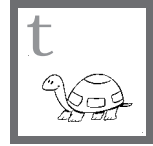
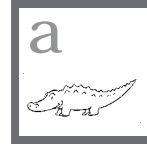
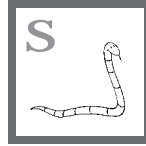
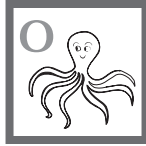
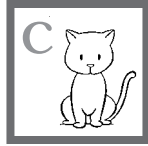


one



We start our first lesson with the five letters commonly used in English.

They are c, o, s, a, t.

Your first instinct may be to call these letters by their alphabet names. Try not to do this. In this course, we are going to concentrate on the way letters sound. The name of the letter and its sound are often different. To complicate matters further, the same letter often has more than one sound. For example, the letter a in alligator and the letter a in ate sound entirely different.

How to read

Read c as the first sound in the words cat and cap. Point to the letter and say, “This is [c] as in cat.” Ask your child to repeat after you. You may also ask for other words that start with the same sound. Do not correct your child if he or she comes up with words that start with the letter k, such as kitten or kite. It is the correct sound that matters.

Read o as the first sound in the words octopus. Other words starting with the same sound are olive and ox. Do not read it as the first sound in the word oak.

Read s as the first sound in the word snake. This is a hissing sound [sss], not [sah] or [es].

Read a as the first sound in the words alligator and apple.

Read t as the first sound in the words turtle and tiger.

In saying the sounds, it is difficult to insist on absolutely accuracy. Regional accents and the generally poor auditory skills of children make it hard for them to say it just so. Accept a good effort and do not dwell on the fact that child does not say it really well.

We will explain in this lesson that a combination of sounds is called a word. Words make up a sentence, and sentences make stories. We will also introduce the period. Explain to your child that this dot means that the sentence is over.

We suggest that you do only one page per day initially. Try to do each page twice and start each day’s lesson by reviewing the last page from the previous day. Before you read the story together, read the title and the whole story to your child.



How to blend the sounds.

In the beginning, when you read the words, - first touch the bar under each letter and sound it out slowly - [c], then [a], then [t] - to make sure that your child recognizes each individual letter in the word and knows its sound.

Then go back and read the sounds a little faster, without stopping in between. You will read this first word as **ccc-aaa-ttt**. Now ask your child to read the same way without pausing between the sounds. When you read correctly without stopping in between, the resulting sound is very close to the way the word will be read. Slide your finger across the bars faster and read the word. Then ask your child to read the same way.

As described here, this procedure may seem a little cumbersome, but after only a little practice you will see how effective it is. You may find that even if your child does not say the individual sounds exactly as we suggest, she is still able to read the word. Children vary greatly in their ability to go from the individual sound to the sounding of the whole word, and you and your child will work out your own method very quickly. The important thing to remember is that in reading the goal is the decoding of the words and not learning the sounds of letters which are merely a sub-step. So allow some variations and imprecise sounding out as long as the child goes on the blend and decode words.

On the next page, we explain a few simple concepts that your child will need to know. Perhaps he already knows them. Please go over these concepts with your child anyway.

cat



Say [k]

cat



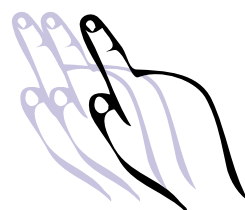
Say [a]

cat



Say [t]

cat



Slide finger faster
across the bars and say
[cat]

C



This is a letter.
It has a name and it has a sound.
The name of this letter is [see]
and its sound is [k].

cat



This is a word.

cat sat.



This is a sentence.

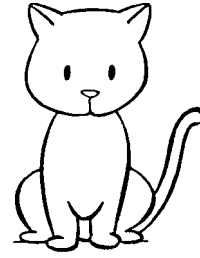
This dot is called period.
We put it at the end of the sentence.
It has no sound.

Point to each letter and read both its name and its sound.

one

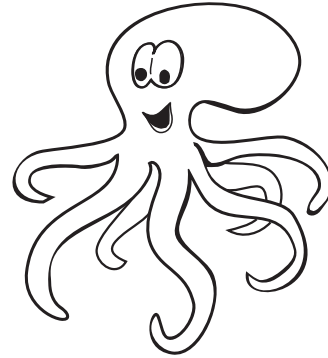
C

The name of this letter is C.
It makes the sound [c] as in cat.



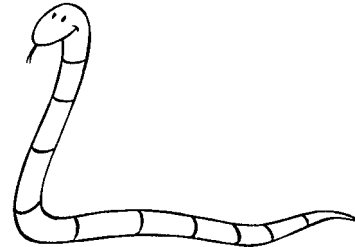
O

The name of this letter is O.
It makes the sound [o] as in octopus.



S

The name of this letter is S.
It makes the sound [ss] as in snake.



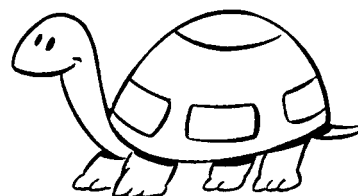
a

The name of this letter is A.
It makes the sound [a] as in alligator.



t

The name of this letter is T.
It makes the sound [t] as in turtle.



Let's read these letters.

Please do this page twice.

C

S

O

O

t

C

C

a

t

S

O

t

a

S

C

t

O

a

C

S

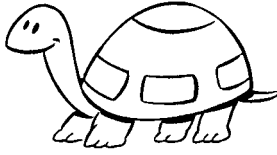
a

Connect the letters with the picture.

o

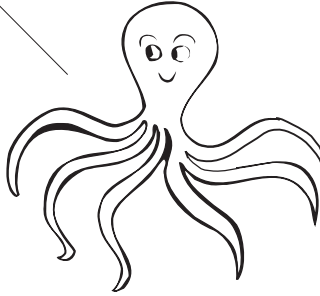
t

a



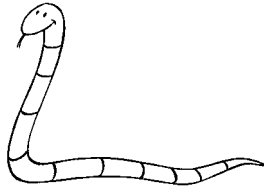
a

s



s

t



a

c

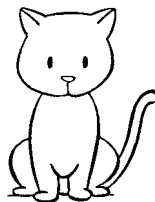


c

a

s

s



o

Let's read.

First read each line aloud, then ask your child to read it.

a

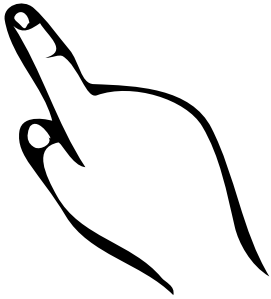
—

t

—

at

— —



t

—

a

—

ta

— —

s

—

a

—

sa

— —

c

—

a

—

ca

— —

a

—

c

—

ac

— —



Can you first find the letters *c*, then *o*, then *s* and then *a* and *t*?

Ask your child to point out, one at a time, each of the letters.

C

S

O

O

t

C

C

a

t

S

O

t

a

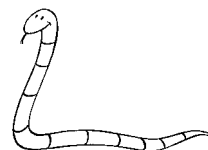
S

C

S

a

t



Let's combine the sounds.

First show child how to read, and then ask child to read with you.

c

—

a

—

ca

— —

s

—

a

—

sa

— —

c

—

o

—

co

— —

a

—

t

—

at

— —

a

—

s

—

as

— —

a

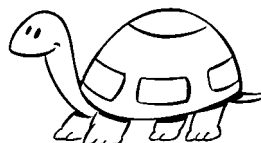
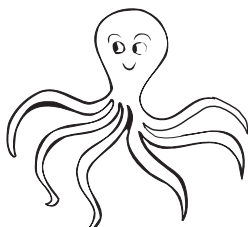
—

c

—

ac

— —





Let's read words.

s

□

a

□

t

□

sat

□ □ □

c

□

a

□

t

□

cat

□ □ □

c

□

o

□

t

□

cot

□ □ □

t

□

a

□

c

□

tac

□ □ □

s

□

o

□

c

□

soc

□ □ □



a

□

t

□

at

□ □

s

□

a

□

t

□

sat

□ □ □

c

□

a

□

t

□

cat

□ □ □

at

□ □

cat

□ □ □

sat

□ □ □





Can you read these words without help?

at

□ □

sat

□ □ □

cat

□ □ □

cot

□ □ □



The words here are the same as on the opposite page.
But one letter in each word fell off. Which letter is missing?

t

_ _

at

_ _ _

c t

_ _ _

co

_ _ _





Let's read these words.

sat

□ □ □

cat sat

□ □ □ □ □ □

a cat

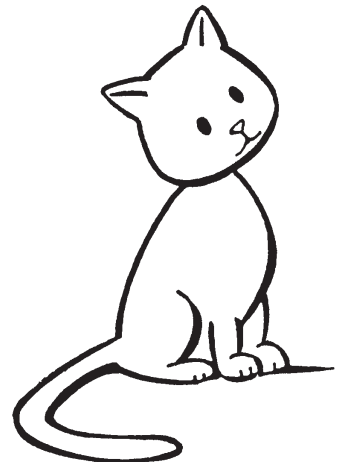
□ □ □ □

a cot

□ □ □ □

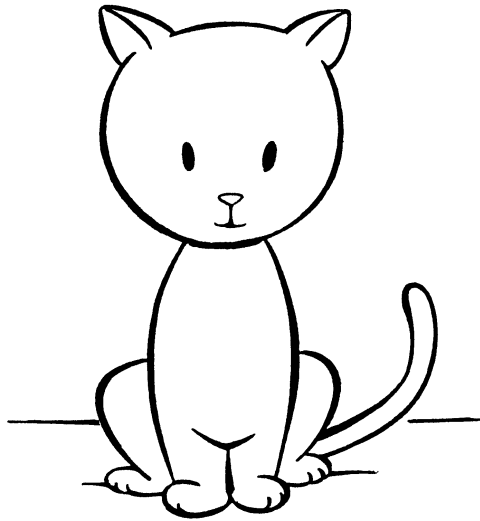
sat cat

□ □ □ □ □ □



Now let's read a story about a cat.

one



cat

□ □ □

a cat.

□ □ □ □

a cat sat.

□ □ □ □ □ □ □



Let's read these sentences.

a cat

— — — —

a cot

— — — —

at cat

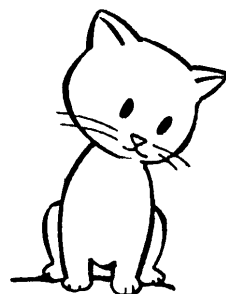
— — — — —

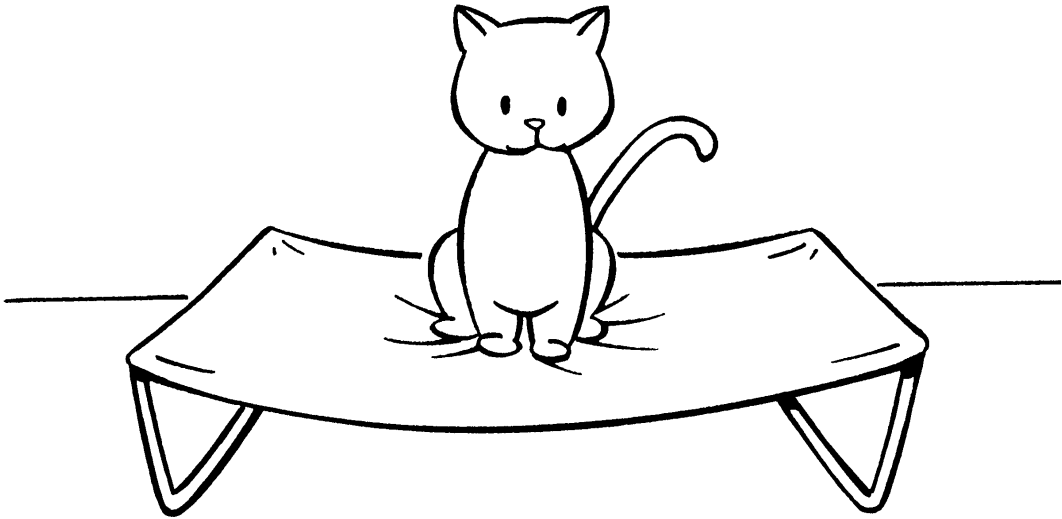
at a cot

— — — — —

a cat sat

— — — — —



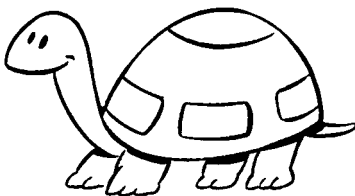
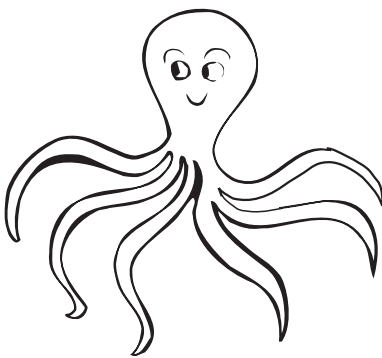
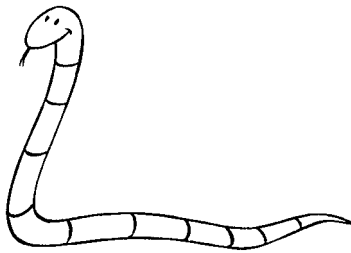
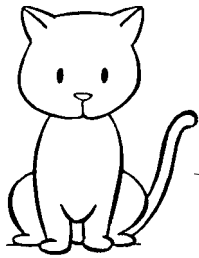


sat a cat.

at a cot

sat a cat.

Connect the letters with the pictures.



a

c

s

o

t

a

s

t

o

Key words from Lesson one

Go over these words a few times with your child.

at

cat

sat