

# Introduction

## High-Frequency Words

Ten words, the, be, to, of, an, a, in, that, have, I, make up 25% of all texts. The 100 most frequently used words comprise 50%. Being able to read and spell the high-frequency words is essential to reading and writing fluency, and the ability to read fluently is linked closely with the ability to comprehend what we read.



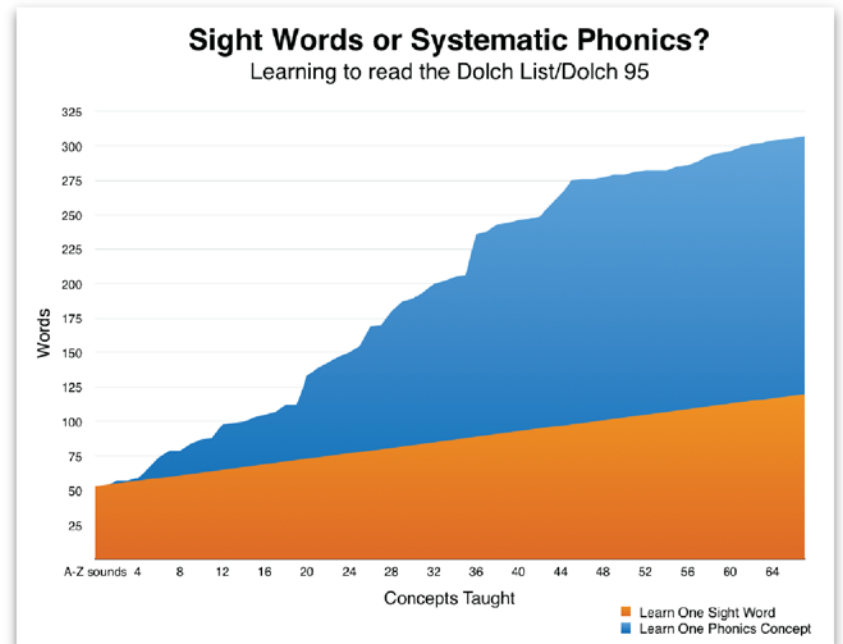
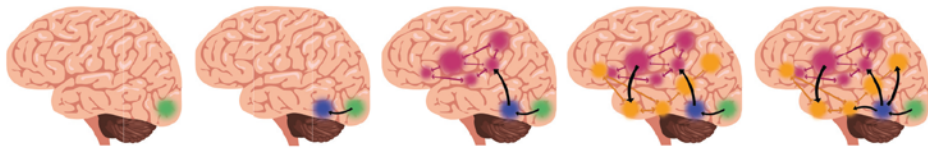
## Dolch Words

In the 1930s, Edward Dolch created one of the most widely-known high-frequency word lists, the Dolch List. The 220 high-frequency words and 95 nouns were the most commonly used words in children's literature at the time. These words are commonly taught in schools and reading programs as words which should be memorized as whole words.

## Developing Strong Readers

Neuroscientists have discovered how the brain learns to read and have shown that reading is closely linked to listening.

When listening to spoken language, the brain uses the region which stores language sounds and links this to the region of the brain that stores the meaning of words. Strong readers connect these same areas of the brain to the letterbox. The letterbox area of the brain recognizes the shapes of letters and knows that these shapes represent sounds. All three of these areas of the brain, the letterbox, the area that codes for sound, and the area that codes for meaning, are located on the back left side of the brain.



Researchers have now shown that when students are taught to read whole words by sight, they use the front right side of the brain. We also now know that reading with the front right side of the brain rather than the back left side is common among struggling readers. Research shows that the fastest and most effective way to develop the strong reading areas of the brain is to teach the letter-sound correspondences and to encourage students to use this information to sound out words.

Learn more about the Science of Reading at [elearning.logicofenglish.com](http://elearning.logicofenglish.com)

# Before You Begin

## What is a Phonogram?

Phonograms are the most basic building blocks of our written language. A phonogram is a letter-sound correspondence. In English, there are 75 basic phonograms commonly used to represent the 45 sounds. In English, phonograms may be spelled with one, two, three, or four letters. A phonogram may make one to six sounds.



## Accurate and Complete Phonics

Students who learn the sounds of the phonograms increase the number of words they are able to read far more efficiently than those who learn to read words as whole units one at a time. What makes Logic of English unique is that the phonics concepts we teach go beyond these foundational skills and explain 95% of the Dolch words.

Learn more at [systematic-phonics.logicofenglish.com](http://systematic-phonics.logicofenglish.com)

## Pre-Lesson

*Sounding Out the Sight Words* assumes that students know the most common sound of each letter from A to Z. These sounds are often taught in ABC books and phonics curriculum. For many students, this is the extent of phonics instruction they have received in English. Knowing these sounds alone unlocks fifty-eight of the Dolch words!

Students who have not learned all of these sounds, who need review, or who need help applying the sounds to decoding should begin with the Pre-Lesson.



## Phonemic Awareness

To become strong readers, students need to have mastered the phonemic awareness skills of blending sounds from an auditory prompt into words and segmenting words into their individual sounds.

Learn more at [phonemic-awareness.logicofenglish.com](http://phonemic-awareness.logicofenglish.com)

## Additional Materials

Every lesson in this book offers instruction for multi-sensory practice through games and activities. Optional additional materials include the Logic of English Game Book in addition to a few Core Materials.

Learn more about these and many more products at [store.logicofenglish.com](http://store.logicofenglish.com)

- Logic of English Game Book + Expansion Pack
- Phonogram Game Cards
- Basic Phonogram Flash Cards
- Phonogram & Spelling Rule Quick Reference
- Phonogram Game Tiles



# How It Works

One side of the book is for students. The other side is for teachers. Each lesson introduces one or two new phonics concepts. The book is designed to be taught sequentially **Lesson by Lesson** or **Word by Word** by looking up words in the Index.

1

## New Concept

Whether you're teaching **Lesson by Lesson** or **Word by Word**, all lessons start by learning the new concept. Next all students apply the concept along with the most common sounds of A-Z to reading words.

2

## Review, Learn, & Apply

If you're teaching **Lesson by Lesson**, this section guides you in systematic review of previously taught concepts. Students then apply new concepts when reading words with multiple concepts.

If you're teaching **Word by Word**, use this section to reference additional lessons you will need to teach before your students can read these words.

3

## Play

Choose to play 1-3 games from the *Logic of English Game Book* to reinforce the skill(s) being learned in a fun and engaging way.

## New Concept

Simple instructions guide you through teaching the new concept.

## New Concept

New concept to be taught.

## New Concept

A list of new Dolch words and additional words unlocked by this lesson's concept combined with the most common sounds of A-Z.

## Review, Learn, & Apply

Additional instruction if teaching lessons sequentially.

## Review, Learn, & Apply

Words in blue include concepts from previous lessons. The lesson where each concept is taught is included for easy reference. Turn to these lessons and introduce these concepts to continue teaching these words.

## Review, Learn, & Apply

Additional words that can be read using this lesson's new concept as well as concepts taught in previous lessons.

Dolch words taught in upcoming lessons that include this concept.

ee

## Lesson 4



Dolch Words	More Words	Dolch Words	More Words
see	deep	three	teeth
green	seen		thee
sleep	week		
keep	meet		
foot	feel		
seed	need		
tree	speed		
street	free		

20 Lesson 4

**All Students**

- Teach the phonogram *ee* says /e/ as in *green*.
- Ask the students to read the words in the green lists.
- Explain that vowels are sounds that can be sung and they can be made louder and softer. Vowels are also not blocked by the lips, tongue, or teeth. Consonants cannot be sung. They cannot be made louder or softer. They are blocked in some way by the lips, tongue, and/or teeth.
- Test each of the phonogram sounds learned so far. Is each one a consonant or a vowel?
- Review the phonograms the students have learned.

**Consonants:** b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z, th

**Vowels:** a, e, i, o, u, ee

**Additional Instruction**

- Ask the students to read the words in the blue lists.
- Review words from previous lessons.

**Concepts from Previous Lessons**

Word	Lesson	Concept
three	2	th says /th/
	4	ee says /e/

**Upcoming Dolch Words**

sheep	L 22
been	L 14

**Games**

- Spelling and decoding are related skills. Because of this, practicing how to spell words also develops reading fluency.
- Phonogram Obstacle Course p.29
- Word Fluency - Reading Bubble Race p.144
- Spelling - Spelling Hide and Go Seek p.190

**Notes**

- EE is a multi-letter vowel.
- OU says the consonant sound /ow/. U is not a vowel here. This is a multi-letter phonogram.
- Land Y have three vowel sounds /I-4/. They also both say the consonant sound /y/.

A section of notes, including teacher tips and further explanations.

## Play

Reinforce the concept through extra multi-sensory practice by playing games from the *Logic of English Game Book*.

21



# Set for Success



Most importantly:  
**HAVE FUN!**

## Teacher Tips

### Encourage students to sound out the words.

Fluency develops through mastering the sounds, applying them to sounding out words, and practicing over time. Discourage students from guessing the word, and don't hurry them or say the word for them. Encourage them to sound out the word, applying previous concept(s) they have learned.

### Remind students of new phonogram sounds.

If a student forgets a phonogram sound, gently remind them of the sound the phonogram makes. If the phonogram makes more than one sound, remind the student of all the sounds, then model how to try each one until the word makes sense.

### Practice the phonograms daily.

Use the Basic Phonogram Flash Cards for a quick drill and play games from the Game Book. It does not need to take long, but students will master the phonograms most quickly with frequent practice. Mastery of the phonogram sounds is a key to success in reading.

### Underline multi-letter phonograms.

If students have trouble recognizing a multi-letter phonogram within a word, underline the phonogram for them. This can help beginning readers see that the letters are working together as a team.

### Make word cards.

Write the words on index cards and use them to play games and practice reading. As students advance, sort the word cards into sets: more practice needed and mastered. Occasionally use the words which have been mastered to vary practice.

### Choose how many words to practice.

You do not need to have your student read every word in each lesson; choose how many and which ones according to the age, attention span, comfort, and vocabulary level of the student. The word lists are simply a tool for practicing reading the phonograms in words.

## Integrated Language Arts

Logic of English creates integrated language arts curriculum and resources that systematically intertwine different skills students need to become strong readers and writers.

- Phonemic Awareness
- Systematic Phonics
- Fluency
- Vocabulary
- Comprehension
- Spelling
- Grammar
- Handwriting



## Foundations

Ages 4-7



## Essentials

Ages 8+

Learn more about all of our products at  
**[www.logicofenglish.com](http://www.logicofenglish.com)**.