

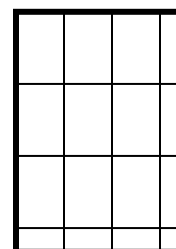
## Ascent Advantage Academy Online

### Language 1B:

### Lessons 1-15

#### Materials Needed in this Lesson Packet:

- Lesson 1 and on
  - Cat cut-out sheet available in Lesson 1
    - Glue or tape, second sheet of blank paper
  - Handwriting Download
  - Beginning Phonics Cards
    - Requires 3 -  $8\frac{1}{2}$ " x 11" sheets of a darker colored card stock, each measured and cut into 9 -  $3$ " x  $2\frac{1}{2}$ " pieces :



#### Week 1

#### Lesson 1 - Preview

##### Preparation:

1. Gather and prepare materials above
2. Review Handwriting and Penmanship info
3. Print or buy correct paper size (See Penmanship Paper download)

##### Lesson Delivery

4. Deliver the dialogue below
5. Have the student construct the cat
6. Deliver second dialogue
7. Use Handwriting Pointers to show student the correct
  - a. paper placement for writing
  - b. correct pencil grip
  - c. correct writing posture.
8. Show the Basic Strokes Chart
9. Have the student practice one line of each of the first four strokes.

## How We Read and Write

Let's put the parts of the cat together (Template on next page)

(Put cat together)

Putting the cat together is like  
Learning to read and write

We put the parts of the cat together to make a whole cat.

We put parts of a word together to make a whole word.  
Parts of a word are called:  
**Letters.**

These are **letters**:

Show the Letter sides of the Beginning Phonics Cards

To write the letters  
We must learn to write the strokes  
that make-up the letters.

These are the strokes:  
(Show Basic Strokes Chart)

Today we are going to practice the first four strokes.  
Start at the top and move down.

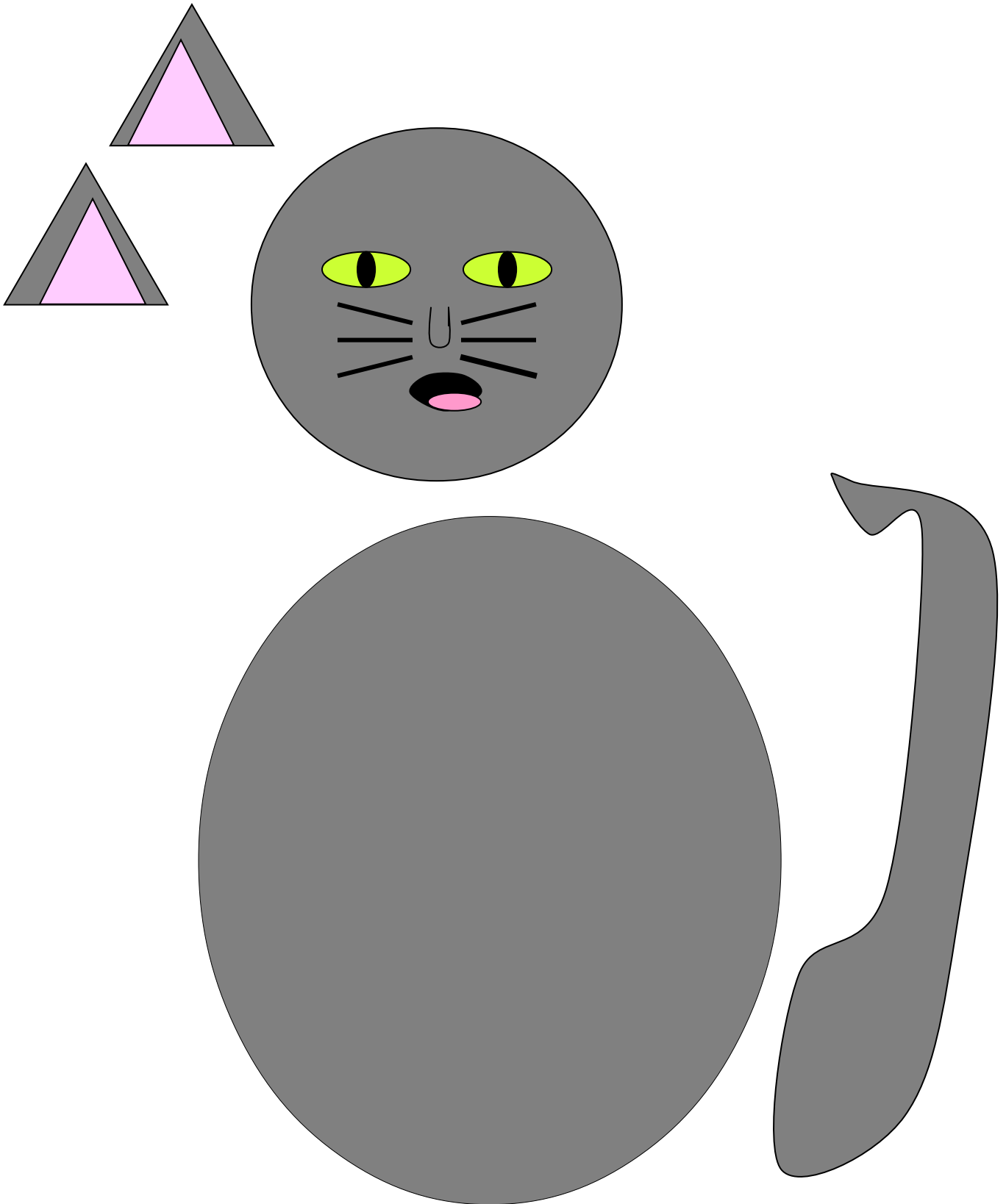
Tomorrow we will practice the other two strokes.

(MODEL the formation of each stroke.  
Model the first stroke and have the student do a line.  
Then model the second stroke and have the student do a line.  
Then do the third stroke and finally, the fourth stroke.  
If he has problems do NOT be too critical,  
but at the same time gently and firmly require that he do his best.  
At all times, be encouraging and excited at his progress.)

End of Lesson

Hint: Later, have him show-off his work to parents, siblings.

Cat Figure - Cut out and paste together on another paper



## Lesson 2 - Preview

### Preparation:

1. Penmanship paper
2. Basic Strokes Chart
3. Go over lesson so you know what is coming
4. New concept: Each letter stands for a sound

### Delivery:

1. Follow Dialogue and actions below.

"Yesterday we put together the pieces of a cat.  
Putting together the pieces made a whole cat.

We learned that putting the cat together is like  
Learning to read and write

We put parts of a word together to make a whole word.

Parts of a word are called:

**Letters.**

We learned that putting letters together  
Makes whole words.

We learned that to write the letters  
We must learn to write the strokes  
that make-up the letters.

Yesterday we practiced four of those strokes.  
Today we will practice the other two strokes.

(Review with the student proper paper placement, pencil grip and writing posture.

Model the writing of the circle and dash,  
Following the arrows on the chart.

Important: Start the circle at "2 o'clock".  
Have the student do one row of each stroke.)

## **NEW CONCEPT: Letters stand for Sounds**

"Each letter stands for a sound  
for example: (Write on a penmanship paper)☺

c a t

each of these letters stands for a sound"

(Model the individual sounds, then put them together to say the word.  
Parent/Teacher Note: the ˘ designates the short vowel sound as in apple))

C = "k"    a = " ˘a "    t = "t"  
c - - a - - t  
c - a - t  
"cat"

This is how we form words.

Tomorrow, you will start to learn to write the letters of the alphabet.

You will also learn the sounds each letter stands for.

END OF LESSON

### Lesson 3 - Preview

#### Preparation:

1. Take-out the "A" and "T" cards, and the Penmanship Charts
2. Review the correct formation and the sounds of the letters "a" and "t".
3. Have a new penmanship paper handy.
4. Read the dialogue below so you know what is coming.
5. NOTE THE ROUTINE for the INTRODUCTION of LETTTERS.  
You will be using this routine with each letter and sound introduced. You will want to learn it so that it does become routine, because it will not always appear totally spelled-out in the lessons.
6. Print-out and fill-in the child's first CERTIFICATE of ACHIEVEMENT - available under Parent Orientation as 101A.

Delivery:

1. Follow the dialogue below

Today we will do three things:

1 - Learn a bit about WHY we learn to read and write

2 - Learn the letters 'a' and 't'  
and

3 - Present YOU with this CERTIFICATE of ACHIEVEMENT  
for LEARNING how Stokes, Letters and Sounds work together to form language.  
(Hugs and kisses and telling him how happy you are with him is appropriate)

(Present Certificate)

Why We Learn to Read and Write  
(Part One)

"Have you ever thought about WHY we learn to read and write?"

Where did reading and writing come from?  
Who invented?

When did mankind start to read and write?

Well, the answer is in the scriptures: Moses 6:5 & 6.

In these verses we learn that:  
Heavenly Father thought that reading and writing were so important  
that  
He taught Adam and others - through inspiration - to read and write!  
Adam and other taught their children.

If Heavenly Father thinks learning to read and write is important - it is important.

Tomorrow we will talk about some of the reasons  
He wants us to be able to read and write.

Let's get started!  
(NOTE the ROUTINE)  
(Show the "A, a" card)

This is the letter "a".  
It, like all letters, has two forms - A Capital or uppercase form - (point to the "A")

And a lowercase or more common form - (point to the "a")

(Turn the card over)

Most letters have just one or maybe two sounds,  
But 'A' has four sounds  
These sounds are:

˘a as in apple

ˉa as in acorn

ah as in father

aw as in ball

(go through these sounds - ˘a, ˉa, ah, aw -  
three times in a somewhat chanting mode;  
then have the child repeat them with you three more times)

(Show the letter 'T' card)  
(Repeat the Routine)

This is the letter 'T'.

It's capital or upper case letter looks like this (Point to the capital 'T'.)  
It's lowercase or common letter looks like this (point to lowercase 't'.)

(Turn the card over)

'T' has one sound:

't' as in tent

(Repeat the sound three times and  
then have the child repeat it three times with you)

Now, you will learn to write the letters 'a' and 't'.

(Show the model of the 'A' in upper case.  
Write one capital 'A' on the penmanship paper.  
Have the child write it in the correct way,  
At the same time repeating the - ˘a, ˉa, ah, aw - chant.

(Repeat the procedure with the lowercase 'a')

(Repeat the procedure with the capital 'T' and then the lowercase 't' -  
All the time repeating the sound of the letter.)

(Next, have him put the sounds together)

˘a - t

˘a - t

˘a - t

˘a-t

at

(Finally, have him read the following grid TWICE,  
first time through stating the name of the letter,  
second time through giving the sounds of the letter)

a t t a

t a a t

a t t a

a t a t

End of Lesson



## Lesson 4 - Preview

### Preparation:

1. Take-out the 'I' and 's' cards; as well as the 'a' and 't' cards.
2. Have on hand one or two sheets of penmanship paper
3. Pre-read the dialogue below.

### Delivery:

1. Follow the dialogue below and the
2. Phonic Presentation Routine as given in Lesson 3

### Why We Learn to Read and Write (Part Two)

Yesterday we learned that Heavenly Father thought reading and writing important enough that He taught Adam and others to read and write.  
Then Adam and others taught their children.

If we read a bit more in the Book of Moses (6: 8),  
We have a clue WHY Heavenly Father  
felt reading and writing were so important.

To keep records:

1. Of genealogy - or family history - things like:  
whom married whom, who their children were, and when they were born and
2. Of history of mankind and
3. Of the words of God given to the Prophets

Those are pretty BIG reasons.

Today, the Church has a BIG library in Salt Lake and other libraries all over the world in which are kept written family histories.

They also have a BIG Vault in a mountain where all the genealogy records are kept.

We also have the Scriptures  
Which are written histories of people and  
The words of God given to the prophets.

What if we didn't have the Scriptures?  
How would we know the commandments?  
Heavenly Father was right - reading and writing are pretty important.

(Introduce the letters 'I' and 'S'  
using the same routine as yesterday.)

(Show the "I,i" card)

This is the letter "i".

It, like all letters, has two forms - A Capital or uppercase form - (point to the "I")  
And a lowercase or more common form - (point to the "i")

(Turn the card over)

Most letters have just one or maybe two sounds,  
But 'I' has three sounds  
These sounds are:

˘i as in igloo

˘i as in ice cream

˘e as in spaghetti

(go through these sounds - ˘i, ˘i, ˘e, -  
three times in a somewhat chanting mode;  
then have the child repeat them with you three more times)

(Show the letter 'S' card)

(Repeat the Routine)

This is the letter 'S'.

It's capital or upper case letter looks like this (Point to the capital 'S'.)

It's lowercase or common letter looks like this (point to lowercase 's'.)

(Turn the card over)

'S' has two sounds:

's' as in soap

'z' as in is

(Repeat the sounds three times and

then have the child repeat it three times with you)

Now, you will learn to write the letters 'I' and 'S'.

(Show the model of the 'I' in upper case.

Write one capital 'I' on the penmanship paper.

Have the child write it in the correct way,

At the same time repeating the - <sup>h</sup>i, <sup>h</sup>i, <sup>h</sup>e, - chant.

(Repeat the procedure with the lowercase 'i')

(Repeat the procedure with the capital 'S' and then the lowercase 's' -

All the time repeating the sound of the letter.)

(Next, have him put the sounds together)

<sup>h</sup>i - S(z)

<sup>h</sup>i - S

<sup>h</sup>i - S

<sup>h</sup>i-S

is

(Next, have him read the following grid TWICE,  
first time through stating the name of the letter,  
second time through giving the sounds of the letter)

i            S            S            i

S            i            i            S

i            S            S            i

i            S            i            S

End of Lesson

## Lesson 5 - Review

### Preparation:

1. Have the 'a, t, I, and s' cards on hand as well as penmanship paper.
2. Go over the lesson so you know what is coming.

### Delivery:

1. Follow the dialogue below.

### Why We Learn to Read and Write

(Review)

1. Heavenly Father taught Adam and others to read and write.
2. Adam and others taught their children to read and write.
3. Heavenly Father taught them to read and write so that they could keep records.
4. The records He wants us to keep are:
  - a. Genealogy or family history
  - b. History of mankind
  - c. The words He gives to the prophets to help us know what to do.

(Phonics and Letter Review - Parent/Teacher Directions)

1. Show each of the four letter cards and review the names and the sounds of the four letters.
2. Then, have the student write one line of the capital and the lowercase form of the letter - all the while saying the sound or sounds of the letter.
  - a. EXAMPLE: A a A a and T t T t and I i I i and S s
3. Have the student practice the following grid:
  - a. One time through saying the letter names
  - b. The second time through giving the sounds of the letters

i	s	t	a
s	i	a	t
t	a	i	s
a	t	s	i

4. Have the student read the following:

at is is at  
tis at sat it  
at sit at is  
it sat is tat  
cat is at cat

#### Lesson 6 - Preview

##### Preparation:

1. Have out the a, t, i, s, e, and n cards and penmanship paper
2. Have *The Friend* or *New Era* on hand.
3. Review the lesson so that you know what is coming.

##### Delivery:

1. Follow the steps as given below

Why We Learn to Read and Write  
Part Four

We learn to read so that:

1. We know who are ancestors are, what they did, what our family is like
2. We know Heavenly Father's commandments,  
so we know what He would have us do.

Review Phonics Cards - a, t, i, s  
Letter Names and Sounds

## Introduce Letters E and N

Use the foregoing Routine

1. Introduce the two forms of the letter on the front of the card
2. Introduce the sounds and chant them on the back of the card
3. Model and then have the student practice a line of uppercase and then a line of lower case for each letter - *all the while* repeating the sounds of the letter.

When finished, have the student read the following grids:

FIRST - letter names

SECOND - Giving the Sounds of the letters:

n	e	n	n	e	e
a	s	e	t	i	n
e	n	s	i	a	t
i	t	a	e	n	s

---

---

Read the Words:

at	is	sit	set	sat
net	ten	tin	tan	nat
nit	cat	it	tis	tat
nest	tent	sent	test	ant

Show the student the Magazine.  
Have him pick-out a story or article or poem  
to be read at the end of the next lesson.

End of Lesson

## Lesson 7 - Review

Preparation:

1. Have all 6 phonics cards out, plus penmanship paper.
2. Also have a copy of the grids available from the previous lessons.
3. Read through the lesson so you know what is coming.

Delivery:

1. Follow the outline below.

### Why We Learn to Write

We learn to write so that WE can keep our Own records.

These records can be:

1. Our personal Journals
2. Records of our daily lives
3. Records of inspiration we receive from Heavenly Father
4. Records of our families

Review:

1. The six letters using the phonics cards.
2. Write a line of each phonic in the following style A, a, A, a -  
all the while repeating the sounds of each letter.
3. Read each of the previous grids

Magazine:

Read the selection from the magazine that was picked-out yesterday.

Have the student read any words that he recognizes.

From here on, reading should be a joint parent/child effort.

## Lesson 8 - Preview

Preparation:

1. Add the Letter 'R,r' to the phonics cards you are using.
2. Have penmanship paper available.
3. Have the magazine available.
4. Pre-read the lesson

Delivery:

Follow the outline below.

Why We Learn to Read and Write

One of our purposes on earth is to work  
to become more like Heavenly Father and Jesus.

We know that Heavenly Father and Jesus can read and write because  
They taught Adam to read and write.

When we learn to read and write we will be more like Heavenly Father and Jesus.

Review:

Bring out the Phonics Cards for 'a, e, I, t, s, and n'  
Have the student say the names and the sounds of these letters.

Introduce the Letter 'R, r'

Use the Routine given previously

1. Introduce the two forms of the letter on the front of the card.
2. Introduce the sounds and chant them on the back of the card
3. Model and then have the student practice a line of uppercase  
and then a line of lower case for each letter -  
**all the while** repeating the sounds of the letter.

When finished, have the student read the following grids:  
FIRST - letter names; SECOND - Giving the Sounds of the letters:

r	i	t	e	n	a
e	r	a	s	i	r
a	s	e	n	i	r

---

---



Read the words:

rat      cat      ran      can      tar      rin

rent      sent      Trent      star

rit      at      is      in      ret      it

---

---

Read a story or article from the magazine.



Have the student  
follow along and READ the words he recognizes!!

End of Lesson

## Lesson 9 - Preview

### Preparation:

1. Add the Letter 'H, h' card to the ones you are using.
2. Have penmanship paper on hand.
3. Pre-read the lesson to know what it entails.

Delivery - as follows.

### Why We Learn to Read and Write

Because Heavenly Father and Jesus love us and  
They know that it is important for us to learn to read and write,  
Heavenly Father and Jesus **will help us** learn to read and write.

(See the stories of Mamie and of Joshua in Study Skills 1--L1)  
Read one or both of these.

Review of Phonics - 'a, e, I, t, s, n, r'

Using the cards, have the student:

1. Tell the name of the letters
2. Give the sounds the letters stand for.

Introduce of 'H, h'

(Use the routine as given before.)

1. Introduce the two forms of the letter on the front of the card.
2. Introduce the sounds and chant them on the back of the card
3. Model and then have the student practice a line of uppercase and then a line of lower case for each letter - **all the while** repeating the sounds of the letter.

When finished, have the student read the following grids:

FIRST - letter names; SECOND - Giving the Sounds of the letters:

a e i h t s r n

h a r h e t i h

i r a s h e n t

a h r e s a h i

---

---

Read the Words (Another Grid is on the next page)

ha has hat hit his hen

shed shin hint heat (e is long, a silent)

Read the Words

at is it in ha rah as

sat tis sit tin hat rat has

Where there are two vowels e & a, the first one is long, the other silent

seat heat tee sea eat hate

hint tint nest tent taste haste

---

---

Lesson 10 - Review

Preparation:

1. Bring out the Phonics cards used to date.
2. Have on hand one sheet of penmanship paper.
3. Also bring out the *Friend* or *New Era*

Delivery:

1. Using the Phonics cards: have the student orally review with you each letter learned by name and sounds.
2. Using the penmanship paper, have the student write ONE line of each letter in the 'A, a' style, simultaneously saying the sounds of the letter.
3. Sit down with your student and *together* read a selection from the Magazine. Let the student read or figure-out as many of the words as he is comfortable doing.

Lesson 11 - Preview

Preparation:

1. Add the 'O, o' card to the set you are using.
2. Have on hand the magazine and a penmanship paper.
3. Read over the lesson to be familiar with it.

Delivery:

1. As outlined below

Why We Learn to Read and Write

We learn to read and write to:

1. Be able to be more like Heavenly Father and Jesus
2. Be able to keep the records they want us to
3. Be able to read the Scriptures -  
so we can know what they would have us do

(Have the student learn and repeat these for each of the next four lessons)

Review the Phonics studied to this point:

Name and sounds, using the phonics cards.

Introduce the Letter 'O, o'

Follow the Routine previously given:

1. Introduce the two forms of the letter on the front of the card.
2. Introduce the sounds and chant them on the back of the card
3. Model and then have the student practice a line of uppercase and then a line of lower case for each letter -  
**all the while** repeating the sounds of the letter.

When finished, have the student read the following grids:

FIRST - letter names; SECOND - Giving the Sounds of the letters:

o h a t o n e s o

r i h a o s n t o

i o s e h o r a s

---

---

Read the Words

Remember: Where there are two vowels - a, e, I, o, or u -  
the first is usually long, the other is usually silent.

hot    Ross    toss    rot    Ron    ton

not    so (long o)    torn    horn    on    son

to (3rd sound of o)    toast    roast    site    toe

hoe    not    so    note    roe    to

---

---

Read an article or story from the magazine.  
Have your student read as much of it as he can.

End of Lesson

Lesson 12

Preparation:

1. Bring-out the letter 'D, d' card
2. Have on hand penmanship paper and the magazine.
3. Pre-read the lesson so you know what is expected.

Delivery:

1. As outlined

Why We Learn to Read and Write

Review the three reasons we learn to read. (memorize)

Phonics:

1. Review past phonics -  
ONLY THOSE THE STUDENT DOES NOT KNOW FOR SURE.

2. Introduce 'D, d'

3. Read the following Grids.

First, give the letter names; then read again giving the sounds of the letter.

d o r a i o s n e h

o s h r o d a t e n

i d o h a i d o r a

---

---

Read the Words

Dan hid red sad den had

rid Tad din nod rod Ted

Don Ned sod dot rad Sid

Dent dine rode ride road raid

---

---

Read an article or story from the magazine  
Allow the student to figure-out as many words as he wants to.

End of Lesson

Lesson 13 - Review

Preparation:

1. Have the phonics cards, penmanship paper and magazine

**Delivery**

1. Have the student review the three reasons we learn to read and write
2. Have the student review the phonics, by using the phonics cards: telling the letter names and their sounds.
3. Have the student do a full row of 'A' a' style of the last four phonics; a half row of the previous six phonics.
4. Have the student pick-out a story or article in the magazine and help you read it, picking out the words he knows and figuring out words as he can.

End of Lesson

**Lesson 14 - Preview**

**Preparation**

1. Bring-out the 'U, u' card, a penmanship paper, and the magazine.
2. Read over the lesson to know what is coming.

**Delivery:**

Why We Learn to Read and Write

Finish memorizing the three reasons - Test in the next lesson

Phonics Review:

Have the student use the cards to tell the letter names and sounds.

New Phonics:

Introduce the 'U, u'

Read the following Grids

u o i u a i o n

a s o u d o u e

h u t u r o s u

---

---

Read the Words

Remember that when two vowels come together,  
the first one is usually long and the second silent

hun hut nut sun nun run

tune dune dust rust trust

---

---

Read the Magazine

Have your student read and decode what he is comfortable doing.

End of Lesson

Lesson 15 - Review

Preparation:

1. Bring-out the phonics cards, and penmanship paper.
2. Also, have the past reading grids available.
3. Have your library card ready. Along with being awarded the Certificate of Achievement below, he is now able - and should - check-out from the library at least two books a week that HE will read. This is VERY important to his development as a reader. Let him choose what interests him. In this way, he will be motivated to learn to read and read fluently because he wants to learn what is in the books he borrows!

Delivery:

1. Have your student tell you the three reasons why we learn to read and write.
2. Have your student read each of the phonics card he's done, telling the name and sounds of the letters.
3. Re-read the grids, from lesson 3 through 14. See how far the student has come!

Award a CERTIFICATE of ACHIEVEMENT for  
for LEARNING how Stokes, Letters and Sounds work together to form  
language.



ALPHABET Blocks are next.  
Print these off, cut, and laminate.

Use the Blocks  
to arrange the letters and  
practice reading the 'words'.

Also, make sure that you have  
recorded the *Friend* articles that  
you have read in the *Level 4 Early  
Childhood Education Syllabus*.

Then, proceed to Lesson 16

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	a	a	a	a
b	b	b	c	c

c	d	d	d	e
e	e	e	e	f
f	f	g	g	g
h	h	h	i	i
i	i	j	j	k
k	l	l	l	m
m	m	m	n	n

n	o	o	o	o
p	p	p	q	q
r	r	r	r	s
s	s	s	t	t
t	t	u	u	u
u	v	v	w	w
w	x	y	y	z

