

WORD POWER

1



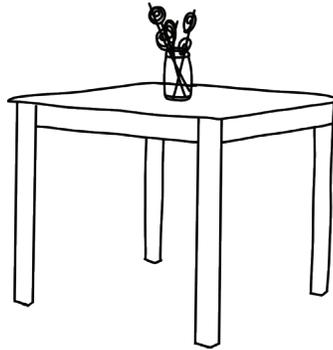
The Bible Is Your Primary Textbook

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NOTES ON THE LESSONS

- The Sacred Name of the Creator has been changed to יהוה throughout this book. Since your child will be learning to read the Hebrew letters, you can begin to teach him what the letters in God’s name are. While the authors of this curriculum pronounce His name “Yehovah,” other pronunciations are possible. We feel it is not to be a divisive issue.
- We use the male gender for your child throughout this book (“he,” “him,” etc.). This is done because we want to be consistent in our use of English grammar. It becomes messy to say “he or she” each time, and it is incorrect to use “they” for only one student.
- You will see that the lessons are quite repetitive. First-grade students love predictable routines, and we urge you not to skip activities simply because an adult might find them boring.
- We occasionally recommend the use of a white board. We recently read research that indicated writing on a chalkboard or large piece of paper might actually be better for the brain development of young children, simply because the friction involved helps form brain pathways. If you only have a white board, we recommend purchasing sidewalk chalk and occasionally doing lessons outside!



LESSON ATMOSPHERE

We recommend short, easy lessons. We suggest keeping school subjects to 15-30 minutes each. Attempt to change to a new activity before interest wanes.

Try to have your daily reading, writing, and spelling lessons at the same time and place each day. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have a few minutes of uninterrupted time with your beginning reader.)

Have your student face in the same direction each day, working at a comfortable table. This will help orient your student in space and in the awareness of left-right directionality.

We found the many ideas listed in this article to be of huge benefit. We highly recommend that you read it: donpotter.net/pdf/shortcut_to_manuscript.pdf

SUPPLIES NEEDED

- Pencil with an attached eraser
- Flashcards
- Stickers
- Word Power Reader 1
- Flashcards, stickers, and the reader are scheduled in each lesson and are available from foundationspress.com/product/word-power.

Optional:

- Pencil grips
- Dry-erase board with markers, or chalkboard and chalk
- Magnetic letters

AGES

This curriculum is intended primarily for children ages 4-9 who are first learning to read. You may easily use it with older children (or adults) to teach remedial reading, but you will probably be able to move much more quickly through the lessons.

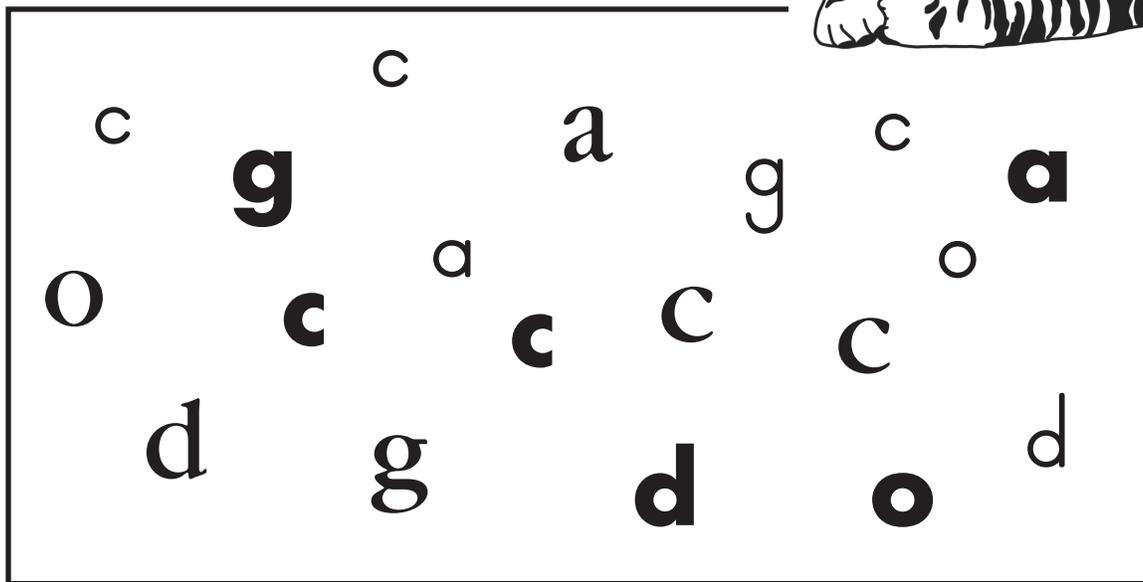
c in cat

TO THE TEACHER:

- Teach your child that “c says /c/ in cat.”
- Can you think of any other words that start with /c/? (cab, cake, can, coat, cup, cone, cut, cute, etc.)
- Show the flashcard for c.
- Sing the Alphabet song.¹



Circle all the c's. Can you find 7?



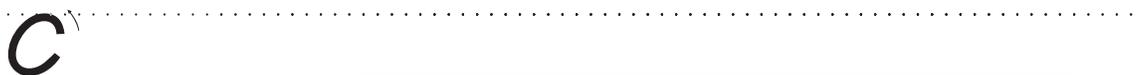
Add a sticker to your path on the map!



C says /c/ in cat. Say /c/ while you trace each letter. Always start at the top, then go around the circle to the left.



Trace the letter and write 5 more. Say the sound while you write each letter.



¹ <https://youtu.be/KFKGPOMusZk>

Trace the alphabet.

a b c d e f g

h i j k l m n o p

q r s t u v w x y z

Trace the cursive letter and write 5 more. Say the sound while you write each letter.

c

Trace the capital letter and write 5 more. Say the sound while you write each letter.

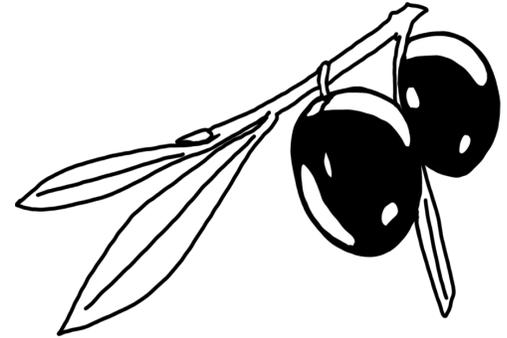
C

Make up a sentence about a cat. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

o in olive

TO THE TEACHER:

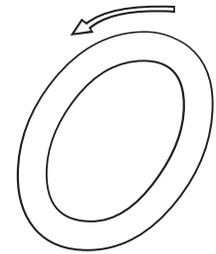
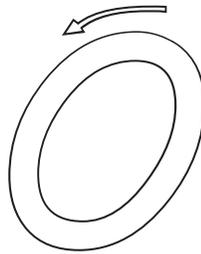
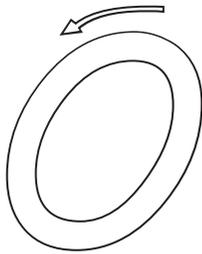
- Teach your child that “o says /ō/ in olive.” O is a vowel.
- Can you think of any other words that start with /ō/? (ostrich, ox, odd, opposite, etc.)
- Using a white board, say a sound (/c/ or /ō/) and ask your child to write the letter that makes that sound. After your child writes each letter, say, “C says /c/” or “o says /ō/” while pointing to the letter together. This procedure is in preparation for when we begin to spell words.
- Show the flashcard for O, and review the flashcard for C.
- Sing the Alphabet song.



Add a sticker to your path on the map!



Trace with your finger.



O says /ō/ in olive. Say /ō/ while you trace each letter. Always go around the circle to the left.



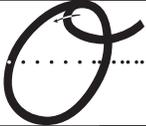
Draw black olives on the olive tree.



Trace the cursive letter and write 5 more. Say the sound while you write each letter.



Trace the capital letter and write 5 more. Say the sound while you write each letter.



Make up a sentence about an olive. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

Blank handwriting lines for writing a sentence.



Read Reader,
p. 3.

TO THE TEACHER:

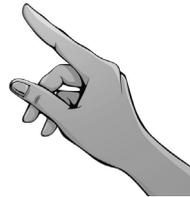
- Use sidewalk chalk (or water and a paint brush) to draw the letters on cement outside.
- Make the letter shapes with play dough. Always say the sound when forming a letter.

TO THE TEACHER:

- Use your finger to point under each letter, starting on the left side.
- Point under the o and say /ō/. Slide your finger to the next letter, and say its sound. Continue sliding and saying sounds across the entire first line.
- Now start again on the second line. When you get to the "oc" combination, say the /ō/ sound, then the /c/ sound. Then say say /ōc/ slowly.
- Sound out the "oc" combination again, and slide your finger more quickly this time. Say /ōc/ quickly.
- This will be the pattern you use as you practice blending sounds together. "Say it slow, then say it fast."

Sound out the following letters:

O O C C O C O
O C OC O C OC



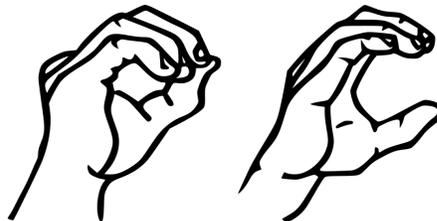
Now let's practice writing in cursive. Say /c/ while you trace each letter.

c c c c c c

Trace the letter and write 5 more. Say the sound while you write each letter.

c

Can you learn
American Sign
Language?



O

C

Trace the letters and write 2 more. Say /ōc/ while you write each letter. Notice that cursive letters reach out to “tag” the next letter.

ōc ōc

Trace the letters and write 3 more. Say /ōc/ while you write each letter.

ōc

Trace the capital letter and write 5 more. Say the sound while you write each letter.

Ō

Ask your teacher to write your name in cursive. The first letter of your name starts with a capital letter. Copy your name onto the second line.



Review flashcards.



Read Reader, p. 4.

TO THE TEACHER:

- Review: What does c say? "C says /c/ in cat." What does o say? "O says /ō/ in olive." Review the flashcards for o and c.
- Sing the Alphabet song.

Now let's practice writing in cursive. Say /ō/ while you trace each letter.



Trace the letter and write 5 more. Say the sound while you write each letter.



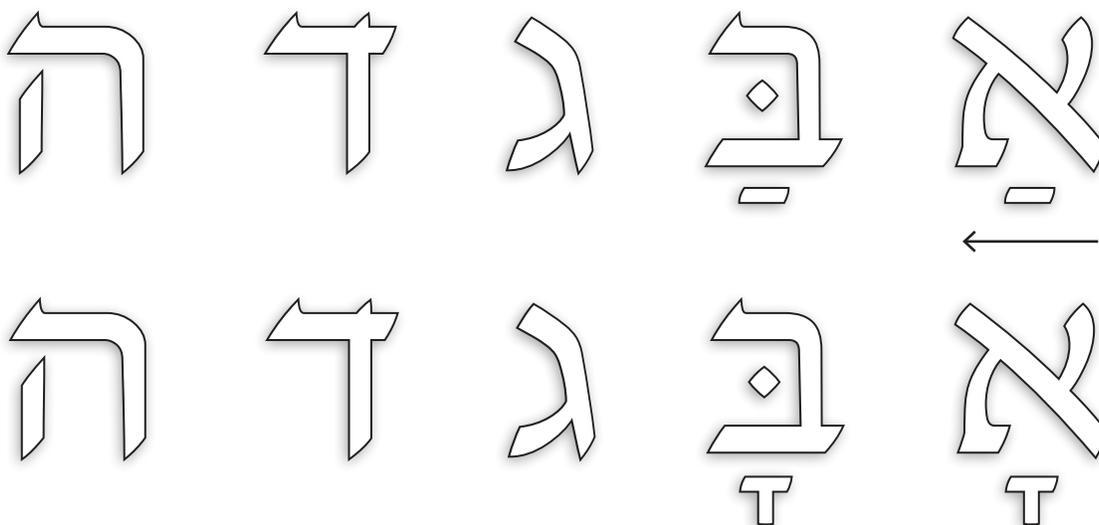
Trace the letters and write 2 more. Say /ōc/ while you write each letter. Notice that cursive letters reach out to "tag" the next letter.



TO THE TEACHER:

- In Hebrew, a small line is placed under a consonant to make a *patach*, the vowel that says /ō/. Another vowel, called a *kamets*, makes a similar sound. It looks like a tiny T.
- Hebrew is read and written from right to left.

Trace the vowels and make three more.



Read Reader,
p. 4 again.

TO THE TEACHER:

- ❑ Review: What does c say? "C says /c/ in cat." What does o say? "O says /ō/ in olive." Review the flashcards for o and c.
- ❑ Sing the Alphabet song.

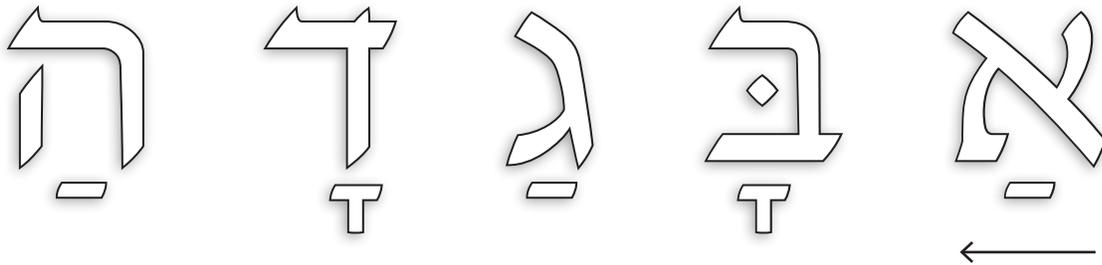
Practice writing your letters. Remember to say the sound as you write.

O C O C O C O C

Trace the letter and write 5 more. Say the sound while you write each letter.

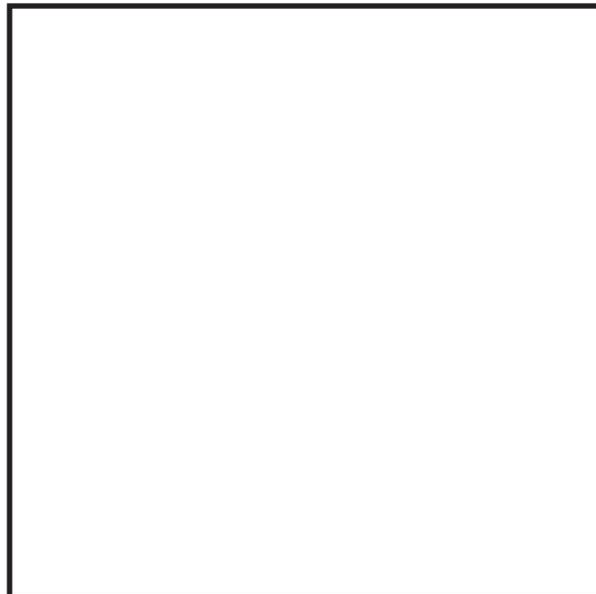
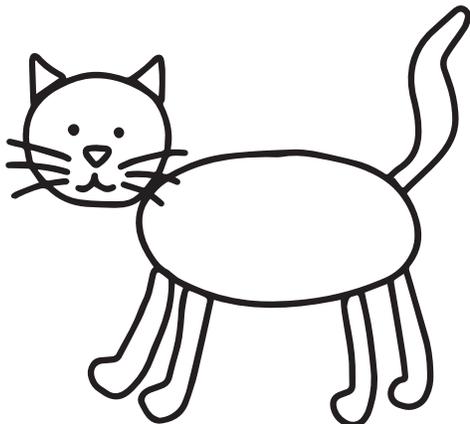
c o o c o c o c

Do you remember how to make an /ō/ sound in Hebrew? Trace the vowels. Remember to write from right to left.



Read Reader, p. 5.

Use the shapes to draw a cat in the square.



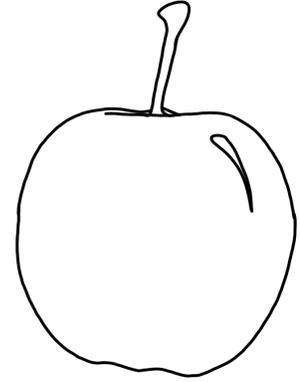
Add a sticker to your path on the map!



a in apple

TO THE TEACHER:

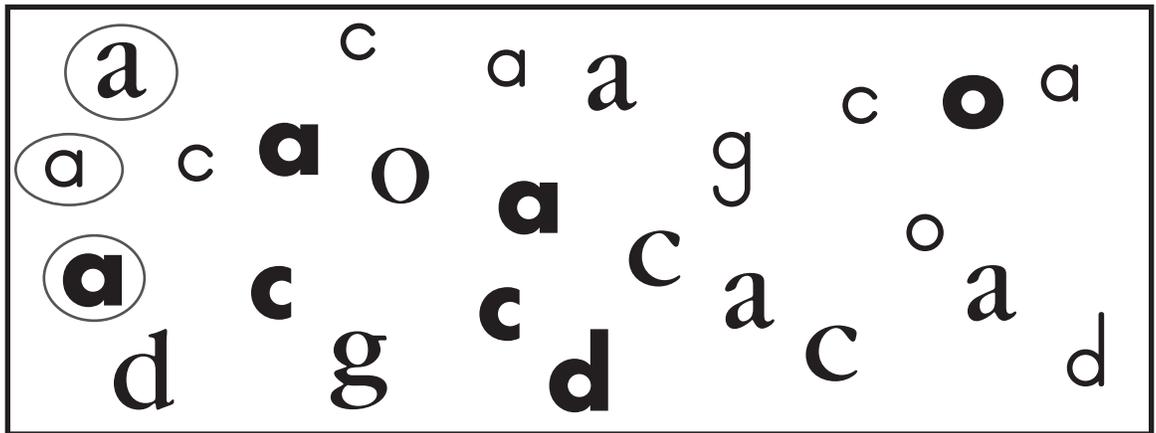
- Teach your child that “a says /ă/ in apple.” A is a vowel.
- Can you think of any other words that start with /ă/? (acrobat, ambulance, astronaut, antlers, alligator, animal, ant, etc.)
- Fun Activity: Have the child take a big bite out of an apple (or pretend). Next, have him open his mouth as wide as he can and make the /ă/ sound. From then on, if he forgets the sound, you can say, “A nice, big, delicious ä-ä-äpple!”
- Show the flashcards learned in Unit 1 (c, o). The child should respond to each with the proper sound. (If the child cannot respond correctly, have him trace the letter with his finger on the card, while you make the sound and say “c says /c/ in cat,” for instance.)
- Make the sound of each letter learned so far (c, o). Your child should respond to each by naming it and writing it. (You may use paper or a white board or chalkboard.)
- Sing the Alphabet song.



Add a sticker to your path on the map!



A's can look confusing. Can you circle more a's?



A says /ă/ in apple. Say /ă/ while you trace each letter.

a a a a a

Trace the letter and write 5 more. Say the sound while you write each letter.

a

Trace the alphabet.

a b c d e f g

h i j k l m n o p

q r s t u v w x y z

Trace the cursive letter and write 5 more. Say the sound while you write each letter.

a

Trace the capital letter and write 5 more. Say the sound while you write each letter.

A

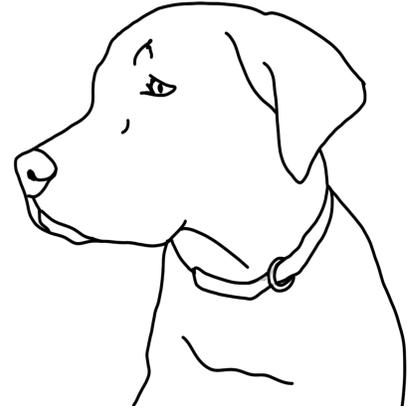
Make up a sentence about an apple. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

d in dog

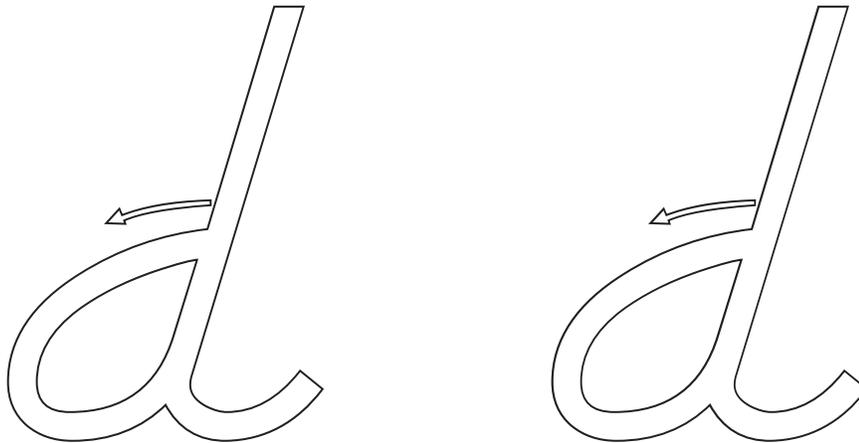
Day 2

TO THE TEACHER:

- Teach your child that “d says /d/ in dog.”
- Can you think of any other words that start with /d/? (dandelion, duck, dolphin, desk, etc.)
- Using a white board, say a sound you’ve already learned, and ask your child to write the letter that makes that sound. After your child writes each letter, say, “D says /d/” while pointing to the letter together, continuing for the other letters. This procedure is in preparation for when we begin to spell words.
- Review the flashcards learned so far.
- Sing the Alphabet song.



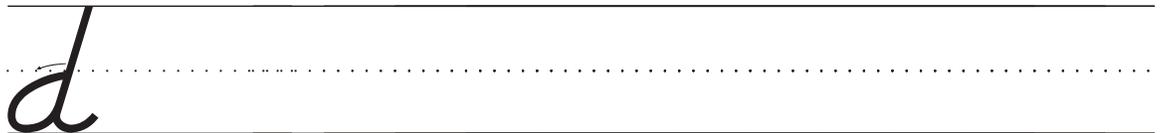
Trace with your finger.



D says /d/ in dog. Say /d/ while you trace each letter.



Trace the letter and write 5 more. Say the sound while you write each letter.



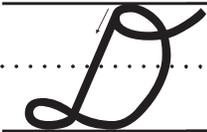
Add a sticker to your path on the map!



Trace the cursive letter and write 5 more. Say the sound while you write each letter.

A cursive lowercase letter 'd' is shown on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter starts with a small arrow indicating the direction of the stroke, which goes up to touch the top line, curves around to the left, and then goes down to touch the bottom line.

Trace the capital letter and write 5 more. Say the sound while you write each letter.

A cursive uppercase letter 'D' is shown on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter starts with a small arrow indicating the direction of the stroke, which goes up to touch the top line, curves around to the left, and then goes down to touch the bottom line.

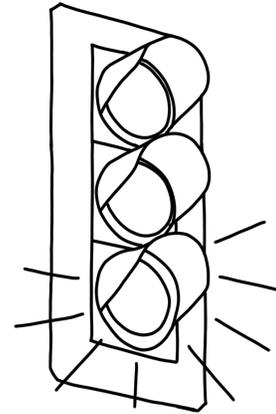
Do you like dogs? Make up a sentence about a dog. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

Handwriting practice lines for writing a sentence. The lines consist of a solid top line, a dashed middle line, and a solid bottom line.

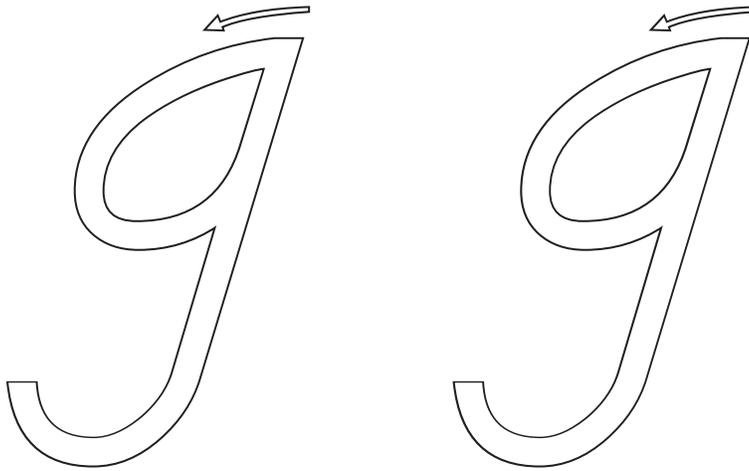
g in go

TO THE TEACHER:

- Teach your child that “g says /g/ in go.”
- Can you think of any other words that start with /g/? (garage, guitar, glove, grape, grasshopper, goat, etc.)
- Using a white board, say a sound you’ve already learned, and ask your child to write the letter that makes that sound.
- Review the flashcards learned so far.



Trace with your finger. Start at the top.



Add a sticker to your path on the map!



G says /g/ in go. Say /g/ while you trace each letter.



Trace the letter and write 5 more. Say the sound while you write each letter.



Trace the cursive letter and write 5 more. Say the sound while you write each letter.

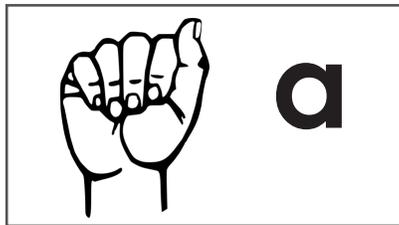
g

Trace the capital letter and write 5 more. Say the sound while you write each letter.

G

Do you remember how to write your name in cursive?
Ask your teacher to write it first, then copy it below.

Can you learn
American Sign
Language?



Review
flashcards.



Read Reader,
p. 7.

TO THE TEACHER:

- ❑ Play "Build a Burger." Show the child either a flashcard learned so far. If the child can correctly say the sound of the letter on the card, begin to draw a hamburger on the whiteboard (first the burger bun, then some meat, then some cheese, then a tomato slice, then some lettuce, etc.). If the child misses a sound, erase some of the toppings with an eraser. Once an entire hamburger is drawn, child may "eat" the entire hamburger with an eraser.

TO THE TEACHER:

- Use your finger to point under each letter, starting on the left side.
- Point under the a and say /ă/. Slide your finger to the next letter, and say its sound. Continue sliding and saying sounds across the entire first line.
- Now start again on the second line. When you get to the “ad” combination, say the /ă/ sound, then the /d/ sound. Then say say /ăd/ slowly.
- Sound out the “ad” combination again, and slide your finger more quickly this time. Say /ăd/ quickly.
- This will be the pattern you use as you practice blending sounds together. “Say it slow, then say it fast.”

Sound out the following letters:

a a d d a d a

a a da a d da



Now let's practice writing in cursive. Say /ă/ while you trace each letter.

a a a a a a

Trace the letter and write 5 more. Say the sound while you write each letter.

a

Trace the letters and write 2 more. Say /ăd/ while you write each letter. Notice that cursive letters reach out to “tag” the next letter.

da da



Practice writing your letters. Remember to say the sound as you write.

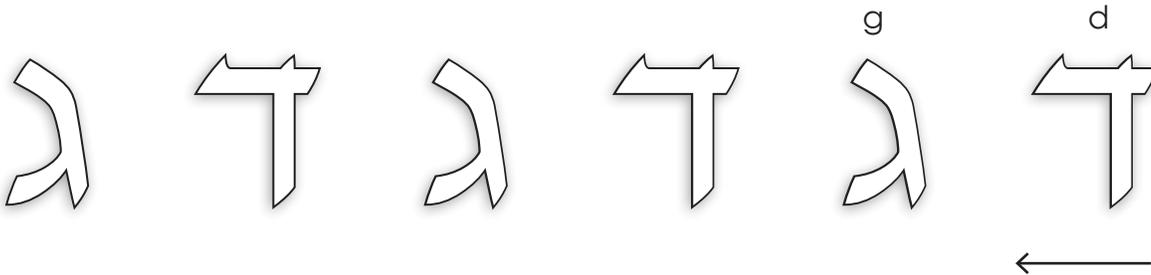
da ca

ca ga

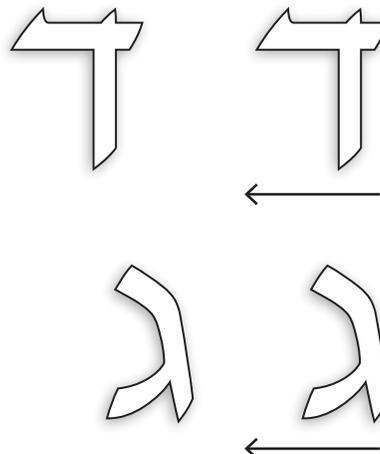
da ga

TO THE TEACHER:

- The Hebrew consonant that says /d/ is ד.
- The Hebrew consonant that says /g/ is ג.
- Hebrew is read and written from right to left. Start on the right side and say the sound of each letter.



Trace the Hebrew letters and make 3 more. Remember to say the sound as you write.



TO THE TEACHER:

- ☐ Review: What does c say? "C says /c/ in cat."
- What does o say? "O says /ō/ in olive."
- What does a say? "A says /ă/ in apple."
- What does d say? "D says /d/ in dog."
- What does g say? "G says /g/ in go."

Ask your teacher to say a sound you have learned (c, ō, ă, d, g). Write the sound you hear.

Practice writing your letters. Remember to say the sound as you write.
(Teacher: Be sure that a says /ă/ in apple and o says /ō/ in olive.)

ca co

da do

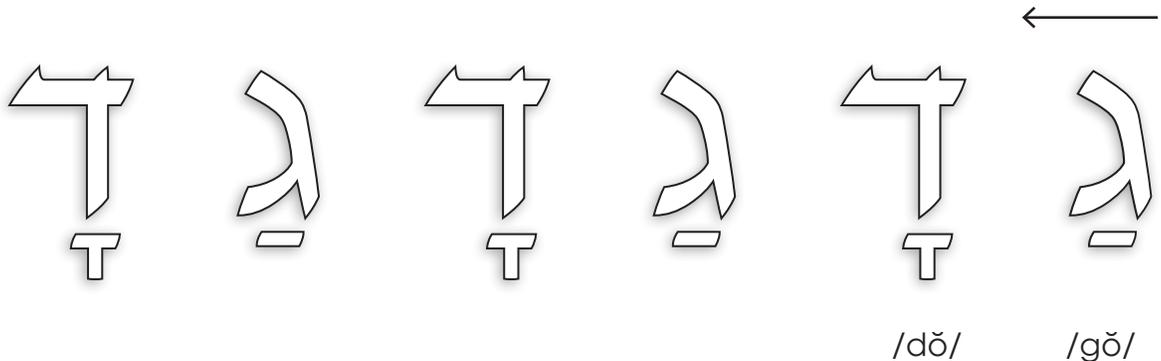
ga go

Do you remember how to make an /ō/ sound in Hebrew?

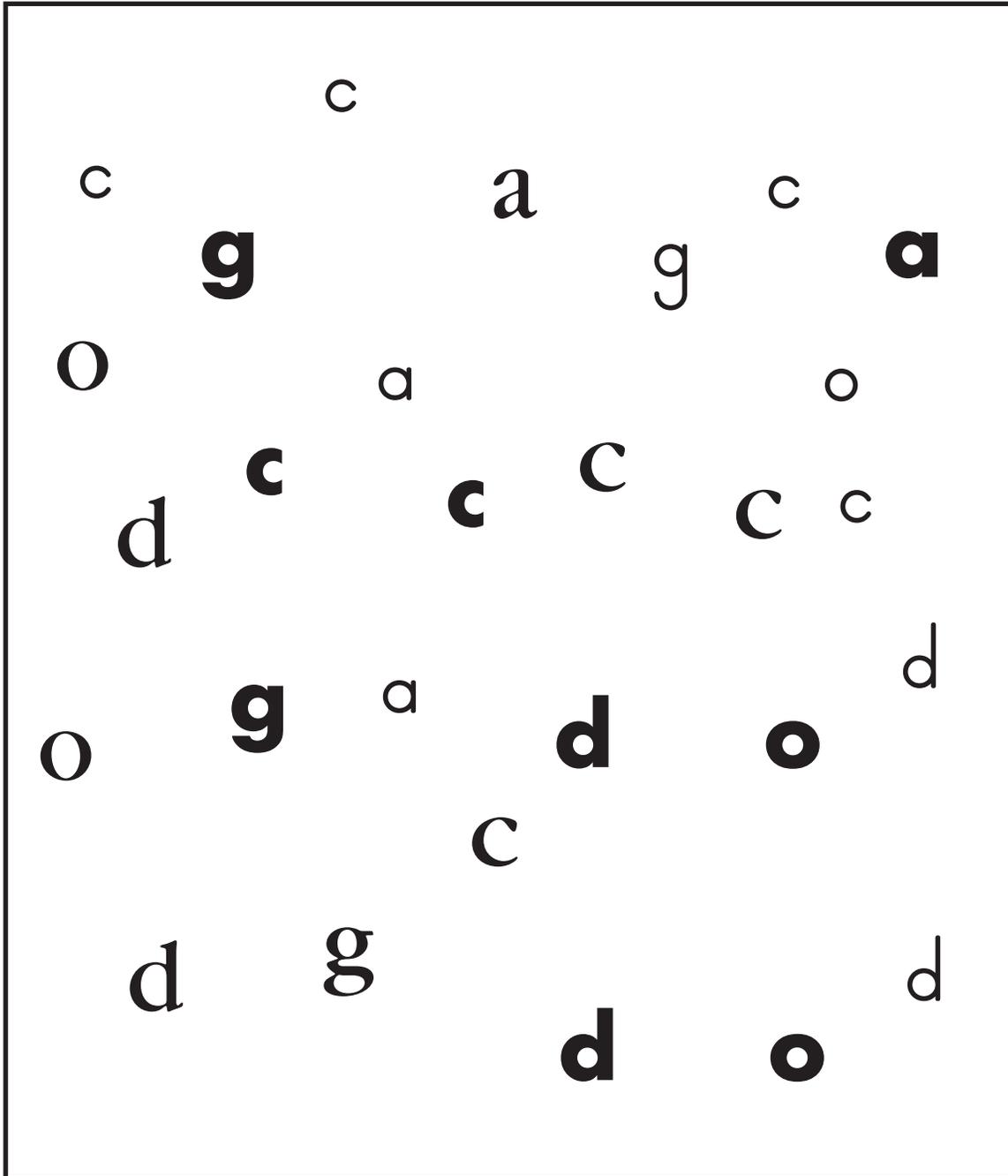
To read in Hebrew, first say the sound of the consonant.

Then read the sound of the vowel UNDER it.

Practice writing and reading these sounds. Remember to read from right to left.



Circle the o's orange.
 Circle the c's purple.
 Circle the a's red.
 Circle the g's green.
 Circle the d's blue.



Add a
 sticker to
 your path on
 the map!



Read Reader,
 p. 9.

m in milk

Day 1

TO THE TEACHER:

- Teach your child that “m says /m/ in milk.”
- Can you think of any other words that start with /m/? (machine, monkey, mountain, mug, mother, Messiah, muffin, etc.)
- Fun Activity: Enjoy making a tickling noise with your lips while producing the /m/ sound.
- Show the flashcards learned so far. The child should respond to each with the proper sound. (If the child cannot respond correctly, have him trace the letter with his finger on the card, while you make the sound and say “c says /c/ in cat,” for instance.)
- Make the sound of each letter learned so far. Your child should respond to each by naming it and writing it. (You may use paper or a white board or chalkboard.)
- Sing the Alphabet song.



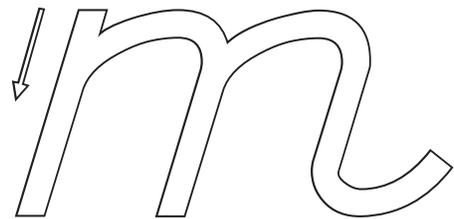
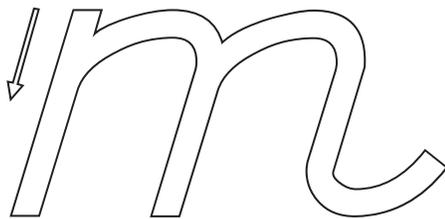
Add a sticker to your path on the map!



FUN HINT:

- The letter m has two humps. Try saying, “Mmm mmm,” while making the two humps, to help you to remember to make two.

Trace with your finger.



M says /m/ in milk. Say /m/ while you trace each letter.

m m m m m

Trace the letter and write 4 more. Say the sound while you write each letter.

m

Trace the alphabet. Sing the alphabet song slowly while you write.

a b c d e f g

h i j k l m n o p

q r s t u v w x y z

Trace the cursive letter and write 4 more. Say the sound while you write each letter.

m

Trace the capital letter and write 4 more. Say the sound while you write each letter.

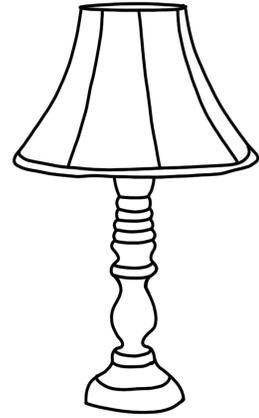
M

Do you like milk? How much milk do you drink? Are there any foods you enjoy that contain milk? Make up a sentence about milk. Ask your teacher to write it here:

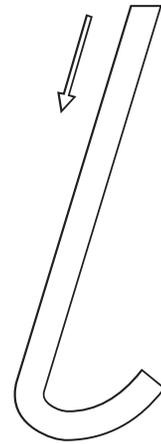
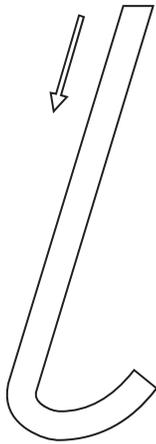
l in lamp

TO THE TEACHER:

- Teach your child that "l says /l/ in lamp."
- Can you think of any other words that start with /l/? (lawn, leaf, land, Lazarus, lizard, lemon, etc.)
- Using a white board, say a sound you've already learned, and ask your child to write the letter that makes that sound. After your child writes each letter, say, "D says /d/" while pointing to the letter together, continuing for the other letters. This procedure is in preparation for when we begin to spell words.
- Review the flashcards learned so far.
- Sing the Alphabet song.



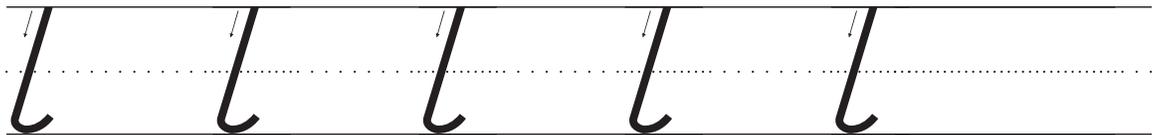
Trace with your finger. Be sure to start at the top and go all the way to the bottom line.



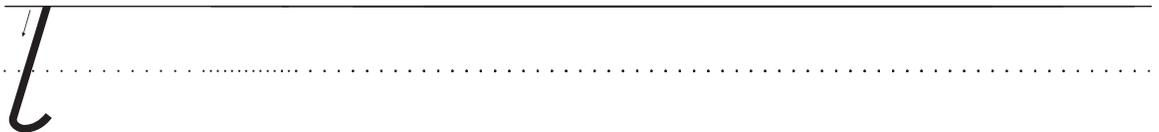
Add a sticker to your path on the map!



l says /l/ in lamp. Say /l/ while you trace each letter.



Trace the letter and write 5 more. Say the sound while you write each letter.



Trace the cursive letter and write 4 more. Say the sound while you write each letter. A cursive l should be tall and thin, reaching the top line.

l

Trace the capital letter and write 4 more. Say the sound while you write each letter.

L

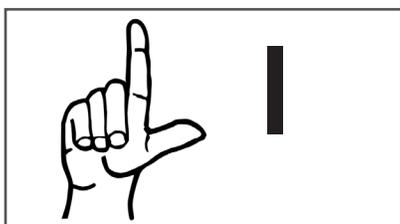
Fill in the missing L's in this verse. What is at the beginning of this sentence? (a capital letter) What is at the end of this sentence? (a period)

Your word is a amp

to my feet, and a

ight for my path.

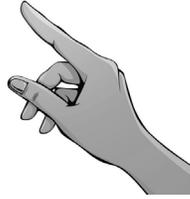
Can you learn
American Sign
Language?



Sound out the following letters:

ă că gă dă mă lă

ö cö gö dō mö lö



Now let's practice writing in cursive. Trace and then copy.

ll ll m m ml

Trace the letters and write more. Say /lă/ or /mä/ while you write each letter. Notice that cursive letters reach out to "tag" the next letter.

la la

ma ma

la ma

Do you remember how to write your name in cursive?
Ask your teacher to write it first, then copy it below.

Practice writing your letters. Remember to say the sounds as you write.

ca *co*

ga *go*

da *do*

GAMES AND ACTIVITIES:

- If you have a hole punch, collect all the tiny circles from inside, and allow your child to glue them to colored paper to form the letters learned so far. Another option is to have the child tear small pieces of paper and glue into the letter shapes on another piece.
- Make an obstacle course in the back yard, using the shapes of letters. For instance, the child must crawl in the shape of a very large m, or race from one point to another (the shape of l). Use a stop watch to see how quickly the child can complete the shapes, and have family races if you have enough people old enough to participate.



Blend with
flashcards:
ma da
lo fo



Read Reader,
pp.11-12.

Sound out the following letters:

Day 4

m

ma

mad

l

la

lad

g

ga

gad

c

ca

cam



Practice writing your letters. Remember to say the sounds as you write.

mad

lad

gad

TO THE TEACHER:

- Not all of these blends are officially “words” yet, but you can see that we’re very close!



Read Reader,
p. 13.

Practice writing your letters. Remember to say the sounds as you write.

mod

lom

com

TO THE TEACHER:

- The Hebrew consonant that says /m/ is מ.
- The Hebrew consonant that says /l/ is ל.
- Remember that Hebrew is read and written from right to left. Start on the right side and say the sound of each letter.

מ מ ל ל מ ל

Trace the Hebrew letters and make 3 more. Remember to say the sound as you write.

מ מ
ל ל

Day 5

Ask your teacher to say a sound you have learned (c, ö, ä, d, g, m, l).
Write the sound you hear.

Practice writing your letters. Remember to say the sound as you write.

do ca

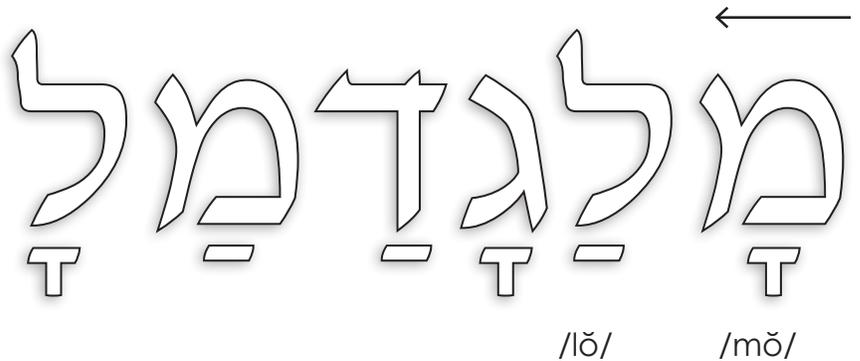
co ga

Do you remember how to make an /*ö*/ sound in Hebrew?

To read in Hebrew, first say the sound of the consonant.

Then read the sound of the vowel UNDER it.

Practice writing and reading these sounds. Remember to read from right to left.



Circle the o orange.
 Circle the c purple.
 Circle the a red.
 Circle the g green.
 Circle the d blue.
 Circle the m pink.
 Circle the l yellow.

Sing the alphabet song!

For which letters do you know sign language?

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

Add a sticker to your path on the map!



Read Reader,
pp. 14-15

C says /c/ in Cat



O says /o/ in Olive



To the Teacher:

On the first day, have the child point to each letter, reading across each line from left to right. The child should say the sound each letter makes. Blend co together to say /cō/.

On the second day, have the child read down each line, rather than across.

C

C

C

O

O

O

C

C

C

O

O

O

CO

CO

CO

To the Teacher:
Read the letters, across and down.

c

c

c

o

o

o

c

c

c

o

o

o

co

co

co

A says /ă/ in Apple



D says /d/ in Dog



G says /g/ in Go



To the Teacher:

Read the letters, across and down.

Be sure to read the letter sounds, not the letter names.

c o c o

a a a

o a o a

d d g g

c d g d g

do co go

ca ga da

To the Teacher:
Read the letters, across and down.

c o c o

a a a

o a o a

d d g g

c d g d g

do co go

ca ga da

M says /m/ in Milk



L says /l/ in Lamp



To the Teacher:

Read the letters, across and down.

Be sure to read the letter sounds, not the letter names.

c

c

c

g

g

g

d

d

d

m

m

m

l

l

l

c

m

d

g

a

o

To the Teacher:
Read the letters, across and down.

c

c

c

g

g

g

d

d

d

m

m

m

l

l

l

c

m

d

g

a

o

To the Teacher:

Read the letters, across and down.

Be sure to read the letter sounds, not the letter names.

c

ca

co

g

ga

go

d

da

do

m

ma

mo

l

la

lo

ca

go

da

mo

la

do

To the Teacher:
Read the letters, across and down.

c

ca

co

g

ga

go

d

da

do

m

ma

mo

l

la

lo

ca

go

da

mo

la

do