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GUIDELINE: Don't introduce and practice all of the sound-symbol matches before starting to write stories with your students. Introduce them in phases.











STEP 1: Introduce the top part of the ITA chart

a 	æ 	b 	h 	n 	v 
e 	ee 	c 	j 	p 	w 
i 	ie 	d 	k 	r 	y 
o 	oe 	f 	l 	s 	z 
u 	ue 	g 	m 	t 	

STEP 2: Practice matching sounds to pictures: Consonants

b 	h 	n 	v 
c 	j 	p 	w 
d 	k 	r 	y 
f 	l 	s 	z 
g 	m 	t 	

STEP 3: Practice matching sounds to pictures and writing: Vowels

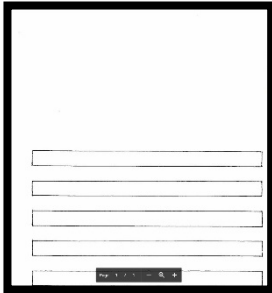
a 	æ 	æ _____
e 	ee 	ee _____
i 	ie 	ie _____
o 	oe 	oe _____
u 	ue 	ue _____

STEP 4: Get started with writing a story: Whiteboard

Have student dictate a sentence or story to you. Write it on the lesson plan, and follow this sequence for **each word**. **Do NOT work on more than one word at a time!**

1. Make a dash for each sound and say the sounds as you dash. **One word at a time!!**
2. Review the sounds as you point to each dash.
3. Model each sound as needed as student looks for the correct symbol. Indicate which color block (s)he should be searching in as needed.
4. If symbol formation is a problem, you can either practice it with the wipe-off cards (on a ring), or on the whiteboard.
5. When one word is completed, dictate the next word and follow steps 1-4 again.

STEP 5: Transfer words to story paper



1. When a whiteboard is full, either the student or you copy the words to his/her story paper. NOTE: For students with poor handwriting, you copy the words.
2. When a sentence is complete, read it to and with the student. Add previously-written sentences.
4. Ask student to read the sentence(s).
5. When story is finished, have student draw a picture on the first page.

WRITING GOAL: Tell your student that he/she is an author, and authors write stories. At this level, students will generally write personal narratives: family, what they did last night, etc. When they are ready for longer stories, Story Grammar Plot can be used to have student orally plan a story with you before beginning to dictate.

h <u>o</u>	
wh <u>æ</u> r	
wh <u>e</u> n	
bu <u>t</u>	
th <u>u</u> problem gets w <u>r</u> s	
so <u>e</u> in th <u>u</u> end	
les <u>u</u> n	