

# Reading

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Sounds, Letters, and Easy Words

# Introduction

## How to Use This Guide

Sonlight designed the Grade K Readers Schedule, featuring *Fun Tales*, to ease children into reading in a methodical, phonetically-correct manner. To that end, this schedule is based upon the phonics instruction schedule used in the Language Arts K program. Thus, each of the stories in *Fun Tales* is scheduled to be read only after the appropriate letters have been covered in the Language Arts Grade K program.

If you are using the Grade K Readers Schedule with the Language Arts K program, this schedule mirrors the schedule included in your Language Arts K Instructor's Guide. For convenience, feel free to simply use that consolidated schedule.

However, if you are using the Grade K Readers Schedule either on its own or in conjunction with a Core or Language Arts program other than Level K, you will need to use this schedule. Because of its integration with the Language Arts K program, the Readers K Schedule begins on Week 10—after the following letters have been introduced and learned: F, B, M, T, R, A, H, and P.

To do this program by itself or to integrate it with another Core or Language Arts program, you will need to teach your children certain letters over the first nine weeks of the course. Please use the following schedule to introduce the appropriate letters in the proper order over the course of the first nine weeks:

Week 1: Ff  
Week 2: Bb  
Week 3: Mm  
Week 4: Tt  
Week 5: Rr  
Week 6: Aa  
Week 7: Review  
Week 8: Hh  
Week 9: Pp

Thereafter, starting with Week 10, please follow the attached schedule pages regarding which letters to introduce and which *Fun Tales* story to read each week.

To teach each letter sound, write the capital and lower case letters and demonstrate the sound to your children. Practice finding the letter in stories you read to your children and review the sound often during the week.

As you add new letters, always focus on the sound of the letter. As you add letters, continue to practice sounds studied in previous weeks.

At Week 6, we introduce our first vowel. At this point, combine the letters learned so far and form words either with magnetic letters or with letters written on an index card. Run your finger under each letter in the word and have your children say the sound. Add the sounds together and enjoy seeing your children begin to read!

If your children give an incorrect sound, stop them and remind them of the correct sound. Here are some words you can use to practice together starting in Week 6:

Week 6: rat, fab, mat, bat

Week 7: ram, bam, fat

Week 8: ham, hat

Week 9: Pat, tap, rap, Pam ■

## Week 10

Day 1 <span style="float: right;">46</span>	Day 2 <span style="float: right;">47</span>	Day 3 <span style="float: right;">48</span>	Day 4 <span style="float: right;">49</span>	Day 5 <span style="float: right;">50</span>
<b>Letters Learned So Far</b>	Ff, Bb, Mm, Tt, Rr, Aa, Hh, Pp, Ss			
<b>Fun Tales</b>	Read #1: "Pam"			

### Days 1-5

#### **Fun Tales** | #1 "Pam"

Every week for the rest of the year, your children will read one of the books in the *Fun Tales* set. This week, have them read "Pam" daily. Repetition will build confidence and provide needed reading practice. Rejoice—your children have read their first book and taken the first steps toward a lifetime of reading!

Run your finger under each letter and have your children sound out each letter sound. Combine the sounds to form the word. Help your children "hear" how the sounds connect.

Point out the exclamation point on the last page. Explain that words with that symbol should be read with enthusiasm. Demonstrate.

Don't miss the additional notes about each animal on the back cover. Read the information to your children and compare the artist's view of each animal. Ask your children how they compare.

**Note to Mom or Dad:** Some customers comment on the sometimes "bad actions" of the characters in these books. While some characters may do things we do not want our children to do, there are consequences for their actions. For example, in book 12 "The Crab"—his misdeeds end him in the pot! ■

## Week 11

Day 1	51	Day 2	52	Day 3	53	Day 4	54	Day 5	55
<b>Letters Learned So Far</b>		Ff, Bb, Mm, Tt, Rr, Aa, Hh, Pp, Ss, Ii							
<b>Fun Tales</b>		Read #2: "Tap?"							

### Days 1-5

#### **Fun Tales** | #2 "Tap?"

Before reading today's story, point out the question mark in the title. Tell them we use it to indicate a question when we write. Ask them what other ending marks of punctuation they've seen. (*period, exclamation point*). Work on this assignment throughout the week.

If your children have a hard time focusing on the words, cut a "window" (1" x 1/2") out of an index card and run the opening over the sentence as your children read. ■

## Week 12

Day 1	56	Day 2	57	Day 3	58	Day 4	59	Day 5	60
<b>Letters Learned So Far</b>		Ff, Bb, Mm, Tt, Rr, Aa, Hh, Pp, Ss, Ii							
<b>Fun Tales</b>		Read #3: "Tim"							

### Days 1-5

#### **Fun Tales** | #3 "Tim"

We include the 5-letter word *trips* on page seven. Do not let the length of the word bother you or your children. Simply sound out each letter and combine the sounds. For fun, you can cover the letter *t* in *trips* and allow your children to read the remaining letters (*rips*). Work on this assignment throughout the week.

This week's story adds a **sight word**. **Sight words** include features that do not tend to follow many of the phonics rules. Please read these words as they come up and help your children memorize them. ■

## Week 13

Day 1	61	Day 2	62	Day 3	63	Day 4	64	Day 5	65
<b>Letters Learned So Far</b>		Ff, Bb, Mm, Tt, Rr, Aa, Hh, Pp, Ss, Ii							
<b>Fun Tales</b>		Read #4: "Matt"							

### Days 1-5

#### **Fun Tales** | #4 "Matt"

Explain to your children that two of the same letters next to each other have the same sound as just one letter. Thus, **Mat** and **Matt** sound the same. Work on this assignment throughout the week.

#### To Discuss After You Read

Q: Why does Matt fall?

A: *when he spills on himself, he jumps up and hits the edge of his table; this causes him to fall* ■