

**Seton Home Study School**  
**Phonics/Reading 1 Lesson Plan**

**Day 5**

Lesson 9: Review consonants s, t, and b. Continue to have your child look for words or pictures that begin with these letters.

Assign Lesson 9.

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**WEEK THREE**

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**Day 1**

Lesson 10: Teach recognition of the sound of h. Print words on the board and ask your child to circle the letters you name. Use such words as hop, how, house, ham, happy, hope, heart, Heaven.

Teach the sound of Hh. You might use a heart or horse for the picture flash card. Say the following words and have your child repeat them after you: hill, home, hush, hello, hammer, hide, honey, hair, hanger, and holly.

Play the Riddle Game: Write the word choices on a board; read the questions or sentence out loud; then have your child choose the correct answer. [holy, hill, hat, Heaven, hurry]

1. What do we wear on our heads? [hat]
2. What do we do when we are late? [hurry]
3. What did Jack and Jill climb? [hill]
4. Where do we go after we die if we are good? [Heaven]
5. Jesus picked Mary to be His mother because she was very \_\_\_\_\_. [holy]

Assign Lesson 10.

**Day 2:**

Lesson 11: Teach recognition of the sound for the letter m.

Use a pair of mittens or a mouse for the picture flash card.

Be sure that when you find letters in books or on signs, that you point out if it is a capital or small letter and explain that the sound is the same for both.

Have your child repeat these words after you: mother, mailman, mittens, moon, me, market, mister, mill, milk, Michael, marbles, mirror, Mary, miracle, and mercy.

Point out the ending sound of Mm in the following words: hum, seem, name, worm, and cream.

To review rhyming words, ask your child to say words beginning with m that rhyme with silk, take, honey, batch, other, sad.

Assign Lesson 11.

**Day 3:**

Lesson 12: Teach recognition of the sound for the letters k.

You might use a picture of a kite for the picture flash card.

Have your child repeat after you: kite, key, king, Kevin, keep, key, kind, kindergarten, kick, kitchen, brick, turkey, nickel, tricky, park, thank, and sink.

To review rhyming words, ask your child to say words beginning with k that rhyme with pick, mind, bite, miss, tree, ring.

Assign Lesson 12.

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**Day 4**

Lesson 13: Review the h, m, k letters and their sounds. Write the following words on the board and have your child circle all h, m, k letters: house, heart, hear, hammer, heat, map, mirror, middle, messy, mom, kind, key, kid, kitchen, king.

Assign Lesson 13.

**Day 5**

Lesson 14: Review consonants s, t, b, h, m, and k.

Write words on a board or on paper for letter recognition. Say a variety of words with the Ss, Tt, Bb, Hh, Mm, and Kk sounds; have your child tell you the name of each consonant he hears, and whether it is in the beginning, middle, or end of the word.

Play the Memory Card Game: Either make ABC flash cards [26 with capital letters, 26 with small letters], or purchase them at a local store. Using the ABC flash cards for the letters studied so far, turn the flash cards over, face down. Have the first player try to match up a capital and a small “partner” letter by turning two cards face up. If the first player doesn’t make a match, he must turn the cards face down again and the next player takes his turn; explain that each player should try to remember the position of the letter cards for his next turn. As a player matches the cards, he may keep the matched cards and take another turn. The player with the most cards at the end of the game wins.

Assign Lesson 14.

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**WEEK FOUR**

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**Day 1**

Lesson 15: Introduction of the partner letters Jj, Ff, Gg, Ll, Dd and Nn.

Using the ABC flash cards of the alphabet, mix up the Jj, Ff, Gg, Ll, Dd and Nn cards and have your child identify them. Say, “This letter is a small *j*. Say ‘small *j*’ with me. What is this letter?” Say: “This letter is *F*. We call it big *F*, or capital *F*. Say ‘capital *F*’ with me. What is this letter?”

In a library book with big print or a magazine with big ads, find the capital and small letters Jj, Ff, Gg, Ll, Dd and Nn. Remind your child that sometimes we call the same capital and small letters “partner letters.” For example, “capital *G* is a partner with small *g*.”

Assign Lesson 15.

**Day 2**

Lesson 16: Teach recognition of sounds for the letter j using techniques previously outlined. Say aloud jacks, jack-in-the-box, and jug.

Say aloud the following words and tell your child to jump when he hears the Jj sound: jam, Jesus, bump, jeep, ice, jar, grape, jet, jail, jelly, joke, gate, jolly, circus, job, join.

Play the Riddle Game: Write the word choices on the board; read the question aloud; then have your child choose the correct answer. [Jesus, jet, jacket, jelly, January]

1. What is sweet and goes with peanut butter? [jelly]
2. What is a kind of fast plane? [jet]
3. What is the name of our Savior? [Jesus]
4. What is the name of the first month of the year? [January]
5. What do you wear when it is cool? [jacket]