Improving Literacy of Elementary Students

Naomi Pardo

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Improving Literacy of Elementary Students

Naomi C. Pardo

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Abstract

My project is an instruction manual entitled My Book of Sounds for Reading. It describes in detail how to teach the sounds of letters that make two or more sounds. It is accompanied by a workbook where children will be able to write the letters that represent the sounds. They will hear the sounds from their instructor and repeat the sounds.

This manual can be used by teachers, parents, homeschoolers and anyone interested in helping children who are struggling to learn to read. It’s an excellent intervention tool to help raise reading levels and can be used along with other curriculum that teaches the basic sounds of the letters in the English alphabet, and it may be used to teach children in grade levels from Kindergarten through 8th grade.
Literature Review

Reading is one of the most important skills that children need to acquire in order to succeed in modern society (Rahn, Wilson, Egan, Brandes, Kunkel, Peterson & McComas, 2015; Lane, Pullen, Eisele & Jordan, 2002). Children who struggle with learning reading skills are at a disadvantage compared with more literate peers throughout their school careers, because they are not functionally literate and they are unable to read well enough to profit from the lessons being presented to them. (Burns, 2006).

One reason why children have difficulty with reading has to do with their home environment such as: poverty level, low parental education and English not being the primary or first language, especially in some Hispanic families (Calhoon, Al Otaiba, Greenberg, King & Avalos, 2006). In some these families, the parents with low education can only get low paying jobs with long hours, so that they don’t have time to help their children with their reading lessons. Also, because of their low education level and not knowing the English language they have difficulty understanding their children’s homework. Another reason for children not being able to reach their potential in reading is the abuse and neglect among some urban students’ families according to Kourea, Cartledge & Musti-Rao, (2007). A third reason is poor academic instruction. Teachers don’t receive enough training to teach reading skills effectively (Gunn et al., 2002).

Intervention is the way to help the children who are struggling with reading to improve their reading skills. According to Gunn et al. (2002) supplemental instruction that is systematic and explicit in phonics will help them acquire the necessary skills for
reading. The supplemental instruction that they receive in letter name and letter sound knowledge will help them to decode words more easily and give them fluency (Young-Suk, Petscher, Foorman, & Chengfu, 2010; Lane et al., 2002).

In order to understand the letter sound (grapheme phoneme) relationships, it is necessary to teach the phonemes which are the smallest unit of sound that are detectable in spoken language (Lane et al., 2002; Byrne & Fielding-Barnsley, 1993). Then for these children having difficulty with reading to acquire knowledge to decode unfamiliar words, it is essential to teach them letter sound knowledge along with phonemic awareness (Lane et al., 2002). Nevins (1973) found that training in letter names and sound concurrently had a large positive effect in acquiring word recognition skills.

Learning to read well is essential for everyday life in our modern society. Many children have difficulty reading because they have not acquired the skills that are needed. There are a variety of reasons why children struggle with reading. One is issues in their home environment. Another important reason why children struggle with reading is poor academic instruction. In order to improve academic instruction I will create a teacher instruction manual and workbook to help teachers instruct children to learn the letter sounds more efficiently. Learning the letter sounds in relation to the written letters and phonemic awareness well is absolutely necessary for them to learn to read. I will focus on letters and combinations of letters that have two or more sounds. With this supplemental instruction children can gain the ability to decode words, especially those which are unfamiliar thus improve their reading skills.
Description of the Project

Some children struggle with improving their literacy because they have not mastered the different sounds of some letters that have two or more sounds. I have created a workbook that teaches those different sounds. My focus is specifically on vowels, some consonants and some combinations of them that have two or more sounds. Then I’ve added the various combinations of letters that make specific long vowel sounds. After that I introduced some letters that sound the same but have different spellings or same spellings with different sounds.

Now, I created a manual of instructions on how to teach the specific sounds in the workbook. I began with the first page which introduces the letter “a”. This letter makes three distinct sounds: “a” in apple, “a” in April, and “a” in wanted. On the workbook page I drew a three inch circle with the letter “a” in lowercase in the center of it. Above it I drew three rectangles to represent the three sounds of the letter. In the instruction manual I will gave instructions on how to use this page. With that the instructor will be able to tell the sounds that each make. I instructed how to color code the rectangles with coloring pencils. In the first rectangle the students will write a lowercase “a” and color the box light green. Above the box they will write the word “apple” and underline the “a” in red. In the second rectangle they will be instructed to write “Aa” and color the rectangle yellow. Above the box they will be instructed to write the word “April” and then underline the letter “A” with a red coloring pencil. Then in the third rectangle write the letter “a” in lowercase and color the box orange. Above the box write the word “wanted” and underline the “a” in red. I then wrote instructions for the teacher on how to
review the sounds saying, “The letter name is “A”, what sounds does is make?” The students will then be prompted to say “a” (as in apple), “a” (as in April), “a” (as in wanted). I wrote instructions for the following letters to also be presented in the similar way: c, ch, e, ea, ed, ei, ew, ey, g, gh, i, ie, o, oo, ou, ow, s, u, ue, ui, and y.

In the next section of the manual I presented the pages from the workbook that focus on the spellings that are unique to each long vowel sound. In the workbook page for the long vowel “A” I have drawn a two-inch square with “Aa” in it. The instructions are to color it yellow. Around the square are one and a half inch circles in which the students will be instructed to write the different spellings that make the long “a” sound: a, a_e, ai, ei, _ey, _ay, and eigh. Each of the rest of the vowels is presented in similar fashion.

Following those pages, I then introduced the two sounds of “th” as in “this” and in “thin. Then I will show six different sounds for the combination of letters “ough”. My instruction manual gavevee detailed instructions on how to teach these sounds.

Once I have completed the instruction manual I had it published by Xlibris located in Bloomington, Indiana. I worked with Mike Stewart who is a publishing consultant for this company. He provided me with a full team of specialists who worked with my project starting with the submission representative. My manuscript was in Microsoft format. Once I submitted all my materials, the team did a content evaluation. They checked if the material is originally created. Once it passed the content evaluation, the book was edited. Once that was done they emailed it to me for approval so that I
could see how the book would look. I was able to make any changes at that time which were necessary. Then I resubmitted it to Xlibris. This was the final layout where they printed a copy of the book so I can see how the book will actually look. Once I approved of that, sent me complimentary copies and distributed them to their online partners. They were sent to Amazon, Barnes & Noble and others, who did their own marketing. Xlibris then fulfilled a marketing promise that is included in the package such as: postcards, business cards, bookmarks, and posters for me. I will distribute these to libraries, schools, educational businesses, locally and also to friends and family.

The cost of publishing the materials is approximately $700. Of which I paid one-third upon submission and the other two-thirds in the two following months. It will take two to three months from the time the material is first submitted until the book being printed.

Once I have copies of my book I will set up appointments with administrators and teachers from various public and private elementary schools in my county, to present my materials as being a useful tool for reading intervention programs which I will be offer to facilitate in order to help students who need to improve their literacy.
Results

My project for capstone is an instruction manual for helping children improve their reading skills. On April 12, 2016, I began to tutor a 1st grader using the lessons from my project - *My Book of Sounds for Reading*. I tutored her for 4 days, 4/12, 4/16, 4/17 and 4/19, 20 minutes each day. On the first day I began with a pretest by showing her flash cards with letters for each of the lessons in my book. I have recorded the results for all 4 days in the following chart.

<table>
<thead>
<tr>
<th>No. of Sounds per letter</th>
<th>Day 1 Pretest</th>
<th>Day 1 Lessons taught</th>
<th>Day 2 Taught &amp; Review</th>
<th>Day 2 PostTest</th>
<th>Day 3 Pretest</th>
<th>Day 3 Review</th>
<th>Day 4 Review</th>
<th>Day 4 Post test</th>
</tr>
</thead>
</table>
In tutoring this 1st grader and doing the pretest to begin, I noticed that she was familiar with some of the letter’s sounds, however she only knew 6 of them completely, the rest she only knew one or two of two or three sounds. By day 3 she knew 17 of them without first reviewing them that day. She had gone two days without seeing them and now was able to remember those sounds. By day 4 she was able to say the sounds of 22 of the 23 letters. I know that this method that I have written in the instruction manual for teaching the sounds is very effective. It works well because the lessons are taught and reviewed at the rate of the students ability to learn them. By doing a pretest the instructor can verify which letter sounds need to be emphasized if the book is being used as an intervention tool to improve the students’ literacy. Not only have I used this method once

| 3 - a | + | T | R | + | + | R | R | + |
| 2 - c | 1 | T | R | + | + | R | R | + |
| 2 - ch | 1 | T | R | + | + | R | R | + |
| 2 - e | + | T | R | + | + | R | R | + |
| 3 - ea | 1,2 | T | + | + | R | R | + |
| 3 - ed | 1,3 | T | + | + | R | R | + |
| 2 - ei | 2 | T | 2 | 2 | R | R | + |
| 2 - ew | + | T | + | + | R | R | + |
| 2 - ey | 1 | T | + | 1 | R | R | + |
| 2 - g | 1 | T | + | 1 | R | R | + |
| 3 - gh | + | T | 1,3 | + | R | R | + |
| 2 - i | + | T | + | + | R | R | + |
| 3 - ie | 1,2 | T | 1,3 | + | R | R | + |
| 3 - o | 1,2 | T | 1,2 | + | R | R | + |
| 3 - oo | 1,2 | T | 3 | 3 | R | R | + |
| 4 - ou | 1 | T | + | + | R | R | + |
| 2 - ow | 1 | T | + | + | R | R | + |
| 2 - s | 1 | T | 1 | + | R | R | + |
| 3 - s | 1 | T | 1,2 | + | R | R | + |
| 2 - ui | 2 | T | 1 | + | R | R | + |
| 3 - y | 2 | T | 1,2 | + | R | R | + |
| 3 - th | + | T | + | + | R | R | + |
| 3 - ear | + | T | 2 | R | R | + |
| 6 - ough | 5 | T | 5 | R | R | + |
but I have used it with at least 14 children, one of them being my own two sons and have seen them improve greatly in their reading levels.

I have learned a few things from taking this capstone class. One of the things that I learned was about myself. That is, I have a certain method of putting together my thoughts in order to write an article. First, I brainstorm and write each of my thoughts down on index cards. I write them just as they come to me in no certain order. Second, I sort them out and line the up in order, however, I leave some of the cards out that don’t have enough relevance. Then I start to copy them all down on paper and reread what I wrote making sure that it makes sense to me. Finally, I type it into my file in the computer.

Since I am a senior citizen, and a returning student who has been out of school for 6 years, I have had to relearn a few things. One of them was how to do research using peer reviewed articles. Another was finding my way thru the computer to get to all the files that pertain to my class and to the university.

I also learned that I could write a book and even get it published. Doing the interview with a publishing consultant, allowed me to do research on the web for information on what questions to ask a publisher. I wrote some questions down then called the publisher and interviewed him. At the end of my interview I asked if there was any other information, which I as an author needed to know. He responded by saying, “I think everything is covered already. You know, royalties, pricing, ordering. I think everything is already covered. You’ve asked me the details of the process. So you’ve asked very good questions.” I thanked him and subsequently chose that company to
Reference


Appendix A

Interviewer: Naomi Pardo, CSUMB student

Interviewee: Mike Stewart, Publishing Consultant

Interview Setting: Interview conducted via phone from Interviewer’s home in Gonzales, California to Interviewee at Ex Libris Publishing Company in Bloomington, Indiana. Interview was conducted at 9:30 AM on Wednesday morning.

Affiliation with interviewee: Phone contact I previously spoke to him via phone as a result of a publishing website inquiry.

(Start of Interview)

Mike Stewart: Hello Ms. Pardo!

Naomi Pardo: Hi Mike!

Naomi Pardo: Hi Mike!

Mike: Hi!

Naomi: Hi!

Mike: Yes, Hi! Good morning!

Naomi: I have to do an interview before I can consider publishing my book with your company.

Mike: Okay!

Naomi: I have a few questions to ask you, if you don’t mind.

Mike: Yeah! Yeah! Sure! Go ahead please!

Naomi: What is the process of publishing a teacher’s manual and a student’s workbook?
Mike: Okay. All of the process is that here at Ex Libris, we will be providing you with a full team of specialists who will be working with your project from your submission representative. What we need from you is your manuscript. Your manuscript will be in a Microsoft format and if you want to put any or are some pictures on it they should be in a jpg. file. As I mentioned, there will be personnel in charge of that, so we’ll be providing you with step by step instructions on how to do it. Now aside from that, what we are going to do is, umm, you know, once, once have the submission representative or once we receive all the material that’s being submitted, we are going to do an evaluation of all your material. Ah, this is called content evaluation. we’re going to check if the material is originally created. For example, there are some images that are being taken clear out of the internet or there are some things that need to be cleared before it can be published, like transcripts or you know, from clips from newspapers. So that will be processed of in our content evaluation.

Once it passes our content evaluation, then we will be creating. The book needs to be edited, then we will do the editing of the book. But if it’s not, it will go to our layout department where we will do the layout of the book. Once we do that, then we will send it to you for your approval so you can actually see how the book will look like. You can also make any changes, um, see if that’s what you wanted for the book.

Naomi: Umm hmm.

Mike: Then after that, umm, once you’ve submitted already the final layout, we will print a copy for you so you can see the actual copy of your book. Once you approve that, then we will be printing you complimentary copies and we will distribute them to our online
partners. They will go to Amazon, Barnes & Noble and what not. We will also fulfill the marketing promise that we make on the package.

Naomi: Okay, let me see, you’ve answered a lot of my questions already in this little paragraph!

[chuckle]

Naomi: Is the cover design included in the publishing fee?

Mike: The are actually two kinds of cover design. The cover design is… you want us to create the illustrations, um the, the book itself is a children’s book right? So you need to have some illustrations on those, right?

Naomi: On the cover only, on the inside it’s not….

Mike: Okay, so on the cover, um, there are two things on the cover, um. On this if you provide us the art and we will put the design on the cover, or the other way around. That, that process, there is no cost for that, you provide us the art. But if you want us to illustrate the cover, so there is a cost on that.

Naomi: I see. What can you tell me about copyrights?

Mike: all of the price, of the price on the cover design is $249.

Naomi: Um Hmm, okay now, can I get this book copyrighted thru you or do I have to do it separately?

Mike: Yeah we can do that. We have a copyright for illustrations program. we can include that in the service.
Naomi: Okay, you do marketing also then. Is that included in the publisher fee?

Mike: Ah, I beg your pardon Ma’am.

Naomi: When do mar… Do you do marketing also?

Mike: yeah, um, we do the marketing… we do the distribution. The distributes have their own marketing strategy. But um, if you want to have an expensive marketing program, like advertisement or book signing, that’s not inclusive in publishing packets. That is a separate fee.

Naomi:[expectantly] So…

Mike: As I mentioned, the distribution, the distributors, they already have their own marketing programs. What’s inclusive in the packet of marketing materials are like postcards, bookmarks, business cards and posters.

Naomi: I see, okay. Do you have a minimum order?

Mike: There’s no minimum order since we are print on demand.

Naomi: I, see.

Mike So even if, even if… what you are actually paying is just set up fee, to have the book published, to create it. But you…there’s work from, on purchasing copies of books. There’s no limit, even one copy, we’ll print it for you.

Naomi: Do I get royalties on this book?

Mike: Yes, yes! Um, we have two kinds of royalty programs. We have the standard royalty which is already inclusive on the package, when you’ll receive 25% of the book for paperback and 50% for eBooks. We also have 100% royalty program where you’ll
receive 100% of the net proceeds. The only difference, which if you go with the 100%, there is a service fee on that which is not inclusive in the publishing packet. So that’s the difference between the two.

Naomi: I see. Do you give and advance?

Mike: No Ma’am, we don’t give advance. We are a self publishing company.

Naomi: Okay. Who controls the price?

Mike: The price of the book will be determined on the number of pages. So once it is completed, we have a standard pricing of the book, that is you know, marketable that is within the market.

Naomi: I see. Are there any upfront or hidden fees?

Mike: There are no hidden fees. What is being quoted is are the price of the services. And last, for example, on the layout stage, you are provided with two rounds of corrections. For example, we provide original layout and there you made your changes, okay, you approve the final changes of the layout. Then along the way, you need another changes after approving t then there is a cost, there is a fee. So we want to make sure that when we send you the layout of the book, when you make some changes, make sure that before you approve it, you are checking already everything so that there will be no fees incurred. Besides on that, what you’re paying up front on that is basically, you know, you’re going to fulfill. There are no other fees on that.

Naomi: Um Hmm. Is there an author discount, such as, a certain number of free books?
Mike: Yes there is. We have what you call an author volume discount. If you are in the standard royalty program it varies between 35% and 60%. It depends on how many books you will be purchasing. If you’re enrolled with the 100% royalty program, automatically, you will be provided with 65% for each copy of the book.

Naomi: I see. And how long will it take from signing the contract of the workbook and manual to it being printed?

Mike: It will take two to three months after we receive the material.

Naomi: Okay, I see. Can I make changes to the book in the future?

Mike: Umm, you want to change… I beg your pardon, what was that again?

Naomi: Would I be able to make changes to the book in the future?

Mike: Oh, yes, yes, you can always revise. remember that you own the rights of the book 100%. So you’re in full control.

Naomi: Are there any other things I need to know as an author, before we end this interview?

Mike: I think everything is covered already. Um you know, royalties, pricing, ordering. I think everything is already covered. You’ve asked me the details of the process. So you’ve asked very good questions.

Naomi: Okay, um well, thank you very much for your time. This information is so very helpful to me and I’ll be getting in contact with you when I finish writing up the teacher’s manual.

Mike: Okay, Okay, sure, no problem Ma’am. Thank you so much for talking…
Naomi: Okay! Thank you, thank you! Bye, bye.

Mike: Bye, bye.

(End of Interview)
Appendix B

MY BOOK
of
SOUNDS FOR READING
Instruction Manual

OU OU OU OU OU
?? ?? ?

LETTERS AND THEIR COMBINATIONS
THAT MAKE TWO OR MORE SOUNDS
NAOMI NAJERA PARDO
MY BOOK
of
SOUNDS FOR
READING

Instruction Manual
MY BOOK
of
SOUNDS FOR READING

Instruction Manual

LETTERS AND THEIR COMBINATIONS
THAT MAKE TWO OR MORE SOUNDS

NAOMI NAJERA PARDO
Dedication

This book is dedicated to my wonderful husband Robin and my sons Isaac and Josiah, who have stood by me throughout the ups and downs of my life and have encouraged me in many ways in all my endeavors. (Philippians 4:13).
I would like to thank my 7th grade English teacher Sue Muller and my Liberal Studies professor Dr. Scott Waltz for proofreading my project and encouraging me to follow through with publishing it. Your help was invaluable to me!
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General Instructions

The lessons in this book are arranged so that the instructor will say the name of the letter(s) in the circle. Then present the lesson as it is written. Two or three lessons may be taught at a time. However, review is very essential.

Each day that new lessons are to be presented, one must review by beginning at the first lesson. You can say “This is the letter A (say the name), what are the sounds?” The students are then prompted to read the sounds in the boxes. Then you go on to lesson two and repeat the same procedure and so on until you get to the new lesson that’s to be presented. It is necessary to repeat this process again after the new lessons are taught for reinforcement.

It is not necessary for kindergarteners or first graders to write the words that are above the boxes. However, they should be able to draw the letters in the boxes and color them. Second graders and up should be able to write the words above the boxes and underline the letter(s).

I have used the methods in this book with kindergarteners and all the way up to eighth graders. For the older students it is used as a method of intervention for those struggling in literacy. I have seen good improvement in their reading levels.

Supplies needed:

1 Instruction manual
1 workbook per student
lead pencils
coloring pencils or crayons in orange, yellow, light green, light blue and red which can be used to underline the letters in the words above the boxes.
LESSON 1 - LETTER a

The letter in the circle makes three different sounds: “a” as in apple, “a” as in April and “a” as in wanted. Instruct the students to draw a lowercase a in the first box and tell them that this letter makes the sound “a” as the sound of the first letter in the word apple. Color the box light green to represent the short vowel sound. Say the sound “a” as in apple.

In the second box draw an uppercase A and a lowercase a. This makes the sound “a” as the sound of the first letter in the word April. Color the box yellow to represent the long vowel sound. Say the sound “a” as in April.

In the third box draw a lowercase a. This letter makes the sound “a” as the sound of the a in the word wanted. Color the box orange. Say the sound “a” as in wanted.

Repeat the three sounds of the letter a.

For older students have them write the words above each box and underline the letter a in each word.
LESSON 2 – LETTER c

The letter in the circle makes two different sounds. In the word *came* it makes the sound of the letter *k*. In the word *cent* it makes the sound of the letter *s*.

Instruct the student to draw a lowercase *k* in the first box. The sound of it is the same sound as the letter *c* in *came*. Color the box orange. Say the sound of the letter *c* as in *came*.

In the second box draw the letter *s*. The first letter in the word *cent* makes the sound of the letter *s*. Color the box orange. Say the sound of the letter *c* as in *cent*.

Repeat the two sounds of the letter *c*.

For older students have them write the words above the boxes and underline the letter *c* in each word.
LESSON 3 – LETTERS ch

The letters in the circle make two different sounds: the sound “ch” as in much and the ch in school. Draw the letters ch in the first box. The ch makes the sound “ch” in the word much. Color the box orange. Say the sound “ch” as in the word much.

In the second box draw the letter k. The ch in the word school makes the sound of the letter k. Color the box orange. Say the sound “ch” as in the word school.

Repeat the two sounds of the letters ch.

For older students have them write the words above each box and underline the ch in each word.
LESSON 4 – LETTER e

The letter in the circle makes two different sounds: “e” as in end and “e” as in me. Instruct the students to draw a lowercase e in the first box. This letter makes the sound “e” as in the first letter of the word end. Color the box light green to represent the short vowel sound. Say the sound “e” as in end.

In the second box draw an uppercase E and a lowercase e. The letters in this box make the sound “e” as in the word me. Color the box yellow to represent the long vowel sound. Say the sound “e” as in me.

Repeat the two sounds of the letter e.

For older students have them write the words above each box and underline the letter e in each word.
The letters in the circle make three different sounds: “ea” as in eat, “ea” as in head and “ea” as in break. Instruct the students to draw an uppercase E and a lowercase e in the first box. These letters make the sound “ea” as in eat. Color the box yellow to represent the long vowel sound. Say the sound “ea” as in eat.

In the center box draw the letter e in lowercase. This letter makes the sound “ea” as in head. Color the box light green to represent the short vowel sound. Say the sound “ea” as in head.

In the third box draw a uppercase A and a lowercase a. These letters make the “ea” sound in the word break. Color the box yellow to represent the long vowel sound. Say the sound “ea” as in break.

Repeat the three sounds of the letters ea.

For older students have them write the words above each box and underline the letters ea in each word.
LESSON 6 – LETTERS ed

The letters in the circle make three different sounds: “ed” as in graded, “ed” as in loved and “ed” as in wrecked. Draw the letters ed in lowercase in the first box. These letters make the sound “ed” as in graded. Color the box orange. Say the sound “ed” as in graded.

In the second box draw the lowercase letter d, the ed makes the sound “d” as in loved. Color the box orange. Say the sound “d” as in loved.

In the third box draw the lowercase t, the ed makes the sound “t” as in wrecked. Color the box orange. Say the sound “t” as in wrecked.

Repeat the sounds of the letters ed.

For older students have them write the words above the boxes and underline the letters ed in each word.
LESSON 7 - LETTERS ei

The letters in the circle make two different sounds: “ei” as in eight and “ei” as in conceit. Draw an uppercase A and a lowercase a in the first box, these letters make the sound “ei” as in eight. Color the box yellow to represent the long vowel sound. Say the sound “ei” as in the word eight.

In the second box draw an uppercase E and a lowercase e. These letters make the sound “ei” as in conceit. Color the box yellow to represent the long vowel sound. Say the sound “ei” as in the word conceit.

Repeat the sound of the letter ei.

For older students have them write the words above each box and underline the ei in each word.
LESSON 8 – LETTERS *ew*

The letters in the circle have two different sounds: “ew” as in *grew* and “ew” as in *ewe*. Draw two lowercase *o* in the first box. Color the box light blue. Say the sound “ew” as in *grew*.

In the second box draw an uppercase *U* and a lowercase *u*. These letters make the sound “ew” as in the word *ewe*. Color the box yellow to represent the long vowel sound. Say the sound “ew” as in the word *ewe*.

Repeat the sounds of the letters *ew*.

For older students have them write the words above the boxes and underline the letter *ew* in each word.

- **grew**
  - *oo*
- **ewe**
  - *Uu*
**LESSON 9 – LETTERS ey**

The letters in the circle make two different sounds: “ey” as in key and “ey” as in they. Draw an uppercase E and a lowercase e in the first box. These letters make the “ey” sound as in key. Color the box yellow to represent the long vowel sound. Say the sound “ey” as in key.

In the second box draw an uppercase A and a lowercase a. These letters make the “ey” sound as in they. Color the box yellow to represent the long vowel sound. Say the sound “ey” as in they.

Repeat the two sounds of the letters ey.

For older students have them write the words above each box and underline the ey in each word.
LESSON 10 – LETTER g

The letter in the circle makes two different sounds: “g” as in girl and “g” as in gem. Draw a lowercase g in the first box. This letter makes the sound “g” as in girl. Color the box orange. Say the sound “g” as in girl.

In the second box draw a lowercase j. The letter g in gem makes the sound “j” like the letter j. Color the box orange. Say the sound “g” as in gem.

Repeat the two sounds of the letter g.

For older students have them write the words above the boxes and underline the letter g in each word.
LESSON 11 – LETTERS gh

The letters in the circle make three different sounds. The letters gh make the sound “g” in ghost, the gh in laugh makes the sound of the letter f, and the gh in the word night is silent. Draw a lowercase g in the first box. This letter makes the sound “gh” in ghost. Color the box orange. Say the sound “gh” as in ghost.

In the second box draw the letter f. The f makes the sound of the gh in laugh. Color the box orange. Say the sound “gh” as in laugh.

In the third box write the word silent. The gh in the word night is silent. Color the box orange. Don’t make a “gh” sound here because it is silent, just smile!

Repeat the sounds of the gh.

For older students have them write the words above each box and underline the letter gh in each word.
LESSON 12 – LETTER i

The letter in the circle makes two different sounds: “i” as in Indian and “i” as in island. Draw a lowercase i in the first box, this letter makes the sound of the first letter in Indian. Color the box light green to represent the short vowel sound. Say the sound “i” as in Indian.

In the second box draw an uppercase I and a lowercase i. These letters make the sound of the first letter in island. Color the box yellow to represent the long vowel sound. Say the sound “i” as in island.

Repeat the two sounds of the letter i.

For older students have them write the words above the boxes and underline the first letter i in each word.
LESSON 13 – LETTERS ie

The letters in the circle make three different sounds: “ie” as in pie, “ie” as in friend and “ie” as in field. Draw an uppercase I and a lowercase i in the first box. These letters make the sound of the ie in pie. Color the box yellow to represent the long vowel sound. Say the sound “ie” as in pie.

In the second box draw a lowercase e, this letter makes the sound of the ie in friend. Color the box light green to represent the short vowel sound. Say the sound “ie” as in friend.

In the third box draw an uppercase E and a lowercase e. These letters make the sound of the ie in the word field. Color the box yellow to represent the long vowel sound. Say the sound “ie” as in field.

Repeat the three sounds of the letters ie.

For older students have them write the words above the boxes and underline the letters ie in each word.
LESSON 14 – LETTER o

The letter in the circle makes three different sounds: “o” as in odd, “o” as in open and “o” as in do. Draw a lowercase o in the first box. This letter makes the sound “o” as in odd. Color the box light green to represent the short vowel sound. Say the sound “o” as in odd.

In the second box draw an uppercase O and a lowercase o. This letter makes the sound “o” as in open. Color the box yellow to represent the long vowel sound. Say “o” as in open.

In the third box draw two lowercase o. These letters make the sound “o” as in do. Color the box light blue. Say the “o” as in do.

Repeat the three sounds of the letter o.

For older students have them write the words above each box and underline the letter o in each word.
LESSON 15 – LETTERS oo

The letters in the circle make three different sounds: “oo” as in goo, “oo” as in flood, and “oo” as in floor. Draw two lowercase o in the first box. These letters make the sound “oo” as in goo. Color the box light blue. Say the sound “oo” as in goo.

In the second box draw a lowercase u. This letter makes the sound of the oo in the word flood. Color the box light green to represent the short vowel sound. Say the sound “oo” as in flood.

In the third box draw an uppercase O and a lowercase o. These letters make the sound “oo” as in floor. Color the box yellow to represent the long vowel sound. Say the sound “oo” as in floor.

Repeat the three sound of the letters oo.

For older students have them write the words above the boxes and underline the oo in each word.
LESSON 16 – LETTERS ou

The letters in the circle make four different sounds: “ou” as in round, “ou” as in four, “ou” as in you and “ou” as in country. Draw lowercase ow in the first box. This makes the sound “ou” as in round. Color the box light blue. Say the sound “ou” as in round.

In the top box to the right draw an uppercase O and a lowercase o. This makes the sound “ou” as in four. Color the box yellow to represent the long vowel sound. Say the sound “ou” as in four.

In the left bottom box draw two o. These make the sound of the “ou” in the word you. Color the box light blue. Say the sound “”ou” as in you.

In the bottom right box draw a lowercase u. This letter makes the sound “ou” as in country. Color the letter light green to represent the short vowel sound. Say the sound “ou” as in country.

Repeat all four sounds of the letters ou.

round                 four

ow                           Oo

ou

oo                           u

you                          country
LESSON 17 – LETTERS ow

The letters in the circle make two different sounds: “ow” as in how and “ow” as in low. Draw the lowercase letters ow in the first box. They make the sound “ow” as in how. Color the box light blue. Say the sound “ow” as in how.

In the second box draw an uppercase O and a lowercase o. These make the sound of “ow” as in low. Color the box yellow to represent the long vowel sound. Say the sound “ow” as in low.

Repeat the two sounds of the letters ow.

For older students have them write the words above the boxes and underline the letters ow in each word.
Lesson 18 – Letter s

The letter in the circle makes two different sounds: s as in us and the sound of the letter z in the word as. Draw a lowercase s in the first box. The letter makes the sound “s” in the word us. Color the box orange. Say the sound “s” as in us.

In the second box draw the letter z. The letter s in the word as makes the sound of the letter z. Color the box orange. Say the sound “s” as in the word as.

Repeat the two sounds of the letter s.

For older students have them write the words above the boxes and underline the letter s in each word.
LESSON 19 – LETTER u

The letter in the circle makes three sounds: “u” as in up, “u” as in music and “u” as in put. Draw a lowercase u in the first box. This letter makes the sound of the u in up. Color the box light green to represent the short vowel sound. Say the “u” as in us.

In the second box draw an uppercase U and a lowercase u. These letters make the sound of the letter u in the word music. Color the box yellow to represent the long vowel sound. Say the sound “u” as in music.

In the third box draw two o. These letters make the sound “u” as in put. Color the box light blue. Say the sound “u” as in put.

Repeat the three sounds of the letter u.

For older students have them write the words above the boxes and underline the letter u in each word.
Lesson 20 – Letters ui

The letters in the circle make two different sounds: “ui” as in fruit and “ui” as in suit. Draw two o in the first box. These make the sound of the ui in fruit. Color the box light blue. Say the sound “ui” as in fruit.

In the second box draw an uppercase U and a lowercase u. These make the sound of “ui” in suit. Color the box yellow to represent the long vowel sound. Say the sound “ui” as in suit.

Repeat the two sounds of the letters ui.

For older students have them write the words above the boxes and underline the ui in each word.
Lesson 21 – Letter y

The letter in the circle makes three different sounds: “y” as in yellow, “y” as in baby and “y” as in my. Draw a lowercase y in the first box. This letter makes the sound “y” in the word yellow. Color the box orange. Say the sound “y” as in yellow.

In the second box draw an uppercase E and a lowercase e. These letters make the sound “y” in the word baby. Color the box yellow to represent the long vowel sound. Say the sound “y’ as in baby.

In the third box draw an uppercase I and a lowercase i. These letters make the sound “y” in the word my. Color the box yellow to represent the long vowel sound. Say the sound “y” as in my.

Repeat the three sounds of the letter y.

For the older students have them write the words above the boxes and underline the y in each word,
LESSON 22 – MORE LETTERS WITH SAME SPELLINGS BUT DIFFERENT SOUNDS

- th
  - thin
  - this
- ear
  - early
  - ear
  - bear
Lesson 23 – Letters ough

“o” though

“oo” through

“uf” Rough

“off” Cough

“aw” thought

“ow” bough
Appendix

DIFFERENT SPELLINGS FOR THE LONG A SOUND

Aa

a-e

a

ai

ei

_ey

_eigh

_ay
DIFFERENT SPELLINGS FOR THE LONG E SOUND
DIFFERENT SPELLINGS FOR THE LONG I SOUND

i-e

_i

_iev

igh

__ie
DIFFERENT SPELLINGS FOR THE LONG O SOUND
DIFFERENT SPELLINGS FOR THE LONG U SOUND

u
_ue
Uu
u_e
_ew
Author’s Notes

I am a “special” person. I was diagnosed with Bipolar Disorder in my late 30s. Because of this diagnosis I thought my life was over and that I would never be able to succeed in life nor accomplish my dreams for the future. Here I was now 40 years old, married and with two young sons to raise. I had always believed that I should be a stay-at-home mom. So I did not seek employment once my children were born. Then I heard about home schooling and looked into it. I acquired educational materials and was able to use these materials to teach my eldest son to read well at the age of four. I taught him Preschool and Kindergarten at home using the book *Learning at Home: Preschool & Kindergarten* and the book *The Writing Road to Reading*. When he entered first grade at La Gloria Elementary School, his teacher, Ms. Lori Jones would send him into the second grade GATE program classroom for his reading lessons.

At the age of 45 I decided to put my sons in a private school where I began working as an Instructional Aide in my eldest son’s classroom. It was there that my dream returned to me to become a teacher. So the following summer I enrolled at Hartnell College taking a couple of ECE classes and a psychology class. There in the psychology class I met my professor who introduced me to the department for students with disabilities and I felt that I would benefit from it. She became my counselor and confidant for the next three years that it took me to earn my A.A. degree. I also earned the prestige of Magna Cum Laude.

Following graduation I received scholarships and help from the California State Department of Rehabilitation and I entered California State University Monterey. Because of issues the with Bipolar Disorder I was only taking one to three classes per semester. Finally, at the age of 55, while I was taking my last class in order to receive my B.A. in Liberal Studies I became ill again and had to leave school with an unfulfilled dream.

At the age of 60 I have returned to the university to take that last class. The book you have in your hands is the project that I have accomplished in the class. By the time you read this, I will have already
graduated and received my B.A. in Liberal Studies which will allow me to be a substitute teacher.

I give God, first of all, all my gratitude and praise because without Him I could never have accomplished all this. “I can do all things through Christ who strengthens me” (Philippians 4:13).


Appendix C

My book of sounds for reading

Workbook

OU OU OU OU OU

NAOMI NAJERA PARDO
My book
of
SOUNDS FOR READING
Workbook
For Mariah
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“o”  t h_______

“oo”  t h r_______

“uf”  r_______

“off”  c_______

“aw”  t h_______t

“ow”  b_______