

Sounds Sensible Review Lesson

Step 1: Read Aloud

Refer to the Tips and Techniques* for Reading Aloud to Students Address tip number(s) in this read aloud.

(* See page 3)

Step 2: Letter/Sound Drill

Parent hold up letter card and monitor response.

Students give the letter name, the key word, and the letter sound for the following letters: _____

Step 3: Letter Formation

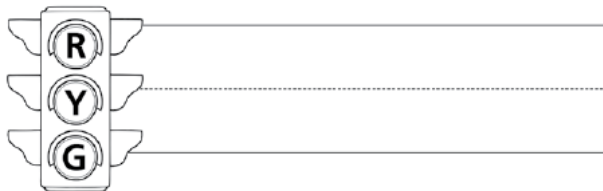
Practice writing these letters: _____

(Using Large Stoplight Paper*,) Write the letter on the paper using correct letter formation (from the handwriting directions document.)

*Stoplight - Traffic Light Dictation Paper.

Prior to using the handwriting paper have your student color in the traffic light circles with red, yellow, or green crayons and trace the corresponding line with the same color.

Sample image of dictation paper below:



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Step 4: Dictation

A. Dictate the following sounds: _____

Parent have students listen carefully as you dictate a letter sound. Students trace the letter on the palm of their hand while saying the letter name. Students write the letter on their paper using correct letter formation (from handwriting directions document,) saying the letter name as they write it.

Students pencils are down while listening for sound. (Using Small Stoplight Paper*), student writes the sound, repeats the sound, and gives the letter name with the sound.

B. Dictate the following words: _____

Parent tell students you will say a word. They will repeat the word, say its beginning sound, name the letter, and then they should write the letter and name it as they write.

Students pencils are down while listening for sound. Students repeat the word and identify the beginning or ending sound in the word. Write the letter with the beginning or ending sound of the word on their paper using correct letter formation.

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Read-Aloud Tips and Techniques*

Here are some practical tips and techniques to make reading aloud more enjoyable:

- First discuss story or rhyme with students. Ask them to listen for certain things. Build an interest in the story by discussing a familiar experience they may have that relates to the story. For example, you might ask, “Does anyone have a pet? This story is about a boy who wants to enter a pet in a pet show.”
- Choose short storybooks that have new vocabulary or interesting words.
- Choose a story you and the students think is fun.
- Choose a story you and the students are interested in.
- Hold the book so the children can see the text and pictures.
- Use your finger to follow the text.
- Read with expression.
- Reread books the students like.
- Leave off a word and see if the students can supply it.
- Stop occasionally to discuss something especially interesting or funny.
- Express excitement when reading.
- Read rhymes from a book or recite favorite rhymes of your own.
- Discuss unfamiliar vocabulary before reading and ask the students to listen for the word(s).
- Take several days to read a short story.
- Reread a favorite story two or three times so the students can eventually retell it.
- Talk about the title page, author, and illustrator. Have students define the purpose of the title page and tell what the author and illustrator do.
- Before reading, ask:
 - “What do you think this story will be about?”
 - “What do you think will happen in this story?”
 - “Do you think there will be a problem in the story?”
- After reading, ask:
 - “Have you heard any stories like this before?”
 - “Does this story make you think about anything that ever happened to you?”
- Talk about the characters and the setting. Use descriptive words whenever possible.
- Have students retell parts of the story.
- Reread a sentence and ask students to tell you who the sentence is about and what is happening.
- Reread a sentence and ask students to listen for words that begin with a target sound or for words that rhyme.