

Ascent Advantage Academy Online

Language 1B:
Lessons 16 - 30

Materials Needed in this Lesson Packet:

- Lesson 16 and on
 - Handwriting Download
 - Beginning Phonics Cards



Week 4

I'M READING!

Lesson 16 - Preview

Preparation:

Bring-out the letter 'L, l', phonics card, a penmanship sheet, and the magazine

Lesson Delivery

1. Have the student review past phonics as needed
2. Have the student review past readings grids as needed
3. Introduce the letter 'L, l' to the student
4. Have the student read the new grids
5. Help the student read as much as he is able in a selection from the magazine. Read the parts the student cannot read.

First read the letter names; second give the letter sounds.

L u o d l u o d h u

A o r n u i s t u

E o u i a d o s u a

Read the Words

Remember that if two vowels are together the first is usually long, the other silent.

Lad lid land lit last lot let lull

led dull sell tell null late last

line list lent hill hall hull roll

role hole dole doll sell til silt

Have the student read as much as he can in an article or story from the magazine.

Help him with what he cannot read.

End of Lesson

Lesson 17

Preparation:

1. Bring-out the letter M, m", phonics card, a penmanship sheet, and the magazine
2. Prepare a CERTIFICATE of ACHIEVEMENT for **LEARNING the Names and Sounds of and How to Write the Letters a, t, i, s, e, n, r, n, r, h, d, o, u, l**
3. Prepare a Certificate of Achievement for **LEARNING: WHY We Learn to READ and WRITE**

Lesson Delivery

1. Present the CERTIFICATES of ACHIEVEMENT before starting the Lesson. Congratulate the student and be excited!
2. Have the student review past phonics as needed
3. Have the student review past readings grids as needed
4. Introduce the letter 'M, m' to the student
5. Have the student read the new grids
6. Help the student read as much as he is able in a selection from the magazine. Read the parts the student cannot read.

First read the letter names; second give the letter sounds.

m u o d l u o d h m

A o m n u i s m u

E m u i a m o s u a

Read the Words

Remember that if two vowels are together the first is usually long, the other silent.

mad mid mud mitt mast must

met mute mutt made maid mural

moss mull mate meet mint mote

mine mist mod mill mall mole Milt

Have the student read as much as he can in an article or story from the magazine.
Help him with what he cannot read.

End of Lesson

Lessons 18-19-20 Review

Preparation:

1. Bring-out the phonics cards for the letters the student has learned.
2. Also, have penmanship paper and the magazine on hand.
3. Use the letter and word grids through Lesson 17.

Delivery:

1. Have the student review the phonics each day, using the cards, naming the letters and telling their sounds.
2. Have the student study any phonic he still needs to learn.
3. For phonics with which the student is having difficulty: have him write a line of each phonic, repeating the sounds of the phonic.
4. Have the student read the letter and word grids, 1/3 of them a day.
5. At the end of each day's study: have the student pick an article or story in the magazine and read as much of it as he can himself. Help him with the words he does not yet know how to read.

Lesson 21

Preparation:

1. Bring-out the 'F, f' phonics card, a penmanship sheet and the magazine.

Delivery:

1. Introduce the "F, f' phonic
2. Have the student read the two 'F' grids as previously:
 - a. Letter Grid: Read the letter name the first time through, then give the sounds of the letters.
 - b. Word Grid: Read the words, remembering the long vowel rule.
3. Have the student pick an article or story from the magazine and read as much of it as he is able, helping him read the rest.

'F' Letter Grid

f a m l f u o d h f
r n e s f u i t a f
o s u f a e o a f h

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'F' Word Grid

fat fit fed fad fill fell feed

food foot fate fist fine fluff

fur fun full muff huff stuff

fret strife fir find (i is long when it comes before nd.)

Have the student read as much as he can in an article or story from the magazine.
Help him with what he cannot read.

End of Lesson

LESSON NOTE: From here through Lesson 40, the Lessons are the same, as the past lessons, except for which phonic is being worked on and the new reading grids. Therefore, ONLY the NEW items will be listed by the Lesson numbers.

**Also, we begin learning two and multi-syllable words.
Begin learning the syllabication rules. See download.**

Lesson 22

1. Have the student learn the Letter 'W,w'.
2. Have the student review the three reasons to learn to read and write.
3. Learn Syllabication Rules as indicated by the multi-syllable words.

Letter W Grid

W f u o d l h

I w a e r t w

s n u w o i m

'W' Word Grid

well wall will went when wise west

wisdom(Syl. Rule 6) wind(2 ways) wild(remember - i is long before ld)

white whit wait waist wolf wag

wagon(Syl. Rules 2 & 3A) wood windmill(Syl. Rule 4)

Lesson 23

1. Have the student learn the letter 'C, c'
2. 'C,c' has a rule:
It is pronounced 'k' as in cat when it comes before an a, o or u;
It is an 's' sound when the C comes before an I, e or y.
LEARN THE RULE

'C, c' Letter Grid

C w f m c u d o

H c l r n c s i

E t a c w f n u

W O e I a u w m

'C, c' Word Grid

cat cot cut cattle(Syl. Rules 2, 6, & 8) cod
code came cent cuff cinder(Syl. Rules 2, 3A, & 6)
cinema(Syl. Rules 2, 3A & B) citadel(Syl. Rules 2, 3 A & B) coal
citrus(Syl. Rule 6) clam cinnamon(Syl. Rules 3, 6, & 7)
close cud call cool cold (ld rule) clean

Lesson 24

1. Have the student learn the Letter 'G, g'.
2. 'G, g' has a rule:
'G' is *usually* pronounced as in God, when it comes before an a, o or u.
'G' is *sometimes* pronounced as in gem, when it comes before an e, I or y.
3. Have the student review the three reasons to learn to read and write.

'G, g' Letter Grid

g c w f g m l u o
c d h r g w n s e
g I t u a g c f g
c w g f o d g u c

In this grid, determine which Syllabication Rules apply to the multi-syllable words.

'G, g' Word Grid

gum go gun get grate grateful
gig genetic gel game gallon gal
gag Gail garlic gas gee general
gentle gentleman giddy gift glide

Lesson 25 Review

1. Have the student review *each* of the phonics cards.
2. Have the student write a full line of any phonic about which he is unsure.
3. Have the student review the Syllabication Rules he has used.
4. Have the student read the grids for Lessons 16 forward.
5. Have the student read an article in the magazine as much as he is able. Help him read the rest of the story.

Lesson 26

1. Have the student learn the Letter 'V, v'
2. Have the student review the three reasons why we learn to read and write.
3. Have the student apply the Syllabication Rules to the Word Grid.
4. Check with a dictionary if uncertain.

'V, v' Letter Grid

v g c w f m u l o
d v c h r g v n e
s I t g v a o w v s

'V, v' Word Grid

live van veep vice vest vast
vocal vitamin vivid vassal vacuum
valid vandal velveteen vet villa

Lesson 27

1. Have the student learn the letter 'p, p'

Letter 'P, p' Grid

P v g c w u p f m
l o p d h u r n e
p s g c I t p a v

'P,p' Word Grid

papa paste pet pit pot put
pair peace pod pad pat pup
pen puff pop top plane place
plus plan plate plain pig peg

Lesson 28

1. Have the student learn the Letter 'B, b'.
2. Have the student review the three reasons why we learn to read and write.
3. Keep learning and practicing syllabication rules.

'B, b' Letter Grid

b p v u g c o w f
a m b p c i g b d
h p l u r b e n s t

'B, b' Word Grid

bed bad bet bid bud bog bug
boast big beg best bell bag
Bob tub bat bend band Ben
Bee be bead bite bow bait
Bluff bless blob blow blame
blast blew blue brain brave bride
bridle bring bugle bang baptism

Lessons 29 & 30 - Reviews

1. Present a CERTIFICATE of ACHIEVEMENT for Knowing Why We Learn to Read and Write.
2. During these two lessons, have the student review ALL phonics he has learned so far and study any for which his knowledge may be shaky.
3. Have the student write one full line of each phonic, saying the sounds as he writes, using the 'A, a' format.
4. Have the student review the Syllabication Rules.
5. Have the student read all the Grids from Lesson 22 forward.
6. Have the student read as much as he can in one article or story from the magazine. Read for him what he cannot yet read.

Make sure you have marked the Reading Chart for the magazine articles or stories you read.

Proceed to Lesson 31

Following are the CERTIFICATES of ACHIEVEMENT