



Fun
With
Phonics™

Instructor's Manual

Contents

UNIT 1 – ä c s t r

Lesson 1	Short Vowel a	pg. 1
Lesson 2	Letter c	pg. 5
Lesson 3	Letter s	pg. 9
Lesson 4	Letter t	pg. 13
Lesson 5	Letter r	pg. 17
Review	Unit 1	pg. 21
Evaluation	ä c s t r	pg. 22
Let's Read	Unit 1	pg. 23

UNIT 2 – ö d g l h

Lesson 6	Short Vowel o	pg. 25
Lesson 7	Letter d	pg. 31
Lesson 8	Letter g	pg. 35
Lesson 9	Letter l	pg. 39
Lesson 10	Letter h	pg. 43
Review	Unit 2	pg. 47
Evaluation	ö d g l h	pg. 48
Let's Read	Unit 2	pg. 49

UNIT 3 – ĩ j n m w

Lesson 11	Short Vowel i	pg. 51
Lesson 12	Letter j	pg. 55
Lesson 13	Letter n	pg. 59
Lesson 14	Letter m	pg. 63
Lesson 15	Letter w	pg. 67
Review	Unit 3	pg. 71
Evaluation	ĩ j n m w	pg. 72
Let's Read	Unit 3	pg. 73

Welcome to Fun With Phonics™

The program you are about to begin will guide your instruction as you teach your students to read. It has been developed by an expert team of educators with over 30 years of experience. The teaching strategies, lesson objectives, and student readers were created based upon hours of research and classroom experience. Fun With Phonics™ is a comprehensive program with many instructional activities. Because we know children learn in a variety of ways (Gardner), we have provided a diverse collection of activities to meet the needs of all your learners. Fun With Phonics™ provides strategies for instruction in the many areas of literacy and meets the diverse learning needs of your classroom as your students are immersed in a variety of literacy experiences.

The activities teach phonetic knowledge through phonics, syllabic awareness and an understanding of onset/rime. Each letter lesson teaches phonics through direct, systematic instruction. Children develop onset/rime awareness through the Fun With Phonics™ Small Readers, poems and songs included in the Instructor's Manual. Syllabic awareness is reinforced through the motivating Fun with Phonics™ songs and alliteration posters. This is the beginning of your children's literacy learning.

Fun With Phonics™ provides instructional strategies to help students who are auditory learners in the "Language Learning" section of the Instructor's Manual. These activities help all students to make the literacy to language connection. Children begin to learn concepts of grammar and contextual cues in reading, providing the foundation for word attack strategies that they will need as they progress through their reading careers. Visual learners will benefit from the numerous visual aides that accompany the program. The "Sound Safari" poster and stickers provide all students with a visual guide as they progress toward their goals. Fun with Phonics™ also has activities for tactile learners. The Active Learning activities at the end of each lesson get your children involved in literacy through sensory and kinesthetic experiences.

Fun With Phonics™ is unlike any other phonics program. We offer a connected approach that intertwines the many aspects of literacy with a focus on phonics as the foundation. Children become emergent readers in a fun and interactive way that helps them love learning. Fun With Phonics™ takes the anxiety out of learning to read because it allows children to develop at their own pace. The goal of Fun With Phonics™ is to meet the diverse literacy learning needs of all the children in your classroom, and to foster an enthusiasm and love for the written word that will follow your children throughout the rest of their lives.

Alex Alligator



Pronunciation: /ă/ as in **Alex Alligator**

Step 1: Introduction

Choose one of the Phonemic Awareness Activities in the *Curriculum Guide* to help children develop their abilities to hear and segment sounds.

Introduce the letter Aa (Show the children the letter card)

- Introduce the letter Aa sound. /ă/ (as in Alex)
- Draw the letter “a” in the air with the children while making the /ă/ sound.

Demonstrate how to make the letter A in sign language.



Ask if anyone has a name that begins with the letter Aa. Discuss and allow him/her to put his/her name under Aa on the Word Wall.

Step 2: Alliteration Sentence

(Show the children the poster)

Alex Alligator loves making A's with all his alligator allies.

Step 3: A Song (short sound) “Alex Alligator”

Play the letter Aa song from the Fun With Phonics™ Songs CD
Track 2: The Letter Aa

Alex Alligator crawls around fast.
All along the Alexandria grass.
He always crawls as fast as he can.
Alex is Acadian.
Aaa aaa, let's crawl with Alex Alligator
Aaa aaa, Alex Alligator

Alex ambles all across America
Along with allies Ashley and Amanda
All the little animals ask,
“How can alligators crawl that fast?”

LESSON
ONE

Ăă



Step 4: Letter Formation

A: Trace and practice writing the letter Aa. Concentrate on writing lowercase letter a.

B: Cross out the pictures that do not start with the /ă/ sound.

C: Circle the pictures that start with the /ă/ sound OR draw a line from the picture that begins with the /ă/ sound to the letter Aa in the middle.

Step 5: Review

A: Talk with each child individually to review the letter and check for understanding.
What letter is this? (Show the child the letter card)
What sound does this letter make?

B: Use the *Daily Phonics Evaluation Checklist* to record your observations.

C: At the end of each lesson give each child a sticker letter piece.

*The following activities will be taught later within the literacy instruction time.
Do not try to squeeze everything into one instructional period.*

Step 6: Sight Words

“and”

- Show the word.
- Say the word together.
- Spell the word together.
- Use the word in a sentence.
- Allow children to use the word in a sentence.
- Talk about where the word belongs on the Word Wall (under the beginning letter).
- Use one of the sight word instruction strategies described in the *Curriculum Guide* to reinforce the word.

Step 7: Language Learning Strategies

Choose a different language learning strategy each day to incorporate into your daily routine. This will enhance phonological awareness through a connection to children’s everyday experiences. See the *Curriculum Guide* for an explanation of the following strategies:

- Interactive Reading
- Interactive Writing
- Guess the Covered Word
- ABC Picture Sort

Suggestions for reading aloud:

Alexander and the Terrible, Horrible, No-Good, Very Bad Day by Judith Viorst

Alligator by Patricia Whitehouse

Applesauce by Shirley Kurtz

Step 8: Active Learning

(Choose at least one active learning strategy for each week)

Option A

Choose a literature response activity for the book the child is reading to expand his/her thinking.

Option B

Provide apples for printmaking.

Option C

Make animal masks using paper plates.

Option D

Give the children collage material to make an aquarium. Give them rectangle construction paper and blue tissue paper for the aquarium.

Option E

Allow the children to make fingerprint ants.

Reinforcing Phonics

Snack suggestions: Apples, Applesauce, Animal Crackers

Check for allergies and avoid choking hazards

Poem/Songs/Fingerplays:

Two little apples hanging in a tree.

(Show two fingers)

Two little apples smiled at me.

(Point to your mouth as you smile)

I shook that tree as hard as I could.

(Pretend to shake a tree)

Down came the apples. Mmm, they were good!

(Move hands in downward motion, rub tummy)

Plan For Lesson:

Phonemic Awareness: _____

Sight Words: _____

Language Learning Strategies

Interactive Reading: _____

Interactive Writing: _____

Guess the Covered Word: _____

ABC Picture Sort: _____

Active Learning:

Other: _____

review unit one



Step 1: Review letters / sounds

If you have already “signed off” on the child’s ability to recognize the sound and the letter, the child does not have to go through the review again.

You may show the letter card or review the alliteration sentence.

Step 2: Letter Review Page

Look at each letter and review proper letter formation for that letter. Let the children practice writing the letter in the box next to it. Look at each picture and talk about how each one begins. Let the children draw a line from the letter to the pictures that begin with that letter sound.

Notes on Lesson:

ă c s t r

Now that you have introduced these 5 letters, it is time to check for understanding.

Step 1: Introduction

Your evaluation process should take place within your regular instructional period. Call students one at a time to work with you, just as you would read with each child. The tools you will need to evaluate each child are:

Letter Chart 1

Letter Recognition Checklist

Step 2: Sensory Evaluation

Ask the child to trace each letter and tell you the name of the letter and the sound the letter makes. Record his/her answers on the Letter Recognition Checklist.

Step 3: Receptive Evaluation

Show the child the letter chart. Ask the child to point to the letter a. Then ask the child to point to the letter that makes the /ă/ sound. Continue for each letter. Record the child's answers on the Letter Recognition Checklist.

Step 4: Expressive Evaluation

Ask the child to say the name and the sound for each letter as you point to it. Record the child's answers on the Letter Recognition Checklist.

Step 5: Monthly Progress Report

Fill out the Monthly Progress Report for the month that you are finishing. Use your daily observation tables, observe the child's use of each letter when reading, and use the evaluations just administered to get a full understanding of the child's letter recognition and knowledge. Use this information to determine the child's mastery of the letter. If a child successfully completed 50% or more of the evaluation tasks, then you may assume that child has initially mastered that letter. Further mastery of that letter will come with practice and experience.

Using:

ă c s t r

Continue to follow the Fun with Phonics™ curriculum. After each letter lesson, do the following activities with each child individually. Do not read with a child until blending has been mastered.

Step 1: Blending

When the children have learned the first letter group, **a c s t r**, they are ready to learn how to **blend**. This is the process of putting sounds together to sound out a word. Sit one-on-one with each child to blend letters.

- Put the three letter cards 'c' 'a' 't' out.
- Review the sounds that each letter makes.
- Put the cards in a line with a large space between them.



- Say all the sounds in the word.
- After saying all the sounds, scoot the cards closer together saying, "Now we will say the sounds closer together."



- Continue this process until you have said the word. Ask the child, "Does that sound like a word you know?"
- If he/she cannot think of that word, say it so he/she can connect the word 'cat' with the word just sounded out. Then sound it out again to show how the sounds come together to make the word 'cat.'
- At another time, try this process with the words 'rat' 'sat' and 'at.'

LET'S READ!

Step 2: Guided Reading

After the children have learned the first 5 letters and have learned to blend those letters to make words, they can start reading with your guidance. Sit one-on-one with each child and help him/her read one reader at a time. Follow these steps:

- Do a “picture walk.” Look at each picture and talk about what the child sees happening in each picture.
- Read the reader with the child. As you read, run your finger above each word while the child uses his/her finger to point under each word.
- Give lots of praise and encouragement. Feel free to stop and talk about the words or the reader’s subject as you go. When you have completed the book, praise the child and talk about the reader, using the comprehension questions provided in the back.
- Read the reader again, allowing the child to lead more than follow.
- It is important that children do not struggle and get discouraged with the reading process. Help them to sound out words and encourage them to stop and make connections with the stories.
- Remember to have fun. Never force a child to read if he/she is not interested or is struggling to the point of frustration. If a child is not interested in reading, read to him. If you find a child is getting frustrated with the lesson, find a stopping point and continue the lesson next time.

Remember, all children develop at different rates and not all children will be at the same place in their literacy development at any given time. Some children may transition into blending and reading quickly while others may need more time and instruction to make the connections they need. No matter how each child develops, literacy connections are being made that provide the foundation for reading success. Continue to follow the program and give **individualized attention** to each child according to his/her needs during your one-on-one time.