

Parents Instructions-Phonograms and Extensions of Sandpaper Letters

Adding Phonograms (ee, oo, ch, th, sh, ai, ar, au, er, ie, oa, or, ou, oy, ue, ng, qu)

Materials: Make these extra sandpaper letters in cursive, and glue them together on a green paper.

1. Sensitize fingers.
2. Take one consonant and one vowel that the child **doesn't master**.
3. Show the child the new ones called phonograms. Choose a phonogram with two individual sounds that he **masters**.
4. Do the Three Period Lesson, following the same steps as in the presentation of Sandpaper Letters.
5. Do three more if the child is interested.

Links:

- Montessori Phonics | Learn 2 Letter Digraphs - ch, ee, er
<https://www.youtube.com/watch?v=TI7rv0pMHPY>
- Montessori Phonics | Learn 2 Letter Digraphs - ai, ar, au
https://www.youtube.com/watch?v=Yi_P-6aYmuQ
- Montessori Phonics | Learn 2 Letter Digraphs - ie, oa, oo
<https://www.youtube.com/watch?v=jikC2LyEWWWE>

Playing Knock-knock (with the letters that your child masters already)

1. Sensitize fingers.
2. Invite your child to take 3 letters that he knows, and you take 3 more.
3. Place the letters facing down.
4. Model how to play the game.
 - a. Choose one letter and say:
“Knock, knock.”
“Who’s there?”
“A letter.”
“What’s the sound of that letter?”
 - b. Turn the letter over, say its sound, and trace it.
 - c. Say three or four words that start with that sound.
 - d. Put it aside.
5. Your child’s turn.
 - a. He chooses a letter, knocks on it twice and says, “Knock, knock.”
You ask, “Who’s there?”
He says, “A letter.”
You ask, “What’s the sound of that letter?”
 - b. Your child turns the letter over, says its sound, and traces it.

- c. Ask, "What words start with the sound ___?" Encourage to say three to four words that start with the sound.
6. Repeat with the other two letters taking turns.
7. Invite your child to choose three more if you see that he is interested.
8. Fade and observe. This is important to foster independence. Make notes on those letters that he still needs to work with more. In another day you can play a game with only those.

Using a Blindfold

1. Sensitize fingers.
2. Bring something that can be used as a blindfold.
3. Invite your child to take 3 letters and you take 3 more.
4. Place the letters facing down.
5. Model how to do it:
 - a. Put on the blindfold.
 - b. Choose one, turn it over, trace it, and guess its sound.
 - c. Take off the blindfold to check.
6. Your child's turn.
7. Take turns until done.
8. Encourage your child to do three more.
9. Fade and observe which ones he masters and which ones he still needs more practice.

Bringing an Object

1. Sensitize fingers.
2. Invite your child to take 3 letters and you take 3 more.
3. Place the letters horizontally and facing down.
4. Model how to do it:
 - a. Choose one, turn it over, trace it, and say its sound.
 - b. Say, "I will bring something that has the sound _____ in its name."
 - c. Get an object and place it under your letter. Say its name emphasizing the sound.
5. Your child's turn.
6. Take turns until done bringing one object for each letter.
7. Invite your child to bring more objects for each letter. He may bring as many as he wants.
8. Fade and observe.
9. When your child is done, come and review the sound of each letter and the names of the objects under it. Do not make corrections!
10. Let your child that he can play it at any time and as many times as he wants.
11. Ask your child to put back the objects where they belong.

Creating Phonetic Words (with a consonant and a vowel)

1. Sensitize fingers.
2. Get two letters, a vowel and a consonant.
Examples: a and t; i and n; o and f; o and n; i and f; i and t; o and r; o and x
3. Take one letter at a time. Review with your child its sound and how to trace it.
4. Put the letters together and ask your child to sound each letter, pointing to each one them from left to right. Continue pointing and asking him to say the sounds faster each time.
5. Allow your child to discover the word that these two sounds create when they are together. Wait patiently for the discovery, do not say it! If your child doesn't find out, you may try it another day, do not force it.