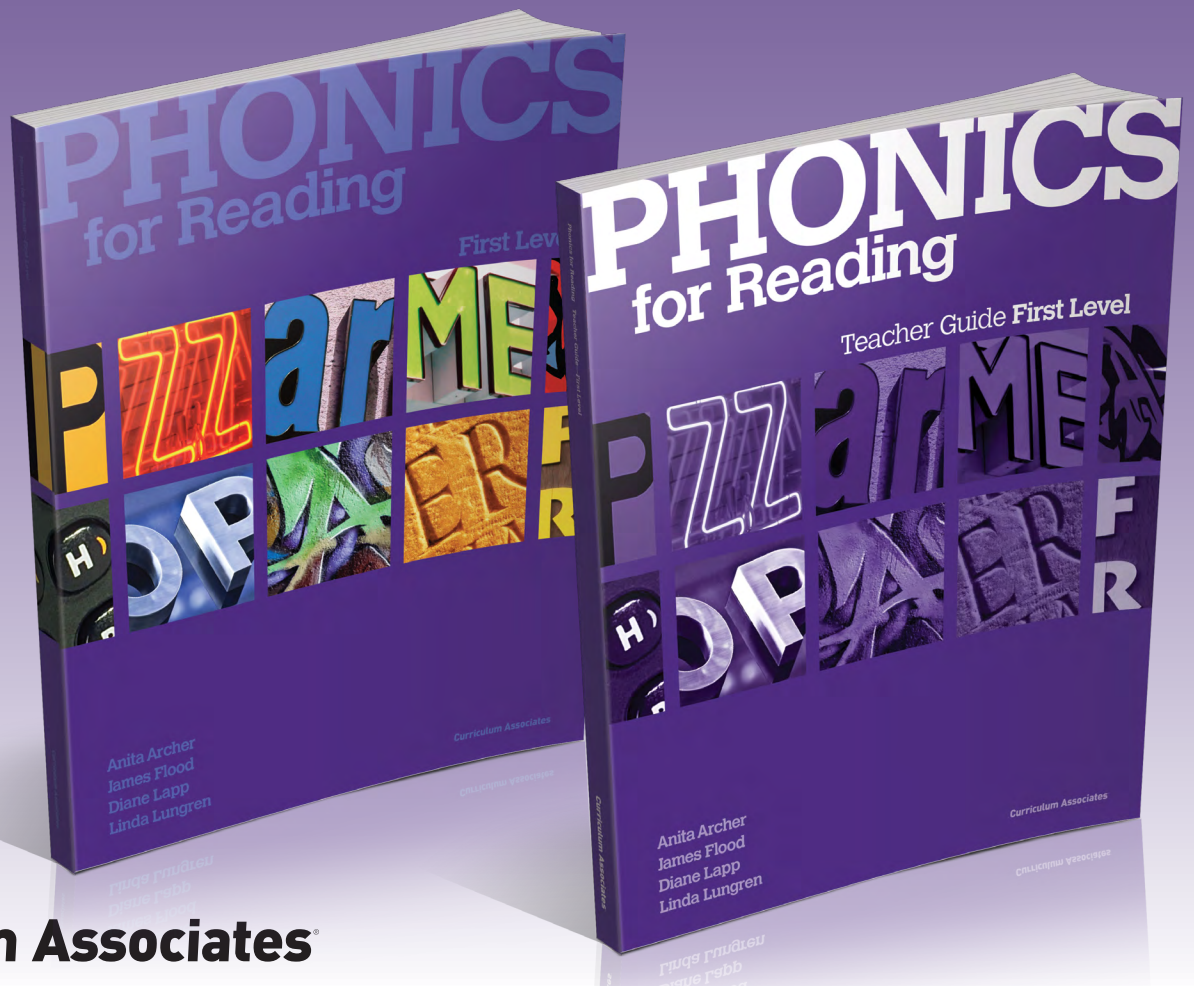


PHONICS

for Reading

Student Book and Teacher Guide: Lesson Sample

*First Level Overview
and Lesson 1*



Curriculum Associates®

PHONICS

for Reading

First Level



Anita Archer
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LESSON

1



New Sounds. Say the words.

ran



sit



A. New Words. Say each sound. Say each word.

- a m i n S a m
- a n N a n f i t
- m a n s a t s i t
- f a t s a d l i p
- r i p r a n l a p

Circle the word that goes with each picture.

1.



am

in

Sam

2.



an

Nan

fit

3.



man

sat

sit

4.



fat

sad

lip

5.



rip

ran

lap



Sight Words. Say the words.

people school to little on was he see a the



Challenge Words. Say the words.

admit
1 2

fabric
1 2

rabbit
1 2

rapid
1 2

attic
1 2

B. Sentences and Stories. Read each part of the story. Write the story number under the picture that goes with each story.

Story 1

Sam ran to school.

He had a hat.

The hat was little.



Story 2

Nan had a rabbit.

The rabbit sat on a lap.

The rabbit ran.



Story 3

The man sat in the attic.

The fabric had a rip.

He was sad.



C. Spelling. Write the words and sentence that your teacher says.

1. _____ 3. _____
2. _____ 4. _____
5. _____

D. Practice Activity 1. Change the first letter in each word to make another word that has the same ending. Write the letter on the line.

1. f a t → _____ a t



2. r i p → _____ i p



3. m a d → _____ a d



4. N a n → _____ a n



5. s a t → _____ a t



E. Practice Activity 2. Draw a line under the sentence that goes with each picture.

1. Sam ran to school.



Sam sat in school.

2. He sat on a lap.



He sat on a lip.

3. Nan had an attic.



Nan had a rabbit.

4. My little rabbit ran.



My little rabbit sat.

5. The fabric has a lip.



The fabric has a rip.

6. He is fat.



He is fit.

7. Sam and Nan sit.



The man ran.

8. Nan is a little sad.



Nan is in the attic.



Correct

Word Lists

LESSON 1

New Words

am
in
Sam
an
Nan
fit
man
sat
sit
fat
sad
lip
rip
ran
lap

Sight Words

people
school
to
little
on
was
he
see
a
the

Challenge Words

admit
fabric
rabbit
rapid
attic

LESSON 2

New Words

fix
ad
wax
win
van
sap
sip
mad
lid
map
fin
fan
rat
six
mix

Sight Words

water
you
are
my
was
people
school
little
to
on

Challenge Words

tidbit
limit
satin
valid
axis

LESSON 3

New Words

bat
cat
his
him
can
bit
had
hid
pat
pit
hit
tan
tin
tap
tip

Sight Words

have
her
and
we
he
little
water
people
see
to

Challenge Words

cabin
catnip
hatpin
atlas
panic

LESSON 4

New Words

bib
Jim
bad
ham
did
Dad
pad
hat
big
dip
hit
mat
gas
has
his

Sight Words

with
no
go
she
my
to
water
on
little
was

Challenge Words

napkin
picnic
timid
zigzag
candid

LESSON 5

New Words

on
ox
mob
mop
map
rat
rot
fox
rod
rid
not
Nat
Bob
rib
nod

Sight Words

after
of
from
to
with
people
water
he
school
my

Challenge Words

cannot
fossil
hatbox
madcap
mishap

LESSON 6

New Words

Bob
job
lot
jot
him
box
cab
cob
hot
tip
hit
top
dot
hip
hop

Sight Words

some
of
with
after
from
was
school
to
go
she

Challenge Words

robin
avid
bobbin
canvas
catnap

LESSON 7**New Words**

cot
cat
tot
fox
jog
jig
got
sop
cod
cap
not
log
pat
pot
pit

Sight Words

put
from
after
with
to
people
on
my
water
little

Challenge Words

tactic
mimic
comma
tonsil
cosmic

LESSON 8**New Words**

up
us
run
rub
sod
mug
fun
fan
sun
pin
mud
mad
pun
rug
rig

Sight Words

they
very
have
from
little
water
he
people
and
on

Challenge Words

until
sunup
muffin
rustic
suntan

LESSON 9**New Words**

bud
bid
but
cub
cab
tub
cup
cod
hut
not
nut
hot
bus
dug
dog

Sight Words

saw
went
very
they
of
she
are
have
from
her

Challenge Words

public
ribbon
campus
hiccup
cotton

LESSON 10**New Words**

hug
big
bug
pup
tug
tag
hum
cut
ham
rut
bun
sub
sob
jug
rot

Sight Words

into
I
very
saw
some
they
go
from
after
with

Challenge Words

habit
submit
summit
vivid
comic

LESSON 11**New Words**

Ed
fed
set
sit
men
red
not
led
lad
web
met
lot
let
get
rod

Sight Words

look
down
some
saw
very
they
after
was
little
from

Challenge Words

upset
exit
septic
sadden
panel

LESSON 12**New Words**

get
pet
hem
bed
hum
pen
pan
leg
log
lug
bet
bat
ten
jet
jot

Sight Words

where
children
some
see
very
my
with
on
water
I

Challenge Words

hectic
helmet
hidden
denim
puppet

PHONICS

for Reading

Teacher Guide **First Level**



Anita Archer
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LESSON

1

OBJECTIVE

- to introduce words with the sounds of /ă/ and /ĩ/

New Sounds

(Have students open their books to Lesson 1, page 4.)

- Look at the top of page 4 in your book.
- Touch the first word.
- This word is **ran**. Say the word. *ran*
- The underlined sound is /**aaa**/. Say the sound. /aaa/
- Say the sound again. /aaa/
- Touch the next word.
- This word is **sit**. Say the word. *sit*
- The underlined sound is /**iii**/. Say the sound. /iii/
- Say the sound again. /iii/

(Have students close their books. Then do the Sound Drill activity.)

Sound Drill

(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen:)

1.	a	i	a	a	i
2.	r	a	n	i	t
3.	l	i	f	a	a
4.	p	a	m	i	d

- Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /aaa/, /iii/, /aaa/, /aaa/, /iii/
- Look at the letters in line 2. Say the sounds. /rrr/, /aaa/, /nnn/, /iii/, /t/

(Repeat step 2 with lines 3 and 4. Then call on individual students to say the sounds in a line.)

(NOTE: As an alternative, you can write the letters on flash cards and use them for daily review.)

Blending Sounds

(Oral Teacher-Directed Activity)

Let's practice saying some words.

I will say a word slowly.

You tell me the word. /mmm/ /aaa/ /nnn/

What is the word? *man*

(Repeat this procedure with the following words:)

sit	/sss/	/iii/	/t/
sat	/sss/	/aaa/	/t/
lap	/lll/	/aaa/	/p/
rip	/rrr/	/iii/	/p/

(NOTE: As you pronounce these words slowly, don't stop between the sounds. This practice will assist students in recognizing words that they have sounded out.)

Word Practice

(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen:)

am	in	Sam
an	Nan	fit

1. Listen to me sound out a word. I will say each sound. I will not stop between the sounds. (Touch each letter in **am** as you say the sounds.)
2. Say the sounds. Remember, do not stop between the sounds. /aaa/ /mmm/ (Touch each letter as you say the sounds.)
3. Say the sounds again. /aaa/ /mmm/ (Touch each letter.)
4. What is the word? *am*

(Repeat steps 1–4 with the words **in**, **Sam**, **an**, **Nan**, and **fit**. If time permits, ask individual students to read the words.)

A. New Words

(Have students open their books to Lesson 1, page 4.)

1. am	in	Sam
2. an	Nan	fit
3. man	sat	sit
4. fat	sad	lip
5. rip	ran	lap

1. Find part A in your book. (Give help if needed.)
2. Touch the first word in line 1. Look at the underlined letter. What is the sound? /aaa/
3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *am*
4. Touch the next word. Look at the underlined letter. What is the sound? /iii/ Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *in*

(Repeat step 4 with the remaining words in lines 1–3.)

5. Touch the first word in line 4. Sound out this word to yourself. Say the sounds carefully. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *fat*

6. Touch the next word. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *sad*

(Repeat step 6 with the remaining words in lines 4 and 5. Then call on individual students to read a line.)

7. Now look at the bottom of page 4. **Circle the word that goes with each picture.** (Monitor students as they complete this activity.)

Answers

1. am	in	Sam
2. an	Nan	fit
3. man	sat	sit
4. fat	sad	lip
5. rip	ran	lap

Sight Words

(Have students open their books to Lesson 1, page 5.)

people	school	to	little	on
was	he	see	a	the

1. Find the list of Sight Words in your book. (Give help if needed.)
 2. There are some words that are difficult to sound out. We just have to remember these words.
 3. Touch the first word. This word is **people**. What is the word? *people*
Spell and read the word. *p-e-o-p-l-e. people*
 4. Touch the next word. This word is **school**. What is the word? *school*
Spell and read the word. *s-c-h-o-o-l. school*
- (Repeat step 4 with the remaining words.)
5. Let's read these words again. (Call on individual students to read the Sight Words in random order.)

Challenge Words

(Have students open their books to Lesson 1, page 5.)

<u>admit</u>	<u>fabric</u>	<u>rabbit</u>	<u>rapid</u>	<u>attic</u>
1 2	1 2	1 2	1 2	1 2

1. Find the list of Challenge Words in your book. (Give help if needed.)
2. Each day we will be reading some long words. When we read these words, we sound out each part and then say the whole word.
3. Touch the first word. Say the sounds in the first part. /aaa/ /d/ What is this part? *ad*
4. Say the sounds in the next part. /mmm/ /iii/ /t/ What is this part? *mit*
5. Say the parts again. First part? *ad* Next part? *mit*
6. Say the whole word. *admit*

(Repeat steps 3–6 with the words **fabric**, **rabbit**, **rapid**, and **attic**.)

7. Let's read these words again. (Call on individual students to read the Challenge Words.)

B. Sentences and Stories

(Have students open their books to Lesson 1, page 5.)

1. Find part B in your book.
2. Touch the first sentence in Story 1.
3. Read the first sentence to yourself. Carefully sound out the words. The words that are difficult to sound out are underlined. Put your thumb up when you are done. (Wait until thumbs are up.) Let's read the sentence together. *Sam ran to school.*

(Repeat step 3 with the remaining sentences in Story 1.)

4. Let's read these sentences again. One person will read. When you are not reading aloud, follow along in your book. (Call on individual students to read a sentence.)
5. Look at the three pictures. Put a number 1 under the picture that goes with Story 1.

(Repeat steps 2–5 with Stories 2 and 3.)

Answers



2



1



3

C. Spelling

(Have students open their books to Lesson 1, page 6.)

1. Find part C in your book.
2. Your first spelling word is **man**. What is the word? *man*
3. What is the first sound in **man**? /mmm/ Write the letter. (Students write the first letter in the word.)
4. What is the next sound? /aaa/ Write the letter. (Students write the second letter in the word.)
5. What is the last sound? /nnn/ Write the letter. (Students write the third letter in the word.)
6. (Write the word on the board or display it on-screen.) Check your word. If you made a mistake, cross out the word and rewrite it. (Wait until students have checked spelling.)

(Repeat steps 2–6 with the words **sit**, **lap**, and **fat**.)

7. Get ready to write a sentence. Listen. **The man sat.** Say the sentence. *The man sat.* Write the sentence. (Monitor.)
8. (Write the sentence on the board or display it on-screen.) Check each word. If you made a mistake, cross out the word and rewrite it. (Monitor.)

Answers

- | | |
|-----------------|--------|
| 1. map | 3. lap |
| 2. sit | 4. fat |
| 5. The man sat. | |

D. Practice Activity 1

(Have students open their books to Lesson 1, page 6.)

1. Find part D in your book.
 2. Follow along as I read the directions.
Change the first letter in each word to make another word that has the same ending. Write the letter on the line.
 3. Find number 1. Sound out the word. (Wait.)
Say the word. *fat*
 4. Now write a new letter and make the word *sat*.
(Monitor.)
- (Repeat steps 3 and 4 with number 2.)
5. Finish the rest of part D on your own.



Work Check for Part D

(Oral Teacher-Directed Activity)

1. Let's check your work. If you made a mistake, circle the number. (Call on individual students to read their answers.)
2. Count how many correct answers you have, and write that number in the box at the bottom of the page. (Monitor.)
3. Now go back and correct any mistakes. (Monitor.)

Answers

- | | |
|--------|--------|
| 1. sat | 4. ran |
| 2. lip | 5. fat |
| 3. sad | |

E. Practice Activity 2

(Have students open their books to Lesson 1, page 7.)

1. Find part E in your book.
2. Follow along as I read the directions.
Draw a line under the sentence that goes with each picture.
3. Find number 1. Read the first sentence to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Call on a student to read the sentence.) *Sam ran to school.*
4. Read the next sentence in number 1 to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Call on a student to read the sentence.) *Sam sat in school.*
5. Look at the picture. Draw a line under the sentence that goes with the picture.
Sam sat in school.

(Repeat steps 3–5 with number 2.)

6. Finish the rest of part E on your own.



Work Check for Part E

(Oral Teacher-Directed Activity)

1. Let's check your work. If you made a mistake, circle the number. (Call on individual students to read their answers.)
2. Count how many correct answers you have, and write that number in the box at the bottom of the page. (Monitor.)
3. Now go back and correct any mistakes. (Monitor.)

Answers

1. Sam sat in school.
2. He sat on a lap.
3. Nan had a rabbit.
4. My little rabbit ran.
5. The fabric has a rip.
6. He is fat.
7. The man ran.
8. Nan is a little sad.