MODULE 2 · SESSION GUIDE 1

PHONEMIC AWARENESS

Five minutes, all by ear, plus the Teacher Guide's colored-blocks drill for when you have the mat out.

THE ANYWHERE VERSION (NO MATERIALS)

1. **Rhyming (1 min).**

   SAY

   "Which one doesn't rhyme: cat, hat, dog?"

2. **Blending (2 min).** You say the sounds slowly, your child pushes them together.

   SAY

   "/c/ … /a/ … /t/. What word did I say?" (cat, sun, map, dog, fish)

3. **Segmenting (2 min).** The reverse: say the word, they break it apart, tapping a finger per sound.

   SAY

   "Say *sun*. Now tap it out. How many sounds?"

THE COLORED-BLOCKS DRILL (FROM THE TEACHER GUIDE)

SAY

"We are going to spell some words with colors. Each sound in the word gets a different color block. For *dog*: the /d/ might be red, the /o/ orange, the /g/ green. Tap your two learning fingers under each block and say the sounds: /d/ /o/ /g/. Then underline the blocks with your finger and say it fast: *dog*. Your turn. Can you spell *fit*?"

Practice words until it clicks: **mat · leg · hip · mug · ham · pet**. No letters anywhere: colors stand in for sounds, which is exactly the point.

IF IT GOES SIDEWAYS

Too hard? Drop back to rhyming only. It's the first skill to wobble and the best place to rebuild. Keep it a game, end after five minutes even on a good day.

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MODULE 2 · SESSION GUIDE 2

SHORT VOWEL POSTERS

The 2–3 minute drill that opens every session: trace, say, exaggerate. Word-for-word from the Teacher Guide.

a	e	i	o	u
/A/ ANT	/E/ EGG	/I/ INCH	/O/ OX	/U/ UP

THE SCRIPT

SAY

"This first poster says *ant*. Take your pointer finger and middle finger together, your learning fingers, and trace the *a* while we say /a/nt. We do it three times, because tracing with both fingers helps build special pathways in our brains. Now you try it."

- Repeat for all five: /a/nt · /e/gg · /i/nch (see the measuring tape?) · /o/x · /u/p (the arrow points up).
- **Exaggerate the vowel sound** every time. That's the whole drill.
- Three traces per poster, learning fingers together, child says the word as they trace.

WHY IT WORKS

Short vowels are the hardest sounds for dyslexic readers to hold onto. Tracing while saying the sound is the multisensory anchor: hand, eye, and ear all firing together. First weeks take longer; soon it's a 2-minute warm-up.

TONIGHT'S FIVE MINUTES

Run the five posters once, three traces each. If your child asks why the fingers matter, tell them the truth: two fingers press harder, and the brain remembers what the body does.

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MODULE 2 · SESSION GUIDE 3

SOUND CARDS

Quick Drill Decoding: three brisk minutes, sounds not letter names, and one new card only when the old ones are automatic.

SET UP

- 5–8 cards your child already knows + 1 new card (only if the old ones are instant)
- Introduce sounds in Scope & Sequence order, and never skip ahead

RUN THE DRILL

1. **Frame it once** (the Teacher Guide's intro):

   SAY

   “Consonants are the letters that are not vowels. Which ones are the vowels? We just practiced them on the posters. How many are there? Five. Good. So consonants are all the other letters. Let's review their sounds with these cards.”

2. **Show the card.** Your child says the *sound*, not the letter name, and keep it short and concise:

   WATCH FOR

   /b/, never “buh.” /d/, never “duh.” /g/, never “guh.” Clipped sounds now make blending possible later.

3. **Hesitation? Model it.** “My turn: /sh/… ship. Now you.” Then move on. No sigh, no re-drilling it five times.
4. **End on a win.** Finish with two cards they always get, then stop. Three minutes daily beats twenty on Saturday.

THE CHICKEN LETTER

When you reach **q**, use the Teacher Guide's line: q is a chicken letter. It's too scared to be alone, so its friend **u** is always there. Silly sticks; “qu” never has to be taught twice.

IF IT GOES SIDEWAYS

A known card “vanishing” is dyslexia working exactly as described: automaticity takes many more reps. Model the answer, keep the pace, trust the reps.

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MODULE 2 · SESSION GUIDE 4

BLENDING & SCOOPING

Ten minutes where sounds become words. The finger scoop is the multisensory part, so never skip the finger.

SET UP

- Five words made *only* of sounds your child has been taught (the Decodable Word Generator in the lesson makes fresh ones)
- A pencil or their finger

RUN THE SESSION

1. **Model one scoop (1 min).**

   SAY

   "Watch my finger scoop under the word while I blend: mmm–aaa–p … map."

2. **Their turn (6 min).** One word at a time. Finger draws the scoop, sounds sweep together into the word. If a word turns into a guess:

   SAY

   "Those sounds were perfect. Now scoop them together and say them fast."

3. **Backward scoop check (2 min).** Once forward scooping is smooth, check one word from the end. It builds accuracy.
4. **Name the win (1 min).**

   SAY

   "Did you notice what you just did? You read that whole word yourself. That was you."

IF IT GOES SIDEWAYS

Rushing or mumbling usually means the session feels endless. Cut it to five words, then three. One well-read word beats ten mumbled ones. Decodable text only: success builds confidence, guessing builds bad habits.



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MODULE 2 · SESSION GUIDE 5

EDITING WITH CHOPS

"Good writers edit and revise their work." Five letters, five checks: the Teacher Guide's routine for every writing session.

OPEN WITH

"Now we are going to do something called CHOPS. Good writers edit and revise their work. We're going to use the word CHOPS to help us check ours."

C — CAPITALIZATION
"Does our sentence start with a capital? Any random capitals in the middle that shouldn't be there?"

H — HANDWRITING
"How's your handwriting? Can we read what's written? Any words where the spacing needs fixing?"

O — OUT LOUD
"Read it out loud to make sure we got all the words we needed." Missing words surface here. Let them find and fix their own.

P — PUNCTUATION
"Does each sentence have punctuation? Does any of them want a question mark or an exclamation point instead?"

S — SPELLING
"Any words we should check?" Let them hunt first and sound words out with the rules they know before you help.

PACE IT HONESTLY

In the first weeks, editing one sentence well is the whole job. As CHOPS becomes routine it speeds up on its own; 3–5 minutes is the target, not the starting point.

TONIGHT'S FIVE MINUTES

Write one silly sentence yourself with two mistakes planted in it. Hand your child the CHOPS checklist and let them catch you. Editing the grown-up's work is the fastest way to make the routine stick.

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MODULE 2 · COACHING SHEET

KITCHEN TABLE MOMENTS

Ten real moments the techniques don't cover, and exactly what to say next. Tape it inside the practice basket.

THE GUESS: SOUNDING OUT TURNS INTO GUESSING

“Those sounds were perfect: /c/, /a/, /t/. Now scoop them together with your finger and say them fast.”

THE TEARS: “I HATE READING. I'M STUPID.”

“This is hard, and you are not stupid. Your brain learns reading a different way, and we have the way. One word together, then we're done for tonight.”

THE REFUSAL: “NO. I'M NOT DOING IT.”

“Okay, you pick: Sound Cards first or tile mat first? You're the boss of the order.”

THE RACE: RUSHING THROUGH, SKIPPING WORDS

“Whoa, speedy! Let's make your finger do the work. Scoop this one for me, nice and smooth.”

THE VANISH: THEY KNEW IT YESTERDAY, BUT IT'S GONE TODAY

“My turn. Watch me. /sh/… ship. Now you.” (Then move on. No sigh, no “we JUST did this.”)

THE COMPARISON: “WHY IS IT SO EASY FOR HER?”

“Reading is harder for your brain. That's real, and it's not your fault. And your brain does things hers doesn't. Remember the fort design? That came from the same brain. We're doing this practice because it works, and you're getting stronger every week.”

THE PRETEND WORD: “THAT'S NOT A REAL WORD!”

“You're right. It's a pretend word, and that's the point. Anyone can memorize real words. Only a real reader can read a word that doesn't exist. Show me.”

THE LONG MONDAY: THE LESSON FALLS APART AT MINUTE 35

“Two sentences, then story time.” (Cut the middle, keep the story. Then tomorrow, set a timer for each activity and move on when it rings, finished or not.)

THE TIRED HAND: WRITING TIME TURNS INTO A SLUMP

“Shake out your hand. Wiggle it like jelly. One more sentence, your best one, and we're done writing today.”

THE GOOD DAY: IT ACTUALLY WENT WELL TONIGHT

“Did you notice what you just did? You read that whole sentence yourself, every word. That was you.”

THE PATTERNS BEHIND EVERY CARD

Praise what was right, then redirect (skip the word “no”). Shrink the task and end on a success. Hand back a choice over how, never whether. Model the answer, then move on. No sigh.

TONIGHT'S FIVE MINUTES

Pick the one moment you dread most and read its script out loud twice before the session. Words you have said already come out easier when you need them.

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