

# Sound Bytes Reading

## Free Reading Lessons

These lessons are designed to help beginning readers and struggling readers start reading independently as quickly as possible. To achieve the greatest success, carefully follow the instructions below.

For each lesson, start with the skills page that precedes each story:

1. Teach the new sound(s) and review previously taught sounds. New sounds are in **bold** type. Be sure to teach the *sounds* of the letters rather than names of the letters during the lesson.
2. Help the students sound out new words. New words are in **bold** type. If students have difficulty, model how to blend the sounds, *stretching* out only the vowel sound so students can hear each sound in the word (/maaāt/). Discourage students from reading each sound separately (/m/.../aaa/.../t/) because that will make it difficult for them to recognize the words.
3. Have the students to read the practice phrases and sentences.

Next, read the story:

4. Ask the students read the story aloud to you. **Do not read the story aloud to your students first.** Many struggling students rely on auditory memory to “read” text. Do not let them use that crutch. Your students will be able to read the stories in this book by themselves with *minimal or no assistance*. They will gain confidence and self-esteem when they discover that they can immediately read stories independently.

Support students while reading by helping them sound out words as needed. If a student cannot read a word within a second or two, prompt by saying the first sound. If it is a sight word, simply read it to him or her.

These lessons are a free sample of the first lessons in *Sound Bytes Reading*. The complete program includes 88 stories, detailed instructions, word lists, posters, spelling, and more! You can find more information and purchase the complete program at:

<http://www.SoundBytesReading.com>

## UNIT ONE

### LESSON 1-1

1 – Teach the *sounds* of these letters first:

|          |          |          |          |
|----------|----------|----------|----------|
| <b>a</b> | <b>t</b> | <b>s</b> | <b>c</b> |
|----------|----------|----------|----------|

2 – Then *blend* the sounds into these words:

|           |            |            |
|-----------|------------|------------|
| <b>at</b> | <b>cat</b> | <b>sat</b> |
|-----------|------------|------------|

3 – Introduce the *sight* word (sight words are not sounded out):

|          |
|----------|
| <b>A</b> |
|----------|

4 – Read the sentences:

sat      cat

A cat.

Cat sat.

A cat sat.

LESSON 1-1, CONTINUED

1 – Teach the *sounds* of these letters first:

|   |   |   |   |   |
|---|---|---|---|---|
| a | t | s | c | f |
|---|---|---|---|---|

2 – Then *blend* the sounds into these words:

|    |     |     |     |
|----|-----|-----|-----|
| at | cat | sat | fat |
|----|-----|-----|-----|

3 – Read the phrases:

fat cat      cat sat

fat cat sat

4 – Review the sight word:

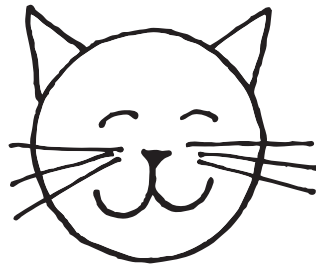
|   |
|---|
| A |
|---|

5 – Read the sentences:

A fat cat.      A cat sat.

A fat cat sat.

A fat cat sat, sat, sat.



Read the story:

**CAT**

A cat.

A fat cat.

Cat sat.

A cat sat.

A fat cat sat.

A fat, fat cat sat.

A fat cat sat, sat, sat.

A fat, fat cat

sat, sat, sat.

LESSON 1-2

1 – Review the sounds of these letters and teach a new sound:

a t s c f r

2 – Learn a new word:

rat

3 – Blend the sounds into these words:

at rat cat sat fat

4 – Read the phrases:

fat rat fat cat

a fat rat

5 – Read the sentences:

A rat.

A rat sat.

A fat rat sat.

Read the story:

# RAT

Cat sat.

A cat sat.

Rat sat.

A rat sat.

A fat cat sat.

A fat rat sat.

A fat cat sat, sat, sat.

A fat rat sat, sat, sat.



LESSON 1–3

1 – Review the sounds of these letters and learn a new sound:

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| <b>s</b> | <b>c</b> | <b>f</b> | <b>r</b> | <b>h</b> |
|----------|----------|----------|----------|----------|

2 – Learn a new word:

|            |
|------------|
| <b>hat</b> |
|------------|

3 – Introduce the sight word:

|           |
|-----------|
| <b>on</b> |
|-----------|

4 – Read the phrases:

fat hat                      hat sat  
cat on hat                  hat on cat

5 – Read the sentences:

A fat hat sat.  
A hat sat on a rat.  
A fat cat sat on a hat.



Read the story:

## HAT

A hat.

A hat sat.

A hat sat on a cat.

A fat cat sat on a hat.

A hat.

A hat sat.

A hat sat on a rat.

A fat rat sat on a hat.



LESSON 1-4

1 – Review the sounds of these letters and learn a new sound:

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| <b>c</b> | <b>f</b> | <b>r</b> | <b>h</b> | <b>d</b> |
|----------|----------|----------|----------|----------|

2 – Learn new words:

|            |            |            |
|------------|------------|------------|
| <b>had</b> | <b>sad</b> | <b>dad</b> |
|------------|------------|------------|

3 – Read the phrases:

sad cat    sad rat    sad dad

dad had a hat

4 – Read the sentences:

A cat had a dad.

A rat had a dad.

A dad had a hat.

A sad dad had a hat.

Read the story:

## DAD'S HAT

Dad had a hat.

Dad had a fat hat.

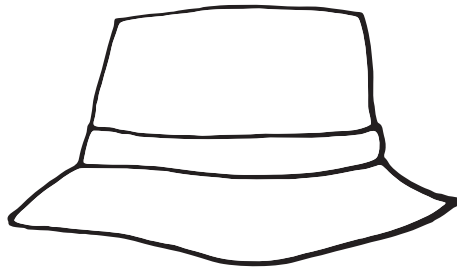
Dad sat.

Dad sat on a hat.

A sad dad.

A sad hat.

A sad dad had a sad hat.



LESSON 1–5

1 – Review the sounds of these letters and learn a new sound:

f r h d m

2 – Learn new words:

am Sam ham has

3 – Read the sentence:

Sam has ham.

4 – Introduce the sight word:

The

the cat the rat the hat

5 – Read the sentences:

The cat has the ham.

The rat has the ham.

Sam the rat had the ham.

Read the story:

## THE HAM

A sad cat.

A sad rat.

Dad has ham.

The cat sat.

The cat has the ham.

M-m-m!

Dad has a fat cat.

The rat sat.

The rat has the ham.

M-m-m!

Dad has a fat rat.