

WEEKLY READER

Learn to READ

Beginning Reading Program

Weekly Reader's Learn to READ is a beginning reading program that emphasizes phonemic awareness, phonics instruction, fluency, vocabulary, and text comprehension. The program can be used with children in pre-kindergarten, kindergarten, first grade, and resource classes.

This program is based on decades of research and nearly 20 years of field testing. Derived from a program originally created by Frontline Education, the program was developed by teachers using thousands of children and pilot classrooms to achieve fun, results-driven reading instruction. The program methodology is based on the six implications in teaching a child to read condensed from the National Institute of Child Health and Human Development (NICHD) research findings. For more on the research behind Weekly Reader's Learn to READ go to www.weeklyreader.com/learntoread.

Weekly Reader's Learn to READ program is divided into two sets, A and B. Material in this brochure is from Set A. Components of both sets are similar but Set B focuses on review of letter sounds and teaches blends and digraphs.

Set A contains a Teacher's Guide, three copies of each of 33 Student Readers, three WhisperPhones®, a song CD, a set of Song Visual Cards, a set of Letter Cards, a set of Alphabet Flash Cards, a Student Workbook black line master, and a Home Connections booklet. Set B contains a Teacher's Guide, three copies of each of 20 Student Readers, three WhisperPhones®, a set of Letter Cards, a set of Blend and Digraph Cards, a Student Workbook black line master, and a Home Connections booklet.

The program is based on introducing children to letter sounds, helping them connect the idea of a sound to letters, letters to words, and then finally blending letters to make words. The program progresses carefully and at a pace appropriate to children just learning to read. The program makes use of engaging visual cues and music as well as carefully conceived letter lessons.

- Each letter lesson is introduced to the entire class. Two new letters are taught each week, with a review lesson following each letter lesson.
- Children are introduced to the concept of blending after the first five letter lessons.
- When children have mastered blending and eight letters, they begin reading with the first reader. This reader uses only these 8 letters. Each subsequent book builds on the previous books.

Letter Lessons

Letter lessons are presented to the class as a whole. Each letter lesson follows the format detailed below. Before beginning each lesson, read it all the way through.

Each lesson is composed of the following elements:

LETTER NAME

This is the letter taught in the lesson. The upper case (capital) and lower case (small) letters are shown. Make sure the children are familiar with both, although they will only be asked to write the lower case letter.

PRONUNCIATION

This tells you how to pronounce the letter as you teach it. When it is written like this – a – you say the letter name. When it is written like this - /a/ - you say the letter sound. Listen to the letter song on the Audio CD if you have any questions about pronunciation.

PREPARATION

Read through the lesson and listen to the letter song before you start. You will see a list of materials you need at the beginning of the lesson. Also look at the optional activity. If you choose to do it, you may need to get the supplies prepared ahead of time.

LETTER REVIEW

This is an opportunity to review the letters and sounds you have previously taught. Use the Letter Cards to focus children's attention.

ALPHABET SONG

This song may be sung every day at the beginning of the reading lesson to reinforce what children are learning. It is Track 1 on the Audio CD. As your class sings the song, use the Alphabet Picture Flashcards to reinforce what children have learned.



LETTER LESSON:

- 1. Introduction:** Use the Letter Card to introduce the new letter. State the name of the letter and the sound it makes. Show children that there is a capital (upper case) letter and a small (lower case) letter, and both letters make the same sound. However, use the small letter to teach the lesson.
- 2. Story:** The story is used to help the child remember the letter and its sound through association. Use the Alphabet Picture Card as a visual when you tell the story. **Emphasize the sound each time you say it in the story.** Restate the words from the story that start with the letter and think of others. Have the children say them together.
- 3. Letter Song:** There is a song for each letter on the Audio CD. It reinforces the letter sound. Use the Song Visual Card found in the kit and sing along with the children. You'll see that the song lyrics are on the back of the Song Visual Card.
- 4. Student Work Sheet:** This work sheet teaches the children what the letter looks like and how to write it. It offers children an activity that assesses and reinforces awareness of the letter sound and connects the sound to the idea that letters make up words.
- 5. Letter Song:** Enjoy the letter song again as children color the circled pictures on the work sheet and perform a final check.
- 6. Final Check:** As a final review of the letter and sound, show the Letter Card to each child individually and ask them what the letter name is and what sound it makes. Then ask them to say a word that begins with that sound. When the child responds correctly, give praise and then reward the child with a Reward Sticker. Every child should get a sticker, even if he or she needs help identifying the sound.
- 7. Blending:** Blending is taught after the children have learned the first five letters. It teaches them how to use sounds they have learned to form words. **They do not need to know all of the sounds in the alphabet before they can blend words and begin to read.**

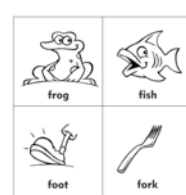
A

Letter Cards

a



Ff



Letter Songs

Ff



Name: _____

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Student Work Sheet

Review Lessons

This lesson is done on the day following each Letter Lesson. Procedures and activities are outlined in each Review Lesson.

WRITING PRACTICE: Frequently offer children practice in writing the lower case letter they are learning. Have copies of the writing reproducible and pencils available in your writing area as well as the appropriate Alphabet Flash Card and Letter Card. Provide help and demonstrate how to form the letter when needed.

ASSESSING: Use the Alphabet Tracking Chart to keep track of each child's progress.

GUIDED ORAL READING: The teacher reads with each child individually for 5-10 minutes at least twice a week. This can be done while the class is busy with another activity. Parents and classroom aides may help. The readers are not intended to be used with reading groups. Instead, each child should read at his or her own pace regardless of what letter lesson is being taught. Encourage parents to help children read their books at home.

FRIDAY READING: The program includes a weekly session where you read aloud to children from classic fiction and nonfiction and from your **Weekly Reader** magazine.



Al has ham.



Al has jam.

Lesson 19

DAY 1

The Letter Ff



Letter Ff Lesson

You will need:

- Alphabet Picture Flash Cards
- Letter Cards **Cc, Ff, Jj, Ll**
- Tracks 1 and 16 on Audio CD
- Song Visual Card **Ff**
- Copies of Student Work Sheet 17 for each child and teacher
- Pencils and crayons
- Reward stickers
- Construction paper, scissors, and a marker
- WhisperPhones

REVIEW

Play Track 1 ("The Alphabet Song") of the Audio CD. Hold up the Alphabet Picture Flash Cards, and encourage children to sing along with the CD.

Review the letters **Ll, Cc, and Jj**. As you hold up each Letter Card, ask, "What letter is this? What sound does it make?"

You'll be introducing the letter **Ff** to children today.

DO

SAY

Invite children to join you. Pass around the Letter Card **Ff**. Show children how to trace the shape of the letter with their fingers as you introduce the name and sound of the letter.

This is the letter F. There is a big F and a small f. The letter F says /f/.

Hold up the Letter Card and point to the **Ff**.

What letter is this? What does it say?

Demonstrate the /f/ sound, exaggerating the sound and your mouth position as you do.

/f/ /f/ /f/ That's the sound of F!

Invite children to make the /f/ sound with you.

Can you make the /f/ sound, too?

Share a story with the group. As you tell the story, signal for children to pretend to fan their faces when they hear a word that begins with /f/.

I'm going to tell you a story about a funny frog. Funny. Frog. Did you hear that? There's a /f/ sound at the beginning of those words. /f/ /f/ Funny. /f/ /f/ Frog. Let's see if you can hear any other /f/ words in the story. If you do, pretend to fan your face.

Freddy the Friendly Frog

Freddy is a funny, friendly frog. He wants to find his friend Flora. Father Frog told him, "Freddy, go very fast through the forest. Find the fox, the flower, and the fish. Do not follow the fence, or you will fall into the frightening, foaming falls." Freddy is not fond of foaming falls. So he followed his father's advice, and he found Flora.

DO

Play Track 16 of the Audio CD. Point to the pictures on the Song Visual Card as you sing along.

Give each child a copy of Student Work Sheet 17, and keep a copy for yourself. Have pencils and crayons available for children to use. Demonstrate how to write only the lowercase letter f on your copy of the work sheet. Give children time to practice writing the letter.

Point to the first picture, and ask children to name it.

Point to the other pictures one by one. Ask children to find the picture with a name that does not start with the /f/ sound. (sheep)

Replay Track 16 of the Audio CD. Use the Song Visual Card to signal when children should pretend to fan their faces.

SAY

We're going to listen to a song that has a lot of words with the /f/ sound. Would you like to sing along with me?

This is the way you write the letter f. Would you like to try?

/f/ /f/ /f/ Flower. What is the first sound you hear in the word flower? That's right; /f/ is the first sound in flower.

Let's listen to the beginning sounds of some other words. Use your pencil to cross out the picture that has a name that does not start with the /f/ sound. Then use the crayons to color the pictures with names that do start with the /f/ sound.

Let's sing the Letter F song again. When you hear a word that begins with the /f/ sound, pretend to fan your face.

Individual Review**DO**

Review Student Work Sheet 17 with each child. Give each child a reward sticker when he or she is finished.

SAY

*What letter is this? What does it say?
Can you tell me a word that starts with the /f/ sound?*

Extension Activity

Cut lily pads from construction paper. Use a marker to write the letters on each lily pad. Make sure the letter **Ff** is on at least five lily pads. Outdoors or in an open area, scatter the lily pads. Ask children to pretend to be friendly frogs. When you say, "Find an **F**, froggies," they should jump to a lily pad that has the letter **F** on it.

READING

Have the Blue Set Readers available in your reading area. Invite individual children who are comfortable blending words to join you in the reading area at various times during the week. Follow the Guided Reading instructions on pages 39-41 for these sessions. Remember to introduce the Blue Set Readers in order, but you do not need to tie them to a specific lesson. Children should be encouraged to use the WhisperPhones as they read.



Book 1A



Book 1B



Book 1C

Children who are progressing steadily may be comfortable using these books at this time.

Blending

Invite individual children to practice blending words. Use the **Aa, Bb, Cc, Dd, Gg, Hh, Jj, Ll, Mm, Nn, Pp, Rr, Ss, and Tt** Letter Cards to form words such as *fan, fad, far, and fat*. Follow the blending instructions found on pages 27-28 as you review blending with each child.

DAY 2 Letter Ff Review

You will need:

- Alphabet Picture Flash Cards
- Letter Cards **Aa, Ff, Nn**
- Tracks 1 and 16 on Audio CD
- Song Visual Card **Ff**
- Writing Sheet Reproducible
- Pencils

REVIEW

Play Track 1 ("The Alphabet Song") on the Audio CD. Hold up the Alphabet Picture Flash Cards and encourage children to sing along with the CD.



DO

SAY

Show the Alphabet Picture Flashcard Ff .	<i>What letter is this? What does it say?</i>
If children do not respond, remind them of the correct answers as you point to the letter.	<i>This is the letter F. It says /f/ /f/ /f/. Can you make that sound too?</i>
Retell the Letter F story.	<i>Do you remember Freddy the Frog? Let's listen to his story again.</i>
Replay Track 16 of the Audio CD. Encourage children to sing along to the song. Hold up the Song Visual Card, and point to the words as you sing the song to cue children to pretend to fan their faces.	<i>Does anyone remember the Letter F song we listened to? Do you remember any words from the song that begin with the /f/ sound? Don't forget to pretend to fan your face when you hear those words!</i>
Hold up the Letter Card Ff as you review the letter F and its sound.	<i>What letter is this? What sound does it make? Can you think of any words that begin with that sound?</i>
Use the F words that children offer to make sentences. Encourage children to join you.	<i>Hmmm. Five. Fine. Friends. Found. Footballs. Those words all begin with the /f/ sound. Let's put them together in a sentence. How about this: Five fine friends found footballs. Can you make a sentence with F words?</i>
Introduce a phonemic awareness activity in which you ask children to listen for and identify the sound of the letter F in a variety of words.	<i>What is the first sound in fog? Which sound is the same in fat, fish, and fork?</i>
Show the Letter Card Ff individually to children to check their ability to recognize the shape of the letter and to match the letter to its sound.	<i>What letter is this? What does it say? It is the letter F. It says /f/.</i>

SEGMENTING **DO** **SAY**

Use the Letter Cards **Aa, Ff, Nn** to form the word *fan*. Read the word aloud. Then show children how to break the word down into sounds by stretching out the sounds as you say them.

This word is fan. What is each sound you hear in fan? Listen. /f/ /a/ /n/. /f/ /a/ /n/. Can you say those sounds together?



The "Ff" Song

(CD Track #16)

Fff, Fff, Fff, Fff

Fff says letter F;
Friends, how I like the sound of F.
Fff, Fff says letter F;
Friends, how I like the sound of F.
With words like frog, and fish, foot, and fork.
Fff says letter F;
Friends, how I like the sound of F.
Fff, Fff says letter F;
Friends, how I like the sound of F.

"Let's have some fun!"

Ff

Point to these words as you sing the letter song.



frog



fish



foot



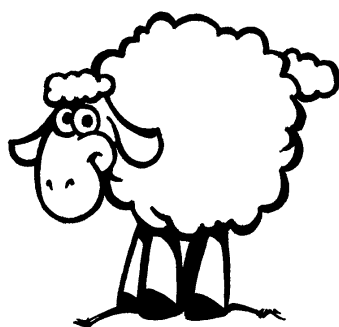
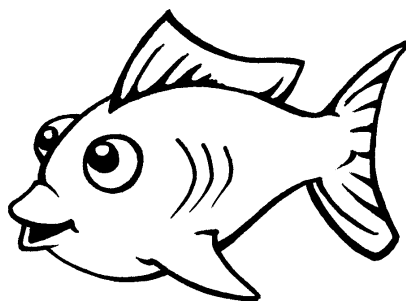
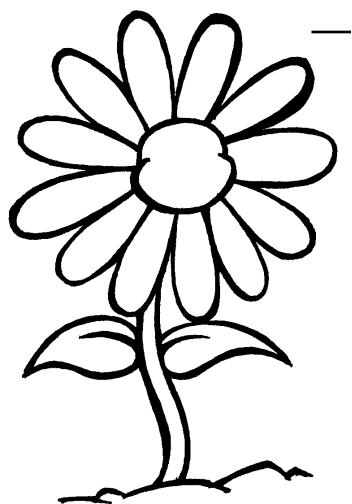
fork

Song lyrics are provided on the back of each card for the teacher's convenience.

From Set A

Song Lyrics & Visual Card Ff

Ff f



Name: _____

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Letter Lesson Schedule

You should adapt this schedule to accommodate the needs of your students and to incorporate school holidays. Use any free days that are still available to work with students who need extra help and to stay up-to-date with your assessments.

September	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Evaluation	Evaluation	Evaluation	Evaluation	Friday Reading
Week 2	Lesson 1–M		Review Lesson 1		Friday Reading
Week 3	Lesson 2–Short A		Review Lesson 2		Friday Reading
Week 4	Lesson 3–P		Review Lesson 3		Friday Reading

October	Day 1	Day 2	Day 3	Day 4	Day 5
Week 5	Lesson 4–S		Review Lesson 4		Friday Reading
Week 6	Lesson 5–T		Review Lesson 5	Lesson 6–Review M, A, P, S, T	Friday Reading
Week 7	Lesson 7–Blending		Review Lesson 7		Friday Reading
Week 8	Lesson 8–B		Review Lesson 8		Friday Reading

November	Day 1	Day 2	Day 3	Day 4	Day 5
Week 9	Lesson 9–H		Review Lesson 9		Friday Reading
Week 10	Lesson 10–G		Review Lesson 10		Friday Reading
Week 11	Lesson 11–Guided Reading		Lesson 12–D	Review Lesson 12	Friday Reading
Week 12	Lesson 13–N		Review Lesson 13	Lesson 14–Review B, H, G, D, N	Friday Reading

December	Day 1	Day 2	Day 3	Day 4	Day 5
Week 13	Lesson 15–R		Review Lesson 15		Friday Reading
Week 14	Lesson 16–L		Review Lesson 16		Friday Reading
Week 15	Lesson 17–C		Review Lesson 17		Friday Reading
Week 16	Lesson 18–J		Review Lesson 18		Friday Reading

January	Day 1	Day 2	Day 3	Day 4	Day 5
Week 17	Lesson 19–F		Review Lesson 19	Lesson 20–Review R, L, C, J, F	Friday Reading
Week 18	Lesson 21–Short O		Review Lesson 21		Friday Reading
Week 19	Lesson 22–X		Review Lesson 22		Friday Reading
Week 20	Lesson 23–Short I		Review Lesson 23		Friday Reading

February	Day 1	Day 2	Day 3	Day 4	Day 5
Week 21	Lesson 24–Z		Review Lesson 24		Friday Reading
Week 22	Lesson 25–W		Review Lesson 25	Lesson 26–Review O, X, I, Z, W	Friday Reading
Week 23	Lesson 27–K		Review Lesson 27		Friday Reading
Week 24	Lesson 28–V		Review Lesson 28		Friday Reading

March	Day 1	Day 2	Day 3	Day 4	Day 5
Week 25	Lesson 29–Short U		Review Lesson 29		Friday Reading
Week 26	Lesson 30–Short E		Review Lesson 30		Friday Reading
Week 27	Lesson 31–Q		Review Lesson 31	Lesson 32–Review K, V, U, E, Q	Friday Reading
Week 28	Lesson 33–Y		Review Lesson 33	Lesson 34–Review Y, F, D, M, B	Friday Reading

April	Day 1	Day 2	Day 3	Day 4	Day 5
Week 29	Lesson 35–Identifying Vowels	Review Lesson 35	Lesson 36–Long A	Review Lesson 36	Friday Reading
Week 30	Lesson 37–Long E	Review Lesson 37	Lesson 38–Long I	Review Lesson 38	Friday Reading
Week 31	Lesson 39–Long O	Review Lesson 39	Lesson 40–Long U	Review Lesson 40	Friday Reading
Week 32	Lesson 41–Using Vowels (short sound)	Review Lesson 41	Review Lesson 41	Review Lesson 41	

May	Day 1	Day 2	Day 3	Day 4	Day 5
Week 33	Review Lesson 41	Review Lesson 41	Lesson 42–The Two-Vowel Rule	Review Lesson 42	Friday Reading
Week 34	Review Lesson 42	Review Lesson 42	Review Lesson 42	Review Lesson 42	Friday Reading
Week 35	Review Lesson 42	Review Lesson 42	Review Lesson 42		Friday Reading
Week 36	Lesson 43–Word Ending Sounds		Review Lesson 43		Friday Reading

Use Fridays to:

1. Stay on schedule.
2. Read to the children using nonfiction and classic fiction children's books and *Weekly Reader* magazine.

