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# **To Teach Decoding and Comprehension Each Smart Start Reading Lesson has Six Parts**

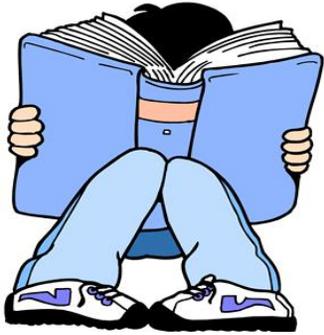


## **The Six Parts are:**

- 1. Reading Lesson**
- 2. Sight Word Book**
- 3. Printing**
- 4. Story Time**
- 5. Spelling**
- 6. Sentence Writing**

# Reasons for Six Parts of Instruction

## 1. Reading Lessons



### • Remember:

The ability to **gain meaning** from print is dependent upon **fast, accurate decoding** and **word recognition**.

## Skills Taught in Reading Lessons:

### a. Decoding: the ability to accurately sound out words

\*Decoding skills are introduced *gradually* and *systematically* with *cumulative review* to create a strong foundation.

#### Main concepts include:

\*Alphabet (name and sound of 26 letters)

\*Blending 3 Letter words

\*Initial Consonant Blends (example: cl as in clock)

\*Silent e Words with Long Vowels (example: make)

\*Y at the end of one and two beat words (examples: try, baby)

\*long vowels with two vowels together (example: train)

\*Family Words: these rhyming words share the same ending as in: ight:  
bright, fight, fright, height, light, might, night, right, sight

\*Word Endings (s, es, ed, ing, tion, ly)

\*Word Keys: two letter combinations which make a single sound

th, sh, ch, wh, qu, ar, er, ir, or, ur, ue, ew, oo, ui, oi, oy, ay, oi, oy, au, aw, ou, ow, ck, gh, wr, ph, ce, ci, cy, ge, ci, gy

\*Compound Words: two words joined together to make a new word with a new meaning.  
Example: doghouse

### b. Comprehension Skills

\*developed in the reading lessons by:

\*answering questions

\*reading and following instructions

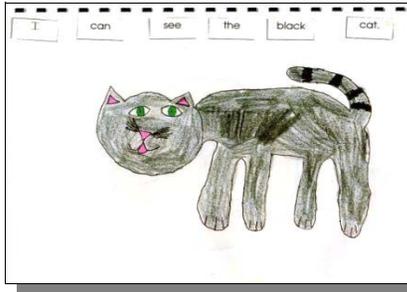
\*sequencing main ideas

### c. Sight Word Skills

\*introduced one or two at a time into the daily reading lesson.

\*reviewed in subsequent reading passages and comprehension questions

## 2. Sight Word Book



### Purpose:

a. Master Sight Words in Context.

b. Develop fluency through the repetition of rereading.

### Student Materials:

- \*blank unlined notebook
- \*scissors
- \*glue stick
- \*felt markers

## Skills Taught in Repeated Reading Sight Word Book:

### a. Sight Word Skills

\*Sight words are the most commonly used words in English.

Examples: is, the, who

\*They form between 60% and 70% of most written texts.

\*Often sight words cannot be easily sounded out and this is why they are taught by memory.

\*Flashcards are a limited way to teach sight words. Some children have difficulty learning sight words through flashcards because they lack context. Context involves the proper use of a word in a sentence.

\*The repeated reading sight word book introduces the sight words in single sentences which the child illustrates. Every sentence illustrated is read daily to review and master the sight words in context. Rereading also builds fluency. Fluency is the ability to read at a good pace.

If you would like to learn more about sight words you can research:

1. Dolch Word List, by Edward William Dolch, Ph.D., He created a list of 220 words.
2. Fry's Instant Words list, by Edward B. Fry, Jacqueline E. Kress and Dona Lee Fountoukidis It has 1 000 of the most commonly used words in the English.

### 3. Printing



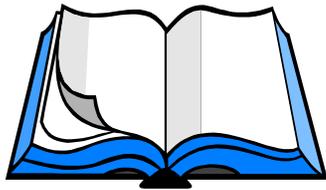
- \*builds foundation for written communication
- \*develops fine motor skills

### Skills Taught in Printing Practice:

#### a. Printing Skills

- \*In this daily activity students learn to correctly form upper and lower case letters and place them on a line.
- \*This skill is required when writing sentences, paragraphs and stories. It is a necessary part of learning written communication.
- \***Tip:** Many children struggle with fine motor skills and experience difficulties learning to print. One way to develop fine motor skills is to have your child use scissors to cut out pictures from magazines or old calendars. This will strengthen your child's hand and build fine motor skills. If you would like to give your child a book to work from you can purchase the Kumon Workbooks: My First Book of Cutting. or Let's Cut Paper.

### 4. Story Time



#### Parent reads to Child

- \* develops love of reading
- \* builds vocabulary
- \* increases child's understanding

### Skills Taught in Read-aloud Story Time:

#### a. Story Time

- \*This daily activity develops a love of reading in your child. It is so important because listening to wonderful stories allows children to experience the reason they are working so hard to decode text.
- \*Secondly, discussion questions build your child's understanding.
- \*Finally, a child's vocabulary is developed when texts beyond their decoding skills are shared. This makes it much easier for the child to make meaning of harder texts when they have developed stronger decoding skills.
- \***IMPORTANT:** Even if you can't borrow any of the suggested story books listed, read aloud the books you have. It will develop your child's vocabulary, build their comprehension skills and nurture the love of reading.

## 5. Spelling



These spelling activities are not a test. Children practice what they are learning with lots of parental support. In this way they can master skills without pressure.

## 6. Sentence Writing



- \*sentence structure
- \*written fluency
- \*creativity
- \*vocabulary
- \*spelling
- \*punctuation/capitalization

## Skills Taught in Spelling:

### a. Spelling Practice

**Spelling is a powerful way to reinforce phonics.**

- **Reading** involves viewing symbols (alphabet letters), making their sounds and blending them together.  
**Spelling** is harder because the child only hears a sound and must mentally find its matching symbol(s) from a pool of 26 letters (the alphabet) and 44 phonemes (two letter combinations such as *ch*).
- **Together** they reinforce phonetic concepts in two different ways creating strong readers and solid spellers.
- **Spelling practice is necessary for writing.**  
The further a child progresses in school, the more writing is required.  
An inability to spell, impedes the writing process.

## Skills Taught in Sentence Writing:

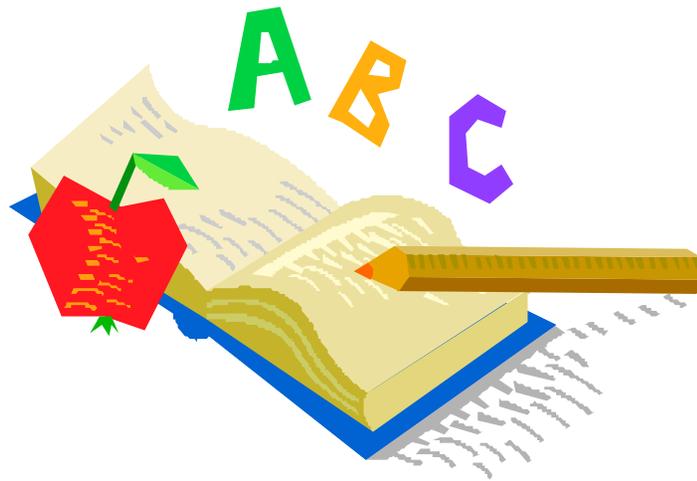
### a. Sentence Writing Skills

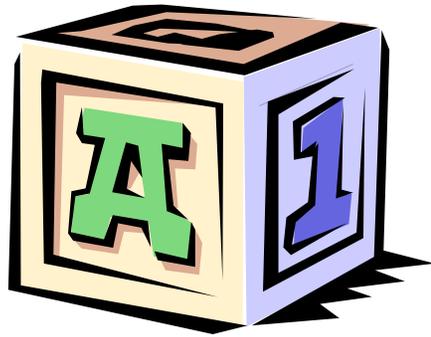
\*This daily activity develops the child's:

- \*creativity through self-expression
- \*written vocabulary of sight words, and base of nouns & verbs.
- \*capitalization and punctuation skills using capital letters, periods, question marks and exclamation marks.
- \*ability to vary sentence starters
- \*grammatical understanding of how to form a sentence

**Writing skills are necessary for success in all subsequent grades.** Children who learn to read without also learning to write will eventually struggle. The further a child progresses in school, the more he will be graded on his written work in all subjects.

# Alphabet Instruction Begins





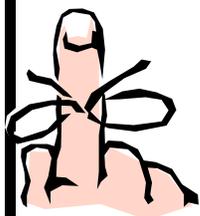
## **Building Blocks to Reading The Alphabet in 15 School Days**

Day 1 Aa Zz	Day 2 Bb Yy	Day 3 Cc Xx	Day 4 Dd Ww	Day 5 Ee Vv
Day 6 Ff Uu	Day 7 Gg Tt	Day 8 Hh Ss	Day 9 Ii Rr	Day 10 Jj Qq
Day 11 Kk Pp	Day 12 L l Oo	Day 13 Mm Nn	Day 14 Review	Day 15 Review



## Building Blocks for Reading: The Alphabet in 15 School Days

**IMPORTANT:** Reading instruction requires children to combine letters to form words. Many children enter first grade without solidly knowing their upper and lower case alphabet letters and without knowing letter sounds. These activities are designed to put the responsibility for mastery of letters and sounds on the individual child through independent practice. Proficiency is critical prior to beginning formal reading lessons.



### Teaching Tip:

If you are unsure of how to make your consonant letter sounds, **verbalize a word which ends in the sound** you want to teach. The final sound will be pure and accurate. This works for most consonant letters.

### Examples

b = cub  
l = fall  
s = gas  
z = buzz

c = tack  
m = hum  
t = sat

d = fad  
n = pun  
v = live

g = hug

p = cup

w = doesn't work

h/j = doesn't work

q = doesn't work

x = six (ks sound)

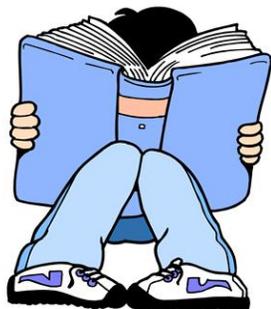
k = back

r = fur

y = doesn't work

# Alphabet: Day 1

## Learn the Alphabet



### Letters of the Day:

A a Z z



### I Spy Alphabet Game



short vowel a

To enunciate properly: big smile, open your mouth and keep your teeth more than a finger-width apart

1. Introduce the Letters of the Day using flashcards from child's workbook.

Capital Letters: A & Z

Lower Case Letters: a & z

2. Insert the **Smart Start in Language Arts DVD** in your computer and open the **I Spy Alphabet Pictures** tab. Next, click on the photograph labeled **A & Z**. Enlarge the photo and use the arrow buttons on your keyboard to navigate different sections of the picture.

3. Play **I Spy** with your child. As he identifies an object, have him decide if it begins with an **A** or **Z** and then check it off on the list below.

A a



Z z



accordion  
address  
advertise  
afghan  
Africa  
Alberta  
alphabet  
ambulance  
animal

ant  
anteater  
antelope  
apple  
aquarium  
asparagus  
astronaut  
atlas  
avocado

zap  
zebra  
zero  
zester  
zigzag  
zipper  
zither  
zoo  
zucchini

## Letters of the Day:

Aa Zz

## Alphabet Card Game

**Materials:** one set of laminated alphabet cards for parent and child.



## Alphabet Card Game

**Materials:** Give parent/child (or a pair of children) one set of laminated alphabet cards. Each card has one letter printed on it. Each alphabet letter will be printed on two cards. The first time it will be printed as a capital letter and the second time it will be printed as a lower case letter. Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm,

Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

**Instructions:** Students are given a set of cards which contain **only** the letters which have been introduced in the **Alphabet Show and Tell** game.

**Cards in a Student's Deck on Day 1 are:** Aa Zz

### Game Rules:

1. Parent and child lay their pile of cards (the ones learned to date) in a mixed up pile face down on one desk.
2. Child takes a turn by drawing a card. If he can name the letter and make its sound, the child can keep the card and draw again.
3. If he is unable to name the letter and make its sound, the parent has a chance to name the letter and make its sound. If the parent succeeds, he can keep the card. If he fails, the card is put at the bottom of the pile.
4. When all the cards are gone, both players count how many cards they got to see who won. This game should be played at least three times in a row so that the child receives adequate practice.

## Story Time

Curious George

by Margret & H.A. Rey

**Read aloud & discuss applicable questions.**



**Story Time:** Read the book Curious George to your child.

1. What is the motive of the main character?

Motive is what a character wants/needs or doesn't want.

2. How does the character try to get what he wants/needs?

3. What tries to stop him from achieving his motive?

\*Use of force (physical, political)

\*Trick

\*Act of god (weather, magic, miracle)

\*Disaster

4. Does the character get what he wants or needs? Why or why not?

5. Define unusual nouns and strong verbs.

Dramatize meaning of strong verbs to build student comprehension.

## Letters of the Day:

Aa Zz



## Printing Practice & Letter Sounds



short vowel a

To enunciate properly: **big** smile, open your mouth and keep your teeth **more than a finger-width apart**

### Consonant: z

To be certain of your consonant letter sounds, **verbalize a word which ends in the sound** you want to teach. The final sound will be pure and accurate.

**Example: buzz**

## Alphabet Printing Instruction & Letter Sound Practice

**Materials:** Worksheet in workbook, pencil, eraser

### Part One:

1. Model how to print the upper and lower case letters introduced for the day.

Example: **Day 1:** A a Z z

2. Have your child draw the letters in the air with their arms.

3. In child's workbooks, have your student circle the letters for the day and fill each line with one letter. Letters are formed from top to bottom.

☆	A	A	A	A	A	A	A	A	A
△	a	a	a	a	a	a	a	a	a
☀	Z	Z	Z	Z	Z	Z	Z	Z	Z
☐	z	z	z	z	z	z	z	z	z

### Part Two

1. Using all the letters introduced to date, **dictate** either an upper or lower case letter for the student to print on his paper in the boxes at the bottom of the worksheet.

a. Print a capital A in the box with a star in it.

b. Print a lower case z in the box with a triangle in it.

c. Print a lower case a in the box with an arrow in it.

d. Print a capital z in the box with a heart in it.

e. Print the capital letter which says "a" as in apple in the box with a cross in it.

f. Print the capital letter which says "z" as in zipper in the box with a sun.

g. Print the lower case letter which says "a" as in ant in box with circle.

h. Print the lower case letter which says "z" as in zoo in box with speech bubble.

i. Leave blank today

j. Leave blank today

k. Leave blank today

l. Leave blank today

# Day 33

## 1. Reading Lesson



**Phonics: ch**  
**Sight Word: one**

### Tips:

Say the word **much**.  
Say it again only this time segment the word as in m-u-ch. The final sound will be the correct sound the **letters ch** make.

a. Watch DVD puppet show on the choo choo train letters ch.

b. Introduce your child to: **Sight Word: one**

On two index cards print: ch, one

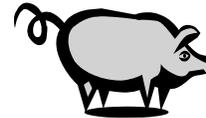
Review *all* index cards from Days 1-33 with child several times. Try to make sentences.

### 1st Page Reading Worksheet Instructions

1. Child will draw one simple picture for each sentence and color picture if the sentence indicates.
2. The drawing should represent the meaning of the sentence.

### Sentence Example from Lesson:

The pig liked to jump in mud.



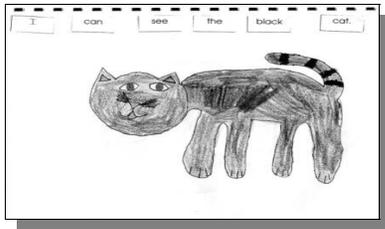
3. Listen to child read sentences and record score decoding and comprehension. Each sentence will receive a single comprehension mark.

### 2nd Page SS Phonics Worksheet Instructions: Letter ch

Have child say the name of the picture and circle the letter it starts with.

**Pictures are:** chicken, shark, church, shoe, chimney, quilt, shell, chicken, sheep, thumb, chain, shadow, queen, shirt, thermometer, chair, cheese, thread, quill, cherries

## 2. Sight Word Book



**Today's sentence is:**  
He has two good pals.

## Instructions for Repeated Reading Sight Word Book:

1. Cut sentence strip out *from child's workbook* and give to your student.
2. Child cuts up words, lays them down in the correct order to create a sentence, and then glues words down. Next, he illustrates the sentence beneath the words.
3. **Student draws a picture of two girls and one boy.**
4. Have your child start at the beginning of his book and *read each page in the book from start to end*. Students are encouraged to touch each word as they read so that they don't race. Repetition of sight words in the context of reading sentences is one critical key for memorizing this important vocabulary.

## 3. Printing Letters: CH

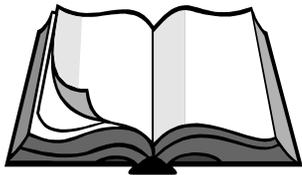


**Today your child will practice printing the letters: CH, ch**

**NOTE:** The star and triangle in the child's workbook indicate where the child should begin printing. Have your child print one line each of upper and lower case letters. Letters are formed with lines from top to bottom.

## 4. Story Time

Little Engine that Could  
by Watty Piper  
and Loren Long



**Today's Story Book is:** Little Engine that Could by Watty Piper and Loren Long

- a. Read the book out loud to your child.
- b. Discuss these story questions together.
  1. Who is the story about?
  2. What does he/she want?
  3. Does he/she get what he wants?  
If so how? If not, why?

**NOTE:** If the questions don't fit this story use your own.

- c. Build your child's vocabulary by defining new nouns & verbs together. Dramatize verbs . Illustrate word meanings by using them in a sentence.

## 5. Spelling



### Today's Spelling List (give child lots of clues to promote success)

1. this (segment word as in th—i—s)
2. chap (ch—a—p)
3. much (m—u—ch)
4. ship (sh—i—p)
5. with (w—i—th)
6. quick (qu—i—ck)
7. mash (m—a—sh)
8. wish (w—i—sh)
9. quack (qu—a—ck)
10. whip (wh—i—p)

## 6. Sentence Writing

Topic: chipmunk



### Action Words

chattered    scampered  
scurried    scrambled  
clung        leaped  
raced        darted



Star shows child where to begin printing. When the line is filled, the child begins on the next line beneath the star.

### Sentence Writing Lesson:

1. Brainstorm things chipmunks do (verbs). See examples here:

chattered    scampered  
scurried    scrambled  
clung        leaped  
raced        darted

2. Discuss sentences that could be made about a chipmunk using these action words.

Examples:

- a. The chipmunk chattered loudly.
- b. See the chipmunk race in the trees.
- c. The chipmunk scrambled up a trunk.

3. Now have your child think of a sentence he would like to write and share it out loud. Once he has shared his idea, have him circle the matching words on his paper and write. If he wants to use a word not listed in the lesson, he may sound it out and try spelling it as best as he can or ask for the correct spelling.



**Lesson 33**  
**is done.**