Kindergarten Language Arts | Chapter 2

Lesson 1: Listen for Beginning Sounds

Learn

Spoken words are made of sounds. Listen to the first sound you hear. The letter m often spells /m/, as in mat; s often spells /s/, as in Sam. Say the sound without adding an extra vowel when possible. An adult reads directions aloud.

Worked example

Say mat slowly: /m/ /a/ /t/. The first sound is /m/. Say Sam: /s/ /a/ /m/. The first sound is /s/.

Practice together

Adult: Say each word naturally. Ask the child for its first sound, not its letter name. If needed, stretch the first sound and try again. The child may answer aloud or point to a choice.

Advanced extension

Say two familiar words that begin with /m/ and two that begin with /s/.

Kindergarten Language Arts | Chapter 2

Lesson 2: Hear and Blend Sounds

Learn

Blending means putting spoken sounds together to make a word. Listen to the sounds, then say the whole word. This activity can be done without looking at letters. Say short a as in mat and short i as in sit.

Worked example

Say /m/ ... /a/ ... /t/. Slide the sounds together: mat. Say /s/ ... /i/ ... /t/: sit.

Practice together

Adult: Say the individual sounds with a brief pause. Ask the child to say the whole word. If needed, model blending, then try a new example. Pronunciation may vary by accent; use familiar local speech.

Advanced extension

Say the sounds in map, then blend them back together.

Learn

Letters can represent sounds in written words. In these examples m spells /m/, s spells /s/, t spells /t/, p spells /p/, and n spells /n/. The vowel a spells short /a/ in mat; i spells short /i/ in sit. Letters can have other sounds in other words.

Worked example

Point to m-a-t while saying /m/ /a/ /t/, then blend mat. Point to s-i-t while saying /s/ /i/ /t/, then blend sit.

Practice together

Adult: Write or point to m, s, t, p, n, a and i. Model the sounds. Point to each letter from left to right in the words mat, sat, pin and sit; blend the sounds.

Advanced extension

Change the first letter of mat to s. Read the new word.

Learn

Segmenting means separating a spoken word into its sounds. To spell a simple word, say it, stretch it, identify each sound in order, then write a letter for each sound. Ask an adult for help forming letters if needed.

Worked example

Say map: /m/ /a/ /p/. Write m, a, p. Read the letters back: map. For sit, say /s/ /i/ /t/ and write s-i-t.

Practice together

Adult: Say each word. The child moves one large counter for each sound, then writes or points to letters. The counter activity is about sounds; the spelling activity connects sounds to letters.

Advanced extension

Change the last sound in pin from /n/ to /t/. Say and spell the new word.

Learn

Read a simple story by looking left to right and blending the sounds in each word. A name begins with a capital letter, and a period marks the end of a telling sentence. After reading, tell who is in the story and what happened.

Worked example

In 'Sam sat.', blend Sam and sat. The person is Sam, and the action is sat. The capital S starts the name and the period ends the sentence.

Practice together

Read with an adult: Sam sat. Tim sat. Sam pats Tim. Adult: Help the child blend each word. The final s in pats adds /s/ after /t/; model this four-sound word if the child is not ready.

Advanced extension

Reread the story and explain who does the action in the last sentence.