



PHONICS & READING K

COURSE MANUAL



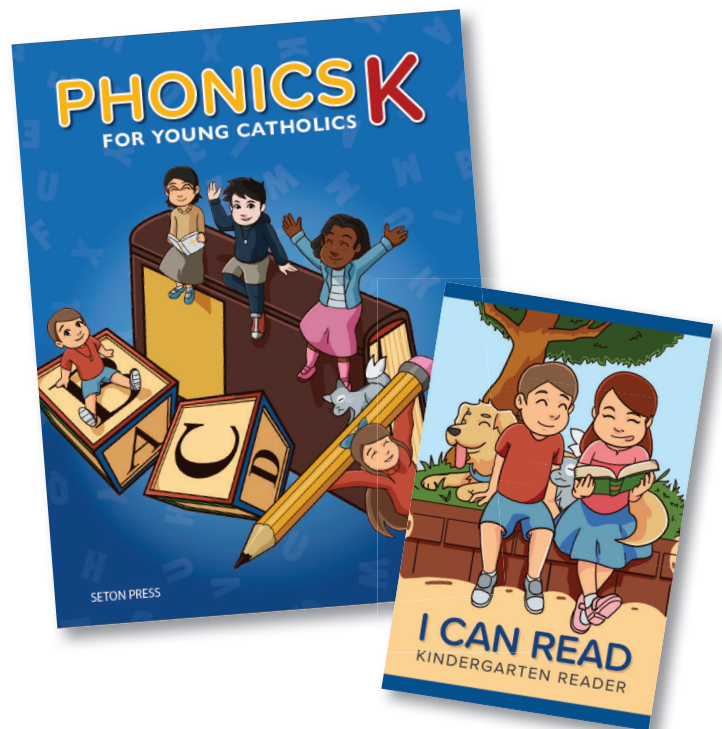
LESSON PLANS - ANSWER KEYS - QUARTER REPORT FORMS

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Course Materials

- *Phonics K for Young Catholics* (Third Edition)
- Alphabet Cards (1 blue set, 1 green set, shrink-wrapped together in one pack)
- Little Books (12 books)
- *I Can Read: Kindergarten Reader*
- Game Packet and Spinner
- Online Resources





FIRST QUARTER



PHONICS AND READING K LESSON PLAN

Week One

Day 1

Please read the Introduction in *Phonics K for Young Catholics*, as well as the introduction to this lesson plan, before starting this course. Week One focuses on the Alphabet. Beginning with Week Two, a new letter of the alphabet is studied each week. This book presents each letter in three lessons, offers a review of it in the fourth lesson, and other activities in the fifth lesson. In the first lesson, you teach recognition of the letter, a key word that begins with the sound of the letter, the isolated sound of the letter, and how to write the lowercase letter. In the second lesson, you teach the same sound as it is heard in the beginning sound of words. The third lesson focuses on ending sounds, when applicable. The fourth lesson focuses on comprehension and a review of previously learned lessons. The fifth lesson is usually Picture Identification Games or other fun activities. Keep this sequence of lessons in mind as you progress through the book.

You can check off work
as you complete it!



Lesson 1a: Alphabet

☐

Point to the four rows of the alphabet letters in the top half of the page. Explain that the alphabet is all uppercase letters in the first and third rows, and all lowercase letters in the second and fourth rows. While it is the same alphabet, some of the letters look a little different, such as the lowercase **a**. Explain that there are different kinds (styles) of type, and many books your child will read will use type that looks like one of these four rows.

The directions for each lesson are in the tan box at the bottom of a page. Follow the directions and sing the "ABC Song." Start each day's lesson with this song to review the alphabet.



Online Resource: If you need help with the tune of the song, go online to MySeton Resources for Phonics, and listen to a video recording of the song.



Little Book: The Alphabet Train

☐

At the bottom of the page, see the tab *The Alphabet Train*. This tells you that the "little book" *The Alphabet Train* should be read to the student at this time. Like the song, this little book should be read frequently to help your child learn the alphabet by seeing the letters. We recommend that after reading the book, you go back and sing the "ABC Song" and point to the letters on the train as each letter is mentioned in the song. *The Alphabet Train* introduces the cast of phonics friends that will travel with your child as he studies the lessons.

**PHONICS AND READING K LESSON PLAN****Lesson 1b: Alphabet** ☐

The alphabet on this page is the style of type that Seton uses for the handwriting courses. This style of type will be used in *Phonics K for Young Catholics*.

Follow the directions and assist your child to find the first letter of his first name and first letter of his last name. In future lessons, the student may print his name at the top of the page, or the parent may do so until the child has learned the formation of more letters.

Day 2**Song:** Sing the "ABC Song." ☐**Lesson 2a: Beginning and Ending** ☐

When the student knows the beginning, middle, and end of the caterpillar, he will be able to identify the beginning, middle, and end of a word. Follow the directions and complete the exercise.

**Lesson 2b: Picture Identification** ☐

Read the directions. The parent says the name of the picture. The child repeats the name of the picture, finds the picture on the page, and places a marker on the picture. The game can be played more than once; the parent can say the names of the pictures in a different order.

The pictures in the game will be seen again in lessons throughout the book. The names of the pictures introduce you child to the sounds of letters he will study.

**Little Book:** The Alphabet Train ☐

Read *The Alphabet Train* to your child.

Day 3**Lesson 3a: Beginning** ☐

Follow the directions and complete the exercise.



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**Little Book:** The Alphabet Train ☐

Read *The Alphabet Train* to your child. Then sing the "ABC Song" and point to the letters on the train as each letter is mentioned in the song.

**Lesson 3b:** Picture Identification ☐

The parent says the names of the picture. The child repeats the name of the picture, finds the picture on the page, and places a marker on the picture.

Day 4**Song:** Sing the "ABC Song." ☐**Lesson 4a:** Ending ☐

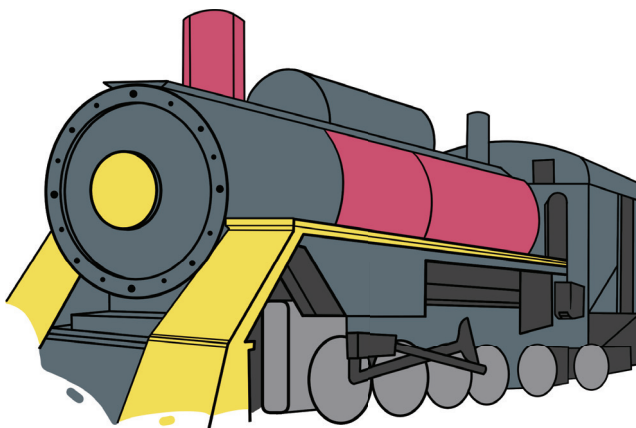
Follow the directions and complete the exercise.

**Lesson 4b:** Picture Identification ☐

Play the game.

**Little Book:** The Alphabet Train ☐

Read *The Alphabet Train* to your child. Ask your child to point to the beginning of the train, then to the end of the train.





PHONICS AND READING K LESSON PLAN

Week Two

Day 1

Lesson 5a: Consonant T ☐

Follow the directions. Point to the letter **T** and **t** and say the name of the letter **t**. Point to the picture of the tent, say **tent**, and say the sound of **t** /t/. 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 will 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.



Online Resource: 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 boy demonstrating Heavenly Writing in the book is Joe. He 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** in the air. Finally, he will say /t/. Repeat this at least two more times.



Online Resource: Heavenly Writing demonstration.

Return to Lesson 5a. Your child says the name of the letter **t** and traces the letter **t** on the lines in the book while saying the strokes. Then he says the sound /t/.

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

At the bottom of the page, see “St. Timothy, pray for us.” Point out that Timothy begins with the letter **T** and the sound /t/. At the start of each lesson this week, say the short prayer “St. Timothy, pray for us.”



Online Resource: An optional video for the pronunciation of **t** and tips to help with pronunciation problems are available online.



Alphabet Card: There are two sets of alphabet cards, one blue set and one green set. (They come shrink-wrapped together in one pack.) You will use one set during lesson time. (The second set will be used when playing games.) Find the alphabet card for **T t**. Say **t**, tent, /t/. ☐ Your child repeats **t**, tent, /t/. Display the alphabet card so the student can see it while he completes the lessons.

**PHONICS AND READING K LESSON PLAN****Lesson 5b: See, Hear, Say, Write** ☐

Read the directions.

See it. The student identifies the shape of the letter in comparison with other letters that he sees. Help your child see the differences in the shapes of the three letters.

Hear it. The parent says, "You are listening for the sound of **t** /t/." Then the parent points to each picture and says, "/t/ tub, /b/ bug, /m/ Mass." The child chooses the picture whose name begins with the sound /t/.

Say it. The child says the sound of the letter **t**. The parent should say the sound of the red letter at the beginning of each word because the student has not studied the other letter sounds. The student listens for the sound /t/ and finds the letter **t** at the beginning of a printed word.

Write it. The student practices the position of each stroke to form the letter **t**. Eventually, the child will automatically write the letter correctly, but that requires practice.

Day 2

Say the prayer "St. Timothy, pray for us."



Alphabet Card: Review the alphabet card for **T t**. Display it during the lessons for the child to see. ☐

**Lesson 6a: Beginning Sound T** ☐

Follow the directions. Assist the child if he forgets the name of a picture. Say the name and emphasize the beginning sound in each name. If a child is having difficulty, say, "/t/ tire, /b/ bed, /m/ map." Ask the child to repeat /t/ tire, /b/ bed, /m/ map. Ask him which name begins with /t/.

**Lesson 6b: Beginning Sounds** ☐

Follow the directions.

In this lesson, the student says the name of the picture and focuses on the beginning sound. Then he recognizes the letter that has that sound. Finally, he visually identifies the letter that makes the beginning sound. He should say, "/t/, tube," and he then circles **t**.

Say it. The child says the sound of the letter **t**. The parent should say the sound of the red letter at the beginning of each word because the student has not studied the other letter sounds. The student listens for the beginning sound /t/ and finds the letter **t** at the beginning of a printed word.

Write it. He writes the letter **t**.

**PHONICS AND READING K LESSON PLAN****Day 3**

Say the prayer "St. Timothy, pray for us."



Alphabet Card: Review the alphabet card for **T t** and display it.

**Lesson 7a: Ending Sound T**

Follow the directions. Assist the child if he forgets the name of a picture. Say the name and emphasize the ending sound in each name. Your child does not know how words are spelled, so in words such as *dome* and *kite*, he is not aware of the **e** at the end of the word. He **hears** /dôm/ and /kit/. (In the lessons about long vowel sounds, he will learn about silent **e** at the end of words.)

In this lesson, if a child is having difficulty recognizing the ending sound, you can say, "Bib (pause) /b/, dome (pause) /m/, cat (pause) /t/." Ask the child to repeat bib /b/, dome /m/, cat /t/. Ask him which name ends with /t/.

**Lesson 7b: Ending Sounds**

Follow the directions. In this lesson, the student says the name of the picture and focuses on the ending sound. Then he recognizes the letter that has that sound. Finally, he visually identifies the letter. He should say, "Kite, /t/," and he circles **t**.

Say it. The child says the sound of the letter **t**. The parent should say the sound of the red letter at the end of each word because the student has not studied the other letter sounds. The student listens for the sound /t/ and finds the letter **t** at the end of a printed word.

Write it. He writes the letter **t**.

Day 4

St. Timothy, pray for us.



Alphabet Card: Review **T t**.

**Lesson 8a: Comprehension**

This is the first of 21 story rhymes adapted from the book *A Child's Rule of Life* (1912) by Robert Hugh Benson. Read the poems to your child joyfully, with a slight emphasis on the rhyming words. As you repeat the words that rhyme, point to them so your child will see that the words are

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at the end of a line. The rhyming words are in the same color type to help the child see the words as he hears them. Ask him to tell you how the picture illustrates the story in the poem.

The following questions are presented for your reference in discussing the story rhyme with your child. Discuss these topics and similar topics in a casual and friendly tone. Keep in mind that these rhymes and pictures help your child to look closely at details and to understand his role in Catholic family life.

Comprehension Questions

1. What do you see above the headboard? (crucifix)
2. Why do you think the crucifix is above the bed? Do you think it helps the boy to remember to say his prayers each morning?
3. What do you see that shows it is morning time and not nighttime? (Window on the wall shows light not darkness.)
4. What words did you hear in the rhyme that indicate it is morning time? (wake, morning light, begins the day, put away dreams of night)

**Lesson 8b: Missing Letters**

In this exercise, each word is missing the letter **t**. Say the beginning sound and the name of each picture: /t/, ten. Listen to your child repeat the beginning sound and the name. Ask your child to write the letter for the beginning sound on the red baseline. Then immediately ask, "What did you write?" Your child then says (reads) the sound of the letter that he has written.

Day 5

St. Timothy, pray for us.

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. If your child easily recognizes that the sound /t/ represents the letter t, then he can move on to Lesson 9a. If he needs additional practice, repeat the dictation.

**Lesson 9a: Picture Identification**

Play the Identification game.

**Lesson 9b: Picture Identification**

Play the Identification game. The pictures in these games will appear in the lessons that follow.