

# Introduction to *Learning to Read*

*Learning to Read* is a phonics-based reading program. Students are taught the sounds of letters and how to write them. They learn how to blend sounds together to form syllables and words. *Learning to Read* also includes a limited number of sight words (whole word reading). In the first half of the course, most lessons introduce one sight word. Later, two or more are introduced per lesson.

The 107 lessons of *Learning to Read* include phonics, visual discrimination, reading, spelling, handwriting, and listening. Christian Light's *Language Arts 100* course is designed to complement and synchronize with *Learning to Read*. For a comprehensive phonics course, students should also complete Christian Light's *Language Arts 100* and 200 levels.

The teacher's guide explains the components of the lessons and gives specific guidance for teaching each lesson. Read this introduction to help you understand the goal of each lesson component and how it was designed to achieve its goal. Follow the instructions provided in this teacher's guide to ensure that you cover each lesson correctly.

## Components of Learning to Read

The student materials for *Learning to Read* are ten LightUnits and four primers. The LightUnits are consumable and include all of the student's written activities. The four primers provide grade-level reading material.

Support material includes this teacher's guide, several sets of flash cards (letter, word, and phrase), extra practice sheets, and a sound slider to assist in teaching students to blend sounds.

## LightUnits

Each LightUnit has from nine to twelve lessons. Each lesson is one day's work. A self check follows the last daily lesson in each LightUnit and prepares the student for the test. The final lesson contains a

short review and a test on the LightUnit. Tests are in the middle of each LightUnit. Remove the tests before giving the LightUnit to the student.

Each lesson in *Learning to Read* contains some review of previous material. Interspersed throughout the course you will also notice lessons that are entirely review. These lessons provide extra practice on more challenging material.

Several symbols used in the LightUnit guide students through a lesson. These symbols indicate when a student can proceed to the next activity and when he needs to wait for permission from the teacher or teacher's aide to continue.



– indicates an exercise that may be checked by a teacher's aide. The student **may not** continue working through the lesson without having this exercise checked and initialed by the teacher or the aide.



– indicates an exercise that must be checked by the teacher or teacher's aide before the lesson can be considered complete. However, the student may continue working through the lesson before this exercise is checked and initialed.



– indicates an exercise that is important enough to require being checked by the teacher. The student **may not** continue working through the lesson without having the exercise checked and initialed.



– indicates an exercise that must be checked by a teacher. However, the student may continue working through the lesson before this exercise is checked and initialed.

## Primers

The four primers provide interesting grade-level reading practice for *Learning to Read* students. The first reader starts with LightUnit 102,

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Lesson 3. The stories contain new sounds and sight words. Small pictures substitute for words students have not learned.

Some stories contain *challenge words*. *Challenge words* have not been taught in *Learning to Read*, but students can sound them out using the skills they have learned. Examples of *challenge words* are words with consonant blends that have not been taught as blends, two-syllable words (these words are hyphenated to assist the student in sounding them out), or words they know but which have an *s* added.

*Challenge words* are boldfaced in the story and listed in footnotes. The teacher should discuss these words with students before assigning the story. One goal of *challenge words* is to teach students to apply the rules they have learned to new words they encounter. This equips students to tackle new words when they begin the *I Wonder* reader later in the year.

## Flash Cards

Three sets of flash cards are available for *Learning to Read*. Flash cards are important in teaching students to read. Drilling beginners regularly with flash cards helps them learn individual sounds and prepares them to blend and sound out words.

The set of letter flash cards includes a card for each consonant, vowel, and the four main digraphs (*ch, sh, th, wh*) taught in *Learning to Read*. The cards are in full color, with an illustration and the letter on one side and the *Learning to Read* rhyme on the other. They are also available in an 8 x 11 format for displaying on the wall. The wall cards do not have rhymes on the back.

The word flash cards help students recognize both sight (star) words and words they can sound out. This improves their ability to pronounce words quickly.

Phrase cards help the student to progress beyond laboriously reading one word at a time. Teaching phrases helps students recognize thought segments in groups of words. The student who

has regularly been drilled with phrase cards and recognizes groups of words as phrases is better prepared to read fluently.

Use your flash cards two times a day or more to teach instant word recognition. Do not put away cards from previous lessons too quickly. Drill them several times a week until students no longer need practice. Some students enjoy seeing cards from earlier lessons again. They like to see how quickly they can go through the stack.

Teach students to give full attention during flash-card drills. Asking them to pronounce a word after it is out of sight helps develop concentration and memory. Making them keep track of when it is their turn will help them develop or improve their focus.

## Teacher's Guide

The teacher's guide gives detailed instructions for the teacher. The lessons plans are divided into clearly designated sections. The teacher's guide aids in teaching new concepts and reinforcing previous concepts. Each lesson is divided into two class sessions for teachers who break their daily reading class into two time periods.

Teacher's guide information in bold text should be read or communicated to students. Regular type is information for the teacher only. Several icons are used to assist you to quickly recognize what the activity contains.



– Designates activities that require teacher participation.



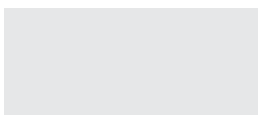
– Designates activities that students can do on their own.



– Gives the LightUnit pages for the activity.



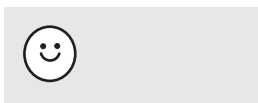
– Important directions to tell students about the activity.



– Additional information for teachers



– Optional activities that add fun and variety to the routine.



– Optional mnemonic aids for penmanship exercises.

Following is an explanation for the various sections in the teacher's guide and how they relate to each lesson in the student's LightUnit.

### Class Preparation

This lists the materials you need and what to prepare before class, such as things you should write on the board. The items under the headings *Optional Activity Materials* and *Extra Activity Materials* are needed for activities not part of the basic lesson plan. Develop the habit of checking the list the day before each lesson. Students do better when classes are well-structured with few distractions.

### Listening to a Story

This section appears in lessons when a new sound is introduced. Before reading the story, which is in the teacher's guide, the teacher introduces the new sound to the students. Then as the story is read, the students listen for words that start with the new sound.

Reading the story has a two-fold purpose: to sharpen the student's awareness of the new sound, and to strengthen their listening comprehension. After the story, directions are given in the teacher's guide for asking oral questions. In some lessons students mark their answers to the questions in the LightUnit. In other lessons, students answer the questions orally. Do not be surprised if students find it difficult at first to retain

the story information while focusing on hearing the new sound. Continued practice will develop this skill.

### Learning a Sound

This section gives additional practice with the new sound, but does not involve the LightUnit. Students learn a rhyme that uses the sound. The teacher's guide gives an optional hand motion to accompany the rhyme. Students are not expected to memorize the rhyme the first time it is introduced. Review it for several days until they know it.

### Penmanship

This section gives instructions for teaching students to write the letter for the sound introduced in the lesson. Students trace over the letter in their LightUnit several times before writing it. They also practice writing the letters from the two previous lessons.

The teacher's guide gives helps for teaching students how to form each new letter. Kinesthetic reinforcement (using motion to teach a concept) is recommended when explaining to students how to form letters. Tips for teaching penmanship and suggestions for kinesthetic reinforcement are found in Appendix E.

Mnemonic aids are also given in the teacher's guide. Mnemonics give instructions for helping students remember the correct way to form each letter. They are only suggestions. Feel free to use your own ideas to ensure that students properly form their letters.

### Working with Sounds

This exercise starts with an activity not in the LightUnit. It gives students practice in detecting the sounds they hear. The teacher reads a list of words from the teacher's guide, giving students time to respond when they hear the sound they have been told to listen for. The list is extensive enough to provide words for classes with a large number of students. If you have fewer students or

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if they learn the sound quickly, it is not necessary to use all the words.

In the beginning, students may not be familiar with listening for the beginning sound of a word. Help them develop this skill. Make the activity enjoyable so all students will want to participate.

Most lessons also have a LightUnit activity where students identify sounds. Depending on the instructions, they write the first sound and/or the last sound, or the vowel sound for the name of different pictures. In the beginning, the teacher will need to tell the students the correct names for the picture while they write their answers. As students become more experienced, the routine can be changed. The teacher may quickly read the names of the pictures, or point out only the pictures that may be difficult, and then let the students work on their own.

## Blending Fun

Before a student can read words phonetically, he must understand the smallest parts of a spoken language (called phonemes) and how they blend together to form words. It is important that students can hear and say individual phonemes and then blend them together to form words. The goal of blending is to train the student to understand the concept of combining several phonemes to make a word.

Beginning in Lesson 1, *Learning to Read* introduces students to blending by using syllables and compound words which the teacher pronounces separately and the student combines into words. This activity, called *Blending Fun*, moves gradually from compound words and syllables to individual phonemes. As the student's knowledge of consonant and vowel sounds increases, the *Blending Fun* activities are phased out. After LightUnit 104, blending activities are part of the LightUnit lesson and are done by forming words from letters they know.

When teaching students how to blend, make sure the students can hear you clearly and are able to see your mouth. Practice sessions should be fairly short; if a child is struggling, several short sessions a day are recommended rather than one

long one. It is important not to move faster than the child can progress. Blending practice should be tailored to each child's individual needs.

If a child struggles with blending, he will struggle with reading. He will attempt to compensate by memorizing words. This eventually becomes an overwhelming task. Teaching a child to break apart words minimizes memorizing and guessing.

## Reading Skills

The *Reading Skills* section includes instructions for several sets of exercises found in most lessons. The exercises are *Word Drill*, *Blends*, *Phrases*, *Sentences*, and *Word List*. These exercises help the student use the concepts he is learning to develop his reading skills. He takes the sounds he has learned and blends them to make syllables and words. He also learns to read sight words, phrases, and sentences.

Because of the number of different elements in the *Reading Skills* section, you should develop a teaching plan that works best for your situation. The teacher's guide provides a model, but it is not the only system that works.

## Word Drill

*Word Drill* includes review of previous word flash cards and introduces new word cards. This section also introduces new *Star Words*, which sometimes involves a LightUnit activity using them.

The *Star Words* box in the LightUnit lesson lists sight words. *Star Words* are reviewed for several lessons after being introduced. The *Star Words* are also reviewed with the word flash cards.

*Star Words* are underlined in student reading material for approximately three LightUnits following their introduction.

## Blends

Most LightUnit lessons have a pink shaded box with blends. This exercise trains students to combine vowel and consonant sounds. These exercises are a combination of new and previously

taught blends. Because of the importance of blending, students should periodically read the list individually to the teacher to verify that they know how to blend sounds.

### Phrases and Sentences

Phrases include sight words and words to sound out. The purpose for phrase reading exercises is to train students to read groups of words instead of word by word. Their comprehension improves when they learn to group words and form conclusions from the words they are reading.

As the student's reading vocabulary increases, sentences are included. Eventually the phrases are completely replaced with sentences.

### Word Lists and Timed Drills

In LightUnit 101, Lesson 8, a box containing a list of words becomes a standard part of each lesson. The student practices reading these words. Sometime during the day, he reads them to the teacher. Beginning with the first lesson in LightUnit 103, the teacher should time each student while he reads the *Word List*. The goal is for the student to read the words in one minute or less. However, do *not* insist on timing a student who becomes tense and fearful under pressure. Instead, use untimed drills and subjectively evaluate their reading speed.

Timed drills are important exercises in reading. In the back of the LightUnits, these *Word Lists* are reproduced on bookmarks so students can cut them out and take them home for extra practice. Give stickers or smiley faces if the *Word List* is read in the specified amount of time. Encouragement builds confidence and motivates students to strive harder. Appendix I gives other methods for motivating students.

### Lesson Story

Beginning in LightUnit 102, Lesson 8, short stories become part of the lessons. Eventually they become a major part of the student's daily lesson. Many of the stories include several ques-

tions that check the student's comprehension of what he read.

The story should be read orally in class and the material in the teacher's guide used to discuss the story. Being able to read a story gives students a sense of accomplishment and encourages them in developing their reading ability. If students struggle with reading, it is permissible to photocopy the story in the LightUnit and have them practice reading with their parents.

### Dot Maps

In these exercises students copy a design by connecting dots with lines. These dot maps develop eye-hand coordination. Some students may find this very difficult. Help them to think through what they must do to correctly copy the dot map, but do not give them the answers. If they need help, show them the procedure using examples on the board. Having them trace over the existing map with a crayon before attempting to create their own may also help. The dot maps in the lessons become progressively more complex.

### Visual Discrimination

Visual discrimination is the ability to recognize differences between shapes, objects, or letters. It is an important skill for students to learn. Well-developed visual discrimination prevents problems with confusing similar letters and reversing letters. It also improves sight reading and accuracy when copying text from the board.

Activities for developing visual discrimination use three techniques. Some activities have four or five items with one being different than the others. The student is asked to mark the one that is different. In other situations the student marks two that are alike in a group or picks the one in a group that matches a given example.

### Sound Review

This activity is not in the LightUnit. It gives students more practice in detecting the sounds they hear. The teacher's guide provides a list of

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words that the teacher reads. As she reads the words, students respond when they hear a given sound. Depending on the instructions, it may be the first sound, the last sound, or the vowel sound.

## Skill Application

Skill application exercises are short activities worked into lessons to provide a variety of opportunities for students to practice concepts they have learned. Students should be able to do them independently.

## Spelling

All spelling words are words students can sound out. Spelling exercises require students to reverse the blending process, breaking blends into individual sounds.

The teacher's guide contains a list of spelling words for each lesson beginning in LightUnit 102, Lesson 1. Spelling sometimes appears in the LightUnit as a *Skill Application* and involves spelling the name for a picture.

## Extra Activities

The suggestions for extra activities given the end of each lesson provide profitable assignments for students who have finished their work. These activities can also be done as a class if you have extra time.

## Extra Practice Sheets

*Extra Practice Sheets* are sold separately as blackline masters. They can be photocopied as needed. They are available for students who need more practice or for those who need something constructive to do.

## Self Checks

A self check is part of the lesson before the LightUnit test. The self check evaluates the student's mastery of concepts taught in the LightUnit and helps prepare him for the LightUnit

test. Because first grade students have not learned to study on their own, it is suggested that the teacher review with the students before giving the self check.

After the student has taken the self check, grade and score it. If he did well, have him make corrections and plan to give him the LightUnit Test the next day. If he did poorly, give further instruction in areas where he is weak and prescribe remedial work to prepare him for the test.

Suggestions for remedial work before taking the test:

- Question the student orally about the concepts and skills needed to pass the test.
- Give the student more practice work using the Extra Practice sheets which address his specific needs.

## Tests

The LightUnit Test is the main part of the lesson on test day. The two or three pages of review provided in the LightUnit are optional. If the teacher chooses, the pages may be used to fill in extra time or to prep the student for taking the test. Students should not have access to the LightUnit when taking the test.

80	
100	

 Score \_\_\_\_\_

Score boxes are located on self checks and tests. The top number in the box gives the number of points the student must score before he starts the next LightUnit. The bottom number is the number of points possible on the test.

Tests in the first four LightUnits also have boxes to record a score for how well students blend a list of words given in the teacher's guide. The score for the blending exercise is not incorporated into the student's test score. The purpose for the blending evaluation is to help teachers assess the student's ability with this important reading skill.

## Grading a LightUnit

The only LightUnit grade recorded for a student is the score achieved on the LightUnit Test. If the student does not achieve 90% on the LightUnit test, you may want to review the concepts in which he is weak. Then have him take the Alternate LightUnit Test located in Appendix L.

Beginning in LightUnit 106, it is suggested that students be evaluated using the Reading Rubric described on page xii and xiii. The rubric evaluates reading ability, whereas LightUnit Tests evaluate the student's grasp of technical reading skills. The rubric score should be shared with parents.

## Evaluating Reading Skills

Reading is more than phonics rules. A good reader comprehends what he reads and reads with fluency—a combination of word recognition, phrase reading, punctuation observance, appropriate speed, and expression. Teaching fluency is not as straightforward as teaching the rules of phonics. However, some techniques can improve fluency.

Be consistent with the timed word drills to challenge students to decode quickly. Timed word drills and daily practice with the flash cards promote a quick, automatic recall of words with no decoding. Automatic recall frees students to comprehend what they are reading and add expression.

Teach students to read in phrases using the daily phrase cards. Demonstrate how to read phrases. For example, the sentences below are

broken into phrases that should be read in groups.

*Mom and I went to the store yesterday.  
On the way home we saw three deer  
jump the fence.*

These same two sentences may be incorrectly read this way:

*Mom and I went to the store yesterday.  
On the way home we saw three  
deer jump the fence.*

Model the use of proper expression. Take your turn frequently in oral reading class. Teach the observance of commas, ending punctuation marks, and appropriate speed. Be a good coach. Do not hesitate to have a student read something again to show the proper expression or observe punctuation marks.

Developing good, fluent readers requires practice, practice, practice. Have students read each story to themselves, and send it home to be read with the parents. Stories in the LightUnit can be photocopied if teachers do not want to send the LightUnit home.

Because reading involves more than the phonics taught and tested by the LightUnits, it is important to evaluate fluency also. Rubrics are used to assess reading abilities that cannot be measured by LightUnit Test scores alone. This rubric describes what students at certain levels of skill should be able to do. The following rubric was developed especially to evaluate students using the *Learning to Read* program.

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Assessment using the rubric should be done during normal reading time, usually when the student is not aware that he is being evaluated. This will eliminate pressure on the student and more fairly evaluate his ability. Assessment should be made as the student reads a paragraph of three sentences or more. Suggestions for stories to use with the rubric are given in the teacher's guide. In first grade it is recommended that students read the story silently before you use the rubric to evaluate their oral reading. Assessment may be

done once per LightUnit or more often. A student who scores poorly should be assessed more frequently to check his progress.

To score a student, match his reading ability to the description that best fits his performance for each skill in the rubric. Then on the *Student Reading Assessment Record* record the number for each skill in the correct column and average the numbers. Scores do not need to be given in whole numbers. If a student falls somewhere between the descriptions, use quarter points.

	1	2	3	4	5
<b><u>Rate</u></b>	Reads slowly; word by word; frequent pauses or hesitation between words	Reads slowly; uneven; word by word	Mixture of slow and fast	Reads well; reads smoothly most of the time	Reads at a rate close to normal conversation; few unnecessary pauses
<b><u>Word Recognition</u></b>	Sounds out most words	Sounds out many words and/or makes many careless mistakes	Sounds out some words; makes some careless mistakes	Infrequently sounds out words	Knows most words; usually self-corrects mistakes
<b><u>Phrasing</u></b>	No sense of how words are connected	Does not sense proper word connections; little observance of punctuation	Few pauses at inappropriate places; observes some punctuation	Uses two or three words phrases; observes most punctuation	Uses sensible phrasing within the sentence structure; observes punctuation
<b><u>Expression</u></b>	No expression; monotone	Uses little expression; saying the word is more important than understanding the concept	Attempts expression at times	Reads with expression, but does not always use correct expression	Uses appropriate expression throughout the reading. Sounds like natural conversation



**Scoring example:**

Mary is still reading slowly word by word. She scores a 2 for Rate. Mary rarely has to stop and sound out words. She scores a 4 for word recognition. Mary does not put words together smoothly in phrases and does not notice punctuation. She scores a 2 in phrasing. Although Mary is still reading word by word she does comprehend what she is reading and occasionally attempts to use expression. She is using enough expression that a score of 2 is low but she is closer to 2 than 3. She gets a score of 2.25 for expression. Her average score:  $2 + 4 + 2 + 2.25 = 10.25 \div 4 = 2.6$

By keeping track of each assessment, progress can be noted. The *Student Reading Assessment Record* shown below can be copied (Appendix K) and included with the student's report card. If the *Student Reading Assessment Record* is sent home, parents will also need a copy of the rubric and the recommended goal for the student.

Goals have been established for the rubric. Some students may rate a little lower; however, if the student is too far below the recommended level, more reading practice should be given. At the completion of *Learning to Read*, a first grader should be able to score a three in each category

on the rubric. By the end of Grade One a four should be attainable. A second grader should score a 5 upon completion of grade two, *Reading to Learn*.

Since the reading rubric is a better overall evaluation of a student's reading ability than his LightUnit grades, it is an important tool in evaluating his readiness for second grade. If at the end of first grade, a student scores significantly lower than the goal of four in each category, consider having him rework some of the *Learning to Read* course or retain him in first grade.

**Basics for Beginners**

To assist new teachers in using the *Learning to Read* course, Christian Light Education has developed a training LightUnit, *Basics for Beginners*. This introduces the *Learning to Read* curriculum and includes a section on phonics for teachers with an accompanying audio CD. *Basics for Beginners* is essential for first-year teachers, but even experienced teachers can use it to become familiar with the procedures and methods used in *Learning to Read*.

**Sample:**

**Student Reading Assessment Record**

Name of Student: \_\_\_\_\_

Grade Level of Student: \_\_\_\_\_

Date	LightUnit	Rate	Word Recognition	Phrasing	Expression	Average of the Categories

## Suggested Lesson Plan

The following lesson plan explains one way to teach a typical lesson in *Learning to Read*. However, teachers should tailor their class procedure to meet the needs in their situation. The number of students in the classroom, the number of grade levels the teacher is supervising, the amount of time available for the lesson, and the ability of the students are all factors to consider when developing an effective teaching plan.

- Begin class with review.
- Introduce the new sound.
- Read the story in the teacher's guide section *Listening to a Story* while children listen for the sound of the new letter.
- Discuss the story, and then ask the questions in the teacher's guide while students answer them in the LightUnit.
- Use the *Learning a Sound* section in the teacher's guide to teach students how to say the sound.
- Teach students the correct way to form the letter before they write the letter in their LightUnit.
- Orally drill students using the *Working with Sounds* section in the teacher's guide.
- Assign the exercise in the LightUnit where students identify and write the letter of the sound designated by the name of a picture.
- The section in the teacher's guide *Blending Fun* develops the student's phonics skills. In this exercise the teacher breaks words into sounds, which the student then blends back into words.
- The next part of the lesson is titled *Reading Skills* in the teacher's guide and has a variety of exercises both oral and from the LightUnit.
- Begin the *Reading Skills* exercises with review of previously taught word flash cards and an introduction to the new Star Words.
- Use drill in the LightUnit to give students practice blending with the new sound and review previous blends.
- Have students read the simple phrases and/or sentences from the LightUnit.
- Review earlier phrase flash cards and introduce new phrase flash cards.
- End the *Reading Skills* session reading the word list with the students.
- Use the story in the LightUnit to give students practice reading orally.
- Discuss the story with the students and evaluate their comprehension, using questions in the teacher's guide or LightUnit.
- End the first class session and assign seatwork. Give instructions needed to complete seatwork.
- Between the two class sessions, listen to each student read the sight words and time him while he reads the word lists.
- Begin the second class session with oral reading, using a story from the Primer Series.
- After oral reading use the *Sound Review* section in the teacher's guide to review the new sound taught in the first session.
- Have students spell the spelling words from the teacher's guide.
- Based on the ability of the students and the time available, teachers may do additional drill and/or give reading assignments. For homework, they may photocopy the story from the LightUnit and send it home along with the word list bookmarks found in the back of the LightUnit.

# Outline of *Learning to Read*

LightUnit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
<b>LTR 101</b> 1	Listening Skills					
2	/d/	duck	/d,d,d,d/ Debbie Duck Can say quack but can't say cluck.	do	d	
3	/s/	sun	/s,s,s,s/ Sun so bright Shines all day to give us light.	some	s	
4	/m/	monkey	/m,m,m,m/ Monkeys munch Bananas and peanuts for their lunch.	many	m	
5	/f/	fish	/f,f,f,f/ Fish are funny, They eat worms but don't eat honey.	for	f	
6	Ending Sounds: /d/, /s/, /m/					
7	/ă/	apple	/ă,ă,ă,ă/ Apple red, Keeps me healthy, it is said.		ă	
8	Middle Sound; Blends					
9	Review; Self Check			the		
10	Review; Test 101					
<b>LTR 102</b> 1	Review					
2	/t/	turtle	/t,t,t,t/ Turtle Tim Takes his house on top of him.	to	t	
3	Writing Name					<b>Begin Primer 1 – We Live, "The Dam"</b>
4	/g/	goat	/g,g,g,g/ Goat is quick, You can chase him with a stick.	good	g	
5	/n/	nest	/n,n,n,n/ Nell's new nest, It's so nice to take a rest.	now	n	
6	Review					"Fat Tam"
7	/p/	pig	/p,p,p,p/ Porky Pig, With his nose he likes to dig.	put	p	
8	/ō/	octopus	/ō,ō,ō,ō/ Octopus, He has too many arms for us.	are	o	
9	Review			all		"Nan"
10	Review; Self Check					
11	Review; Test 102					

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LightUnit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
LTR 103 1	/h/	house	/h,h,h,h/ house for Herb, Here he lives, close to the curb.	here	h	“Good Sam, Good Pam”
2	/j/	jug	/j,j,j,j/ Janie’s jug, Pour the milk into her mug.	joy	j	
3	/r/	rat	/r,r,r,r/ Ronnie Rat Runs and hides in Robert’s hat.	ring	r	
4	Review					“Good Tom”
5	/b/	bell	/b,b,b,b/ Bell is ringing, Come on in and let’s start singing.	brown	b	<b>Begin Primer 2 –</b> <i>We Explore</i> , “Good for Jon”
6	/i/	iguana	/i,i,i,i/ iguana drop Into the river with a plop.	is	i	
7	Review			on		“Many Flowers”
8	/c/	cup	/c,c,c,c/ Carol’s cup, Don’t use it to feed the pup.	could	c	“The Brown Rabbit”
9	/k/	kite	/k,k,k,k/ Kite so high, See it fly up in the sky.	kind a	k	“The Good Jam”
10	Review; Self Check					“At School”
11	Review; Test 103					“Nip”
LTR 104 1	/w/	watch	/w,w,w,w/ Watch for Wes, He tells time without a guess.	was	w	“Pig and Cat”
2	/l/; ll	ladder	/l,l,l,l/ Ladder reaches Into trees to pick the peaches.	little	l, ll	“God Can”
3	Review					“Kind Jack”
4	/ū/	umbrella	/ū,ū,ū,ū/ Umbrella brown, Keeps us dry when rain comes down.	under	ū	“The Big Job”
5	Review			have		“Kit”
6	Review					“The Balloon”
7	/v/	vegetable	/v,v,v,v/ Vegetables clean, They are yellow, red, and green.	very	v	
8	/y/	yo-yo	/y,y,y,y/ Yo-yo for Yost. It’s the toy he likes the most.	you	y	“Little Pup”
9	Review; Self Check					“On the Bus”
10	Review; Test 104					

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Light Unit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
<b>LTR 105</b> *1	/ē/	elephant	/ē, ē, ē, ē/ Elephant gray, He eats peanuts every day.	seven	e	"Kind Pat"
2	Review			yellow		"Under the Apple Tree"
3	Plural					
4	Ending: ss, ff					"1 – 2 – 3"
5	Review					"The Red Pen"
6	/z/; zz	zebra	/z, z, z, z/ Zebras run Under Africa's blazing sun.	zero	z, zz	"Fun for Russ"
7	/x/	box	/x, x, x, x/ In the box Is the place for shoes and socks.	said	x	"Huff and Puff"
8	/q/	quail	/q, q, q, q/ Quail will fly When they see someone nearby.		qu	"In the Egg"
9	Review; Self Check					"The Big, Big Box"
10	Review; Test 105					
<b>LTR 106</b> 1	/ā/	acorn	/ā, ā, ā, ā/ Acorn tree. You are a strong oak, I see.	baby	A	
2	Long Vowel – Silent e			quiet	D	"The ABC's"
**3	Review /ā/ /ă/	shell				"The Little Baby"
4	/sh/	ocean	/sh, sh, sh, sh/ Shell so shiny, Inside lived a creature tiny.	and should	S	"A Job for Jane"
5	/ō/	goat	/ō, ō, ō, ō/ Ocean wide, Sailors need a compass guide.	obey happy	O	"Tag"
6	Review			gives come	M	"At the Lake"
7	/th/	thimble	/th, th, th, th/ Thread and thimble, Sew with fingers that are nimble.	they	F	"Obey Dad"
8	/ī/	ivy	/ī, ī, ī, ī/ Ivy green, Three leaves grow with red between.		I	"A Cone for Rick"
9	Review; Self Check			Bible	B	"Can You Tell"
10	Review; Test 106					

\* **Begin Language Arts 101.**

\*\* **Begin Language Arts 102.**

## Outline of Learning to Read

LightUnit and Lesson	Concept Taught	Card Picture	Rhyme	Sight Word	Writing	Primer Story
LTR 107 1	/wh/	wheat	/wh,wh,wh,wh/ Wheat golden brown, Grind it at the mill in town.	what	T	<b>Begin Primer 3 – We Learn</b> “A Note for Miss Esh”
2	/ū/	universe	/ū,ū,ū,ū,/ Universe, God made heaven and the earth.		U	“The Big Fire”
3	Review			does, of	G	“The Bike Ride”
4	Review					“The Good Shot”
*5	/ch/	chipmunk	/ch,ch,ch,ch/ Chipmunk stores Food for winter safe indoors.	children, thank	N	“The Dime”
6	/ē/	eagle	/ē,ē,ē,ē/ Eagle strong, In the sky it glides along.	look easy	E	“The Good Rule”
7	Vowel set: ēe		Students read the story and answer questions about it.	because	P	
8	Vowel set: āi, āy				H	“The Sad Children”
9	Vowel set: ēα			Sunday	J	“Thank You”
10	Review; Self Check					
11	Review; Test 107					
LTR 108 1	Vowel set: īe; y = /ī/			teacher, loves, Jesus	R	“Cookies for Puff”
2	Review			please	C	“Mike’s Big Rush”
3	Vowel sets: ōα, ōe			teaches, about	K	
4	Vowel sets: ūe, ūi			who	W	“Sad Beth”
5	Review			color, pretty, purple, orange		“Jesus Loves Children”
**6	Blends: bl, cl, fl, gl			boy, others	L	
7	Blends: br, cr, pl, sl			too	Y	“The Best Team”
8	Blends: dr, fr, gr, pr, tr			shoe	V	“Bill’s Lie”
9	Blends: sc, sm, sp, sk			oh, one	Q	“The Pretty Colors”
10	Blends: sn, st, sw, tw			from	X	“The Slick Track”
11	Review; Self Check			girl, two	Z	“The Cupcakes”
12	Review; Test 108					“The Twins”

\* **Begin Language Arts 103.**

\*\* **Begin Language Arts 104.**

**Outline of Learning to Read**

Light Unit and Lesson	Concept Taught	Rhyme	Sight Word	Writing	Primer Story
LTR 109 1	Suffix: -s		saw		<b>Begin Primer 4 –</b> <i>We Discover</i> , “The Fun Game”
2	Review		were, eyes		“A Test for Beth”
3	Suffix: -ing		as, any, ready		“The Baby Rabbit”
4	Ending Blends: ld, nd, lp, sp		book, picture		“Reading Is Fun”
5	Ending Blends: mp, lb, lf		find		“The Boat Ride”
*6	Review				“Glad for One Thing”
7	Ending Blends: sk, nk, lk		school, story		“A Good Show and Tell”
8	Ending Blends: nt, ft, pt		where		“Where Is Todd?”
9	Ending Blends: st, lt, ct, xt		friend, paper		“Who Sent It?”
10	Ending Vowels: ē, ō		want		“Story Time at School”
11	Review; Self Check		four, learn, number		“Mixing Paint”
12	Review; Test 109				“Be Ye Kind”
LTR 110 1	Digraph Blends: thr, shr		walk, water		“You Can Make a Picture!”
2	Blends: scr, spl, spr, str		animals		“On a Picnic”
3	Compound Words				“Time for Bed”
4	Suffix: ed = /d/				“A Good Game”
5	s = /z/				“Who Stole the Peanuts?”
**6	o, al = /ò/				“The Lost Keys”
7	or = /òr/				“A Visit to the Doctor”
8	igh = /ī/; uses of y				“God’s Call”
9	ind = /īnd/				“The Bee Sting”
10	Review; Self Check				“At Night”
11	Review; Test 110				

\* **Begin Language Arts 105.**

\*\* **Begin Language Arts 106.**

# Daily Schedule, First Semester

	Day	LTR	BI	MA
Week 1	1	<b>101:1</b>	<b>101:1</b>	<b>101:1</b>
	2	2		2
	3	3	1	3
	4	4		4
	5	5	2	5
Week 2	6	6		6
	7	7	3	7
	8	8		8
	9	Rev.	4	9
	10	Test		10
Week 3	11	<b>102:1</b>	5	11
	12	2		12
	13	3	6	13
	14	4		14
	15	5	7	15
Week 4	16	6		16
	17	7	8	17
	18	8		18
	19	9	9	19
	20	Rev.		Test
Week 5	21	Test	10	<b>102:21</b>
	22	<b>103:1</b>		22
	23	2	11	23
	24	3		24
	25	4	12	25
Week 6	26	5		26
	27	6	13	27
	28	7		28
	29	8	14	29
	30	9		30

	Day	LTR	LA	BI	MA
Week 7	31	Rev.		15	31
	32	Test			32
	33	<b>104:1</b>		16	33
	34	2			34
	35	3			35
Week 8	36	4		<b>102:1</b>	36
	37	5			37
	38	6		2	38
	39	7			39
	40	8		3	Test
Week 9	41	Rev.			<b>103:41</b>
	42	Test		4	42
	43	<b>105:1</b>	<b>101:1</b>		43
	44	2	2	5	44
	45	3	3		45
Week 10	46	4	4	6	43
	47	5	5		47
	48	6	6	7	48
	49	7	7		49
	50	8	8	8	50
Week 11	51	Rev.	9		51
	52	Test	10	9	52
	53	<b>106:1</b>	Rev.		53
	54	2	Test	10	54
	55	3	<b>102:1</b>		55
Week 12	56	4	2	11	56
	57	5	3		57
	58	6	4	12	58
	59	7	5		59
	60	8	6	13	Test

	Day	LTR	LA	BI	MA
Week 13	61	Rev.	7		<b>104:61</b>
	62	Test	8	14	62
	63	<b>107:1</b>	9		63
	64	2	10	15	64
	65	3	Rev.		65
Week 14	66	4	Test	16	66
	67	5	<b>103:1</b>		67
	68	6	2		68
	69	7	3	<b>103:1</b>	69
	70	8	4		70
Week 15	71	9	5	2	71
	72	Rev.	6		72
	73	Test	7	3	73
	74	<b>108:1</b>	8		74
	75	2	9	4	75
Week 16	76	3	10		76
	77	4	Rev.	5	77
	78	5	Test		78
	79	6	<b>104:1</b>	6	79
	80	7	2		Test
Week 17	81	8	3	7	<b>105:81</b>
	82	9	4		82
	83	10	5	8	83
	84	Rev.	6		84
	85	Test	7	9	85
Week 18	86	<b>109:1</b>	8		86
	87	2	9	10	87
	88	3	10		88
	89	4	Rev.	11	89
	90	5	Test		90



# Daily Schedule, Second Semester

	Day	LTR	LA	RTL	BI	MA
Week 19	91	6	<b>105:1</b>		12	91
	92	7	2			92
	93	8	3		13	93
	94	9	4			94
	95	10	5		14	Test
Week 20	96	Rev.	6			<b>106:96</b>
	97	Test	7		15	97
	98	<b>110:1</b>	8			98
	99	2	9		16	99
	100	3	10			100
Week 21	101	4	Rev.			101
	102	5	Test		<b>104:1</b>	102
	103	6	<b>106:1</b>			103
	104	7	2		2	104
	105	8	3			105
Week 22	106	9	4		3	106
	107	Rev.	5			107
	108	Test	6		4	108
	109		7	<b>101:1</b>		109
	110		8	2	5	Test
Week 23	111		9	3		<b>107:111</b>
	112		10	4	6	112
	113		Rev.	5		113
	114		Test	6	7	114
	115		<b>107:1</b>	7		115
Week 24	116		2	8	8	116
	117		3	9		117
	118		4	10	9	118
	119		5	11		119
	120		6	12	10	120

	Day	LA	RTL	BI	MA
Week 25	121	7	<b>102:1</b>		121
	122	8	2	11	122
	123	9	3		123
	124	10	4	12	124
	125	Rev.	5		Test
Week 26	126	Test	6	13	<b>108:126</b>
	127	<b>108:1</b>	7		127
	128	2	8	14	128
	129	3	9		129
	130	4	10	15	130
Week 27	131	5	11		131
	132	6	12	16	132
	133	7	<b>103:1</b>		133
	134	8	2		134
	135	9	3	<b>105:1</b>	135
Week 28	136	10	4		136
	137	Rev.	5	2	137
	138	Test	6		138
	139	<b>109:1</b>	7	3	139
	140	2	8		Test
Week 29	141	3	9	4	<b>109:141</b>
	142	4	10		142
	143	5	11	5	143
	144	6	12		144
	145	7	<b>104:1</b>	6	145
Week 30	146	8	2		146
	147	9	3	7	147
	148	10	4		148
	149	Rev.	5	8	149
	150	Test	6		150

	Day	LA	RTL	BI	MA
Week 31	151	<b>110:1</b>	7	9	151
	152	2	8		152
	153	3	9	10	153
	154	4	10		154
	155	5	11	11	Test
Week 32	156	6	12		<b>110:156</b>
	157	7	<b>105:1</b>	12	157
	158	8	2		158
	159	9	3	13	159
	160	10	4		160
Week 33	161	Rev.	5	14	161
	162	Test	6		162
	163		7	15	163
	164		8		164
	165		9		165
Week 34	166		10		166
	167		11		167
	168		12		168
	169				169
	170				Test
Week 35	171				
	172				
	173				
	174				
	175				
Week 36	176				
	177				
	178				
	179				
	180				

Note: The *Reading to Learn* schedule is tentative. The teacher may make adjustments at her discretion.