MODULE 4 · LESSON 1 CHEAT SHEET

SYLLABLES & COUNTING

Week one's new concept. Say it, sign it, sing it, then count syllables.

THE DEFINITION

A syllable is a word, or part of a word, with one vowel sound.

THE HAND SIGNALS: DO IT TOGETHER ×3

- **"A word"**: hold your hands apart in front of you, palms facing.
- **"Or part of a word"**: thumb and pointer finger about an inch apart.
- **"With one vowel sound"**: hold up one finger.

Then play the Syllable Song and do the signals every time the definition comes around.

SYLLABLE COUNTING

SAY THIS

"Take your learning fingers, pointer and middle finger, and hold them under your chin. When you say a word, count how many times your chin touches your fingers. That's how many vowel sounds there are, which is the number of syllables. Let's try *cat*... one! Now *button*... two!"

MONDAY'S COUNTING WORDS

ANSWERS IN PARENTHESES

seven (2) · mice (1) · hotdog (2) · window (2) · truck (1) · paper (2) · yellow (2) · toys (1) · elephant (3)

THE TRAP WORD

Mice has two vowel letters but one vowel *sound*: one syllable. The chin knows. If it comes up, celebrate it: that's the definition doing its job.

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MODULE 4 · LESSON 2 CHEAT SHEET

DIGRAPHS & CLOSED SYLLABLES

Two ideas this week: five digraphs join the sound cards, and your child meets the first syllable type.

DIGRAPH VS. BLEND

A **digraph** is two letters that make one brand-new sound. A **blend** keeps both sounds: in *stop* you can still hear /s/ and /t/.

sh shop	**ch** chat	**th** thin	**wh** whip	**ck** duck (says /k/)

THE THUMBS GAME: SAY THIS

"Thumbs up if the word has a digraph, down if it's a blend. *Drip*: down, dr is a blend. *Ship*: up!" Then: chip (up) · clip (down) · whip (up) · slip (down) · thin (up) · chin (up) · plan (down) · than (up) · duck (up) · dust (down).

CLOSED SYLLABLE: THE DEFINITION

One vowel, followed by one or more consonants, and the vowel is short.

Signals: one finger up ("1 vowel"), finger pointing left-to-right ("followed by 1 or more consonants"), thumb and finger an inch apart ("the vowel is short"). Then the Closed Syllable Song.

THE WORD SORT: THREE QUESTIONS PER CARD

"Does *cat* have one vowel? Yes. Is it followed by a consonant? Yes. Is the vowel short? Yes. Yes column! What about *boat*? Two vowels, so No column." After a few cards, just ask: "Is it a closed syllable? Why, or why not?"

BLOCKS CHANGE THIS WEEK

A digraph is one sound = one block: *chug* is three blocks (/ch/ /u/ /g/), not four.

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MODULE 4 · LESSON 3 CHEAT SHEET

DOUBLE LETTERS & WELDED SOUNDS

The first spelling rule, and the first letter chunks your child learns as single units.

THE DOUBLE LETTER RULE

In a closed syllable, when a word ends in f, l, s, or z right after the vowel, that letter doubles.

SAY THIS

"The letters f, l, s, and z are shy, and they like to bring along a friend. To remember which letters double, we say: *Lizz will miss Muff.* Lizz has double z, will has double l, miss has double s, and Muff has double f."

EXAMPLES BY LETTER

FROM THE TEACHER GUIDE

- ☐ **ll** will · bill · fill · fall · ball · mall · fell · tell
- ☐ **ff** cliff · Jeff · muff · puff · bluff · stuff
- ☐ **ss** miss · kiss · class · chess · bless · mass
- ☐ **zz** jazz · buzz · fuzz · fizz · frizz

WELDED SOUNDS: NEW CARDS THIS WEEK

all ball | **an** can | **am** ram | **alk** chalk

Brainstorm more together: call, fall, wall · fan, man, tan · bam, Sam · walk, talk, stalk. (Careful: *hawk* sounds right but isn't spelled a-l-k.)

THE PICTURE SORT: THREE QUESTIONS

"Is *milk* a closed syllable? Yes. Is the last letter f, l, s, or z? No. The k comes after the l, so no double. Is *pill* a closed syllable? Yes. Does it end in l, right after the vowel? Yes, double the l!"

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MODULE 4 · LESSON 4 CHEAT SHEET

PLURAL ‘S’ & THE EXCEPTIONS

The last week of month one: one letter with three sounds, plus five welded chunks that keep a long vowel.

INTRODUCE IT ON THE TILE MAT: SAY THIS

“Here's the word *cat*. What do we say when there's more than one? *Cats!* We add an s and it says /s/. Now *bug*… *bugs*. But listen… that s says /z/! One more: *dress*. It already ends in s, so we add *es*, *dresses*, and it says /iz/.”

THE THREE RULES

YOUR CHILD DISCOVERS THESE BY SORTING

- ☐ Ends in **f, k, p, t, th** : add s, it says **/s/** (cups, cats, moths)
- ☐ Ends in **b, d, g, l, m, n** (also r, v, vowels): add s, it says **/z/** (beds, frogs, cans)
- ☐ Ends in **j, s, x, z, ch, sh** : add **es** , it says **/iz/** (foxes, wishes, benches)

Run the three-column sort first, *then* look at each column together and let your child find what the endings have in common. They write the rule at the top of the column. A rule you discovered is a rule you keep.

CLOSED-SYLLABLE EXCEPTIONS: NEW CARDS THIS WEEK

old gold · **ild** child · **olt** bolt · **ind** kind · **ost** post

They look closed, but the vowel stays long. Not rule-breakers, but a short VIP list, learned as units: sold, told, cold · wild, mild · colt, jolt · find, mind, blind · host, most.

HAND ON THROAT

/s/ is quiet; /z/ buzzes. Say *cats* and *bugs* with a hand on your throat and feel the difference. Your child's mouth has been doing this correctly for years. The lesson just gives it letters.

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