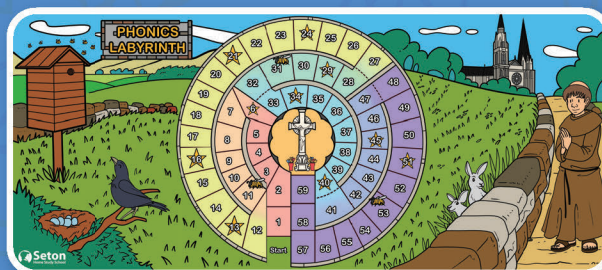
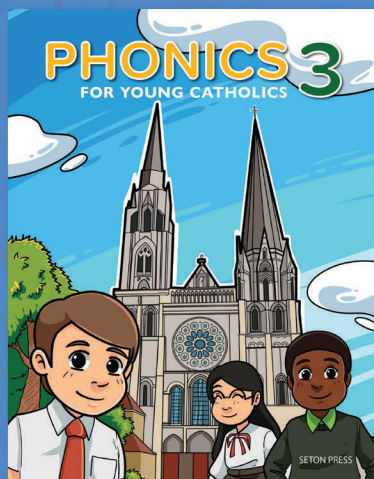




PHONICS 3

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

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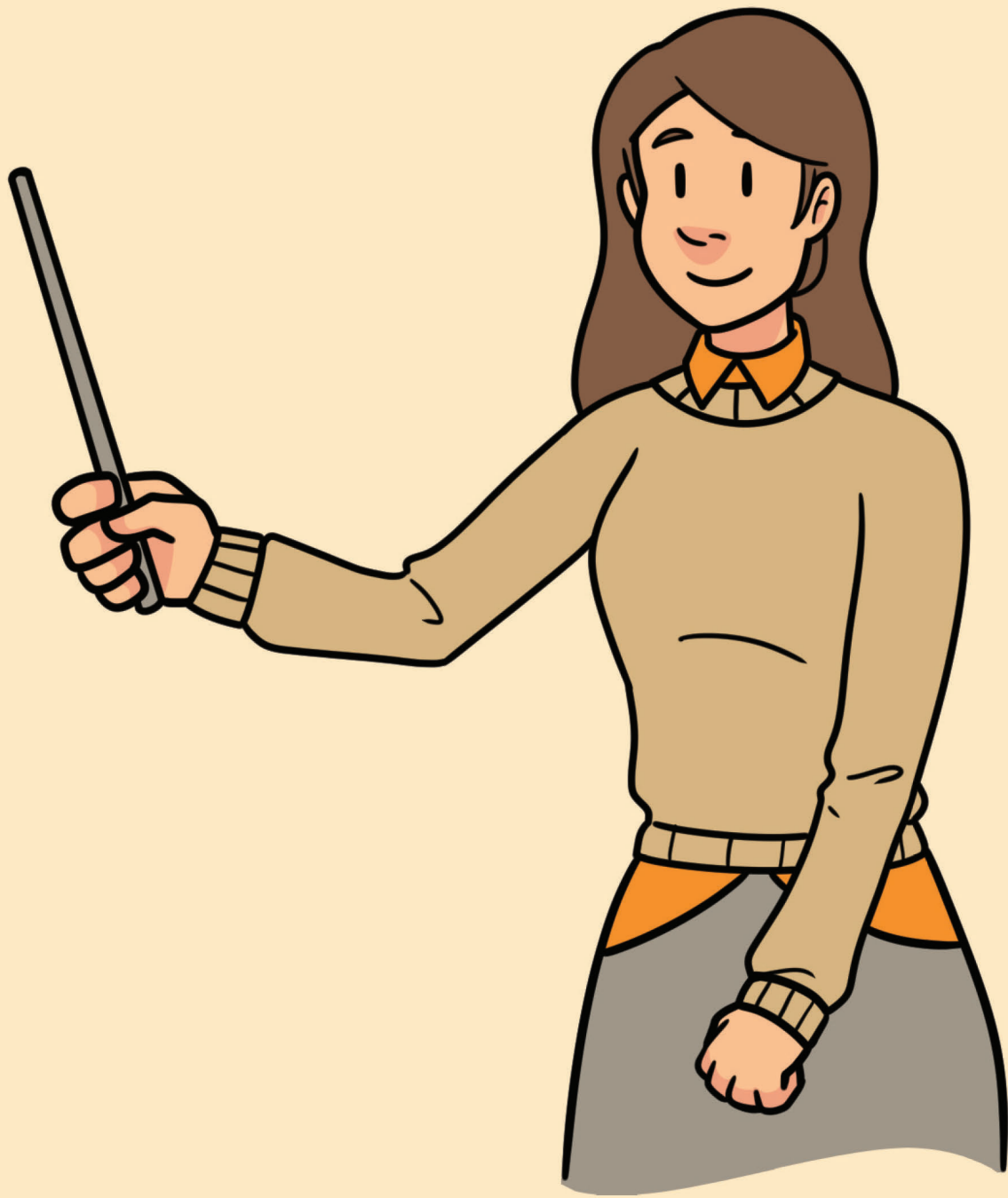
The textbook answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.

Course Materials

Phonics 3 for Young Catholics
(Second Edition)

Phonics Labyrinth Game
(game mat, stickers, game pieces,
deck of cards)





FIRST QUARTER

**PHONICS 3 LESSON PLAN****Week One**

In each week, phonics is studied for three days.

Day 1

You can check off work
as you complete it!



Lessons are located in *Phonics 3 for Young Catholics*. At the beginning of each unit, there is a picture of a cathedral. If you wish, you may remove the page from the workbook and display the picture on a wall in your homeschool room.

☐**UNIT 1**

On page XI, read the name of the cathedral to your child. Cathedral of the Incarnation in Malaga, Spain, honors the moment when Mary accepted to be the Mother of Jesus. At that moment, Jesus was both divine and human. Discuss with your child what he sees in the picture. Throughout the book the names of the cathedrals honor the Blessed Virgin Mary and the events in the early life of Jesus, such as His birth.

☐

On page XII, there is a drawing by the artist Nathan Puray and a few lines from the poem "An Alphabet of Christmas." The poem is from the twelfth century, but the author is unknown. **Read the lines with your child. Discuss how the drawing portrays the lines of the verse.**

☐

NOTE: In the poem, the terms "blithe and gay" mean **merry, cheerful**. This Christmas poem is cheerful as it celebrates the birth of Jesus Christ.

Today, there are four lessons. The content of Lessons 1a – 2b is a review of material studied in Second Grade.



Lesson 1a: Alphabet. At the top of the page, there is a line for your child to write his name. We encourage him to do so in this lesson and every lesson that follows. This lesson is a review of general information about the letters of the alphabet. Read the information in the green box with your child.

☐

At the bottom of each page is a short prayer, such as *St. John, pray for us*. **Say the prayer with your child.**

☐

Lesson 1b: Consonant Sounds. Follow the directions in the gold box.

☐

For the student who has studied Seton's Phonics K, 1, and 2, he should recognize the key word used with each consonant, such as **B b, bell, /b/**.

When you see // around a lowercase letter, that represents the sound of the letter. In teaching phonics, you need to differentiate the sound the letter makes, **/b/**, from the name of the letter, **b**.

If your child is experiencing any difficulties with the pronunciation of any letter, use the online video resources on My Seton, Course Resource.

PHONICS 3 LESSON PLAN



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

The Heavenly Writing method was used in Seton's Phonics K, 1, and 2. The steps of Heavenly Writing are presented in the Introduction of *Phonics 3 for Young Catholics* and the Introduction of this Lesson Plan. For the student who needs reinforcement with the names of the letters, the forms of the letters, and the sounds of the letters, we recommend that he practices the letters with Heavenly Writing.



Online Resources: Video that shows a demonstration of Heavenly Writing.



Lesson 2a: Beginning Consonant Sounds. Read the information in the green box. Follow the directions in the gold boxes. ☐

Point to the small drawing of the pencil, and explain to your child that whenever he sees the drawing of the pencil he knows to read the directions in the gold box. Sometimes the directions will tell him to write his answers, or sometimes he will be answering orally.

NOTE: The picture in the second exercise, in the lower right-hand corner of the page, is the drawing for the word **hug**. In lessons that follow, the image in the lower right-hand corner of the page will represent one of the words in the exercise.



Lesson 2b: Consonant Sounds. Read the directions. This is a continuation of the consonant sounds from Lesson 1b. ☐



Review the following: **x** has the sound /**ks**/; in a word, the letter **q** is always followed by the letter **u** and has the sound /**qw**/. ☐

Day 2



Lesson 3a: Beginning Consonant Sound. Read the information in the green box. Follow the directions in the gold boxes. ☐

In each lesson, read the information in the box at the top of the page with your child. Then give examples to help him understand the purpose of the lesson. Assist your child with the first item in the exercise, so that he can see how to complete the rest of the exercise. Take the time to review his answers once he has finished so that any errors can be corrected before he proceeds to the next exercise.

If your child has trouble identifying the beginning consonant sound after he has said the name of the picture, the parent may repeat the name of the picture so that the child hears the beginning sound.

In the second exercise, ask your child what word in the exercise matches the picture. (Answer: king)



Lesson 3b: Picture Identification. Read the directions. Play the game. The picture identification page introduces the pictures and names of the images that will be used in lessons that follow. ☐



PHONICS 3 LESSON PLAN

When the parent says the name of the picture to be identified, the child hears the sounds in the name that are the same sounds he will study 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 3



Lessons 4a and 4b: Picture Story. Read the directions. Your child reads the story and chooses a word from the box that names the picture below the line and completes the sentence. ☐

Like the picture identification page in Lesson 3b, this story introduces the pictures and names of the pictures that will be used in lessons that follow.

Optional Parent Grade: You may submit your child's average grade for Week 1 to Seton. You may either record this grade in Section A of the First Quarter Report Form and mail it to Seton at the end of the quarter or submit this grade online from your MySeton page.

Week Two

Day 1



Lesson 5a: Ending Consonant Sound. Read the information in the green box. Follow the directions. ☐

If your child has trouble identifying the ending consonant sound after he has said the name of the picture, the parent may repeat the name of the picture so that the child hears the ending sound.

In the second exercise, ask your child what word in the exercise matches the picture. (Answer: otter)



Lesson 5b: Ending Consonant Sound. Read the information in the green box. Follow the directions. ☐

In the second exercise, ask your child what word in the exercise matches the picture. (Answer: ship)

Day 2



Lesson 6a: Middle Consonant Sound. Read the information in the green box. Follow the directions. ☐

Point to the double consonants in many of the words, such as **butter**, **otter**, etc. Explain that the double consonants makes one sound in the middle of the word.

In the second exercise, what word in the exercise matches the picture? (Answer: hippo)



Lesson 6b: Middle Consonant Sound. Read the information in the green box. Follow the directions. ☐

Remind your child that in the word **rabbit**, the double consonants **bb** make one sound.

In the second exercise, what word in the exercise matches the picture? (Answer: medal)

PHONICS 3 LESSON PLAN

A famous labyrinth was built during the Middle Ages on the floor of the Cathedral of Our Lady in Chartres, France. (A picture of the cathedral is on page 49.) The labyrinth is very large and has eleven concentric circles. As a person walks the labyrinth, he quietly prays and thinks about God.

The game Phonics Labyrinth has three circles, known as circuits, which lead to the center. Like the labyrinth at Chartres Cathedral, the center has a six-petal rosette.

Optional Parent Grade: You may submit your child's average grade for Week 8 to Seton. You may either record this grade in Section A of the First Quarter Report Form and mail it to Seton at the end of the quarter or submit this grade online from your MySeton page.

Week Nine

Day 1



No lessons in the workbook. **In preparation for the First Quarter Test on Day 2, review the following:** consonant sounds, vowel sounds, syllables, sounds of **y, c, g,** and **s.** All of the concepts studied in the first quarter were studied previously in Phonics 2. ☐



Phonics Labyrinth Game. We encourage you to play Phonics Labyrinth with Deck 1 of the Phonics Cards and the Quotes for Life Cards as a review. ☐

Day 2



First Quarter Test. If your child is ready, please give him the First Quarter Test. If your child needs additional review, you should give the test tomorrow. ☐

PARENT: Please submit this test to Seton. You may either mail the test to Seton at the end of the quarter, along with the First Quarter Report Form, or scan the test and submit it online from your MySeton page.



**Outline of the Labyrinth in
Chartres Cathedral, France**



PHONICS 3 LESSON PLAN

Day 3



Lesson 29a: Vowel + R: AR. Read the information in the green box. Follow the directions. The steps for Heavenly Writing are presented in the Introduction of *Phonics 3 for Young Catholics* and in the Introduction to the Lesson Plans.



Online Resources: Video that shows a demonstration of Heavenly Writing.

The picture in the second exercise is an **arch**.

Point out that in all of the words with the r-controlled **ar** sound, the words either end in **r**, as in **car**, or the r-controlled sound is followed by another consonant sound, as in **cart**.

In Lesson 23b, Frequently Used Words, the words **carry**, **tarry**, **marry**, **Mary**, and **scary** were studied. Point out that in each of these words, the sound of **a** was not controlled by the letter **r**. Sometimes, if the letters **ar**, **er**, **ir**, **or**, or **ur** are followed by another vowel sound in a word, then **r** does not control the vowel. In these words, you hear a vowel sound, then /r/, then another vowel sound. In the word **carry**, the sounds are /kär ē/. After the sounds /ä/ and /r/, you hear the long vowel sound /ē/ from the letter **y**.



Lesson 29b: Vowel + R: AR. Read the information in the green box. Follow the directions. Point out that in each word in the left column with the r-controlled **ar** sound, the words either end in **r** or are followed by another consonant sound, as in **tar** and **art**. In the word **marsh**, the letters **sh** make one consonant sound that follows the **ar** sound.

**PARENT:**

If you have not already done so, please submit the First Quarter Test to Seton for grading. You may either mail the test to Seton, along with the First Quarter Report Form, or scan the test and submit it online from your MySeton page.

Optional Parent Grade: You may submit your child's average grade for Week 9 to Seton. You may either record this grade in Section A of the First Quarter Report Form and mail it to Seton or submit this grade online from your MySeton page.



END OF FIRST QUARTER



SECOND QUARTER



PHONICS 3 LESSON PLAN

Week Ten

Day 1



Lesson 30a: Vowel + R: ER, IR, UR. Read the information in the green box. Follow the directions. ☐

The pictures at the bottom of the page are **shirt** and **purse**.

HELPFUL HINT. Emphasize that the sound of **er**, **ir**, and **ur** is the same sound. To show this, after your child has read all the rows of words he has completed (**perk**, **term**, **herd**, etc.), tell him to read down the columns of words (**perk**, **burn**, **first**, etc.). Hear that all the vowel sounds are the same.

Point out that in all of the words with the r-controlled **er**, **ir**, or **ur** sound, the words either end in **r**, as in **fir**, or the r-controlled sound is followed by another consonant sound, as in **perk** and **burn**.

REMINDER: Sometimes, if the letters **ar**, **er**, **ir**, **or**, or **ur** are followed by a vowel sound in a word, then r does not control the vowel, as in **barrel**, **ferry** (Frequently Used Word, Lesson 23b), **spirit**, **forest**, **purest**.



Lesson 30b: Vowel + R: ER, IR, UR. Read the information in the green box. Follow the directions. ☐

The pictures at the bottom of the page are **turkey** and **thirty**.



On the Board. Write this sentence on a wipe board, chalkboard, or paper: ☐

The girl hurried past her to win the race.

Ask your child to underline the words with the r-controlled vowels that make the same sound. (Answers: girl, hurried, her)

Day 2



Lesson 31a: Vowel + R: OR. Read the information in the green box. Follow the directions. ☐

In some words, **or** has its own sound, as in **corn**. When **or** follows the letter **w**, as in **worm**, the letters **or** have the same sound as **er**, **ir**, and **ur**.

If your child has difficulty recognizing the difference in the sounds of **or** in **corn** and **worm**, tell him to listen and to watch the shape of your mouth as you say **corn** and **worm**.

HELPFUL HINT. After all of the words are written in the columns, read each word under the **worm**. If you hear **or** as in **corn**, the word is in the wrong column.

Repeat the process for the words listed under the **corn**. If you hear the sound of **or** as in **worm**, the word is in the wrong column.

Point out that in all of the words with the r-controlled **or** sound, the r-controlled sound is followed by another consonant sound, as in **short** and **work**.



Lesson 31b: Review Vowel + R. Read the information in the green box. Follow the directions. ☐

PHONICS 3 LESSON PLAN

Ask your child to find the names of the pictures at the bottom of the page. (Answers: horse, worm)



Make a Booklet. On pages 67 and 68, your child can remove the pages from his workbook to make a small booklet “Caroling, Caroling.” ☐

The word **caroling** does not have the r-controlled sound of **ar**. If Otto the Robot pronounces the word **carol**, you can easily hear that the letters **a** and **r** are followed by the vowel sound of **o**. In everyday speech, the sound of **o** is muffled, but you can hear a muffled vowel sound after the sounds /ā/ and /r/. When a vowel sound follows **a** and **r** in a word, the **r** does not have the r-controlled sound.

The carol “Caroling, Caroling” was written in 1954 in the United States. The lyrics were written by Willa Hutson and music by Alfred Burt. It has been recorded by many singing artists. The drawings are by the artist Ben Hatke.

Day 3



Lesson 32a: Letters AIR, ARE, EAR. Read the information in the green box. The long vowel sound /ā/ is followed by the letter **r**. Your child should say the full vowel sound /ā/ before pronouncing the sound of **r** /r/. Follow the directions. ☐

Read the information below the green box. The homophones (words that have the same sound, but have different meanings and usually different spellings) were studied in Phonics 2. If your child does not know the meanings of the words, assist him as he looks them up in a dictionary. He will need to know the different meanings for Lesson 32b.



Lesson 32b: Letters AIR, ARE, EAR. Read the information in the green box. Follow the directions. ☐

The pictures at the bottom of the page are **bear** and **pear**.



Phonics Labyrinth Game. We encourage you to play Phonics Labyrinth throughout the course as a way to review concepts studied. At this point in the course, use Deck 1 of the Phonics Cards and the Quotes for Life Cards. ☐

Optional Parent Grade: You may submit your child’s average grade for Week 10 to Seton. You may either record this grade in Section A of the Second Quarter Report Form and mail it to Seton at the end of the quarter or submit this grade online from your MySeton page.



PHONICS 3

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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp

LIST OF COURSE MATERIALS

- **Phonics 3 for Young Catholics (2nd Edition)**
- **Phonics Labyrinth Game**
(game mat, stickers, game pieces, deck of cards)



Seton
Home Study School

1350 Progress Drive, Front Royal, VA 22630
www.setonhome.org



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Revised 3/27/2023