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## Week 1 | Phonics for Spelling – Spelling Workout B, Lesson 1

### MONDAY – Recommended Phonics Activities

- ☐ Flashcard Review: consonants and short vowels
- ☐ Initial Consonant Review: Ask students to write (on paper, chalkboard, or whiteboard) the letter for the sounds they hear at the beginning of a word you say. Example: You say *bean*; students write **b**.
- ☐ *Core Skills Phonics 2*, pp. 1-2 (general assessment)
- ☐ *Core Skills Phonics 2*, pp. 3-4 (initial consonant review)

### TUESDAY – ESSENTIAL WORD STUDY

- ☐ **WORD STUDY** for *Spelling Workout B*, Lesson 1
  1. Which words end in double letters? *hill, tell, all* (Phonics Rule #3)
  2. Which word has the same vowel sound as **moon**? *new*  
Two spellings for the /**oo**/ sound are **oo** and **ew**. (CP, pp. 90-91)
  3. Which word has the same vowel sound as **all**? *saw*  
Two spellings of the /**ô**/ sound are **aw** and **all**. (CP, pp. 93-94)
  4. What are two pronunciations for **wind**?  
*Wind* with a short **i** and with a long **i**. In this list, use the short **i** sound.

### WEDNESDAY – Recommended Phonics Activities

- ☐ Final Consonant Review: Write CVC words on the board, omitting the final consonants.  
Example: ma\_\_, si\_\_  
You say *map* and students say/write missing letter (**p**).  
You say *sit* and students say/write missing letter (**t**).  
(Do not use the word *saw*.)
- ☐ *Core Skills Phonics 2*, pp. 5-6 (final consonant review)

### THURSDAY – Recommended Phonics Activities

- ☐ Consonant Review: Give students three cards that say BEGINNING, MIDDLE, and END.  
Ask students where they hear the letter in a word you say and hold up the correct card.  
Example: Listen for the sound of **b** and raise the card that tells where we hear that sound:  
*bat, cabbage, rabbit, bed, tub, grab*, etc.
- ☐ *Core Skills Phonics 2*, pp. 7-8 (medial consonant review)

## Week 1 | Phonics for Reading – *Primary Phonics Readers, Set 5 (pink)*

### MONDAY – ESSENTIAL

#### *The Pet Poodle*

- ☐ Pre-reading
  - ☐ Go over sight words in inside front cover of book.
- ☐ Word Study
  - ☐ Put Focus Concept words (inside front cover) on board and discuss them.
  - ☐ *Classical Phonics*, p. 90 (**oo**)

### TUESDAY – ESSENTIAL

#### *The Good Cook*

- ☐ Pre-reading
  - ☐ Go over sight words in inside front cover of book.
- ☐ Word Study
  - ☐ Put Focus Concept words (inside front cover) on board and discuss them.
  - ☐ *Classical Phonics*, p. 92 (**oo**)

### WEDNESDAY – ESSENTIAL

#### *Snow Fun*

- ☐ Pre-reading
  - ☐ Go over sight words in inside front cover of book.
- ☐ Word Study
  - ☐ Put Focus Concept words (inside front cover) on board and discuss them.
  - ☐ *Classical Phonics*, p. 85 (**ow**)

### THURSDAY – ESSENTIAL

#### *A Cow in Town*

- ☐ Pre-reading
  - ☐ Go over sight words in inside front cover of book.
- ☐ Word Study
  - ☐ Put Focus Concept words (inside front cover) on board and discuss them.
  - ☐ *Classical Phonics*, p. 89 (**ow**)

### FRIDAY – ESSENTIAL

#### *The Mouse House*

- ☐ Pre-reading
  - ☐ Go over sight words in inside front cover of book.
- ☐ Word Study
  - ☐ Put Focus Concept words (inside front cover) on board and discuss them.
  - ☐ *Classical Phonics*, p. 89 (**ou**)