

## Dolch Words Using the Most Common Sounds of A-Z

on	in	box	him	fast
ran	can	bed	had	best
get	big	ten	an	stop
did	and	six	yes	just
but	top	if	went	ask
at	sun	hot	jump	must
am	pig	got	help	robin
up	men	cut	wind	rabbit
run	man	us	nest	seven
red	leg	sit	milk	upon
not	dog	its	hand	
it	cat	let	drink	

# Pre-Lesson

## Prerequisite Skills for All Students

1. **Blend one-syllable words from an auditory prompt.** Without any written text, segment one-syllable words, such as dog, into individual sounds: /d/ /o/ /g/. Pause between each sound. Ask the student to blend the sounds together into a word. Remember to do this activity without any written text.
2. **Read the most common sound of the single letter phonograms (a-z).** Use the Basic Phonogram Flash Cards. Ask the student to read the letter and say its first sound. The first sound is the most common sound.

**a** says /ă/ as in **a**pple.

**b** says /b/ as in **b**oy.

**c** says /k/ as in **c**at.

**d** says /d/ as in **d**og.

**e** says /ĕ/ as in **e**gg.

**f** says /f/ as in **f**an.

**g** says /g/ as in **g**oat.

**h** says /h/ as in **h**at.

**i** says /ĭ/ as in **i**nn.

**j** says /j/ as in **j**ump.

**k** says /k/ as in **k**ite.

**l** says /l/ as in **l**amp.

**m** says /m/ as in **m**op.

**n** says /n/ as in **n**ote.

**o** says /ŏ/ as in **o**ctopus.

**p** says /p/ as in **p**an.

**qu** says /kw/ as in **qu**een.

**r** says /r/ as in **r**ose.

**s** says /s/ as in **s**un.

**t** says /t/ as in **t**oy.

**u** says /ŭ/ as in **u**mbrella.

**v** says /v/ as in **v**an.

**w** says /w/ as in **w**et.

**x** says /ks/ as in **x**box.

**y** says /y/ as in **y**ellow.

**z** says /z/ as in **z**oo.

3. Ask the students to read the words in the green lists.
4. Play a game to practice the skills.



## Games

If a student struggles to blend one-syllable words, practice with phonemic awareness games before continuing with Lesson 1. If a student does not know the first sounds of the a-z phonograms, help the student master them by playing phonogram games. Find these games in the Logic of English Game Book.

### Phonemic Awareness

- Blending Animal Names p.12
- Blend and Do p.13
- Consonant Blending Game p.14
- Blending I Spy p.15

### Phonograms

- Phonogram Light-Up p.22

### Word Fluency

- Word Retriever p.99

S

Dolch Words	More Words
is	kids
his	pigs
as	jobs
has	bugs
	frogs
	moms
	visit
	dads
	transit

# Lesson 1

## All Students

1. Teach the phonogram **s** says two sounds, /s-z/ as in **sent** and **as**.
2. Place your hand on your throat as you say /s/ and /z/. Feel how /s/ is unvoiced and /z/ is voiced.
3. Ask the students to read the words in the green lists.
4. Play a game to practice the skills.



## Games

Once a student has been taught that a given phonogram makes more than one sound, be sure the student reads ALL the sounds during phonogram practice.

### Phonograms

- Phonogram Hop p.24

### Word Fluency

- Reading Journey p.100

### Spelling

- Fly Swatter Spelling p.161

## Upcoming Dolch Words

was L 15

always L 15

use L 18

those L 18

these L 18

please L 46

because L 51



**Notes** \* Rule 29 Z, never S, spells /z/ at the beginning of a base word.

th

Dolch Words

think  
thank  
*with*

More Words

tenth  
path  
math  
cloth  
thump  
thin  
bath  
athletic

# Lesson 2

## All Students

1. Teach the phonogram **th** says /th-TH/ as in **thin** and **that**. This lesson's words will practice the first sound, /th/.
2. Place your hand on your throat as you say /th-TH/. Feel how /th/ is unvoiced, and /TH/ is voiced.
3. Say words such as **thin**, **path**, and **with**. Feel how the /th/ is unvoiced.
4. Say words such as **this**, **that**, and **these**. Feel how the /TH/ is voiced.
5. Ask the students to read the words in the green lists.

## Additional Instruction

6. Review the phonogram s.
7. Review the words from Lesson 1.

## Upcoming Dolch Words

three	L 4
thing	L 7
both	L 31
birthday	L 35



## Games

Mastery is best developed by playing games to reinforce the skills.

### Phonograms

- Phonogram Color Grab p.26

### Word Fluency

- Reading Tightrope p.102

### Spelling

- Rainbow Writing p.196

## Notes

- \* Some people pronounce the TH in *with* as a voiced sound. Teach whichever pronunciation you use.
- \* TH is a multi-letter consonant.

th

Dolch Words	More Words
that them then this <i>with</i>	thus than

# Lesson 3

## All Students

1. Review the sounds of the phonogram **th** from Lesson 2. This lesson's words will practice the second sound, /TH/. Which sound is voiced?
2. Ask the students to read the words in the green lists.

## Additional Instruction

3. Review the sounds of the phonogram **s**.
4. Review words from previous lessons. Encourage the students to sound them out.



## Games

When students play games, they begin to associate learning with fun!

### Phonogram

- Phonogram Scatter p.28

### Word Fluency

- Reading Tic-Tac-Toe p.147

### Spelling

- Word Quilt p.204

## Upcoming Dolch Words

the	L 14
together	L 16
those	L 18
these	L 18
there	L 47
mother	L 48
brother	L 48
father	L 15
their	L 42



## Notes

- \* Some people pronounce the TH in *with* as a voiced sound. Teach whichever pronunciation you use.
- \* TH is a multi-letter consonant.



ee

Dolch Words

see  
green  
sleep  
keep  
feet  
seed  
tree  
street

More Words

deep  
seen  
week  
meet  
feel  
need  
speed  
free

Dolch Words

three

More Words

teeth  
thee

# Lesson 4

## All Students

1. Teach the phonogram **ee** says /ē/ as in **green**.
2. Ask the students to read the words in the green lists.
3. 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.
4. Test each of the phonogram sounds learned so far. Is each one a consonant or a vowel?  
**Consonants:** b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z, th.    **Vowels:** a, e, i, o, u, ee
5. Review the phonograms the students have learned.

## Additional Instruction

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

## Upcoming Dolch Words

sheep      L 22  
 been      L 14



## Concepts from Previous Lessons

Word	Lesson	Concept
three	2	th    says / <b>th</b> -TH/.
	4	ee    says /ē/.



## Games

Spelling and decoding are related skills. Because of this, practicing how to spell words also develops reading fluency.

### Phonograms

- 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.
- \* QU says the consonant sound /kw/. U is not a vowel here. This is a multi-letter phonogram.
- \* I and Y have three vowel sounds /ī-ī-ē/. They also both say the consonant sound /y/.

er

**Dolch Words**

her  
never  
under  
letter  
after  
sister  
better

**More Words**

enter  
ever  
summer  
lumber  
runner  
pepper  
ladder

**More Words**

thunder  
rather  
gather  
slither

# Lesson 5

## All Students

1. Teach the phonogram **er** says /er/ as in **her**.
2. Explain that this is one of five ways to spell /er/ in English. ER is the most common spelling. It is found in 90% of words with the sound /er/.
3. Ask the students to read the words in the green lists.

## Additional Instruction

4. Review that vowels are sounds that can be sung, made louder and softer, and are not blocked by the lips, tongue, or teeth. Consonants cannot be sung, cannot be made louder or softer, and are blocked by the lips, tongue, or teeth. Sort each of the phonograms learned so far. Explain that /er/ is an R-controlled vowel. The R is stealing the vowel sound. But it can still be sung and made louder and softer. Ask the students to sort the phonograms learned so far.

**Consonants:** b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z, th.    **Vowels:** a, e, i, o, u, ee, er.

5. Review all the phonograms the students have learned.
6. Ask the students to read the words in the blue list.

## Upcoming Dolch Words

farmer	L 6
over	L 12
water	L 15
together	L 16
flower	L 24
were	L 47
mother	L 48
brother	L 48



## Games

If you are creating Word Cards as you play the games, separate them into two categories: Needs Practice and Mastered. Include the words that need practice in the games. Periodically review words from the Mastered category.

### Phonograms

- Phonogram Bounce p.30

### Word Fluency

- Reading Stop and Go p.103

### Spelling

- Make a Memory Game p.179

## Notes

\* ER is an R-controlled vowel.