



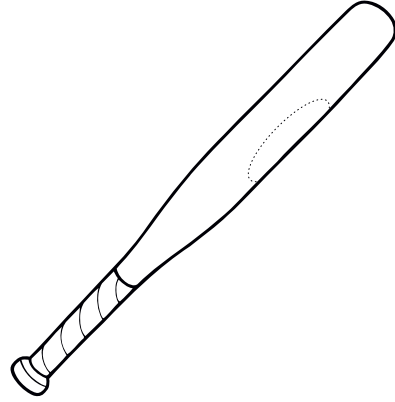
Sounds Sensible Review Lesson Support Materials

Pp



pat

Bb



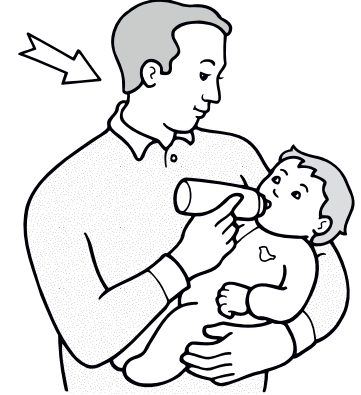
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Tt



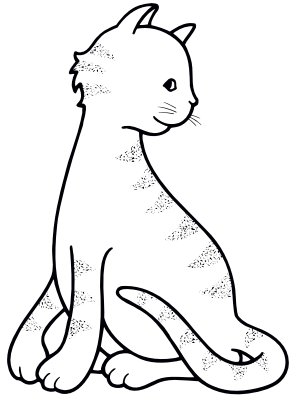
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Dd



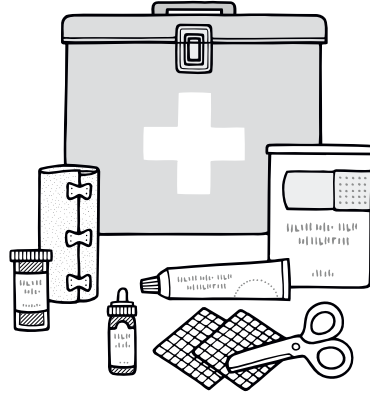
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Cc



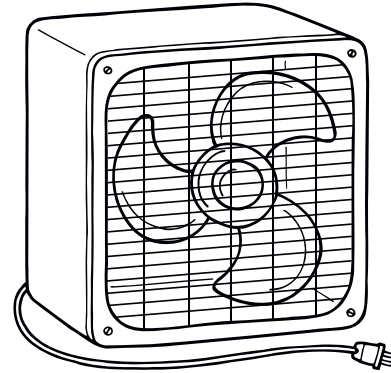
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Kk



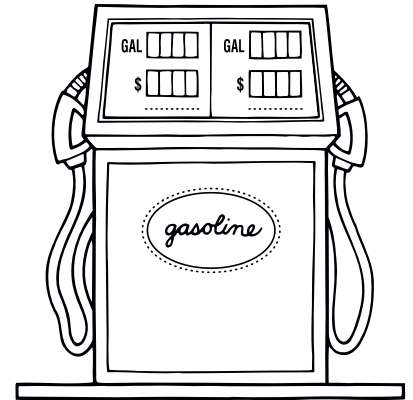
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Ff



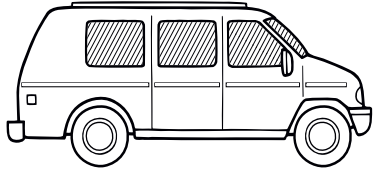
fan

Gg



gas

Vv



van

Ss



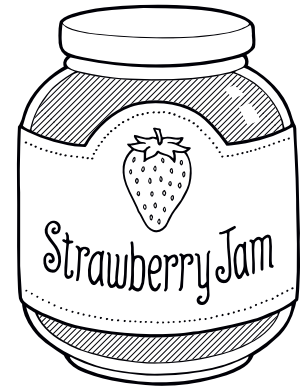
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Zz



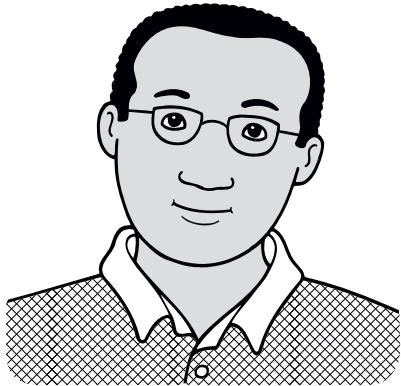
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Jj



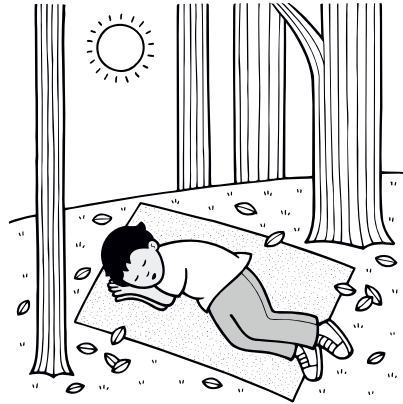
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Mm



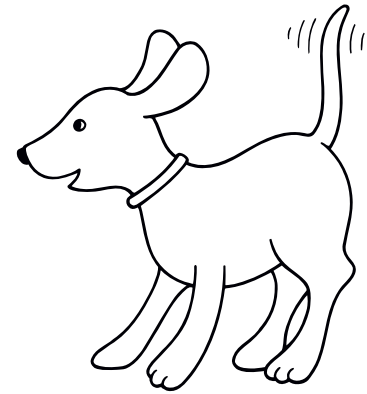
man

Nn



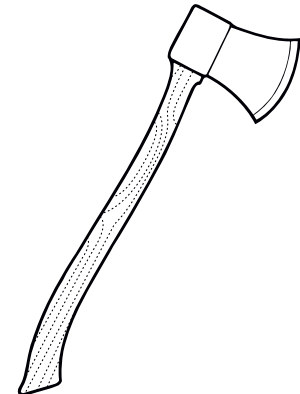
nap

Ww



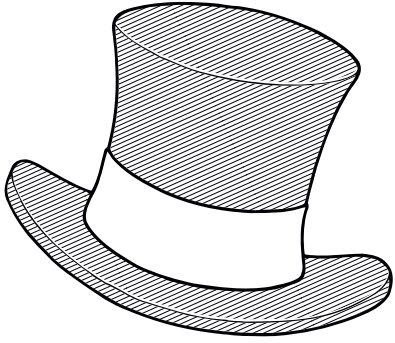
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Aa



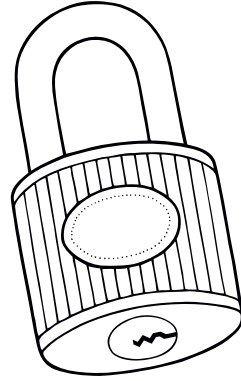
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Hh



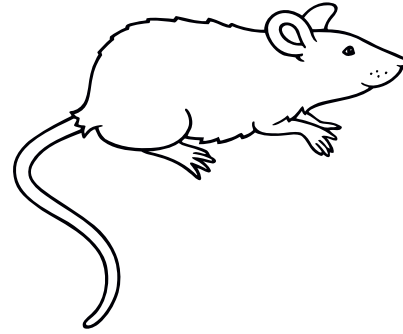
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Ll



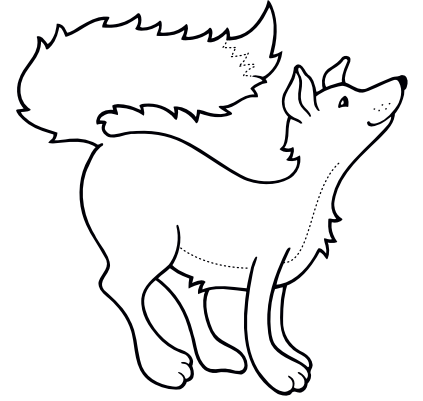
lock

Rr



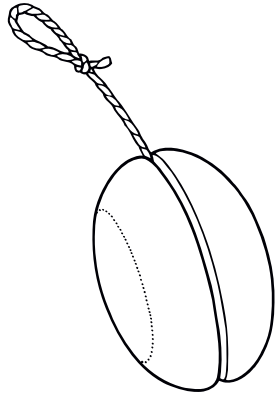
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Xx

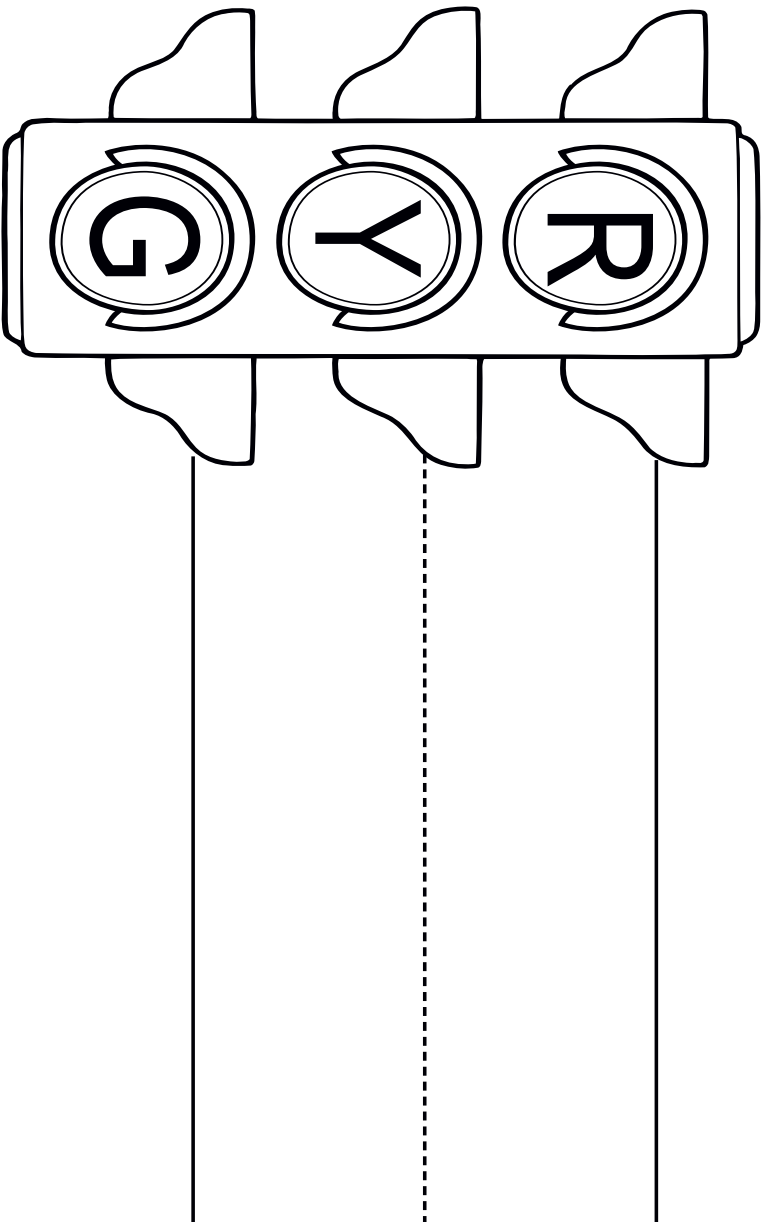
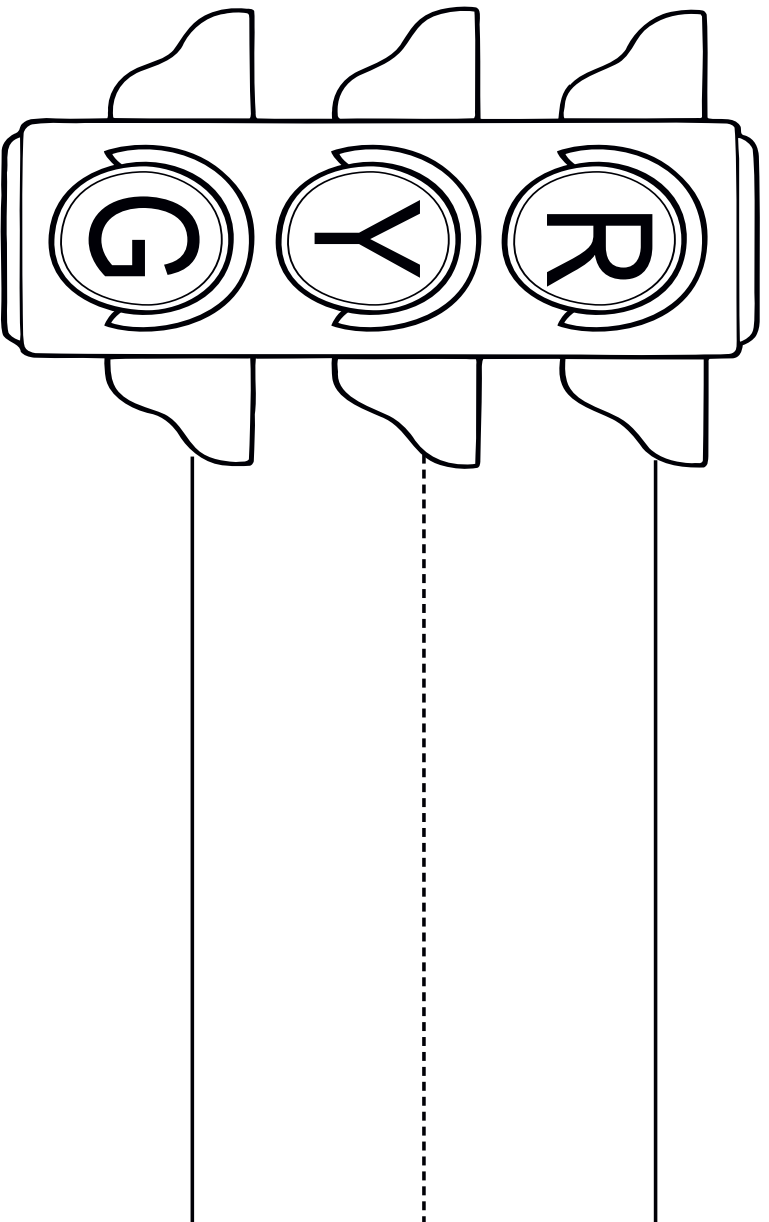


fox

Yy

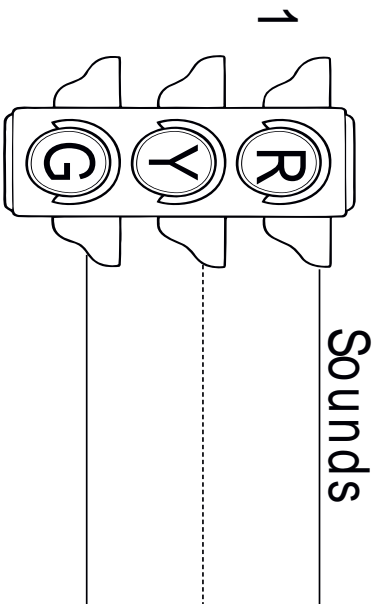


yo-yo



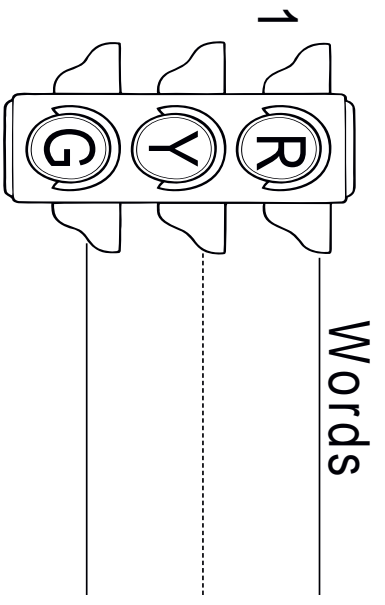
1
R
Y
G

Sounds

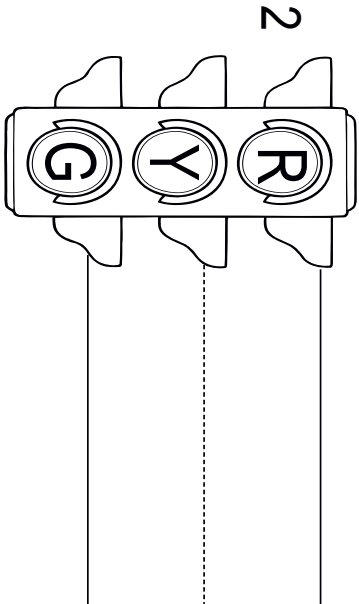


1
R
Y
G

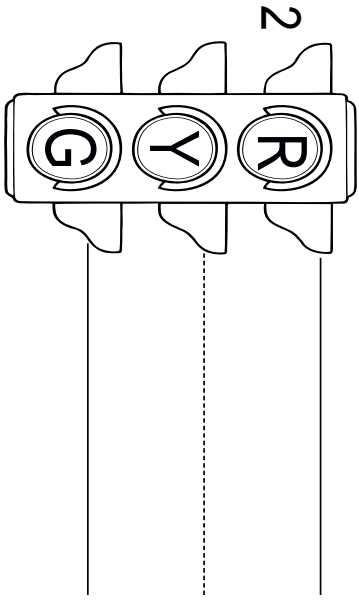
Words



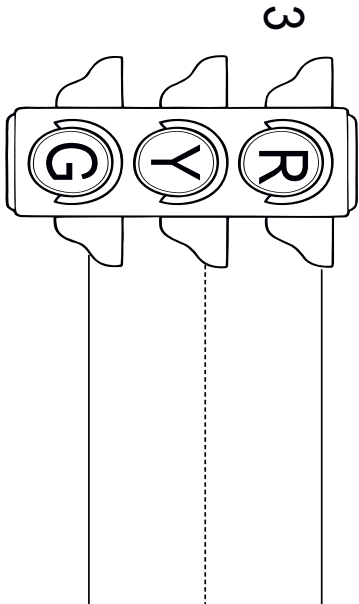
2
R
Y
G



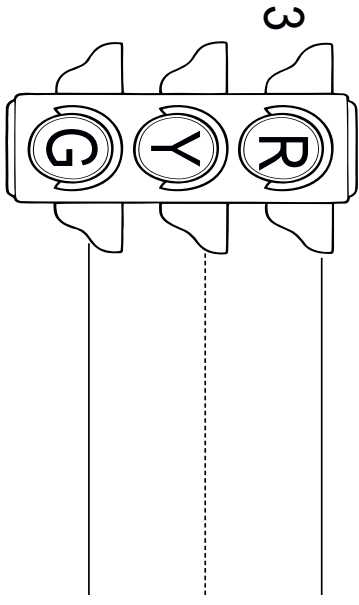
2
R
Y
G



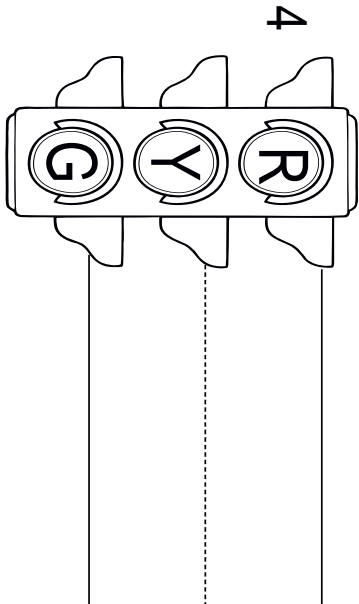
3
R
Y
G



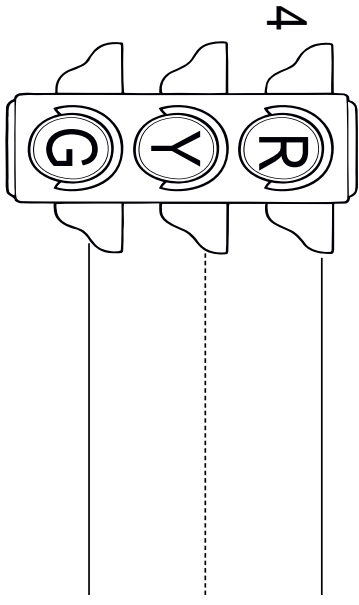
3
R
Y
G



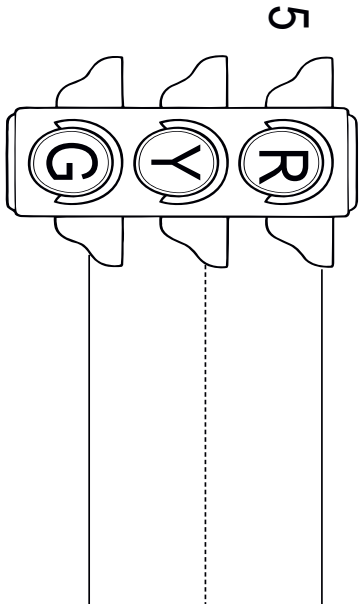
4
R
Y
G



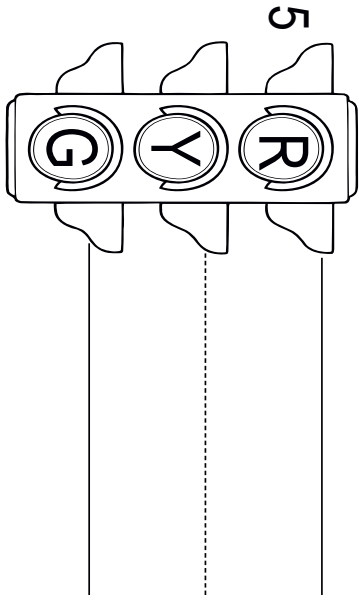
4
R
Y
G



5
R
Y
G



5
R
Y
G



Tips and Techniques for Reading Aloud to Students

1. Discuss the story with the students. Ask them to listen for certain things such as specific words or phrases. Build interest in the story by discussing a familiar experience they have had that relates to the story. For example, you might ask, “Do you have a pet, or what pet would you like to have? This story is about a boy who wants to enter a pet in a pet show.”
2. Choose short stories that have new vocabulary and interesting words.
3. Hold the book so the students can see the text and the pictures. Point out words they know in the text
4. Use your finger to follow the text as you read aloud.
5. Read with expression; show excitement when you read!
6. Reread books the students like.
7. Leave off a word in a sentence and see if the students can supply it.
8. Stop occasionally to discuss something interesting or funny. Have students make a “picture” in their mind of the interesting or funny topic and describe this “picture, to you.

9. Read rhymes from a book or recite favorite rhymes of your own.
10. Discuss unfamiliar vocabulary words before reading, and ask student to listen (clap, snap, stand up,) when they hear these words in the story.
11. Talk about the title page, author, and illustrator. Talk about the beginning, middle and end of the story. Talk about reading left to right from the top to the bottom of the page.
12. Before reading, ask, “What do you think the story will be about? What do you think is going to happen? Do you think there will be a problem in the story?”
13. After reading, ask, “Have you read any other stories like this one? What does this story make you think about?”
14. Talk about the characters and the setting of the story. Have the student use good, descriptive words when describing these things.
15. Have students retell the story.
16. Reread a sentence and ask the students to tell you who the sentence is about and what is happening.
17. Reread a sentence and ask students to listen for words that begin with a target sound or for words that rhyme.

Directions for Sounds Sensible Letter Formation

Letter **p** begins at the yellow line, pulls straight down past the green line, pushes straight back up almost to the yellow line, goes around and closes.

Letter **b** begins at the red line, pulls straight down to the green line, pushes straight back up almost to the yellow line, goes around and closes.

Letter **t** begins at the red line, pulls straight down to the green line, and stops. Pick up your pencil and cross at the yellow line.

Letter **d** begins like a c -a little below the yellow line. Go around to the green line, push straight up to the red line, pull straight down to the green line and stop.

Letter **c** begins a little below the yellow line, goes up and around to the green line, and has a curve on the end.

Letter **k** begins at the top red line, pulls straight down to the green line and stops. Pick up your pencil and put it on the yellow line about a finger away. Make a line that slants in and touches and slants out to the bottom green line.

Letter **g** begins a little below the yellow line and begins like a c. Curve the line-up and around and push straight up to the yellow line. Pull straight down below the green line and hook over to the side.

Letter **f** begins a little below the red line. Push straight up, curve, then pull straight down and stop at the green line. Pick up your pencil and cross at the yellow line.

Letter **v** begins at the yellow line, slants down, stops at the green line and slants up and stops at the yellow line.

Letter **s** begins a little below the yellow line like the letters c and g. It curves up and around in the middle, like a c and curves again the other way to the bottom green line, then curves up a little.

Letter **z** begins at the top of the yellow line, trace on the line, then slant down to the green line and trace back on the green line.

Letter **j** begins at the yellow line, pulls straight down past the green line and hooks around. Put a dot above the yellow line.

Letter **m** begins at the top of the yellow line, pulls straight down to the green line, pushes straight up almost to the yellow line, and humps down to the green line. Now push straight up almost up to the yellow line, and hump down to the green line.

Letter **w** begins at the yellow line, pulls straight down to the green line, curves around and pushes up to the yellow line, pulls straight down to the green line, curves around and pushes straight up to the yellow line, and stops.

Letter **h** begins at the red line, pulls straight down to the green line, pushes back up to the yellow line, then curves around and pulls down to the green line.

Letter **a**, like the c, begins a little below the yellow line, goes up and around to the green line, pushes straight up to the yellow line, pulls straight down to the green line, and stops.

Letter **x** begins at the yellow line and slants down to the green line. Pick up your pencil and place it back on the yellow line a finger away from the first slant and slant down and across the first line to the green line.

Letter **l** begins at the red line and pulls straight down to the green line, then stops.

Letter **r** begins at the yellow line, pulls down to the green line, stops, then pushes straight up almost to the yellow line and curves out and around for a little roof.

Letter **y** begins at the yellow line and slants down to the green line. Pick up your pencil and go back to the yellow line a letter away from the first slant. Now slant down to the bottom of the first slant and go below the green line