MODULE 3 · SHEET 1

THE OPENING TRIO

Every session opens with the same three warm-ups, in the same order. About six minutes. Set a timer per drill and cover what fits.

1 · SHORT VOWEL POSTERS — 2–3 min
Trace with two learning fingers, say the key word, exaggerate the short sound. Three times per poster.

2 · QUICK DRILL DECODING (SOUND CARDS) — 2–3 min
Show the card, your child says the sound, not the letter name. Brisk pace.

3 · PHONEMIC AWARENESS DRILL (BLOCKS) — 2–3 min
Spell words with colored blocks by ear: pull down, tap, underline, say it fast.

POSTERS: SAY THIS

"This first poster says *ant*. We take our learning fingers (pointer and middle finger together) and trace the a while we say */a/nt*. Three times, to build special pathways in our brains. Now you try it."

SOUND CARDS: WATCH FOR

Clean sounds only: /b/, never "buh" (the stray *uh* sabotages blending later). Watch for *duh* and *guh*. And q always brings u along: q is a chicken letter, too scared to go alone.

BLOCKS: SAY THIS

"Each sound in *pig* gets its own color block: /p/… /i/… /g/. Now tap under each block with your learning fingers and say the sounds. Then underline the whole row and say it fast: *pig*." A digraph is one sound, one block; a repeated sound reuses its color.

THE PACE IS THE POINT

Set a 3-minute timer per drill. When it rings, move on. Whatever you covered, you covered. Early weeks you may get through half the cards. That's correct, not behind.

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MODULE 3 · SHEET 2

THE TILE MAT RUNBOOK

The encoding side: sounds back into letters, hands before pencil. Two drills, two to three minutes each, every Monday.

DRILL 1 · FIND A SOUND (QUICK DRILL ENCODING)

SAY THIS

"When I say a sound like /ă/, you repeat the sound, find the tile that says /ă/, and put it in the center of the mat. Let's begin. Your first sound is /s/… Good. Next sound, /m/."

LESSON 1'S SOUND LIST

AS TIME ALLOWS

r · &obreve; · d · g · ă · p · t · &ibreve; · b · f · l · ŭ · n · qu · &ebreve;

Stuck? Ask "What sound are you looking for?" Still stuck? Give the key word from the posters.

DRILL 2 · SPELLING ON THE MAT

SAY THIS

"Your word is *cat*. Find the letters for the sounds and say them as you place them: /k/… /ă/… /t/. Now tap under each sound with your two fingers: /k/ /ă/ /t/. Then underline the word and say it fast: *cat*."

LESSON 1'S WORD LIST

BUILD, TAP, UNDERLINE

fat · mat · map · sat · can · tan · tam · pam · am · pat · at

LEAVE THE TILES WHERE THEY LAND

Don't reset the mat between words. The lists are built so only a tile or two changes each time. Watching *mat* become *sat* is the lesson: that noticing is phonemic awareness at work.

NO TILES HANDY?

The Virtual Tile Mat at apricottreeacademy.com works on any phone or tablet. Drag the tiles, tap one to hear its sound.

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MODULE 3 · SHEET 3

SORTS, GAMES & NONSENSE WORDS

The thinking drills: every card gets the rule's questions out loud, and your child answers before it lands in a column.

HOW TO RUN ANY SORT

- **Ask the rule's questions, every card.** Your child answers each one; then the card goes in the Yes or No column.
- **Then drop the scaffolding.** Once they're rolling, just ask "Does this follow the rule?" and follow with **"Why, or why not?"**
- **The *why* is the finish line.** A rule they can explain is a rule they own.

SAMPLE: CLOSED SYLLABLE SORT

"Let's look at *cat*. Does it have one vowel? Yes. Is the vowel followed by a consonant? Yes. Is the vowel short? Yes, so *cat* goes in the Yes column. Now *boat*… it has two vowels, so it's not a closed syllable. No column."

MEMORY MATCH · THE FRIDAY FINISHER

FRIDAY CHECKLIST SPOT

10–15 MIN

- [ ] Pairs of the week's words, face down
- [ ] Re-reads happen with every flip. Don't quiz, don't optimize
- [ ] End the week on the win

NONSENSE WORDS · THE HONEST TEST

Made-up words like *vab* and *shom* are in the lists on purpose: they can't be memorized and can't be guessed, so reading one is pure decoding, the clearest proof the system is working.

WHEN THEY PROTEST, SAY THIS

"You're right, it's a made-up word! Can you read it anyway?"

REMEMBER

If they can read *vab*, they're reading, not memorizing. That's the whole point.

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