

Ascent Advantage Academy Online
Language 1B: Lessons 31-45

Materials Needed in this Lesson Packet:

- Lesson 31 and on
 - Handwriting Download
 - Syllabication & Accent Download
 - Beginning Phonics Cards
 - Copy *The Friend* or *The New Era*
 - Access to Dr. Seuss books and a library card



Week 7

I'M READING!

Lesson 31 - Preview

Preparation:

1. Bring-out the letter 'Y, y' 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 'Y,y' 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.
6. Remember to check-off on the reading chart what was read.

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

Y u o w c u y g h u

A y r v u i y p u

E o y i a b o s y a

Read the Words

Remember that if two vowels are together the first is usually long, the other silent.
Apply syllabication rules where needed.

Yarn yum yet baby yes yard

Ya-hoo yelp yank yell yawn

Year yellow ying yang

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 32

Preparation:

1. Bring-out the letter 'K, k' 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. Have the student review Syllabication Rules.
4. Introduce the letter 'K, k' 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.

k y o b l u c k h g

A y m n k i s p u

E k v i y k o s u w

Read the Words

Apply Syllabication Rules

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

Kite kind kid keep keen kale

Kept kangaroo kelp kennel krill

Key kick Kentucky kidney king

Kitchen konk

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 33

Preparation:

1. Bring-out the letter 'J, j' phonics card, a penmanship sheet, and the magazine

Lesson Delivery

2. Have the student review past phonics as needed
3. Have the student review past readings grids as needed
4. Have the student review the Syllabication Rules.
5. Introduce the letter 'K, k' to the student
6. Have the student read the new grids
7. Help the student read as much as he is able in a selection from the magazine. Read the parts the student cannot read.
8. Remember to check-off the magazine reading chart.

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

k y j b l u c k j g

A y m n k i j p u

E j v i y k o s j w

Read the Words

Apply Syllabication Rules

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

Jack Jill Jane Joan Jim Jed

Jump jest just jilt jail jackal

Jiffy jacket Jacob Jesus jet

Jade jungle jetty jig jog jug

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 34-35 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 for Lessons 16 through 33.

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 review the Syllabication Rules.
5. Have the student read the letter and word grids, 1/2 of them a day.
6. 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 36

Preparation:

1. Bring-out the 'X, x' phonics card, a penmanship sheet and the magazine.

Delivery:

1. Introduce the 'X, x' phonic
2. Have the student read the two 'F' grids as previously:
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.

'X' Letter Grid

X a m y w u p d j x
r n j s x k i t y f
b s u f y e o a x h

'X' Word Grid

Apply Syllabication Rules

x-ray Xerox xylem xylophone

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

Lesson 37

1. Have the student learn the Letter 'Q,q'.
2. Have the student review the three reasons to learn to read and write.

Letter Q Grid

Q	y	k	o	d	g	q
c	q	a	e	r	j	q
s	n	u	w	q	i	m

'Q' Word Grid

Apply Syllabication Rules

quick quit quite quiet quill

queen quest quack quad quirk

quorum quail quake qualify

quality quantity quilt quote

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

Lesson 38

1. Have the student learn the letter 'Z, z'

'Z' Letter Grid

Z w g m c q d x
H z l r n z s i
E t b z f v y u
k o e j a z q p

'Z' Word Grid

Apply Syllabication Rules

zoo zebra zig zag zodiac
zany zap zip zone zeal
Zen Zebulon zero Zion zoom

Lesson 39-40 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 for Lessons 22 through 38.

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 review the Syllabication Rules.
 5. Have the student read the letter and word grids, 1/2 of them a day.
 6. 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.
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Lesson 41

Preparation

1. Prepare the CERTIFICATE of ACHIEVEMENT for Learning the Letters: m, f, w, c, g, v, p, b, y, j, k, x, q, z.
2. For the next four weeks the student will be:
 - a. Reviewing and solidifying his phonics knowledge of the alphabet
 - b. Reviewing and solidifying his knowledge of Syllabication Rules.
 - c. Learning the Accent Rules.
 - d. Practicing his penmanship
 - e. Learning the first 25 MOST COMMON WORDS, which account for nearly 1/3 of the words on a written page.
 - f. Practicing his reading skills.
3. Preparation of the 25 MOST COMMON WORDS.
 - a. Use a BLACK felt tip marker on an index card and print in big letters each word, one word to a card.
 - b. Use these cards as the phonics cards to help the child learn the words.
4. MOST COMMON WORDS for TODAY: new, the, of

Delivery: (Refer back to these instructions for the next 20 Lessons)

1. Have the student review phonics daily: Doing five different ones each day, thus reviewing ALL the alphabet within a week's time.
2. In addition, have the student work on any phonic with which the student is having difficulty. Doing Lazy Eights or jumping on the tramp while mentally seeing the letter and reciting the sounds helps! Also, have the student walk around in a big Lazy Eight with a piece of paper with the letter on it in one circle and another paper with the sounds on it in the

other circle - and look at these as he walks from circle to circle. Hey - it works!

3. Have the student review the Syllabication Rules.
 4. Add an Accent Rule each day until they are all learned.
 5. Have the student study and learn the **MOST COMMON WORDS** for the day.
 6. Beginning with the **FIRST DAY, TODAY**, play **RANDOM** - putting the cards face down on the desk or table and the student trying to pick-up, turn-over and correctly **ID** each word without a mistake. The **GOAL**: for the student to gather **ALL** the cards. You take the cards he misses and the help him learn the missed words.
 7. **READ** - Continue reading an article or story in your magazine each day, but also read other books. Dr. Seuss books in particular are great for practice in figuring out and repeated practice in various phonetic combinations. Start with the *easiest* Seuss books and work your way up. If you want to know which are the *easiest* or for which ages go to www.seussville.com. Also, each week, have the student read at least two library books on a subject of his choice. Wanting to learn about something is half the battle in getting a child to want to read and practice reading. For reading: Practice does make Perfect!
 8. In short:
 - a. Review phonics - 5 a day
 - b. Work on any you do not know
 - c. Review Syllabication Rules and learn Accent Rules
 - d. Learn the Most Common Words for the Day
 - e. Play the Random game.
 - f. Read and **READ** and **READ**.
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Lesson 42

Prepare the lesson as given in Lesson 41.
MOST COMMON WORDS for Today: and, a, from

Lesson 43

Prepare lesson as given in Lesson 41.
MOST COMMON WORDS for Today: to, in

Lessons 44

Prepare lesson as given in Lesson 41.
MOST COMMON WORDS for Today: is, you

Lesson 45 - Review

Prepare your lesson as given in Lesson 41, except Review the Most Common Words given this week, there are no new for today.

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

Proceed to Lesson 46