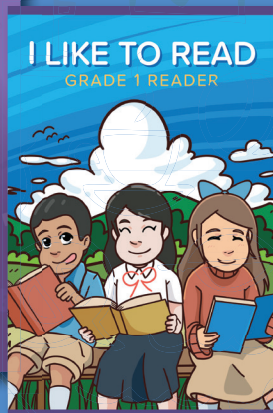
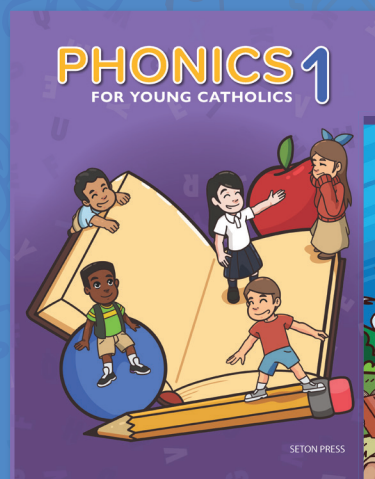




# PHONICS & READING 1

## COURSE MANUAL



LESSON PLANS - APPENDIX - ANSWER KEY - TESTS - QUARTER REPORT FORMS

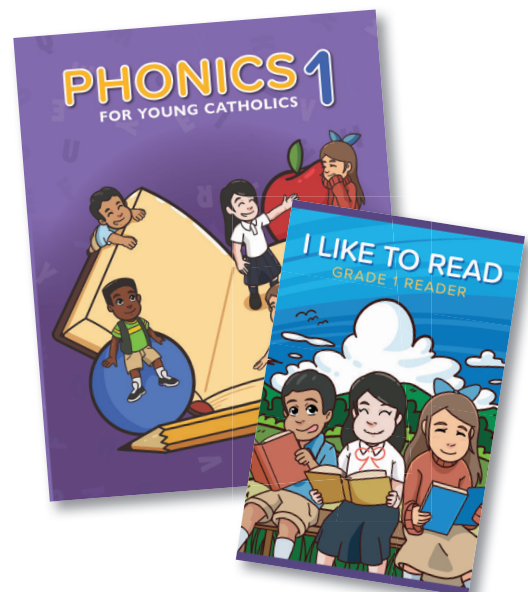
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**The answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.**

## Course Materials

- *Phonics 1 for Young Catholics* (4th Edition)
- *My Little Red Book, My Little Blue Book, My Little Green Book, My Little Yellow Book* (Set of 4 Books)
- *I Like to Read*
- *Here We Come, This Is Our Home, Here We Are Again*
- *This Is Our Family*
- *These Are Our Friends*
- Alphabet Cards (1 Set)
- Blend Cards (1 Set)
- Digraph Cards (1 Set)
- Dominoes (1 Set)







FIRST QUARTER

**PHONICS AND READING 1 LESSON PLAN****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 student may place a marker on top of the picture, or he may draw a line through the picture. This is an option for each Picture Identification page.

☐

The picture identification page introduces the pictures, the names of the pictures, and the sounds of the letters that will be used in the 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. Help 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 to the short prayer at the bottom of the page. Tell your child that Teresa begins with the letter T and the sound /t/. Look for a new prayer in the book each day.



### 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 Resource:** Video for the pronunciation of **b** and tips to help with pronunciation problems.



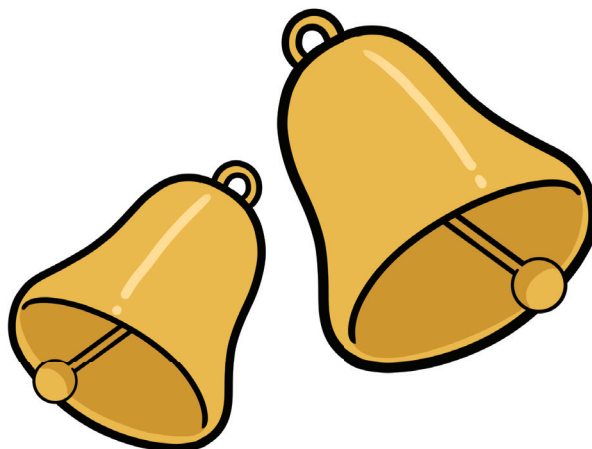
**Exercise 4a.** Follow the directions. Pronounce the name of each picture slowly to help your child hear the sound /b/. There is one name that does not begin with the sound /b/. ☐



**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. Your child will see these pictures in lessons next week. Each name of a picture contains either **m** or **k**.

☐


**Lesson 5b: Picture Identification.** The drawing is Objects in the Room. In this game, you search for the objects. These pictures will be seen in the lessons next week.

☐


**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/.

☐

**PHONICS AND READING 1 LESSON PLAN**

**Online Resource:** Video for the pronunciation of **m** and tips to help with pronunciation problems.



**Exercise 6a.** Follow the directions. Pronounce the name of each picture slowly to help your child hear the sound /m/. There is one name that does not begin with the sound /m/; that name begins with the sound /b/, and your child should recognize /b/ from the previous lesson.

☐

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

☐

**Lesson 6b: Consonant M.** Follow the directions. Say the word **medal**. Explain that **medal** begins with the sound /m/. Say the word **gum**. Explain that **gum** ends with the sound /m/. Pronounce the name of each picture slowly to help your child hear if the sound /m/ is at the beginning or end of the name.

☐**Day 2**

St. Katharine Drexel, pray for us. Katharine begins with the letter K and the sound /k/.



**Lesson 7a: Consonant K.** See, Hear, Say. Student says **k**, kite, /k/.

☐

**Heavenly Writing.** Student says **k**, writes **k** in the air, and says /k/.

☐

**Trace.** Student says **k**, traces **k** on the lines, and says /k/.

☐

**Online Resource:** Video for the pronunciation of **k** and tips to help with pronunciation problems



**Exercise 7a.** Follow the directions. Pronounce the name of each picture slowly to help your child hear the beginning sound. There are three names that do not begin with the sound /k/.

☐

**Alphabet Cards.** Find the alphabet card for **K k**. Say **k**, kite, /k/. Your child repeats **k**, kite, /k/. Review the alphabet cards for **T t**, **B b**, and **M m**. Display the alphabet cards for **K k**, **T t**, **B b**, and **M m**.

☐



# PHONICS AND READING 1 LESSON PLAN



**Lesson 7b: Consonant K.** Follow the directions. Say the word **kiss**. Explain that **kiss** begins with the sound /k/. Say the word **yak**. Explain that **yak** ends with the sound /k/. Pronounce the name of each picture slowly to help your child hear if the sound /k/ is at the beginning or end of the name.

☐

## Day 3

All the saints, pray for us.



**Alphabet Cards.** Review the alphabet cards for **K k, T t, B b, and M m**.

☐


**Lesson 8a: Picture Identification.** Play the game. The names of these pictures introduce your child to the sound of d.

☐


**Lesson 8b: Picture Identification.** Play the game. The names of these pictures introduce the sound of n.

☐

## Day 4

St. Damien, pray for us. Damien begins with the letter D and the sound /d/.



**Lesson 9a: Consonant D.** See, Hear, Say. Student says **d, dog, /d/**.

☐

Some students confuse **b** and **d**. Here is a tip for remembering the difference. Look at the word **bed**. If you draw an outline around the word **bed**, it looks like a bed. The **beginning** of bed is **b** with a pillow. The **end** of bed is **d**.



**Heavenly Writing.** Student says **d**, writes **d** in the air, and says **/d/**.

☐


**Trace.** Student says **d**, traces **d** on the lines, and says **/d/**.

☐


**Online Resource:** Video for the pronunciation of **d** and tips to help with pronunciation problems

**PHONICS AND READING 1 LESSON PLAN**

**Exercise 9a.** Follow the directions. Pronounce the name of each picture slowly to help your child hear the beginning sound. There are two names that do not begin with the sound /d/. ☐



**Alphabet Cards.** Find the alphabet card for **D d**. Say **d**, dog, /d/. Your child repeats **d**, dog, /d/. Review the alphabet cards for **T t**, **B b**, and **K k**. Display the alphabet cards for **D d**, **T t**, **B b**, **M m**, and **K k**. ☐



**Lesson 9b: Consonant D.** Follow the directions. Say the word **desk**. Explain that **desk** begins with the sound /d/. Say the word **mud**. Explain that **mud** ends with the sound /d/. Pronounce the name of each picture slowly to help your child hear if the sound /d/ is at the end of the name. ☐

**Day 5**

All the saints, pray for us.



**Alphabet Cards.** Review the alphabet cards for **D d**, **T t**, **B b**, **M m**, and **K k**. ☐



**Dictation.** Dictate the sound /m/ to your child. You say the sound /m/, and your child writes the letter m. Then dictate the sounds /k/ and /d/. Allow time for your child to write each letter. If he needs additional practice, repeat the dictation. ☐



**Lesson 10a: Picture Identification.** Play the game. Look for these pictures in later lessons. ☐



**Lesson 10b: Picture Identification.** The drawing is Where Is It? Play the game. In later lessons, you will see these pictures or similar pictures with the same names. ☐



**My Little Blue 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 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. ☐