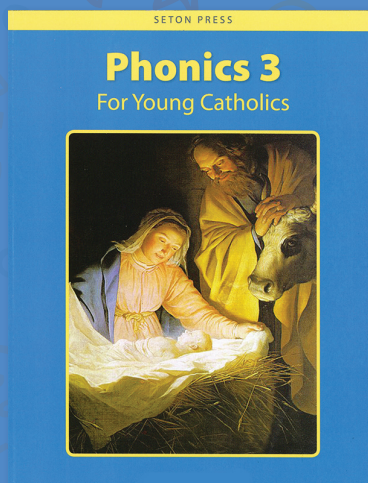




PHONICS 3

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS



PHONICS 3 LESSON PLAN

FIRST QUARTER

Week One

Day 1

You can check off work
as you complete it!



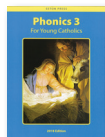
Read the **Preface** of the workbook on pages ix and x.

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NOTE: The last sentence in the first paragraph on p. x is not correct. A picture identification key is not currently available for Phonics 3. We apologize for the confusion.



Read with your child **"A Children's Christmas Pageant"** (p.1). Explain that a pageant is a presentation of a story. Ask them to find the **words that rhyme** at the end of some lines.

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Read two of the verses from the hymn **"Angels We Have Heard on High"** (p.2).
Look for the words that rhyme.

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Lesson 1-1a: Beginning Consonants (p. 3)

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In each lesson, the yellow box contains the phonetic rules. Your child does not need to memorize the rules, but he needs to understand the rules and know how to apply them. The exercises in the lesson will focus on the application of the rules.



Review: Review the consonants of the alphabet with your child.

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Read the directions for the exercise with pictures. In the exercise, tell your child to say the name of each picture out loud. Ask him to identify the beginning consonant sound. If he has trouble hearing the sound, say the word out loud and tell him to listen and watch your mouth. The answer key is at the back of the phonics workbook.

Read the directions for the exercise at the bottom of the page. Listen as your child reads each of the words. Help him as needed.



Lesson 1-1b (p. 4)

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Review the rule. Read the directions for the exercises. If your child can do the exercises without your help, allow him to do so. If he needs assistance, assist him as needed.

**PHONICS 3 LESSON PLAN****Day 2****Lesson 1-2a: Ending Consonants (p. 5).** ☐

Read the rules. Explain the directions for the exercises. Work with your child as he completes the exercises.

**Lesson 1-2b (p.6).** ☐

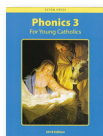
Read the rules. Explain the directions. Assign the exercises.

Day 3**Lesson 1-3a: Middle Consonants (p. 7)** ☐

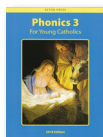
Read the rule. Explain the directions for the exercises. Work with your child as he completes the exercises.

**Lesson 1-3b (p. 8).** ☐

Read the rule. Explain the directions. Assign the exercises.

Week Two**Day 1****Lesson 2-1a: Short a (p. 9).** ☐

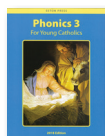
Review the vowels. Read the rules and examples. This information on vowels is review for most students so the lesson may be easy. Do not skip the exercises. Explain the directions for the exercise. Work with your child as he completes the exercises.

**Lesson 2-1b (p. 10).** ☐

Read the rule. Explain the directions. Assign the exercises.

**PHONICS 3 LESSON PLAN**

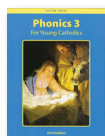
Ask your child to open up his reader and find three words that have the short **a** sound. ☐

Day 2**Lesson 2-2a: Short e** (p. 11). ☐

Read the rules and examples. This is review for most students, but do not skip the exercise. Explain the directions for the exercise. Work with your child as he completes the exercise.

**Lesson 2-2b** (p. 12). ☐

Read the rule. Explain the directions. Assign the exercise. Ask your child to look around the room or the house and find three items that have a short e sound, such as *bed*, *pet*, *desk*.

Day 3**Lesson 2-3a: Short i** (p. 13). ☐

Read the rules and examples. Explain the directions for the exercises. Work with your child as he completes the exercises. As your child reads the sentences in the second exercise, explain to him how he uses the sounds he learns in his phonics book to read words and sentences.

**Lesson 2-3b** (p. 14). ☐

Read the rule. Explain the directions. Assign the exercises.

**Exercise: Short a, e, and i.** ☐

Write the letters **b** __ **t** on a chalk board, wipe board, or piece of paper. Ask your child to fill in the blank space with the short sound of **a**, then **e**, then **i**. He should read the words out loud. Continue with **s** __ **t** and **f** __ **t**.

Sometimes the combination of letters does not make a real word, but that is okay. The purpose of the exercise is to practice using the short sounds of **a**, **e**, and **i**.