MODULE 5 · LESSON 1 RUNBOOK

WRITING WORDS & SENTENCES

The longest block of the lesson (8–10 min). The hand rehearses twice before the pencil moves.

1

Build it on the mat

Spelling on the Tile Mat, 2–3 min. Say the word; they build it tile by tile, saying each sound.

2

Map it with blocks

One colored block per sound. Tap and say each sound, underline the row, say the word fast.

3

Then write it

They write the word saying each sound as they form the letter. The pencil copies what the hands know.

COLORED-BLOCK SPELLING: SAY THIS

"Let's say *map*. Pull down a block for each sound: /m/ … /a/ … /p/. Tap and say them. Now underline the row and say it fast: *map*. Now write it, and say each sound as you write the letter." A digraph is one sound, one block (*ship* = 3). A blend gets a block per sound (*flag* = 4).

HOW MUCH IS ENOUGH

FROM THE TEACHER GUIDE

- [ ] Start with **3–4 words** and **2–3 sentences** . Grow from there, one at a time.
- [ ] **Dictate** the sentence; they write it. Repeat it as often as they ask.
- [ ] Every word uses **only patterns already taught** (Lesson 2: *The fish is in the dish.*)
- [ ] Letters getting huge and wobbly? **Shake it out** for 30 seconds, then one more sentence.
- [ ] **Stop at the best sentence** , not the last one on the list.

"I CAN'T SPELL IT": SAY THIS

"You don't have to spell it. You just have to hear it. Say *cat* slowly with me: /c/ … /a/ … /t/. What's the first sound? Write that one. Now the next." If a sound stalls, point at the sound card or the tile mat. Never say the letter until they have tried the sound.

TONIGHT

Pick one word from this week's list. Mat, blocks, pencil, saying every sound. Time it: usually under a minute, which is why 3–4 words fits the window.

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MODULE 5 · LESSON 2 CHECKLIST

CHOPS EDITING

Five checks on one sentence, 3–5 min. You ask the questions. Your child holds the pencil and makes every fix.

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?" They hunt first and sound words out with the rules they know before you help.

KEEPING IT SHAME-FREE

THREE HABITS

- [ ] **They hold the pencil.** You ask; they find and fix. Reaching over turns editing into grading.
- [ ] **Praise the catch**, not the correctness. "You found it" is the sentence of the block.
- [ ] **Let them edit you.** Once a week, write a sentence with a planted mistake and hand over this sheet.
- [ ] Untaught pattern in the spelling check? Say so and write it for them. No points lost.

PACE IT HONESTLY

In the first weeks, editing one sentence well is the whole job. Pick the sentence they wrote best. CHOPS speeds up on its own once it is a routine; 3–5 minutes is the target, not the starting point.

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MODULE 5 · LESSON 3 QUESTION CARD

READ A STORY & COMPREHENSION

The last 10–15 minutes of every lesson. Flex everything else first; never flex the story.

WHY IT IS NEVER SKIPPED

The drills are practice. The story is what the practice is for. Every word in it uses only the sounds and rules your child has been taught.

WHEN THEY STALL ON A WORD: PROMPT, DON'T RESCUE

1

Wait

Count to five in your head. Most stalls resolve on their own.

2

Point to the sounds

“Scoop it with your finger.” Then: “What does that vowel say?” or “Is that a digraph?”

3

Model and move on

“/sh/ … ship. Keep going.” No sigh, no lecture. More than three rescues on a page? Read that page to them.

THE QUESTION SETS: ASK IN THIS ORDER, THEN LISTEN

BEFORE: PREDICT

“Look at the picture. What do you think happens?”

DURING: CHECK IN

“Wait, what did Sam just do?” At most one per page.

AFTER: RETELL

“Tell me the story in three parts: beginning, middle, end.”

AFTER: THINK

“Why do you think he did that? What would you do?”

“I DON'T WANT TO READ THIS ONE”: SAY THIS

“Deal. I read the first page, you read the second. Then we trade. Do the voices if you want.” If the lesson ran long: “Writing is done. We're skipping straight to the story.”

IF THEY CANNOT RETELL IT

They spent all their effort on the words. Normal in week one. Read the story *to* them a second time, fluently, then ask the retell again. Comprehension arrives when decoding gets cheap enough to leave room for it.

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