

# Table of Contents

Introduction		
	Alphabet Chart	4
	Phonics Syllabi for Books A, B, C	5
	Phonics Overview	8
	Phonics Approach	10
	Getting Started	11
	General Teaching Guidelines	11
	Pencil Grip	13
	Printing Lessons, Games	14
Lesson Plans	Book A	16
	Book B	78
	Book C	146
	Book D	244
Appendix	b-d hand poster	312
	b-d bed poster	313
	Left and right mitten posters	314
	Left and right pencil grip posters	316
	Short vowel posters	318

# Lesson A-1

**Introduction.** Ask pupil(s) to name the two pictures. (man and moon) Allow pupil(s) time to look at pictures and ask questions and make comments. (The man looks like my dad, granddad, etc. The moon is a crescent moon, it is sleeping, the z's are a way of showing sleep, etc.) Now pupil(s) should be ready to pay attention to the lesson about the letter **m**.

**Letter Name and Sound.** Say **man** and **moon** aloud several times, prolonging /m/.

*m m m man      m m m moon*

*Both **man** and **moon** begin with the same sound. Can you hear the beginning sound of **man** and **moon**? Can you isolate this sound? Let's try.*

Keeping your lips closed, isolate the sound of **m**.

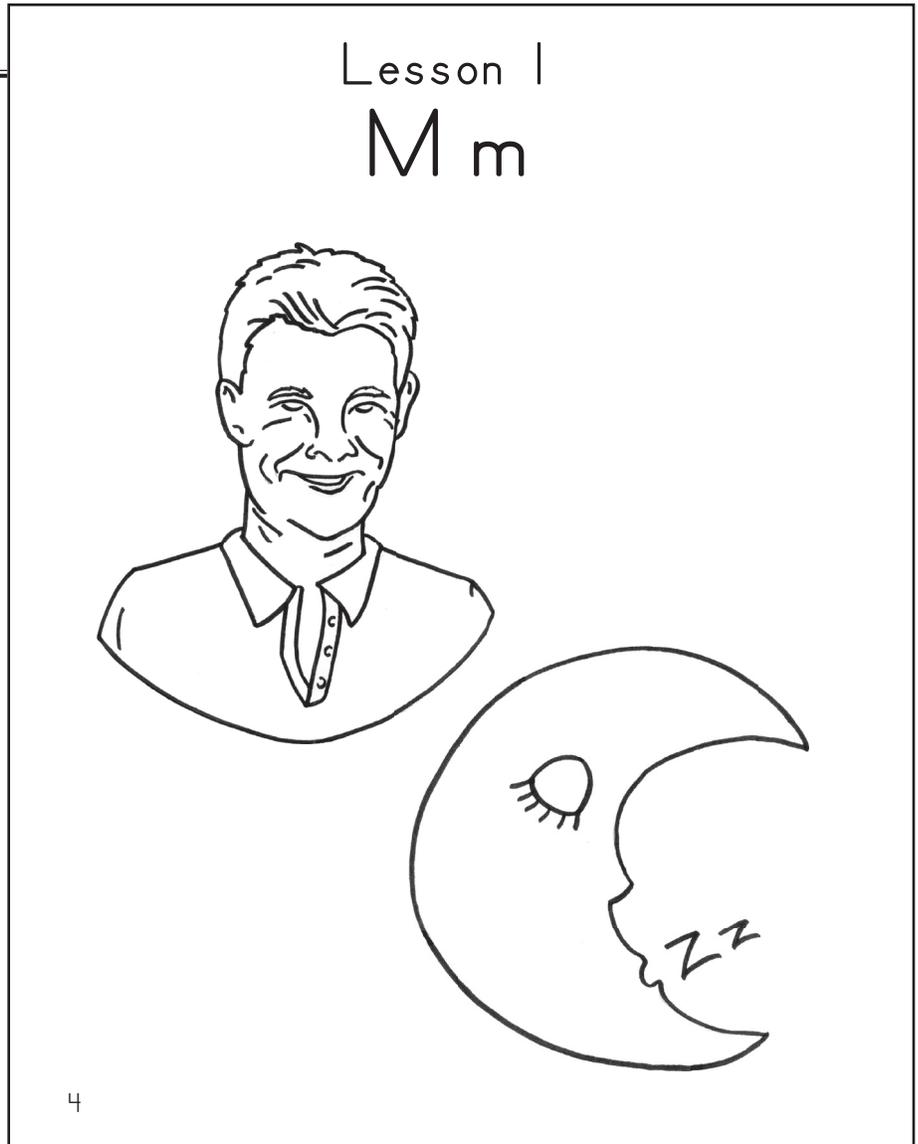
*mmmmmm*

Do not open your mouth, and voice the **m** by saying  
*mmmmuh*

Ask pupil(s) to make /m/ with you as a group and individually. Listen to each student make /m/ correctly before moving on in the lesson. If you like, you may describe /m/ as what you say when something tastes good.

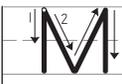
**Ear Training:** Ask pupil(s) which words begin with /m/: *apple, mouse, nail, moose, never, ball, map, home, Mary*, etc.

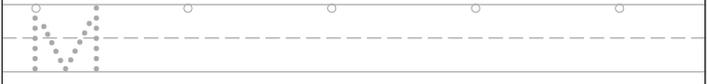
Ask pupil(s) which words end with /m/: *same, wolf, mouse, home, glue, time, mat, town*, etc.



Draw a picture of something that begins with /m/.



1.  M M M M M

2. 

3.  m m m m m

4. 

5. 

5

**Letter Formation.** Now let's learn to print the letter **m**.

**Uppercase M:** Write capital **M** on the board, making strokes as shown on page 5. Repeat. Ask pupil(s) to make capital **M** in the air with their index fingers several times. You must do this while turning around and facing the same way as the students.

*Where do you start the letter M?* (At the top line.) *What do you do when you reach the bottom line?*

(Pick up pencil and go back to top.)

*Do you pick up pencil again?*

(No.) Make capital **M** in the air several times with students.

**Pencil Check.** Ask students to trace **M**'s on line 1 of workbook, checking all the while that correct pencil grip is maintained, and that letters are formed as shown by arrows. Ask students to make **M**'s on line 2, again checking for pencil grip and correct letter formation. Walk around room and put a star on each student's best capital **M**.

**Lowercase m:** Pencils down. Repeat process for lowercase **m**. Write lowercase **m** on the board, making strokes as shown in lesson. Repeat. Ask pupil(s) to make lowercase **m** in the air with their index finger several times. *Where do you start the letter m?* (midline.) *Then what do you do?* *Retrace line back to top and continue with two more humps.* *Do you ever pick up your pencil?* (No.) Make lowercase **m**'s in the air several times with students.

**Pencil Check.** Ask students to trace **m**'s on line 3 and 4 of workbook, checking all the while that correct pencil grip is maintained, and that letters are formed as shown by arrows. Walk around room and put a star on each student's best lowercase **m**.

**Conclusion:** Ask students to complete page by tracing and then writing a capital and lowercase **m** two times, starting at bubbles on line 5. Now that students have completed their first workbook page, let them color the pictures on page 4 and then draw a picture of their own in the space given on page 5. Encourage students to make a drawing the size of their hands so they can fill the space given.