

Table of Contents:

Introduction

review of the letters	8
Stop Letters Lesson.....	9
Letters – Practice.....	11

Lesson 1

The Letter d	12
The Letter t	22
Lesson Summary Assignment - Cut and Paste Symbols	31

Lesson 2


The Letter p	32
The Letter m	41
The Letter n	47
lesson summary assignment - cut and paste symbols	60

final assignments:


Cut and Paste Symbols	61
symbol collection	62
letters for phonetic dictations	66

a review of the letters we have learned so far


b




o



f




i



k



l



g



e



Draw a line between the picture and its matching letter



b

k

f



g

g



b

f



f



g



k



b

4

The Pauses

Four things we are not going to do :

1. We are not going to use the traditional names of the letters.
2. We are not going to learn them by the traditional order.
3. We are not going pay much attention to the capital letters.
4. We are not going use terms like syllables, vowels or consonants.

We are going to connect, most of them won't even be real.

All this will make things easier :)

So...

In our method, when you get to a "pause" you need a "pause letter" and when you see a "pause" letter you must pause! you can also call the "pause letter" a "stop" letter.

We ask throughout the **YoungSoftRead** activities that the child circles every "pause letter" with the letter found before it to produce a sound unit. These sound unit is also more commonly known as a syllable.

But, please refrain from using the words vowels and syllables.

Hereafter you will find the explanation how to introduce the "pauses" and practice them with the younger students.

To facilitate the "opening sound" awareness **SoftEnglish** has developed a challenging threesome memory game which introduces 2 symbols for each letter. The game teaches all the alphabetic letters including the two-letter combinations and the variations of c, g and th.

What exactly are Pause units?

Every word has its own music, its own rhythm.

If we take, for example, the name **Amber**. How many times can we move to the name **Amber**?

How many times can we clap to the rhythm of the name **Amber**?

Amber - You can move side to side with the name Am-ber twice. You can also clap your hands twice, **Am** - clap, **ber** - clap.

With the name **Charlie** you can also move twice to the rhythm of the word.

You can move side to side twice, you can clap twice, and you can even jump twice to get the child to recognize two pauses. The same is true for the name **Helen**.

What happens with names like **Abigail**, **Natalie**, and **Benjamin**?

With these names it is possible to move three times and even to clap three times to the rhythm of the word!

Abigail = **A** – **bi** – **gail**

Natalie = **Na** – **ta** – **lie**

Benjamin = **Ben** – **ja** – **min**



Abigail



Benjamin



Natalie

But there are also names like Cinderella, Elizabeth, Gabriella or Daniella – longer names.

How many times can we pause in each word?

Cin-de-re-lla:

E-li-za-beth

Gab-ri-e-lla

Da-ni-e-la

Four times!!

Do you want to try a longer word like university or encyclopedia?

How many pauses do we find? (5)

But warning!



How will we read short words, that cannot be divided into pauses? Where we can only clap our hands once when we say them?

Like the names: Tom, Seth, Tim, Ben, Ron, Stan, Dan, Dave, and Ray?

Or words like: song, sound, ran?

In these words there is only one pause! It is impossible to move within the word!

It is only possible to clap our hands once! We call these words



An important rule! In every word, there is at least one pause! In other words, we can always clap our hands at least once!

Overall, there are only six pause indicators, 6 letters or their combinations that indicate a pause. These letters are: a, e, i, o, u and sometimes y, which acts like an i in some words and replaces i at the end of words. We call these letters **"pause" letters** or **"stop" letters**.

ਅੰਤਿਮ-ਸ਼ਬਦ-ਵਿ-ਰਾਮ-ਨਾਮ (੯) ਅੰਤਿਮ-ਸ਼ਬਦ-ਵਿ-ਰਾਮ-ਨਾਮ (੯)

Use your highlighter:

For the teacher: read the names out and as the student highlights according to the number of stops he hears.

One-stop names - **yellow highlighter**

Two-stop names - **green highlighter**

Three-stop names or more - **pink highlighter**

Four-stop names or more - **blue highlighter**

patricia

alexander

robert

ben

cinderella

charlie

thomas

sarah

peter

daniel

jonathan

bob

sandy

dylan

cassidy

tim

mandy

lee

benjamin

mia

jason

andy

dan

cindy

tom

ryan

mason

cassandra

ron

harry

kim

ted

barbara

alexa

john

Let's revise the letters we learned in the first book ...

1. Highlight in pink the Stop Letter **i** and **o**
2. Circle each Stop Letter with the letter before it. If there is no letter before it, because it is the first letter of the word, don't circle it!
3. Highlight every letter **b** in yellow.
4. Highlight every letter **f** in green.
5. Now you are ready to read.

b**i**b

bo**f**

bob

if

bibi

fob

fof

bib

bof

fob

of

fi

ofi

fib

obi

fobi

obif

fifi

bibi

fobob

fofibi

fibifi

bififi

fofib

bobof

bobofi

ifib

bibof

bobif

fifibofi

fofofibi

fobobofi

d

Sounds like the opening sound of the words



dollar



dolphin



dog

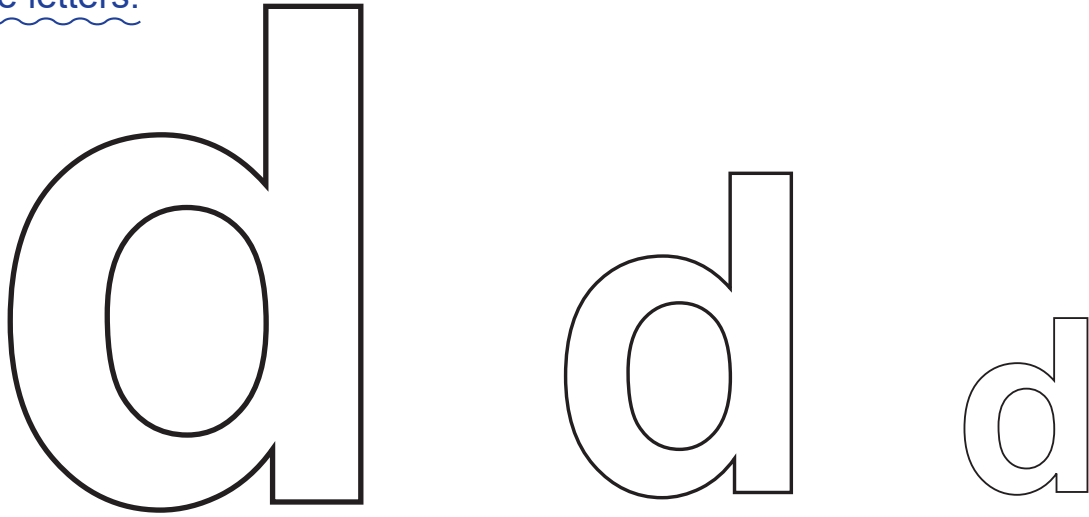
Use your highlighter to color the letters:

Start from the red dot down along the dotted line, then back to the light blue dot and make a "belly".

The ending point is the pink dot.

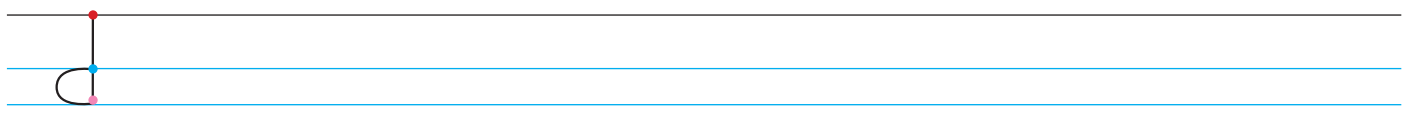
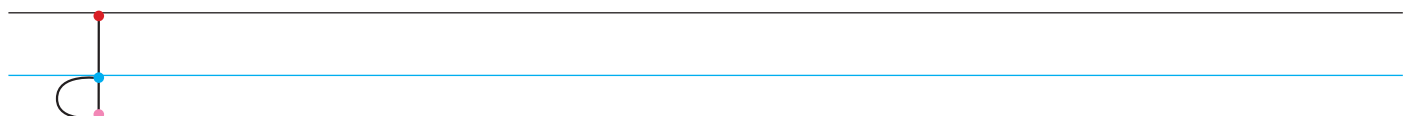
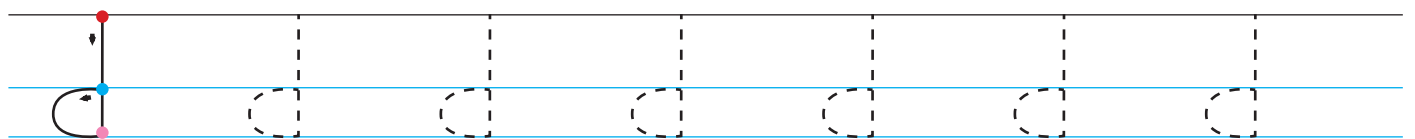
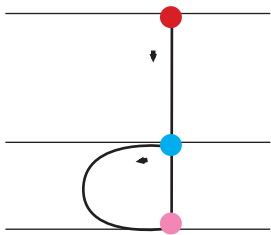


Color the letters:



Teaching Moment: How to write a d?

Start from the **red dot** down along the dotted line, then back to the **light blue dot** and make a "belly".
The ending point is the **pink dot**.



Draw a line between the picture and its matching letter.



o



d

e



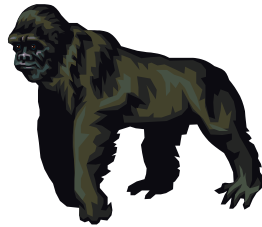
d



k



4



n



g

l

f



b

f

e



e

f

l



d

k

g

Write the matching letter **e**, **o**, **b**, **g**, **k**, **l**, **i**, **f** or **d** under each picture.













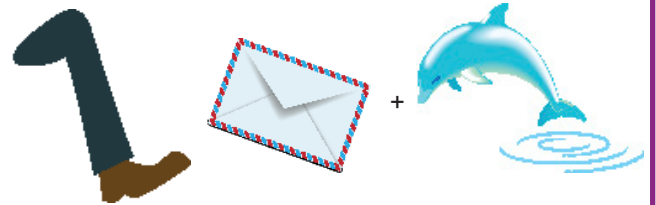




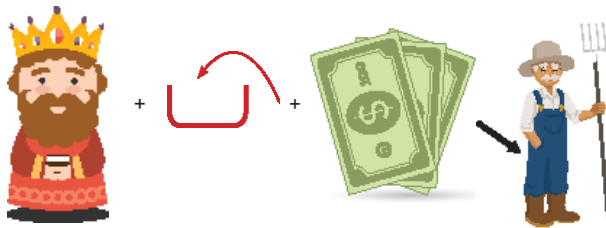
Let's put together some letters and create "words"!



d e l i



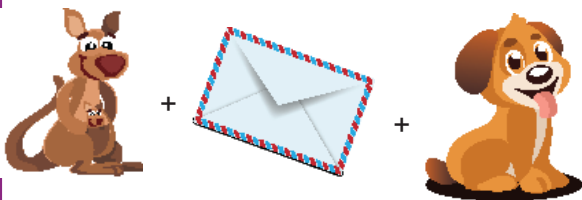
l e d



k i d o



l o b i



k e d



d e k

Here are some real words:



lid



fig



dog



leg



bed



gold



kid



belt

Assignment:

Draw a line between the words from column 1 and the words on column 2 and find the extra word.

1

2.

ted

beg

tofi

ted

belt

leg

beg

belt

fold

tofi

leg

old

fog

fog

fold

What is the extra word? _____

Extra assignment:

Find the letters of this lesson at the end of the book, color and cut them, then use them for phonetic "dictations".

How would you like to remember the letters? (choose, cut and paste the matching

pictures from the end of the book.)

d

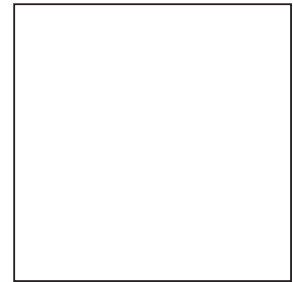
like in



like in



or like in



t

like in



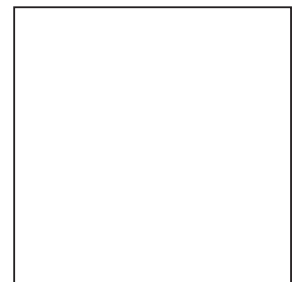
like in



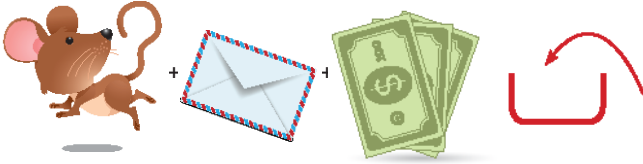
or like in




?

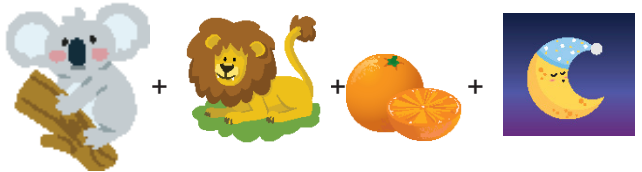


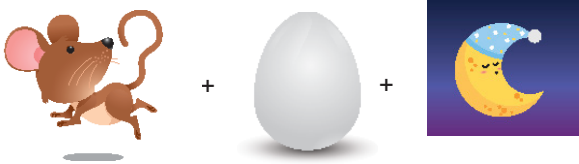
Your turn! Write the "words" under the pictures:







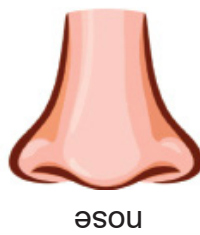






n

Sounds like the opening sound of the words



Use your highlighter to color the letters:

A line and one bridge.

Start from the red dot and move down, then back to the light blue dot, build a bridge and we have an n. The ending point is the pink dot.

