

# Syl-la-dot

## Reading Program

K

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Instruction Manual



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Day



Instructions



Answers

## Preliminary Alphabet Assessment

This assessment should only be completed if your student has a basic understanding of the alphabet and letter formation.

1. This activity will show how much of the alphabet you already know.
2. Do you see the 26 boxes on this page?
3. From left to right, you will need to write both an uppercase and lowercase letter in each box. [Aa]
4. All letters must be in correct alphabetical order. [Aa, Bb, Cc, Dd, etc.]
5. Fill in as many boxes as you can. If you only know one of the partner letters, that's okay. Just do your very best!

### Teaching Tips

1. Students should only be allowed 6 minutes to complete this page.
2. Be sure to remove all written materials (calendars, notes, magazines, etc.) prior to assessment.
3. Students should not receive any coaching from siblings or adults during the 6-minute interval.







## ABC Point & Say

1. For today's activity, you will point to each pair of partner letters as we say the names of all 26 alphabet letters (Aa-Zz).
2. Remember to slow down, especially when you come to the letter Ll, and keep pointing. Let's begin.
3. Are you ready to try it again? This time, we are going to say both letter names and sounds for all 26 letters. [Aa says a... a... apple]
4. After the letter Zz, we will include the names and sounds of the digraphs, located across the bottom of the page. [ch says ch... ch... chair]
5. While practicing, did you notice that the letters a, e, i, o, u are in blue boxes? These special letters are called vowels.
6. The letter y is in a purple box, which means that sometimes it acts like a vowel (sometimes it doesn't).
7. Point to the vowels on the page, including the letter y, as we say them together. [a, e, i, o, u, and sometimes y]

### Teaching Tips

1. Once students become familiar with this page, you can incorporate both letters / digraphs and their accompanying sounds the first time through. [Aa says a... a... apple / ch says ch... ch... chair]
2. This page can be reviewed whenever you feel students need additional support.
3. Even though students may seem confident, always monitor to ensure they are completing this activity with integrity.



1. See the lady with apples in her apron?
2. Say and stretch out the word  apron. 
3. Make sure to use your hands to show the stretching.
4. Let's say and stretch it out again.  apron 
5. What does she have in her apron?
6. She has apples in her apron.
7. This is the letter Aa.

### Teaching Tips

1. Letters should always be presented in alphabetical order.
2. Each letter has a saying. Make sure to stretch out the red portion of each saying when reading it. This stretching says the name of the letter.
3. Throughout the book, we stretch sounds. Students should make 2 fists side-by-side. As they stretch the sound, they should pull their fists apart.
4. It is beneficial if you can show a prop (apron) that relates to the letter saying. Note that this may not be possible for all the letters.
5. This page can be reviewed whenever additional practice is needed.
6. Students are not expected to read the sayings that accompany the pictures.



## Letter Recognition (Bb - Ee)

### Letter Bb

1. Have you ever played baseball?
2. Let's pretend to bat a ball.
3. Oh, oh, here comes a **bee**!
4. Can you see that **bee** buzzing around your head?
5. What should we do?
6. Let's hit that **bee** with the bat!
7. This is the letter **Bb**.



### Letter Cc

1. Why do some people wear glasses?
2. Of course, they want to **see**.
3. Let's pretend to wear glasses so that we can **see**.
4. Using your hands, you can form half circles around our eyes.
5. What do glasses help you do?
6. They help you **see**!
7. This is the letter **Cc**.

### Letter Dd

1. Dad has his dog on a leash.
2. They are going for a walk.
3. Dad and his dog sing **dee, dee, dee** as they walk through the park.
4. Let's take our dogs for a walk and sing **dee, dee, dee**.
5. This is the letter **Dd**.



### Letter Ee

1. What do you do when you are hungry?
2. You **eat** of course.
3. With your hand, form a munching mouth.
4. Say and stretch  **eat**. 
5. This is the letter **Ee**.







## Letter Recognition (Ff - Ii)

### Letter Ff

1. Have you ever watched someone climb a rock wall?
2. It takes work / **effort** to climb a wall.
3. Say and stretch  **effort**. 
4. Let's pretend that we are all climbing rock walls.
5. It takes a lot of **effort** to climb a wall.
6. This is the letter **Ff**.





### Letter Gg

1. **G**ina is a mother monkey.
2. Say and stretch  **G**ina. 
3. **G**ina has a baby.
4. The baby's name is **gi gi**.
5. Baby **gi gi** has a long tail.
6. Say and stretch  **gi gi** 
7. This is the letter **Gg**.

### Letter Hh

1. The house has windows.
2. Let's count the windows:  
1, 2, 3, 4, 5, 6, 7, **8**.
3. The **choo choo** train has wheels.
4. Let's count the wheels:  
1, 2, 3, 4, 5, 6, 7, **8**.
5. Say the word **eight** and add the **ch** sound. [**eight** + **ch**]
6. This is the letter **Hh**.

### Letter Ii

1. Do you like **i**ce cream?
2. What is your favorite flavor?
3. Say and stretch  **i**ce   
cream.
4. You can get an **i**ce cream cone with a dip.
5. You can get an **i**ce cream cone with a cherry on top.
6. Say and stretch  **i**ce   
cream.
7. This is the letter **Ii**.





## Letter Recognition (Jj - Ll)



### Letter Jj

1. Have you ever been fishing?
2. **J**ay is a boy who likes to fish.
3. He has a special hook that is shaped just like the letter **Jj**.
4. **J**ay fishes with a **j** hook.
5. This is the letter **Jj**.

### Letter Kk

1. **K**aty is a girl who likes to fly kites.
2. **K**aty has a big kite.
3. **K**aty has a little kite.
4. Say and stretch  **K**aty. 
5. What kinds of kites does **K**aty have?
6. **K**aty has a big kite and a little kite.
7. This is the letter **Kk**.

### Letter Ll


1. **E**lton's arm is bent at the **e**lbow.
2. Try bending your right arm.
3. Your arm should have the same shape as an uppercase letter **L**.
4. Touch your **e**lbow with your other hand.
5. Say and stretch  **e**lbow. 
6. **E**lla's arm goes straight up.
7. Try raising your arm straight up.
8. Touch your **e**lbow with your other hand.

9. Say and stretch  **e**lbow. 
10. This is the letter **Ll**.




## Letter Recognition (Mm - Pp)

### Letter Mm

1. Have you ever worn a mask?
2. The cat mask has pointed ears.
3. The mouse mask has rounded ears.
4. There are no eyes behind these two masks.
5. These masks are **empty**.
6. Say and stretch  
 **empty**.
7. This is the letter **Mm**.



### Letter Nn

1. When you walk into a room, you **open** the door and **enter**.
2. Pretend you are a farmer and need to feed the animals in the barn.
3. You simply **open** the door and **enter**.
4. Let's try to **open** the door and **enter**.
5. Say and stretch  **enter**.
6. This is the letter **Nn**.

### Letter Oo

1. Have you ever been surprised?
2. These monsters have been surprised.
3. When someone is surprised, they will sometimes say the word **Oh!**
4. The letter **Oo** has the same shape as a circle.
5. Form a large circle with your mouth and say: **Oh!**
6. This is the letter **Oo**.

### Letter Pp



1. **Pete** and **Peaches** are pigs.
2. They don't like being clean.
3. **Pete** the pig goes down and rolls around in the mud; so does **Peaches**.
4. Say and stretch  **Pete**.
5. Say and stretch  
 **Peaches**.
6. This is the letter **Pp**.







## Letter Recognition (Qq - Tt)



### Letter Qq

1. These two **cute** kitties are best friends.
2. The first kitty has a short tail.
3. The second kitty has a long tail that flips up.
4. Say and stretch  **cute.** 
5. This is the letter **Qq**.

### Letter Rr

1. Do you like painting?
2. Painting pictures is called **art**.
3. To paint, you need an **art** brush.
4. Say and stretch  **art.** 
5. This is the letter **Rr**.

### Letter Ss

1. Did you know that most snakes are afraid of people?
2. When they see people coming, they try to **escape**.
3. With your hand, let's show how a snake would slither away when it is afraid.
4. Say and stretch  **escape.** 
5. This is the letter **Ss**.

### Letter Tt

1. When it is really cold outside, people like to drink hot **tea**.
2. Some people drink hot **tea** on tall tables.
3. Some people drink hot **tea** on small tables.
4. Pretend you are drinking a cup of hot **tea**.
5. Sip it slowly because the **tea** is hot.
6. This is the letter **Tt**.



## Letter Recognition (Uu - Xx)

### Letter Uu

1. Do **you** like to swing on the playground?
2. Pretend that **you** are sitting in that swing.
3. Who's sitting in that swing? **You!**
4. Remember that **you** are the one sitting in that swing.
5. This is the letter **Uu**.

### Letter Vv

1. Have you ever been to a football or basketball game?
2. Everyone goes there to watch their favorite team.
3. They want that team to win.
4. They hold up two fingers and say: **V... V... V...** for victory!
5. It is the same hand sign for peace.
6. Let's try holding up two fingers again, and say: **V... V... V...** for victory!
7. This is the letter **Vv**.

### Letter Ww

1. Remember the letter Uu?
2. If you double the U, you would have **double U's (UU)**.
3. Imagine 2 of your friends sitting on a double swing (two swings next to each other).
4. Who is sitting in the swings? You point at them and say: you and you.
5. you + you = **double you (UU)**
6. Each **Ww** is made up of **double U's (UU=W)**
7. This is the letter **Ww**.

### Letter Xx

1. Do you know what a treasure map is?
2. It shows you where to find hidden treasure.
3. You can find it by following the trail that leads to the place marked **X**.
4. On the map, **X** marks the spot for buried treasure.
5. This is the letter **Xx**.





## Letter Recognition (Yy - Zz)

### Letter Yy

1. We call **Yy** a body letter.
2. It is a body letter because you can easily make the shape of the letter with your body.
3. Let's stand up.
4. Now, raise your left arm up high and say: **Why** should I go to the left?
5. Now raise your right arm up high and say: **Why** should I go to the right?
6. Keep them raised and say: **Why?**
7. This is the letter **Yy**.

### Letter Zz

1. Have you ever seen a **zebra**?
2. It looks like a small horse with stripes.
3. The **zebra** has 3 parts: head, neck, and body.
4. Say and stretch  **zebra**. 
5. The **zebras** are sleeping.
6. **Z... Z... Zebra**
7. This is the letter **Zz**.



1. Learning how to form letters correctly will help you to recognize letters when learning to read.
2. On this page, each letter has a saying to help trace and learn the letter.
3. Using my pointer finger, I will demonstrate how to trace and repeat the saying for the uppercase letter \_\_ . [A]
4. Now, let's try this process together.
5. We will need to begin at the white starting dot.
6. Remember to follow the color-coded arrows as you trace.
7. Now, follow the same procedure for the lowercase letter \_\_ . [a]

### Teaching Tips

1. Demonstrate correct tracing order on a white board, as you repeat the sayings for both upper and lowercase letters. Be sure to include a large starting dot, so that students understand where to begin tracing each letter with their pointer finger.
2. Students are not expected to read the sayings that accompany the letters.



1. This page provides letter formation practice.
2. It is important to begin tracing at the black starting dot.
3. Together, we will trace and repeat the saying for each uppercase letter \_\_\_\_ .  
[A]
4. You will need to form your own letters in the last 2 boxes.
5. Let's begin.
6. Next, we will use the same method to practice the lowercase letter \_\_\_\_ . [a]

### Teaching Tips

1. Remind students to begin their letters at the starting dot.
2. The color-coded sayings for both uppercase and lowercase letters can be found directly above those letters.
3. Students only imitate what you say; they are not expected to read these sayings on their own.
4. Demonstrate the tracing procedure for both uppercase and lowercase letters on a white board.
5. Continuous monitoring is highly recommended.



1. Today, we are going to review partner letters.
2. Do you see the first row of partner letters?
3. We will begin by tracing and repeating the saying for the uppercase letter \_\_ .  
[A]
4. Next, let's trace and repeat the saying for the lowercase letter \_\_ . [a]
5. In the second row, starting dots are provided to help you form your own partner letters.
6. In the third row, you will need to place your own starting dots before forming these same letters.
7. Remember to repeat the letter sayings, out loud, as you complete this activity.

### Teaching Tips

1. Remind students to begin their letters at the starting dot.
2. Demonstrate the tracing procedure for both uppercase and lowercase letters on a white board.
3. Encourage students to repeat the sayings as they write.
4. Accuracy is more important than speed.
5. Continuous monitoring is highly recommended.
6. You can always review how to form these letters from previous lessons.



## ABC Writing Practice

1. Being able to confidently recognize and write the entire alphabet with 100% accuracy is our main goal.
2. Now that you have been introduced to all 26 partner letters, you will be tracing these same letters for additional practice.
3. First, you will need to trace the letter A, while simultaneously saying, "Down, down, and across."
4. Let's repeat the same process for the remaining letters.
5. Remember to begin each letter at its starting dot.
6. We can always check the list of sayings in the back of the manual (page 18) for assistance.
7. While practicing, did you notice that the letters a, e, i, o, and u are in **blue boxes**? These special letters are called vowels.
8. The letter y is in a **purple box**, which means that sometimes it acts like a vowel (sometimes it doesn't).
9. At the bottom of the page, write in the vowels on the colored lines that correspond to their box colors. [a e i o u y]
10. Now, let's say and point to the vowels together. [a, e, i, o, u, and sometimes y]

### Teaching Tips

1. As you progress through the workbook, tracing lines will be removed from this page. When only given starting dots, students will need to form these missing letters, while simultaneously repeating the sayings.



# Letter Formation Sayings

1 2 3 4

A : Down, down, and across  
a : c the apple on a stick

N : Down, down, and up  
n : Down, up, and over the door

B : Bat and two balls  
b : Bat, up, and one ball

O : C the O  
o : c the o

C : Up and around  
c : Up and around

P : Pig goes down and rolls around  
p : Pig goes down and rolls around

D : Dad with a tummy  
d : c the dog go up with its tail

Q : C the cute kitty with its short tail  
q : c the cute kitty with its long tail  
flipping up

E : Down, top, middle, and bottom  
e : Over, up, and around

R : Down, around, and down  
r : Down, up, and over

F : Down, top, and middle  
f : Up, down, and across

S : c the snake  
s : c the snake

G : C Gina and her short tail  
g : c baby gi gi and its long tail

T : Down and a top  
t : Down and across

H : Down, down, and across  
h : Down, up, and a hill

U : Down, over, and up  
u : Down, over, and up with a tail

I : Down, top, and bottom  
i : Down and a dot

V : 1, 2  
v : 1, 2

J : Down with a hook and a top  
j : Down with a hook and a dot

W : 1, 2, double U (UU)  
w : 1, 2, double u (uu)

K : Down, in, and out  
k : Down, in, and out

X : Down and down  
x : Down and down

L : Down and over  
l : Down

Y : Left, right, and body  
y : Left and right sliding down




M : Down, down, and another ear  
m : Down, up, and two ears

Z : Head, neck, and body  
z : Head, neck, and body





## Letter Sounds


1. Point to the partner letters in the **green box** at the top of the page.
2. What is the name of the letter? [Aa]
3. What picture do you see? [apple]
4. What is the first sound that you hear? [Aa]
5. Say and stretch the first sound 2 times. After, say and stretch the name of the picture.  a  a  apple
6. Now, let's point to the top **blue box** and spell the name of the picture. [a p p l e]

### Teaching Tips

1. Throughout the book, we stretch sounds. Students should make 2 fists side-by-side. As they stretch the sound, they should pull their fists apart.
2. Encourage student participation.
3. The complete alphabet is presented so that students can visualize the placement of each letter presented in its normal sequence.
4. In the event students demonstrate confusion in identifying a particular letter, it is important to review the letter recognition and formation pages for additional practice.



## Drawings

1. Do you see four colorful boxes on this page?
2. At the top of each box is a word.
3. What letter do each of these words start with? [Aa]
4. Let's begin with the **red box**.
5. Using your pointer finger, let's point and spell out the word at the top of the first box. [a n t]
6. These letters spell \_\_ . [ant]
7. Say and stretch the first sound two times and then say and stretch the word.  
The illustration shows three pairs of hands. The first pair is positioned to stretch the letter 'a'. The second pair is also positioned to stretch the letter 'a'. The third pair is positioned to stretch the word 'ant'.
8. Next, I want you to draw this animal / object inside the first box. [ant]
9. Using this same method, let's complete the **green**, **blue**, and **purple** boxes together.

### Teaching Tips

1. Using a white board, draw the same 4 pictures that the students draw. If they get stuck, they can look at your pictures for inspiration.
2. Throughout the book, we stretch sounds. Students should make 2 fists side-by-side. As they stretch the sound, they should pull their fists apart.
3. Students are not expected to read or sound out words - only point, spell, stretch, and draw.
4. In the event students demonstrate confusion in identifying a particular letter, it is important to review the letter recognition page for additional practice of this same letter.



## Partner Letters

1. Today, we are going to be looking at partner letters. [Aa, Bb, Cc, etc.]
2. You will need crayons or colored pencils to complete this page.
3. There are 15 different circles on this page.
4. Circles containing correct partner letter combinations should be colored.
5. However, incorrect partner letter combinations should be crossed out.
6. Let's start with the first circle. [Ff]
7. Are these partner letters?
8. Since these are partner letters, we should color the circle.
9. When we come to an incorrect set of partner letters, we will discuss how to fix the combination and write the correct version underneath the circle.
10. We will continue the same process for the remaining circles.

### Teaching Tips

1. Display the first circle, with its set of partner letters, on a white board.
2. Working together, decide whether the circle should be colored or crossed out.
3. Each row contains 1 incorrect partner combination.



## Rhyming Families (1/2)

1. Today, we will read rhyming words containing the vowel \_\_ . [Aa]
2. Notice each row has the same word written 3 times across the page.
3. Give me the thumbs up sign.
4. Using that thumb, you are going to glide it above the words as you read; this is your gliding thumb.
5. Let's begin with the first word in the red box. [cap]
6. Glide your thumb above the first word and spell / say the names of the letters.
7. Next, continue gliding your thumb above the second word and sound out each letter / blend.
8. Now, glide your thumb above the third word, blend the sounds, together, and read the word.
9. We will continue to the second row and complete this page together.

### Long Vowel Rule #1

m a k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

### Long Vowel Rule #2

r a i n r a i n

When 2 vowels go walking, the first one does the talking (says its name).

1. Special colored guides will also help to decode these long vowel words.
  - red lines:** cross out silent vowels
  - blue arrows:** point to the sounded long vowels
  - green lines:** placed above the long vowel (says the name of the letter)

### Teaching Tips

1. The first letter, blend, or digraph of each word is bolded to emphasize the first sound of the word. It also promotes reading from left to right.



## Rhyming Families (2/2)

2. Have students practice gliding their thumbs above the words, as they read each line of print.
3. It is important to display the 2 long vowel rules on a whiteboard, as you discuss the concepts.
4. Long vowel guides are provided to reinforce the decoding of long vowel words.



## Reading & Writing (1/2)

1. This activity involves reading phrases and sentences which include both rhyming and sight word recognition practice.
2. Did you know that every word contains at least 1 vowel sound?
3. First, say the vowels found at the top of the page? [a, e, i, o u, and sometimes y]
4. Looking at the 6 lines of print on this page, you will notice that the beginning letter(s) of each word are bolded.
5. Using a yellow highlighter, I want you to trace all bolded letters / blends found on each line.
6. Next, I will read the top 3 phrases or sentences out loud, while using my gliding thumb.
7. Now, are you ready to read the same 3 phrases or sentences together? Allow me to assist you with your gliding thumb as we read.
8. Did you notice that the 4<sup>th</sup> phrase or sentence is a duplicate of the line above it? You will need to trace it with your pencil. It is important that you say and stretch out the sounds (not letter names) as you trace the letters.
9. Make sure you begin at the starting dot for each letter when tracing.
10. We will use the same techniques to complete the lower section of this page.
11. Try to read all 6 lines of print out loud. Remember to use your gliding thumb.

### Long Vowel Rule #1

m ā k ~~e~~

The Magic e goes back and makes the first vowel long (says its name).

### Long Vowel Rule #2

r (a) i n r ā i n

When 2 vowels go walking, the first one does the talking (says its name).

1. Special colored guides will also help to decode these long vowel words.  
**red lines:** cross out silent vowels  
**blue arrows:** point to the sounded long vowels  
**green lines:** placed above the long vowel (says the name of the letter)



### Teaching Tips

1. Words containing long vowels will be **green** when they are found in lessons focusing on short vowels. Students will learn how to decode long vowel words once they begin the long vowel lessons.
2. To assist with comprehension, students may draw pictures to illustrate each short story.
3. For review, your student may select a page (or 2) from an earlier Reading & Writing lesson to read out loud. Make sure to remind them to use their gliding thumb as they read.
4. To improve fluency, beginning blends have been bolded throughout the book.

