

# Challenge Sheet: Lesson 1

m, n, p and a

Writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** This lesson introduces four letters of the alphabet: **m**, **n**, **p** and **a**. Review the following information and do the exercises below.

**Write: m** Place your pencil on the middle line. Go straight down; touch the bottom line (ground). Now trace right back up on the same line, then over, and straight down, then back up, over, and straight down until you touch the ground again.

**Write: n** Start at the middle line. Go straight down to the ground, now right back up on the same line. Now, over one time, and straight back down again.

**Write: p** Start at the middle line. Go straight down to the ground. Don't stop; go on through the line, down into the basement. Now, go back up the line you just made, to the middle, then around, circle until you meet your first line.

**Write: a** Start at the middle line. Now make the circle going to the left and touch the ground and follow through to your starting point. Draw another line straight down.

**Exercise:**

Make a full line of each letter.

**m** -----

**p** -----

**n** -----

**a** -----

**Exercise:**

Have the student practice writing these words and nonsense words. Then have the student read them.

**ma** -----

**an** -----

**na** -----

**ap** -----

**pa** -----

**am** -----

Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 21

r eats the vowel

Spelling List

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. -----

6. -----

2. -----

7. -----

3. -----

8. -----

4. -----

9. -----

5. -----

10. -----

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**Instructions:** Cut the paper along the dotted line. Give the top part to the student. As you say each word or nonsense word, the student will write that word on this paper. When done, check the student's work.

verb

church

burst

fern

third

burn

brag

brick

birth

dirt

Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 21

r eats the vowel

Reading

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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This lesson contains R-controlled vowels. Review the following information and complete the exercise below.

You have already learned what sound **r** makes at the beginning of a word, but if the **r** comes after a vowel, watch out for a change. We can say that the **r** eats the vowel. When **r** eats the vowel, as in **i-r**, **e-r**, or **u-r**, the vowel is gone, and all you hear is the /r/ sound.

**Say:**      **ir** says /r/

Just say the /r/ sound as in *birth*.

**Say:**      **er** says /r/

Just say the /r/ sound as in *verb*.

**Say:**      **ur** says /r/

Just say the /r/ sound as in *burn*.

**Remember:** When **i**, **e** or **u** are followed by the letter **r**, the **r** eats the vowel and all that is left is the sound /r/.

**Note:** When we hear the vowel in a word **r** has not eaten it; the /r/ sound is part of the blend, as in *bran*.

## Exercise:

Have the student practice making the sounds that **ir**, **er** and **ur** make. Next, have the student read these words and nonsense words.

verb	hurl	church	burst	trim
stir	hurt	third	birth	burn
herd	bran	firm	curb	

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Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 11

th  
Reading  
Date:

Name: \_\_\_\_\_

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This lesson introduces **th**. When the letter **t** and the letter **h** are next to each other they make one sound. Review the following information and complete the exercise below.

**Say:** /th/ (air only)

You make that sound by putting just the tip of your tongue very gently between your top and your bottom front teeth. Now blow lightly; don't use your voice. Say /th/ as in *thin*.

**Remember:** Unvoiced **th** says /th/ as in *thin*.

The **th** sound can also be voiced. The voiced sound is /**th**/, like the word, *those*. When you make this sound, feel your throat and tongue vibrate.

**Say:** /**th**/ (voiced)

You make the /**th**/ sound by putting just the tip of your tongue very gently between your top and bottom front teeth. Now, blow lightly and use your voice to say the first sound in *those*.

**Remember:** A voiced **th** says /**th**/ like *those* and the unvoiced **th** says /th/ like *thin*.

## Exercise:

Have the student practice making the sounds /m/, /n/, /p/, /a/, /t/, /g/, /f/, /v/, /b/, /d/, /i/, /l/, /k/, /h/, /o/ and the voiced and unvoiced sounds that **th** can make. Next, have the student read these words and nonsense words.

thin      path      thick      that      bath      than  
math      kith      lath      cath      loth      moth  
thop      thap      gath      lith

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Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 11

th  
Spelling List  
Date:

Name: \_\_\_\_\_

1. -----

6. -----

2. -----

7. -----

3. -----

8. -----

4. -----

9. -----

5. -----

10. -----

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**Instructions:** Cut the paper along the dotted line. Give the top part to the student. As you say each word or nonsense word, the student will write that word on this paper. When done, check the student's work.

thin    path    thick    that    bath  
than    moth    thop    hoth    thon

Family Homework

Listener's signature: \_\_\_\_\_

**Instructions:** These sheets contain tips on how to remember sounds and rules. It is meant to provide the teacher with a tool to reinforce what the student is learning with My Reading Coach™. If a student has difficulty remembering the sound a letter or letter combination makes, use the memory aids or rules for a multisensory approach to sound symbol association.

Sounds	Lesson	Memory Aids, Rules and Sound Partners
<b>m</b>	1	<b>/m/</b> is the “lip-together” sound, because it is made with your lips together.
<b>n</b>	1	<b>/n/</b> is the “tongue-up” sound, because your tongue is up when you say this sound.
<b>p</b>	1	<b>/p/</b> is called the “stick-in-the-ground” sound, because part of that letter goes below the ground on which all the letters stand. (VOICED SOUND PARTNER: <b>/b/</b> )
<b>a</b> (short vowel)	1	<b>/a/</b> is the sound a crying baby makes, “aaa.”
<b>t</b>	2	<b>t</b> looks like a telephone pole. (VOICED SOUND PARTNER: <b>/d/</b> )
<b>g</b>	3	The sound <b>g</b> makes is the first sound in <i>gum</i> . (UNVOICED SOUND PARTNER: <b>/k/</b> )
<b>f</b>	4	The letter <b>f</b> is the “feather” sound. (VOICED SOUND PARTNER: <b>/v/</b> )
<b>v</b>	4	The letter <b>v</b> is the “motor” sound in <i>van</i> . Don't forget to use your voice. (UNVOICED SOUND PARTNER: <b>/f/</b> )
<b>b</b>	5	<b>/b/</b> is the first sound in <i>bat</i> , its stick comes first, before the circle. You say <b>/b/</b> with your lips <i>buh</i> (UNVOICED SOUND PARTNER: <b>/p/</b> )
<b>d</b>	5	<b>/d/</b> is the first sound in <i>dad</i> and its stick comes last, after the circle. You say <b>/d/</b> with your tongue. (UNVOICED SOUND PARTNER: <b>/t/</b> )
<b>i</b> (short vowel)	6	The letter <b>i</b> is the “igloo” sound. Don't forget the “snow flake” on top.
<b>l</b>	7	<b>/l/</b> is the “lick your teeth” sound.
<b>c</b>	8	The <b>/k/</b> sound is the first sound in <i>cat</i> . When <b>a</b> , <b>o</b> or <b>u</b> follows this sound use <b>c</b> .
- <b>k</b>	8	Always use the letter <b>c</b> for the <b>/k/</b> sound unless it is followed by <b>i</b> or <b>e</b> then use the letter <b>k</b> .
- <b>ck</b>	8	When you use the <b>/k/</b> sound at the end of a small word, you need to use both the letters <b>c</b> and <b>k</b> . Do this in small words when the <b>/k/</b> sound directly follows a short vowel. Put them in alphabetical order, first <b>c</b> then <b>k</b> like in the word <i>tick</i> but don't do this in the word <i>think</i> because the <b>/k/</b> sound does not directly follow a short vowel.  (THE <b>/k/</b> SOUND'S VOICED SOUND PARTNER: <b>g</b> )
<b>h</b>	9	<b>/h/</b> is the “hot air” sound. It's the first sound in <i>hop</i> .
<b>o</b>	10	<b>/o/</b> is the “doctor” sound. Open your mouth and say “ah.”
<b>th</b>	11	The VOICED <b>th</b> says <b>/th/</b> like <i>those</i> and the UNVOICED <b>th</b> says <b>/θ/</b> like <i>thin</i> .
<b>s</b>	12	<b>/s/</b> is the “leaky tire” sound. (VOICED SOUND PARTNER: <b>z</b> )
<b>z</b>	12	<b>/z/</b> is a “noisy <b>s</b> ” sound, or the first sound in <i>zoom</i> . (UNVOICED SOUND PARTNER: <b>s</b> )
<b>u</b> (short vowel)	13	<b>u</b> is the “skiing letter”. When you write it, you ski down one side of the letter, and <b>/u/.../u/</b> ...up the other side and down again. <b>/u/</b> as in <i>up</i> .

Sounds	Lesson	Memory Aids, Rules and Sound Partners
sh	14	/sh/ is the "be quiet" sound. (VOICED SOUND PARTNER: zh as in treasure)
- ch	14	/ch/ is the "train sound". (VOICED SOUND PARTNER: j)
- tch	14	<b>t-c-h</b> at the end of a word says /ch/ like <b>m-a-t-c-h</b> , <i>match</i> . You generally add <b>t</b> after a short vowel. It is dropped in very common words like: <i>much</i> , <i>such</i> , and <i>rich</i> .
e (short vowel)	15	/e/ as in <b>Ed</b> the <b>e</b> lephant.
j	16	/j/ is the first sound in <i>job</i> . (UNVOICED SOUND PARTNER: ch)
- gi / ge	16	If you see the letter <b>g</b> followed by <b>i</b> or <b>e</b> , check to see whether the sound is /j/ or /g/. The /j/ sound is in the word <i>giant</i> . The /g/ sound is in <i>get</i> .
w	17	/w/ is the first sound in <i>way</i> . (UNVOICED SOUND PARTNER: wh)
wh	17	/wh/ is unvoiced in the word <i>why</i> . (VOICED SOUND PARTNER: w)
Blends	18	Blends are two or more consonant sounds said together. You blend the sounds but you can still hear each one. ( /st/, /pl/, /sl/, /sk/, /mp/, /nt/ )
x	19	<b>x</b> says the sounds /k/ and /s/, <b>x</b> is the last sound in the word <i>mix</i> .
r	20	/r/ is the "roaring" sound. The letter <b>r</b> , before a vowel, will always say <b>r..r..r..rrr</b> .
r eats the vowel	21	When the letters <b>i</b> , <b>e</b> or <b>u</b> are followed by the letter <b>r</b> ( <i>ir</i> , <i>er</i> , <i>ur</i> ), the <b>r</b> eats the vowel and all that is left is the sound /r/. You do not say or hear the vowel.
r does not eat the vowel	22	<b>r</b> cannot eat the letters <b>o</b> or <b>a</b> ( <i>or</i> , <i>ar</i> ). <b>r</b> chews on them and changes their sounds. <b>o-r</b> becomes /or/ as in <i>for</i> . <b>a-r</b> sounds like the name of the letter <b>r</b> .
Policeman E	23	<b>Policeman E</b> is a vowel signal that makes every short vowel say its long name. The <b>Policeman E</b> goes at the end of the word as in <i>made</i> or next to its twin as in the word <i>meet</i> and it does not make a sound. (Examples: <i>mate</i> , <i>site</i> , <i>mute</i> , <i>vote</i> , <i>deep</i> ).
Blends with vowel signals	24	<b>Policeman E</b> can be used in words that start with consonant sound blends like the word <i>blame</i> . The sounds are blended together at the beginning of the word; then remember the first vowel is long and the Policeman E is silent. Blends include: <b>bl</b> , <b>br</b> , <b>gl</b> , <b>fl</b> , <b>gr</b> , <b>str</b> , <b>tr</b> , <b>pr</b> , <b>st</b> , <b>pl</b> , <b>sl</b> .
Stop sign A	25	<b>Stop sign A</b> is a vowel signal. Use it with <b>o</b> or <b>e</b> to make them say their names (road, each). The <b>Stop sign A</b> stands right next to the <b>o</b> or <b>e</b> and never says anything.
More Blends	26	<b>Stop sign A</b> can be used in words that start or end with consonant sound blends like the word <i>gleam</i> . You say each sound blended together and remember to say the long vowel sound leaving the <b>Stop sign A</b> silent. Blends include: <b>gr</b> , <b>pr</b> , <b>gl</b> , <b>bl</b> , <b>fl</b> , <b>tr</b> , <b>str</b> , <b>pr</b> , <b>st</b> , <b>sl</b> , <b>pl</b> , <b>mp</b> , <b>nt</b> , <b>sc</b> , <b>scr</b> , <b>sh</b> , <b>tw</b> , <b>thr</b> , <b>cr</b> , <b>sp</b> , <b>fr</b> , <b>cl</b> .
Patrol I	27	The <b>Patrol I</b> is a vowel signal. Use it after the vowel <b>a</b> . It makes the letter <b>a</b> say its name ( <i>sail</i> ). It goes right next to <b>a</b> and it does not make any sound. (Examples: <i>rain</i> , <i>train</i> , <i>maid</i> )
oo	28	<b>oo</b> has two sounds /oo/ as in <i>moo</i> and /oo/ as in <i>look</i> . Try "the cow sound" first.

Sounds	Lesson	Memory Aids, Rules and Sound Partners
ing, ang, ung	29	These are endings and generally come at the end of a word: <b>i-n-g</b> says / <b>ing</b> / as in <i>sing</i> , <b>a-n-g</b> says / <b>ang</b> / as in <i>sang</i> , and <b>u-n-g</b> says / <b>ung</b> / as in <i>sung</i> .
Rule for c	30	<b>c</b> with <b>i</b> or <b>e</b> makes the / <b>s</b> / sound like <i>city</i> or <i>cent</i> . To make the / <b>k</b> / sound, use <b>k</b> with <b>i</b> or <b>e</b> like the word <i>kit</i> . The rest of the time the letter <b>c</b> is used for the / <b>k</b> / sound. (Examples: <i>cat, cut, cot</i> )
Sight words:	31	Some words have a <b>Policeman E</b> but the vowel sound is the short / <b>u</b> /. The <b>Policeman E</b> is silent ( <i>some, one, come, dove, love, above, done</i> ). Students must find a way to remember them by using memorization, mnemonics or devising their own method.
- W with OR	31	When the letter <b>w</b> comes before <b>or</b> ( <i>work</i> ) the letter <b>r</b> eats the <b>o</b> and you do not hear the vowel. Other words with this combination include: <i>word, worry, work, worse, words, worst, worth and worm</i> .
- AR say OR	31	<b>a-r</b> can sometimes make the / <b>or</b> / sound (Examples: <i>quart, war</i> ).
- The lazy u	31	The short <b>u</b> sound / <b>u</b> / can be made in place of other vowels, so they need to be remembered. Here are a few of these common words: <i>a, the, what, young, cover, other, second, was, son</i> .
- Sight Words	31	Some words don't follow rules and must be learned. (Examples: <i>friend, meant, said, eye, both, only, great, people</i> )
Sight words with Blends old/ ild	32	When the blend <b>ld</b> follows directly after the vowel <b>o</b> or <b>i</b> the vowel before it <i>can</i> make the long vowel sound. The blend is not a vowel signal because it is not silent but it does make the vowel say its alphabet name. (Examples: <i>old, cold, hold, sold, gold, told, wild, mild, child</i> )
- ost	32	When the blend <b>st</b> follows directly behind the vowel <b>o</b> , the vowel before <b>st</b> <i>can</i> make the long vowel sound ( <i>most, host</i> ). The blend is not a vowel signal because it is not silent but it does make the vowel say its alphabet name.
- ind	32	When the blend <b>nd</b> follows directly behind the vowel <b>i</b> , the vowel before <b>nd</b> <i>can</i> make the long vowel sound. The blend is not a vowel signal because it is not silent but it does make the vowel say its alphabet name. (Examples: <i>find, kind, bind, mind, rind, grind, behind, remind and wind (a clock)</i> but not <i>wind (the air)</i> ).
2 Syllable Words	33	Two word parts can be hooked together to make one English word. Say one part at a time and then hook them together to make a bigger English word. (Example: <i>har-poon, bon-net</i> )
Compound Words	34	A compound word is made when two little words are hooked together to make a bigger English word. (Example: <i>teapot, workman</i> )
2 Syllable Plurals (s) (es)	35 35	Usually we make a word plural by adding the letter <b>s</b> . (Example: <i>hamsters</i> ) If a word ends in <b>x, s, z, t, ch</b> or <b>sh</b> , we add <b>es</b> so we can better hear the plural. (Examples: <i>foxes, classes, waltzes, matches, benches, marshes</i> ) <b>Note:</b> If a word ends in a single vowel we add <b>es</b> . Example: <i>vetoes</i> . However, if the word ending in a vowel is a music related word or a Spanish word we add only <b>s</b> . (Examples: <i>cellos, nachos</i> )
ph for f	36	<b>ph</b> is the first sound in <i>photo</i> . It makes the same sound as the letter <b>f</b> . Note: <b>gh</b> after the vowel <b>u</b> can also make the / <b>f</b> / sound like: <i>laugh</i> and <i>tough</i>

Sounds	Lesson	Memory Aids, Rules and Sound Partners
igh	37	<b>i-g-h</b> stands for I-Go-Hide. The letter <b>i</b> says its name and <b>gh</b> is the silent signal that hides. (Examples: <i>night, right, fight</i> )
oi	38	When <b>o</b> and <b>i</b> come together the vowels blend and say <b>/oy/</b> as in <i>join</i> .
Pinch me Twins	39	<b>ou</b> and <b>ow</b> are the pinch me twins. They both can say <b>/ow/!</b> as in <i>out</i> or <i>cow</i> .
Cautious W	39	When you see a <b>w</b> after the letter <b>o</b> first pinch it, to say <b>/ow/</b> as in <i>cow</i> . If that doesn't work, it's usually a vowel signal to make <b>o</b> say its name. (Examples: <i>sow, mow</i> )
qu	40	<b>q</b> and <b>u</b> go everywhere together and say <b>/kw/</b> .
Consonant Y - Vowel Y	41	<b>y</b> at the beginning of a word makes a sound like the first sound in <i>year</i> .
- Plurals	41	<b>y</b> in the middle or at the end of a word can be substituted for either <b>i</b> or <b>e</b> . You may need to try both until it sounds like a word you know. (Examples: <i>bye, silly</i> )
	41	When a word ends in the letter <b>y</b> that follows a consonant, change <b>y</b> to <b>i</b> and add the ending <b>es</b> to make it plural. (Examples: <i>berry, berries</i> ) If the word ends in <b>i</b> following a vowel add <b>s</b> to make a plural. (Examples: <i>keys, boys</i> )
Suffixes	42	A suffix or ending is added to a root word to change the meaning of the word. (Examples: <i>jump, jumped, jumping</i> )
- Policeman E with vowel suffix	42	When a suffix that begins with a vowel is added to a word that ends with <b>Policeman E</b> , we drop the <b>Policeman E</b> and add the ending. (Examples: <i>take, taking, fade, faded</i> )
- Policeman E with a consonant suffix	42	When a suffix that begins with a consonant is added to a word that ends with <b>Policeman E</b> , we do not drop the policeman we just add the ending. (Examples: <i>fine, finely, hope, hopeful</i> )
- Double the Consonant	42	When a word ends in a single consonant, and a single vowel comes before it, we double the consonant before adding the suffix. (Examples: <i>drop, dropping, win, winner.</i> )
tion, sion	43	<b>-tion</b> and <b>-sion</b> both say "shun." They come at the end of a word and cannot be divided.
Vowel, Sound, Stick	44	To divide a long word: find the first vowel, go back to the sound before this vowel and put a stick in front of it. Do the next vowel, and the next, until you have divided the word. Read the syllables between the sticks. Say the whole word. Examples: <i>/com/man/der /fa/ci/li/tate</i> Do note separate vowel signals with a stick
Friendly I	45	When you see the vowels <b>i</b> then <b>e</b> , we almost always say the long vowel sound <b>/E/</b> . <b>Friendly I</b> comes first to introduce <b>e</b> as <b>/E/</b> . (Examples: <i>niece, field</i> )
- with Cop	45	The letter <b>C</b> is a cop, it wants the <b>Friendly I-E</b> pair in alphabetical order: <b>c-e-i</b> . So when <b>c</b> is there, reverse the <b>(i-e)</b> pair, <b>c-e-i</b> . They still say <b>/E/</b> . (Example: <i>ceiling</i> ).
- Say I	45	There are exceptions in small words like: <i>pie, die, lie</i> and <i>tie</i> . This time the pair says the long <b>/I/</b> sound.

Sounds	Lesson	Memory Aids, Rules and Sound Partners
<b>Detective I</b>	46	When you see the vowels <b>e</b> then <b>i</b> without the cop <b>c</b> be careful! It usually says / <b>A</b> / or / <b>I</b> /, but it may say / <b>E</b> /. You must be a detective and try each sound to see which one works. (Examples: <i>beige</i> (/A/), <i>stein</i> (/I/)). Very infrequently the <b>Detective I</b> pair may say <b>e</b> like: <i>either, neither</i> and <i>weird</i> .
- In Proper names	46	When you see <b>Detective I</b> following <b>e</b> in proper names it almost always says / <b>I</b> /. (Examples: <i>Frankenstein, Geiger</i> )
- <b>eigh</b>	46	When the <b>Detective I</b> pair is followed by the backup team <b>g-h</b> it says / <b>A</b> /. (Examples: <i>weigh, eight</i> )
<b>Multi - Syllable with vowel signals</b>	47	If there are two vowels together, check to see if one is a vowel signal. If it is, consider the two vowels to be one sound and do not place a stick between the vowels. When a vowel is next to a stick, the vowel can be long or short.
<b>Multi - Syllable with tion / sion</b>	48	- <b>tion</b> and - <b>sion</b> both say "shun." They come at the end of a word and cannot be divided. A vowel before - <b>tion</b> and - <b>sion</b> is usually long, but can be short.
<b>Multi - Syllable with blends</b>	49	There are three ways to place a stick with blends. If there is an English word inside the longer word that ends with a blend, place the stick before and after that word. If not, try keeping the blend together. If that doesn't sound right, the letters are not a blend and will need to be divided.
<b>Multi-syllable with 2 letter sounds</b>	50	Don't divide two or three letter sounds like: <b>th, ch, sh, tch, ph</b> .
<b>au, aw</b>	51	<b>au</b> and <b>aw</b> make the crow sound. It is the first sound in <i>auto</i> .
- <b>ball</b>	51	The letters <b>a</b> and <b>l</b> can make the crow sound like the words: <i>ball</i> and <i>tall</i> .
- <b>ong</b>	51	<b>o</b> followed by <b>n-g</b> can also make the / <b>aw</b> / sound. (Examples: <i>song, long, strong</i> )
<b>ought, ought</b>	52	Both of these letter combinations say / <b>aut</b> /. (Examples: <i>caught, taught; brought</i> )
<b>ough</b>	52	<b>ough</b> says / <b>af</b> / as in <i>laugh</i> .
<b>ough</b>	52	Be careful without a <b>t</b> , <b>ough</b> can say / <b>oo</b> /, / <b>oh</b> /, / <b>off</b> /, or / <b>uf</b> /. (Examples: <i>through, dough; cough, tough</i> ) They are all spelled <b>o-u-g-h</b> . Students must find a way to remember <b>ough</b> by using memorization, mnemonics or devising their own method.
<b>Silent letters</b>	53	Silent letters are often added to a word to differentiate the meaning of two words that sound alike.
- <b>n</b>	53	We can spell the / <b>n</b> / sound with the letters <b>n, kn</b> or <b>gn</b> (as in <i>no, know</i> or <i>sign</i> )
- <b>f</b>	53	We can spell the / <b>f</b> / sound with the letters <b>f, ph</b> or <b>gh</b> (as in <i>find, phone</i> or <i>rough</i> )
- <b>g</b>	53	We can spell the / <b>g</b> / sound with the letters <b>g</b> or <b>gh</b> (as in <i>get</i> or <i>ghost</i> )
- <b>r</b>	53	We can spell the / <b>r</b> / sound with the letters <b>r</b> or <b>wr</b> (as in <i>right</i> or <i>write</i> )
- <b>h</b>	53	We can spell the / <b>h</b> / sound with the letters <b>h</b> or <b>wh</b> (as in <i>hole</i> or <i>whole</i> )
- <b>with blends</b>	53	Some words have these blend letter combinations <b>sl, st</b> and <b>sw</b> . They look like a blend but one of the letters is silent so it cannot be a blend (Examples: <i>island, listen</i> and <i>sword</i> )

Sounds	Lesson	Memory Aids, Rules and Sound Partners
Stop sign A Tricks	54	Be careful with <b>Stop sign A</b> , it usually makes the vowel before it say its long name but when <b>Stop sign A</b> is followed by <b>th, t, l</b> or <b>d</b> it may not follow the rule. It can make either the short vowel sound / <b>e</b> / or the long vowel sound / <b>E</b> /. (Examples: <i>weather</i> and <i>wreath</i> , <i>sweat</i> and <i>heat</i> , <i>health</i> and <i>meal</i> , <i>read</i> and <i>read</i> ).
five / sive	55	At the end of a long word use the short / <b>i</b> / sound for <b>t-i-v-e</b> and <b>s-i-v-e</b> . They use the short / <b>i</b> / sound even though they have a <b>Policeman E</b> . They are never divided.
Powerful R	56	<b>r</b> is very powerful; it can eat one vowel (Examples: <i>bird</i> , <i>germ</i> , <i>skirt</i> ) or two vowels <b>o-u</b> or <b>e-u</b> (Examples: <i>courage</i> , <i>neuron</i> ).
- eau	56	<b>Stop sign A</b> can also be a vowel signal, to have two vowels say their long name. Sometimes you hear both / <b>E</b> /and / <b>U</b> / like the word <i>beauty</i> . <i>Note: eau</i> can also make the long <b>O</b> sound like the word <i>bureau</i> .
- or	56	Be careful! / <b>OR</b> / can be spelled with or without a vowel signal. The most common vowel signal used with <b>or</b> is <b>Policeman E</b> but it can also be spelled with other vowel combinations ( <b>o-r-e</b> like <i>store</i> , <b>o-a-r</b> like <i>soar</i> , <b>o-r</b> like <i>for</i> , <b>o-o-r</b> like <i>door</i> and <b>o-u-r</b> like <i>four</i> ).
- ure / eur	56	Both <b>u-r-e</b> and <b>e-u-r</b> make the long / <b>U</b> / sound ( <i>cure</i> or <i>Europe</i> ).
Powerful R	57	/ <b>air</b> / can be spelled <b>a-i-r</b> as in <i>hair</i> , <b>a-r-e</b> like <i>hare</i> , <b>e-i-r</b> like <i>their</i> , <b>e-r-e</b> like <i>there</i> and <b>e-a-r</b> like <i>pear</i> . <b>a-r-e</b> with <b>Policeman E</b> is the most common spelling. So try it first.
- air	57	When <b>r</b> follows <b>e</b> ( <b>er</b> ) it usually eats the vowel but when we add a vowel signal we hear both <b>e</b> and the <b>r</b> sound. It can be spelled <b>e-a-r</b> like <i>ear</i> , <b>e-a-r</b> like <i>dear</i> , <b>e-e-r</b> like <i>deer</i> and <b>e-r-e</b> like <i>here</i> , <b>i-e-r</b> like <i>pier</i> , <b>i-e-r-e</b> like <i>premiere</i> . The two most common spellings are either with <b>Policeman E twin</b> like <i>deer</i> or <b>Stop sign A</b> like <i>dear</i> .
- ear		
k spelled ch	58	Another way to spell the / <b>k</b> / sound ( <i>cat</i> or <i>kit</i> ) is <b>ch</b> as in <i>school</i> or <i>ache</i> and with scientific words like <i>chemistry</i> .
Prefixes	59	We add a prefix to the front of the original root word to change the word's meaning. Like <i>do</i> , <i>redo</i> and <i>undo</i> . Different prefixes go with different root words.
- not	59	Prefixes that mean <b>not</b> include: <b>il, im, in, ir, mis, non, and un</b> (Examples: <i>illegal</i> , <i>imbalance</i> , <i>inactive</i> , <i>irregular</i> , <i>misspell</i> , <i>nondairy</i> , <i>unafraid</i> ).
sh spelled su	60	Another way to spell the / <b>sh</b> / sound as in <i>ship</i> is <b>su</b> ( <i>sure</i> or <i>sugar</i> ). Sometimes <b>su</b> sounds like its voiced partner / <b>zh</b> / ( <i>pleasure</i> ).

Sounds	Lesson	Memory Aids, Rules and Sound Partners
Summary	61	<p>A vowel between two consonants is short unless there is a long word and the vowel is next to a stick.</p> <p>For a vowel to make the long sound, there must be a vowel signal or the vowel must be next to a stick in a long word.</p> <p>To divide a long word, find the sound in front of the first vowel. Put a stick in front of that sound, do the next vowel, and the next, until you have divided the word. Read the syllables between the sticks. Say the whole word. (Example: /be/wil/der/ment)</p> <p>When dividing long words, never divide "shun," <b>-tion</b> or <b>-sion</b>. The vowel in front of "shun" is usually long. Try the long sound first. (Example: /car/na/tion)</p> <p>When dividing long words, never divide <b>-five</b> or <b>-sive</b>. (Example: /ad/min/is/tra/tive)</p> <p>There are three ways to place a stick with blends. 1. If there is an English word that ends with a blend inside the long word, place the stick before and after that word. 2. If not, try keeping the blend together. 3. If that doesn't sound right, it is not a blend and you will need to split the consonants.</p> <p>Do not separate vowel signals, keep the vowel signal with the vowel unless there are two vowels together that we have not learned about, they may need to be separated. (Example: /di/al /tri/umph)</p> <p>*****You do not have to understand a word to read it. You can figure out a word's meaning by putting the word in context in a sentence or paragraph.</p>

# Challenge Sheet: Lesson 1

## m, n, p and a Spelling List

Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

1. -----  
\_\_\_\_\_  
\_\_\_\_\_

4. -----  
\_\_\_\_\_  
\_\_\_\_\_

2. -----  
\_\_\_\_\_  
\_\_\_\_\_

5. -----  
\_\_\_\_\_  
\_\_\_\_\_

3. -----  
\_\_\_\_\_  
\_\_\_\_\_

6. -----  
\_\_\_\_\_  
\_\_\_\_\_

---

**Instructions:** Cut the paper along the dotted line. Give the top part to the student. As you say each word or nonsense word, the student will write that word on this paper. When done, check the student's work.

ma    ap    am    an    na    pa

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Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 1

m, n, p and a

Reading

Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

This lesson introduces four letters of the alphabet: **m**, **n**, **p** and **a**. Review the following information and complete the exercise below.

**Say:**     **/m/**

Put your lips together and lightly hum. **/m/** is the first sound you hear in *mom*.  
**Remember:** We call **/m/** the “lip-together” sound, because it is made with your lips together.

**Say:**     **/n/**

Open your mouth and put the front edge of your tongue up. Let your tongue go up to touch the back of your top teeth and hum. **/n/** is the first sound in *nap*.  
**Remember:** We call **/n/** the “tongue-up” sound because your tongue is up when you say this sound. Watch and listen carefully because the **m** and **n** sound alike.

**Say:**     **/p/**

Put both lips lightly together and blow just air, no voice. The letter **p** is the last sound in *up*.  
**Remember:** **/p/** is called the “stick-in-the-ground” sound, because part of that letter goes below the ground on which all the letters stand.

**Say:**     **/a/**

To make this sound, open your mouth. Let your tongue touch the back of your bottom teeth. Make a sound from the back of your throat. It's the first sound in *at*. The letter **a** is a vowel. A vowel is the main part of every word or nonsense word.  
**Remember:** **/a/** is the sound a baby makes crying, “aaa.”

## Exercise:

Have the student practice making the sounds: **m**, **n**, **p**, **a**. Next, have the student read these words and nonsense words.

ma

ap

am

an

na

pa

---

Family Homework

Listener's signature: \_\_\_\_\_

Challenge Sheet: Lesson 51

au, aw, al, ong

Spelling List

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. -----

6. -----

2. -----

7. -----

3. -----

8. -----

4. -----

9. -----

5. -----

10. -----

-----  
**Instructions:** Cut the paper along the dotted line. Give the top part to the student. As you say each word or nonsense word, the student will write that word on this paper. When done, check the student's work.

August      author      strong      audience      long  
auburn      tall      awful      autograph      walk

Family Homework  
Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 41

y  
Reading  
Date:

Name: \_\_\_\_\_

---

This lesson introduces the letter **Y**. The letter **Y** can be a consonant or a vowel substitute for the letters **i** or **e**. Review the following information and complete the exercise below.

**Say:**     **/y/**     (y the consonant)

Open your mouth a little and let your tongue touch the back of your bottom teeth. Start to say the letter **e** and make it the first sound in *yet*.  
**Remember:** **y** at the beginning of a word makes a sound like the first sound in *year*.

**Say:**     **day**     (y the vowel)

Substitute the letter **i**, to get **dai**. The **y** is the silent vowel signal **Patrol I**, it makes the **a** say its name. Use the long **/A/** sound in *day*.

**Remember:** **y** can substitute for either **i** or **e**, you may need to try one and then the other until the word sounds like a word you know.

**Say:**     **silly**     (y the vowel)

Substitute the letter **e**, to get **sille**. It's not a **Policeman E** because there are two consonants between the vowels, not just one. The first syllable says **/sil/**, and the second becomes either the long or the short **/e/**. The long **/E/** is correct.

**Remember:** When you see a **y** in the middle or at the end of a word, substitute **i** or **e**.

**Say:**     **hobby, hobbies** (making y plural)

If a word ends in the letter **y**, and it follows a consonant, change the letter **y** to the letter **i** and add the letters **e** and **s**.

**Remember:** When you see the letter **Y** at the end of a word, make the word plural by changing **y** to **i** and adding the letters **e** and **s** unless the letter **y** follows a vowel then we add just **s** like *boys* or *toys*.

## Exercise:

Have the student practice reading these words.

parties	babies	stories	yeast	spray
tray	really	baby	yanks	fairies

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Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 41

y  
Writing  
Date:

Name: \_\_\_\_\_

**Instructions:** This lesson introduces the letter **Y**. Review the following information and do the exercises below.

**Write: y** This is the letter **Y**. Start at the middle line. Then make a slanted line down and to the right stopping at the ground. Go back up to the middle line so you can make a slanted line to the left. Continue the slanted line past the ground into the basement.

**Exercise:**

Have the student make a full line of each letter.

**y** \_\_\_\_\_  
-----  
\_\_\_\_\_

**q** \_\_\_\_\_  
-----  
\_\_\_\_\_

**Exercise:**

Have the student practice writing these words and nonsense words. Then have the student read them.

_____	_____	_____
<b>really</b> -----	<b>tray</b> -----	<b>baby</b> -----
_____	_____	_____
_____	_____	_____

<b>teeny</b> -----	<b>pay</b> -----	<b>yellow</b> -----
_____	_____	_____
_____	_____	_____

<b>yogurt</b> -----	<b>gray</b> -----	<b>yard</b> -----
_____	_____	_____
_____	_____	_____

<b>hard</b> -----	<b>yeast</b> -----	<b>thirsty</b> -----
_____	_____	_____
_____	_____	_____

Family Homework  
Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 51

au, aw, al, ong

Reading

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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This lesson introduces four spellings for the letter combination **a-w**. Review the following information and complete the exercise below.

There are four ways to spell the “crow sound”, /**aw**/. **a-u**, **a-w**, **a-l** and **o** when it is followed by **n-g**.

**Say:**      /**au** / **burn** (auburn)

To make the /**aw**/ sound, make the sound a crow makes: /**aw**/, /**aw**/, /**aw**/.

**Say:**      /**awk** / **ward** (awkward)

To make the /**aw**/ sound, make the same sound a crow makes: /**aw**/, /**aw**/, /**aw**/.

**Say:**      **ball**

**a-l** sometimes says /**aw**/, the same sound a crow makes: /**aw**/, /**aw**/, /**aw**/.

**Say:**      **song**

**o** can say /**aw**/ when it is followed by the letters **n-g**, the same sound a crow makes: /**aw**/, /**aw**/, /**aw**/.

## Exercise:

Have the student practice making the /**aw**/ sound and then have the student read these words.

awe	awful	August	author	audience
tall	stall	mall	fall	autograph
song	along	bald	call	awning
strong	long	fraud		

---

Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 61

multi-syllable (all rules)

Spelling List

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. -----

6. -----

2. -----

7. -----

3. -----

8. -----

4. -----

9. -----

5. -----

10. -----

-----  
**Instructions:** Cut the paper along the dotted line. Give the top part to the student. As you say each word or nonsense word, the student will write that word on this paper. When done, check the student's work.

circumlocution  
developmentally  
inflammation  
intercontinental

bewilderment  
phosphorescent  
concentrated

approximately  
elaboration  
expectation

Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 61

multi-syllable (all rules)

Reading

Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

This lesson reinforces all the sounds, strategies and rules learned with My Reading Coach™. Review the following information and complete the exercise below.

In this lesson, you will be using all the rules you have learned to read very long words with which you may not be familiar.

**One:** Find the **vowel**, then go backwards to locate the sound in front of the vowel and place your stick.

**Two:** If the letter in front of the vowel is part of a **blend**, check to see if it ends with a smaller English word. Put the sticks before and after this word. If you don't find a smaller English word, try to keep the whole blend together. As a last resort, divide the blend.

**Three:** When you see a **prefix**, place your sticks before and after the prefix.

**Four:** When you see **two vowels together**, check to see if a vowel is part of a prefix. If it is, place your sticks before and after the prefix. If the vowel is not part of a prefix, try keeping the vowels together. Try to keep vowels together unless the vowel comes right before an ending like: **-sive**, **-five**, **-ing**, **-sion**, **-tion** (*cre/a/tion*). As a last resort, divide the vowels.

**Five:** Never divide **/shun/**; **t-i-o-n** or **s-i-o-n**. The vowel in front of **/shun/** can be long or short. Try the long sound first.

**Six:** Never divide the ending **/five/**, **t-i-v-e** or **/sive/**, **s-i-v-e**. They do not make the long **/I/** sound even though they follow the **Policeman E** pattern. It is an exception.

**Lastly:** A vowel next to a stick can be either long or short. You have to try it both ways.

**Remember:** You do not have to understand a word to be able to read it. Once you read it you can find out its meaning by trying to understand what the sentence or paragraph is about.

## Exercise:

Have the student practice reading these words. If a word seems too hard, cover up part of the word, and make it smaller.

circumlocution

bewilderment

approximately

intercontinental

phosphorescent

inflammation

nonconformist

developmentally

chemotherapy

professionally

thermoelectric

independence

---

Family Homework

Listener's signature: \_\_\_\_\_

# Challenge Sheet: Lesson 41

## y Spelling List

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. -----

6. -----

2. -----

7. -----

3. -----

8. -----

4. -----

9. -----

5. -----

10. -----

**Instructions:** Cut the paper along the dotted line. Give the top part to the student. As you say each word or nonsense word, the student will write that word on this paper. When done, check the student's work.

parties      yogurt      stories      yeast      spray  
tray      yellow      fairies      say      teeny

Family Homework

Listener's signature: \_\_\_\_\_