

PHONICS & READING 1

COURSE MANUAL

1PHO01_21A



LESSON PLANS - APPENDIX - ANSWER KEYS - QUARTER REPORT FORMS



Week One

Day 1

Lessons are located in *Phonics 1 for Young Catholics*.

You can check off work
as you complete it!



Lesson 1a: Alphabet. Read the directions. The lesson shows the alphabet in 3 different styles of type. The student will be learning to write the first style. The second and third styles of type are often used in reading books. Point out the beginning and ending letters of the alphabet.



Lesson 1b: Picture Identification. Read the directions. The picture identification page introduces the pictures and names of the pictures that will be used in lessons that follow. It is presented as a game so the student will enjoy learning the names of the pictures.

If the workbook pages are removed from the workbook, it is suggested that pages with picture identifications be kept in a binder so the student can look back at them for reference if in doubt about the name of a picture. The pages can also be used again and again for the game.

Day 2



Lesson 2a: Alphabet. Follow the directions. Assist the student to find the letters of his name. Using a fine highlighter, you write the child's first and last names. The student then traces over the letters in his name. The student will practice writing his first name (and last name if he wants) at the top of the page in the daily lessons.



Lesson 2b: Picture Identification. This drawing is Objects in the Closet. Play the game.



My Little Red Book You read the sentence, and the student says the missing word, which is the name of the picture under the blank line. If your child completed Seton's Kindergarten phonics course, then he may be able to read the sentences. Permit him to try, and assist as needed.

Like the picture identification games of Lessons 1b and 2b, this little book provides additional picture identifications that will be seen throughout the phonics book. The little red book allows the student to demonstrate his comprehension of what he hears and the drawings he sees. For some students, the little book displays his ability to read. Also, he is able to name the picture (under the blank line) and realize that the name of the picture completes the sentence. The student participates as he listens or reads, fills in the missing name of the picture, and turns the pages in his little book.



PHONICS AND READING 1 LESSON PLAN

Day 3

The consonant sounds are not studied in alphabetical order. The consonants are studied in the order in which a young student develops phonologically.

St. Teresa of Calcutta, pray for us. Point out that Teresa begins with the letter T and the sound /t/.

Lesson 3a: Consonant T



See, Hear, Say (top of the page)

You point to the letters **T** and **t** and say the name of the letter **t**. Point to the picture of the tent (the key word for the letter **t**), say **tent**, and say the sound of **t** /t/. (When you see / / around a lowercase letter, that represents the *sound* of that letter.) Do not say /tuh/, but simply the air pressure sound produced by your tongue and teeth, without a vowel sound /t/. As you introduce each consonant sound, use only the air pressure sound, which should not be followed by a vowel sound. You say **t**, **tent**, /t/. Explain that the key word **tent** begins with the sound /t/. The word **tent** also ends with the sound /t/, but this is the only key word in which that occurs. Student says **t**, **tent**, /t/.



Online Resources. Sample teaching lesson for how to introduce a new alphabet letter
Video for the pronunciation of t and tips to help with pronunciation problems



Heavenly Writing. The young girl demonstrating Heavenly Writing in the book is Pat. She will be with your child throughout the lessons. Follow the steps of Heavenly Writing. (See the Introduction of the book and the Introduction of the lesson plan). Your child will say **t**. Then he will write the letter **t** (lowercase) in the air. Finally, he will say /t/. Repeat this at least two more times.



Online Resource. Heavenly Writing demonstration



Trace (top of the page). Your child says the name of the letter **t** and traces the letter **t** on the lines in the book. Then he says the sound /t/.

The student uses his senses to see, hear, say, and write the consonant **t**.



Exercise 3a (middle of the page). Follow the directions. Assist your child if he has difficulty recognizing the sound /t/ at the beginning of the words. Pronounce each word slowly to help him hear /t/. Notice that there is one name in each line that does not begin with the sound /t/.



Alphabet Card. Find the alphabet card for **T t**. Say **t**, tent, /t/.



Lesson 3b: Consonant T. Follow the directions. Pronounce the name of each picture slowly to help your child hear if the sound /t/ is at the beginning of the name.



PHONICS AND READING 1 LESSON PLAN

Day 4

The following lessons about consonants should be presented in the same manner as the lessons about the consonant T in Lesson 3a. We encourage you to refer to those details.

St. Benedict, pray for us. Point out that Benedict begins with the letter B and the sound /b/.

Lesson 4a: Consonant B



See, Hear, Say. With your child, see the letters **B b**. Hear the sound /b/ at the beginning of the key word **bell**. Say **b, bell, /b/**.



Heavenly Writing. Student says **b**, writes the letter **b** (lowercase) in the air, and says /b/.



Trace. Student says **b**, traces the letter **b** (lowercase) on the lines, and says /b/.



Online Resources. Video for the pronunciation of **b** and tips to help with pronunciation problems.



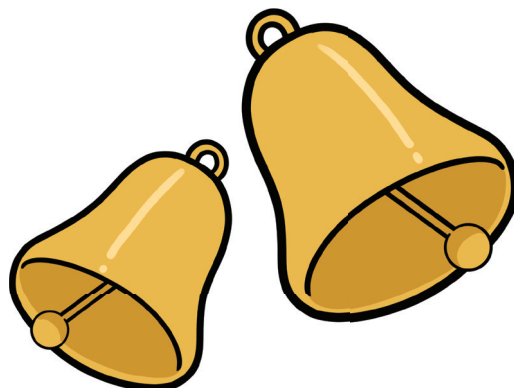
Exercise 4a. Follow the directions. Pronounce the name of each picture slowly to help your child hear the sound /b/. There is one name that does not begin with the sound /b/.



Alphabet Cards. Find the alphabet card for **B b**. Say **b, bell, /b/**. Your child repeats **b, bell, /b/**. Review the alphabet card for **T t**: your child says **t, tent, /t/**. Display the alphabet cards for **B b** and **T t** so the student can see them while he completes the lessons.



Lesson 4b: Consonant B. Follow the directions. Pronounce the name of each picture slowly to help your child hear if the sound /b/ is at the beginning of the name.



PHONICS AND READING 1 LESSON PLAN

Day 5

All the saints, pray for us.



Alphabet Cards. Review the alphabet cards for **T t** and **B b**.



Dictation:

Dictate the sound /t/ to your child. You say the sound /t/, and your child writes the letter t. (This is like a spelling test, but you say an isolated sound rather than a word, and your child writes an isolated letter rather than an entire word.) Your child may write the letter t with Heavenly Writing or on a piece of paper. Then, dictate the sound /b/ to your child. You say the sound /b/, and your child writes the letter b. If he needs additional practice, repeat the dictation.



Lesson 5a: Picture Identification. Play the game.



Lesson 5b: Picture Identification. The drawing is Objects in the Room. In this game, you search for the objects.



My Little Green Book. You read the sentence, and the student says the missing word, which is the name of the picture under the blank line. Your child may be able to read some words in the sentences. Permit him to try, and assist as needed. This little book provides additional picture identifications that will be seen throughout the phonics book.

Week Two

Day 1

St. Martin, pray for us. Point out that Martin begins with the letter M and the sound /m/.

Lesson 6a: Consonant M



See, Hear, Say. With your child *see* the letters **M m**. *Hear* the sound /m/ at the beginning of the key word **mouse**. *Say* **m, mouse, /m/**.



Heavenly Writing. Student says **m**, writes the letter **m** (lowercase) in the air, and says /m/.



Trace. Student says **m**, traces the letter **m** (lowercase) on the lines, and says /m/.