander names already. If all these Letterlanders are not known, use only 4-5 total cards with not more than 2-3 unknown cards. Do only Steps 1 and 2 until all 7 of these sounds are known: c, a, d, h, m, t, s.
- Write the suggested sentence on the sentence strip (or write your own similar, simple sentence using at least two of the words from the lesson). Option: Leave off the final punctuation (, . ? !) and let the children decide what it should be.

You can use the same line (e.g. A–Z) more than one time. You do not have to use every line A-1 through A-8. Move on to the B chart as soon as your children are ready. (See page 195, “What assessments can help me decide when to move students?”)

In addition on pages 200, 203, 209, 212 and 214, Other Activities are provided with page references to other parts of this Teacher’s Guide. You may want to use the basic activities at first. Begin to include the alternatives as you see that 1) these other activities will better provide what the children need, and/or, 2) to promote engagement and attention by varying the activities.
Step 1: Letter Sounds

Basic Activity: Accuracy

Characters and sounds

Note: If children can readily name the group of Letterlanders you are working with and give their sounds, you may prefer to skip to the “Plain letters, just sounds” activity below.

- Lay 6 Picture Code Cards (PCCs) on the table, picture-side up.
- Point to the PCCs one by one and say the characters’ names and sounds: Bouncy Ben, /b/, etc.
- Point again and have children say the characters’ names and sounds. (If needed, repeat the pointing a few times. You could try random order for variation and give individual turns.)

Plain letters, just sounds

- Turn the PCCs to the plain letter side, point and say each sound.
- Point again and have children do the same. (If needed repeat a few times. You could try random order for variation, and give individual turns.)

Basic Activity: Fluency

- If children are ready, have them try giving the sounds a little quicker each time over two or three tries.

Additional Activities for Step 1

FIND THE LETTERLANDER (Step 1A)

Skill: Learning Letterlander Names (Accuracy)
This game is for children who do not yet know some of the Letterlanders’ names. It provides support for these children because the teacher says the character name and the child only has to find the character and repeat the name. As soon as children are confident of a Letterlander name, begin working on the sound.

Objectives Given a Letterlander name, identify the Picture Code Card. Also, say the name in response to a Letterlander’s picture on the card.

Materials Use up to 8 PCCs that have already been introduced.

Preparation Select PCCs, some known and some that children in this group have difficulty naming. Lay cards out randomly picture side up.

Procedure

Teacher: Everyone say ‘Annie Apple.’
Children: “Annie Apple.”
Teacher: Joanne, can you find Annie Apple?
Joanne: (Picks up Annie Apple card) “My name is Annie Apple.”
Other Children: “Hello, Annie Apple.”
Child replaces the PCC and teacher repeats the steps with another Letterlander and another child.

Variation Let each child keep the card he or she picks up. Then the children say ‘Hello’ to all the Letterlanders held by their classmates adding one each time, e.g. “Hello, Annie Apple, and Firefighter Fred, and Dippy Duck.” Let individuals volunteer to say hello to all the Letterlanders on their own.
I SPY A LETTERLANDER (Step 1B)

**Skill:** Practicing Letterlander Names (Accuracy)

Before playing this game you may want to practice character names with the children as described at the beginning of Step 1 on page 198. As soon as children are confident of a few Letterlanders’ names, move to practicing sounds with those letters.

**Objective** Say the Letterlander name in response to its picture.

**Materials** Several PCCs introduced so far.

**Preparation** Distribute one PCC to each child. They hold them so that the other children can see the picture side.

**Procedure**

1st Child: “I am Annie Apple and (pointing to Clever Cat) I spy Clever Cat.”
2nd child: “I am Clever Cat and (pointing) I spy Firefighter Fred.”
(After everyone has a few turns, exchange cards and play again.)

SOUNDS TRICK GAME (Step 1C)

**Skill:** Using Letterlander Name to Get the Letter Sound (Accuracy)

**Objective** Extract the sound from the Letterlander name using the Sounds Trick.

**Materials** Up to 8 PCCs that have been introduced so far.

**Preparation** Select PCCs, some whose sounds are known and some unknown to children in the group.

**Procedure**


Children: “Nnnooiisssyyy Nnniiick”

Teacher and Children: Begin to say it again but stop on the first sound. Move your hands back and forth slightly as you say the initial sound, /nnn/. Let individual students ‘be the teacher’ by leading the group in stretching a character name and isolating the initial sound. Each time the whole group repeats what the individual has demonstrated.

**Variation** Lay several PCCs picture side up on the table. Say an initial sound such as /sssss/. Have children repeat /sssss/. Then say, \textit{Whose name are we getting ready to say?} Everyone starts the sound again and continues with the whole name, \textit{Sssssttammmy Sssssnake}. (For Letterlanders that begin with stop sounds b, c, d, g, j, k, p, qu, t, say the sound quickly three times, e.g. /b/ /b/ /b/.)
HIDE AND SEEK (Step 1D)

Skill: Letter Sound Accuracy

Objective Give the sound in response to the plain letter.

Materials Several PCCs introduced previously.

Preparation Place the PCCs plain letter side up.

Procedure

Teacher: We are going to play Hide and Seek with some Letterlanders. They are hiding so all we can see is their plain letters, but if we touch one and say the sound, the Letterlander will come out from hiding.

1st Child: Point to a plain letter and say just the sound. Turn over the PCC to show the Letterlander and have all say the name and sound e.g. "Talking Tess, /t/.

Other children: Take turns.

A–Z LETTERLANDER WORD GAME (Step 1E)

Skill: Practicing Letterland Names and Letter Sounds

Objective Practice the names of the Letterlanders and the letter sounds.

Materials

- a–z Game Board and circular spinner face (TG CD 1).
- A commercially purchased game spinner (or a used one from another game.)

Preparation

- Print and laminate the 2 pieces of the game board. Then use clear tape to attach them side by side with the a page to the left of the z page.
- Print and cut out the circular shape pictured below left and attach it to the spinner.

Procedure

Each Player spins the spinner, then moves the number of spaces shown. The player then goes back and points to each character over which he or she just moved, saying the name of the Letterlanders and their sounds, e.g. Annie Apple /æ/, Bouncy Ben /b/, Clever Cat /k/.

Teacher: When a child lands on a space with special instructions, read these to the group and guide the child in following them.

Munching Mike's Space: When a player reaches the Munching Mike space the child must stop in that space and spin the spinner. If the spinner lands on three (the number of Munching Mike's legs), the child moves to the Noisy Nick space on the z page and spins again. If the spinner does not land on three, the child waits for the next turn. On the next turn the child moves ahead whatever number is spun, beginning with the Noisy Nick space.

Ending the game: You may want to de-emphasize competition by continuing play until all players reach the final space and have the group cheer for each one as they 'cross the finish line.'

Variation Instead of naming the Letterlanders and their sounds, just have children give the sounds. (See page 207 for a Word Game version.)

Other Activities for Step 1

Actions Game (page 252); Sound Pops (page 253)
Index to Teacher’s Guide CD1 Contents

On the CD all files are listed alphabetically by file name. This topical index will help you find the name of the file you need. Some files are listed under more than one topic below.

Activities
- b d Hand Poster
- Impy’s Incredible Insect
- Look-Say-Cover-Write
- Reading Racer
- Sentence Completion Poems
- Spelling Boxes
- Vowel Flip Overs

Assessments and Record Sheets
- Beginning Sounds Assessment
- Class Record Sheet
- Digraphs Assessment
- Fast Track Initial Sounds
- Individual Record Sheet
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- Letter Sound Fluency Assessment
- Word Recognition Fluency Assessment

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- My Letterland Reading Booklet p23
- THR Can You
- THR Golden Girl and Friends
- THR Lost in the Dark
- THR The Wagon
- THR What Did Sammy See?

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- Nonsense-Real Word Cards
- Real Word Lists A, B, C
- Sammy Slide and Say
- Word Cards for Intervention
- A-Z Game Instructions 3B
- A-Z Game Word Lists
- A-Z Game Word Lists
- A-Z Game Instructions 1F

Letters for Picture-coding
- Plain Letters Consonant Digraphs
- Plain Letters lc (lowercase)
- Plain Letters uc-lc (lowercase and uppercase)
- Plain Letters Vowels (2 caps, 2 lowercase)

Song Lyrics
- Handwriting Lyrics
- Letter Lyrics (Alphabet Songs)
- Vowel Men Song
- Vowel Sounds Song

Word and Picture Cards
- Beginning Sound Pictures
- Character Name Flashcards
- Nonsense-Real Word Cards
- Word Cards for Intervention

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- Nonsense-Real Word Cards
- Word Cards for Intervention
Teacher’s Guide

Step-by-Step: Kindergarten

Daily Lessons

Volume 1

Many thousands of children have learned to read, write, and spell with Letterland’s phonics-based teaching system. With its multisensory approach to letter and sound recognition, Letterland’s teaching methodology aligns closely with recent brain research, and with the findings of the National Reading Panel on the most effective ways to teach phonemic awareness and phonics.

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