



# Curriculum Guide



## Philosophy

Fun With Phonics™ is a comprehensive phonemic based literacy program that embraces the active world of a 3-4 year old as it targets the unique early reading strategies of this young age group. The experienced Fun With Phonics Educational Team of teachers and advisors has researched and selected the best components from proven early reading strategies and have incorporated their findings into an all inclusive expanded literacy curriculum for the early learner with phonics as its core.

A child's phonological awareness has been described as ".....the best single predictor of reading performance" (Gillon, 2003). The Fun With Phonics curriculum gives children a solid phonological foundation through interactive activities and authentic reading experiences that put phonics into play. The phonics activities introduce children to essential language concepts in a fun way, while fostering the excitement of early reading.

Children develop and learn at different rates with diverse learning styles and strengths (Gardner, 2000). The Fun With Phonics team has designed a unique learning system that emphasizes visual, auditory, and physical strategies specifically tailored for the 3-4 year old. The program focuses on teaching children the basic phonetic concepts they need to become readers. It offers a flexible format that allows for individual and group instruction that can be adapted to each child's stage of literacy development.

Because children are unique and reading is a complex process, Fun With Phonics has taken the time to address each important layer involved in learning to read through its comprehensive early literacy curriculum. "Phonemic awareness and phonics instruction are necessary components in learning to read, but are certainly not sufficient. Students also need instruction in reading fluency, vocabulary, and comprehension" (National Reading Panel, 2003). The National Reading Panel defines five areas of literacy instruction required to successfully teach children to read. These are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. While the first two areas deal with hearing and identifying sounds, connecting them to their symbols, and manipulating those sounds and symbols, the other areas focus on language. The Fun With Phonics curriculum incorporates these elements of language into literacy instruction in a developmentally appropriate manner. It does so by providing valuable teaching strategies and fun, hands-on activities that connect phonemic awareness and language to the world of a 3-4 year old. These strategies include music and movement, teacher shared big books, individual small readers, writing exercises and games.

Fun With Phonics is a connected approach to reading instruction. The Fun With Phonics curriculum includes an instructor's manual for the daily phonics lessons. It also provides a tutorial for instructional strategies in order to competently present the program's language elements of literacy, utilize its evaluation strategies and tools, and present motivational elements that connect the world of literacy to the child's school and home in a meaningful manner. Each section of the program has been developed with the latest research in literacy instruction methods in mind.

There is nothing more rewarding for a child than to own a life changing skill that can open doors to new adventures and experiences. Fun With Phonics is a complete early literacy program that will provide a solid knowledge base on which a child can build the skills to become a lifelong reader and writer.

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# Using the Lesson Manual

## Phonemic Awareness

### The Phonemic Awareness Activity should take no more than 5 minutes

Phonemic awareness is the ability to hear and segment sounds in a word. The first task of every lesson will be to practice phonemic awareness. The following activities are provided to help your children develop this skill. This is solely an auditory skill; therefore you will not be showing the children any letters as you do these activities. You want the children to focus on the sounds they hear. Choose one of the Phonemic Awareness Activities below to begin each lesson in order to help children develop their abilities to hear and segment sounds.

- **Rhyming Puppet:** Play a rhyming game with the children. Encourage them to say a word, and your puppet will say a word that rhymes with it. The children love when you use their names. Once the children can hear rhymes well, let the character say a word and encourage the children to think of rhyming words.

- **Syllabification Clapping Game:** Sit in a circle with the children. Going around the circle, clap to the syllables of each child's name. Encourage the children to join you. Once the children can hear syllables well, clap to different words, such as the name of the food you are eating for snack that day. Also, clap to the rhythm of different songs.

- **Sound Segmentation Guessing Game:** Play a guessing game with the children. Tell them you are going to say a word in a funny way, and they have to guess what the word is. Tell them how many sounds your word has. Say each sound in the word, leaving a space between sounds, and holding up a finger for each sound. Allow the children to guess your word. For example, your word may be "cat." Tell the children, "I'm going to say a word in a funny way and you have to guess what I said. Ready? It has 3 sounds. [Holding up a finger for each sound] /c/.../ă/.../t/." Continue to say the sounds until the children seem to catch on. Be careful to say the sounds without connecting them. To reinforce the phonics you have taught, choose words that will review the letters the children have learned.

## Introducing Phonics

*Letter Introduction should take about 10-15 minutes*

The Fun With Phonics™ Curriculum begins with the introduction of a group of letters. These letters are not grouped alphabetically, but rather in an order that children can use to begin making words early on. In addition, many of the letters in each group have similar beginning letter formation strokes.

Each lesson introduces one letter. The lessons are organized so two letters are introduced each week. For instance, you will introduce /ă/ on Monday and review on Tuesday. On Wednesday, you will introduce /c/, and review on Thursday. Use Friday to review, assess and reinforce both letters. Using this format, each group of letters will take about three weeks to introduce and assess.

Unit 1: ă, c, s, t, r

Unit 4: ũ, p, b, k, z

Unit 2: ă, d, g, l, h

Unit 5: ă, q, f, y, v, x

Unit 3: ĩ, j, n, m, w

Unit 6: ā, ē, ī, ō, ū, silent e, two vowel rule

After a child has mastered the first group of letters, they learn to make words with those letters. When a child learns to make words with the letters, they can begin the exciting process of reading. The lesson manual explains how to introduce the letter as follows:

### Introduce the letter

- Show the children the letter cards
- Introduce the letter and sound.
- Draw the letter in the air with the children while making the sound.
- Demonstrate how to make the letter in sign language

Write the children's names on strips of paper ahead of time. As each letter is introduced, discuss names that begin with the lesson letter. Allow children whose names begin with the lesson letter to put their name on the word wall under the correct letter.

### Alliteration Sentence

The Fun With Phonics™ Alliteration Posters are tools for both guided instruction and independent practice that reinforce phonemic concepts. The posters focus on one sound/symbol relationship. Each poster has a sentence in which the majority of the words begin with a particular letter and sound. This repetition helps children to begin to understand the onset-rime level of phonemic awareness, as well as an understanding of the way sounds come together to form words. During your guided instruction, use the poster to:

- point out the way the focus letter is used in the words
- read interactively, asking the children to read familiar parts with you.
- point out the way the picture matches the words.

## Break Down of Evaluations

### Types of evaluation:

Auditory  
Sensory  
Receptive  
Expressive  
Reading

### Evaluation Tools:


Letter Charts  
Small Readers  
Letter Cards

### Evaluation Records:

Daily Phonics Evaluation Table  
Letter Knowledge Observation Checklist  
Reader Checklist  
Reading Behaviors Checklist  
Letter Recognition Checklist

Evaluation Type	Tool	Record	Time
Auditory	Letter Cards	Phonics Evaluation Table Observation Records	Every other day
	Daily Lesson Supplies		Every other day
Reading	Fun With Phonics™ Small Readers	Reader Evaluation Table Reading Behaviors Checklist	Per Book  Per Book
Sensory	Letter Chart or Letter Cards	Letter Recognition Checklist	After each group of letters (Approximately each month) --indicated in manual
Receptive	Letter Chart	Letter Recognition Checklist	After each group of letters (Approximately each month) --indicated in manual
Expressive	Letter Cards	Phonics Evaluation Table	After each letter lesson
	Letter Chart	Letter Recognition Checklist	After each group of letters (Approximately each month) --indicated in manual

Monthly/Semester/Home reading Progress Report

Whole Class	<ul style="list-style-type: none"> <li>- <b>Daily Phonics Evaluation Table</b> – Used after each letter is taught</li> <li>- <b>Letter Knowledge Observation Checklist</b> – Used during lessons</li> <li>- <b>Reader Checklist/Reading Behaviors Checklist</b> – Used while reading with students</li> </ul>	Keep in a daily observation binder or folder. 
Individual Child	<ul style="list-style-type: none"> <li>- <b>Letter Recognition Checklist</b> – Used according to manual</li> <li>- <b>Monthly Progress Report</b> – Used each month</li> <li>- <b>Semester Progress Report</b> – Used semiannually</li> <li>- <b>Home Reading Report</b> – Used with each Small Reader</li> </ul>	Keep in a folder for each child. 