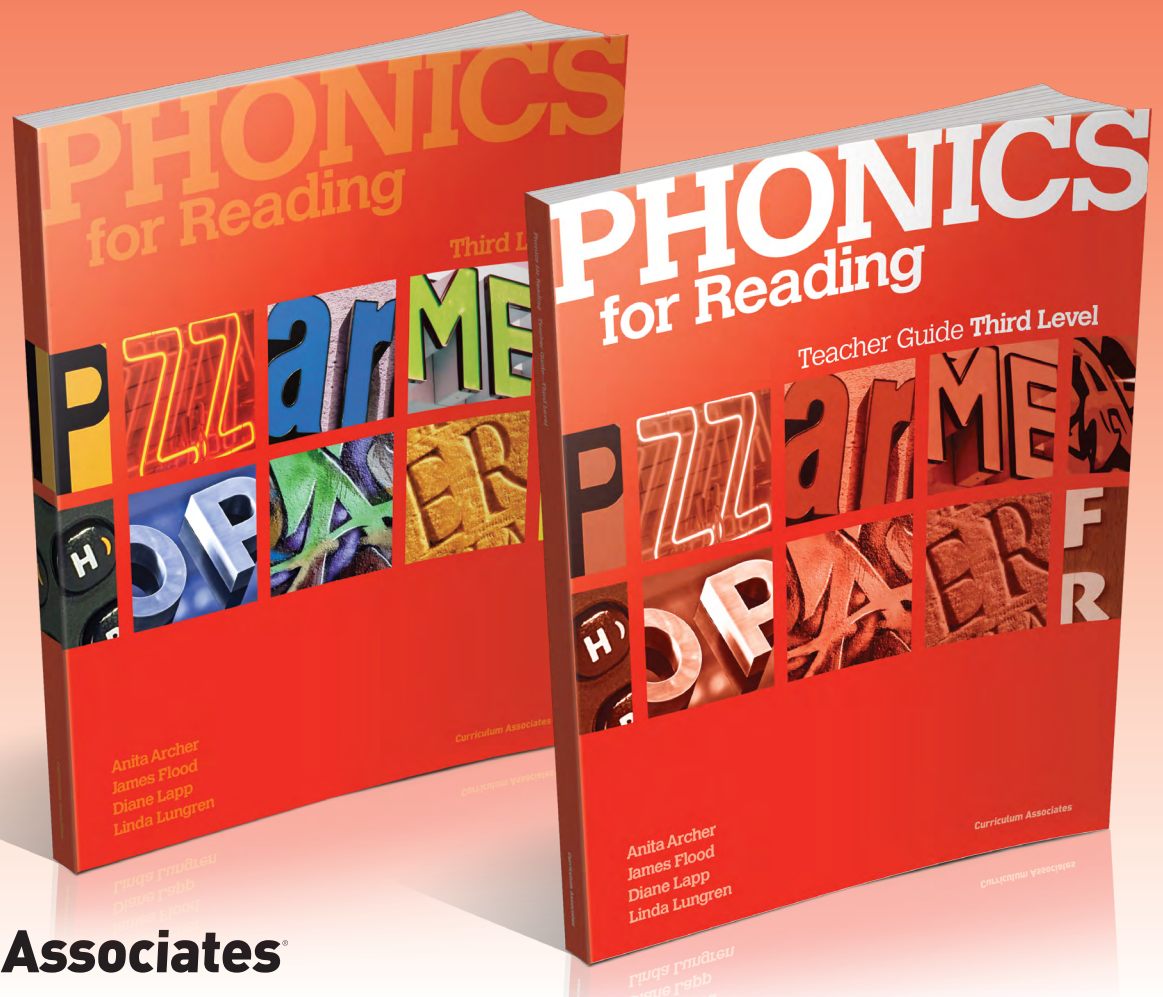


# PHONICS

## for Reading

### Student Book and Teacher Guide: Lesson Sample

*Third Level Overview  
and Lesson 1*

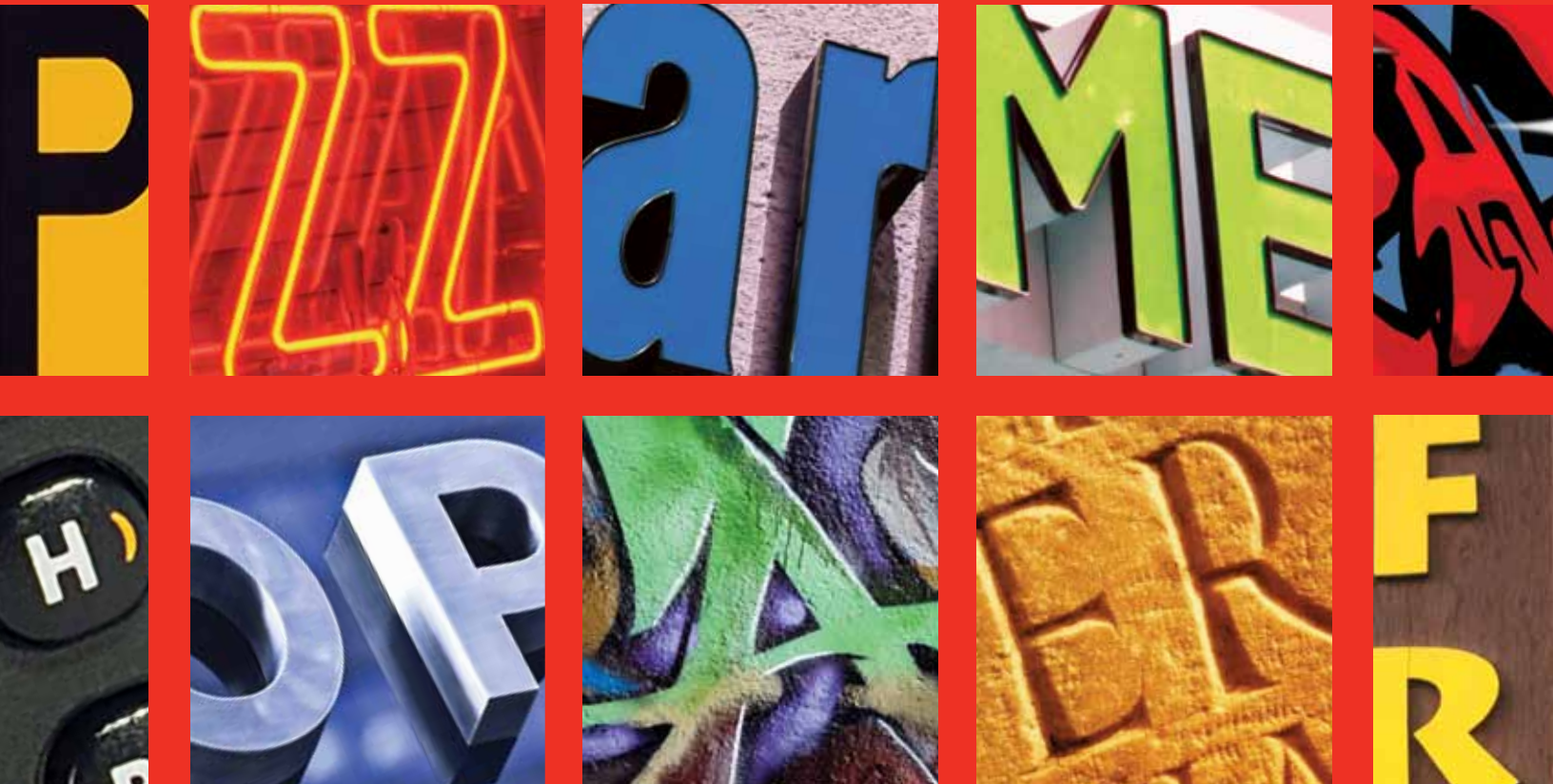


**Curriculum Associates®**

# PHONICS

## for Reading

Third Level



Anita Archer  
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# LESSON

# 1



**New Sound.** Say the word.

moon

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

1. food                      soon                      feed
2. flirt                      broom                      flow
3. spoon                      brain                      smooth
4. choose                      sport                      tooth
5. Soon we shall be home.
6. I need to get a broom.
7. Jill likes to eat with her spoon.
8. It is hard to choose the winner.

**B. Challenge Words.** Say the words.

rooster                      scooter                      moonlight                      cartoon                      toothbrush  
1 2                      1 2                      1 2                      1 2                      1 2

schoolroom                      teaspoon                      shampoo                      raccoon                      afternoon  
1 2                      1 2                      1 2                      1 2                      1 2 3

**C. Word Parts.** Say the words.

unlock      distrust      agreeable      handful

**D. Words with Word Parts.** Say the words.

1. unreal                      discard                      dismay                      unchain
2. helpful                      teachable                      drinkable                      faithful
3. unthinkable                      disgusting                      distrustful                      ungrateful

**E. Sight Words.** Say the words.

all                      call                      hall                      ball                      tall

because                      through                      also                      about

care                      find                      were                      one                      your

who                      some                      how                      many



**F. Passages.** Read each part of the story. Write the story part number under the picture that goes with each story part.

## Tooth Care

### Part 1

17 When you were born, you did not have teeth. The food you ate had to be soft  
35 because you did not have teeth. You ate soft food with a spoon. After a while, one tooth  
51 came through your gums. That may have hurt a bit. Soon after that, more and more  
66 teeth came through your gums. A grown-up has thirty-two (32) teeth. Some are big and  
76 some are not. They are all hard, white, and smooth.

92 Because your teeth are important to you, you must take care of them. You need your  
113 teeth to eat your food. Teeth are also part of a big smile. It is not hard to take care of  
your teeth; it just takes time.

### Part 2

119 It is very important to keep your teeth clean. The food you eat can stick to your  
136 teeth. If the food stays there, it will hurt the tooth. The best way to clean your teeth is  
155 to brush them with a toothbrush. A toothbrush cleans your teeth as a broom cleans  
170 the pavement. You should brush your teeth up and down to get all of the hidden food  
187 bits. Brush your teeth when you get up in the morning and when you go to bed each  
205 night. You should also brush your teeth after each meal. Brushing your teeth is the  
220 best way for you to care for your teeth.

### Part 3

229 A dentist helps you take care of your teeth. A dentist cleans your teeth and shows  
245 you the best way to brush them. Your dentist tells you the best toothbrush to get.  
261 Dentists also help if you have pain in your gums or teeth. The pain tells you to go see  
280 your dentist. It may mean you are not taking care of your teeth right.

294 If food stays on a tooth, it can make a hole in the tooth. A hole in the tooth hurts.  
314 Your dentist will find the hole and fill it. This will make the pain stop.

329 If you do not like pain, brush your teeth after each meal. You should see your dentist  
346 for checkups, too. If you take care of your teeth, they will serve you well.  
361



**G. Practice Activity 1.** Read each question. Look back at the story on page 5.  
Fill in each blank with the best word.

**Part 1**

- WHY** do we have to eat soft food when we are little?  
We have to eat soft food because we have no \_\_\_\_\_.
- HOW** many teeth do grown-ups have?  
Grown-ups have \_\_\_\_\_ teeth.
- WHY** are teeth important?  
Teeth help us eat \_\_\_\_\_.

**Part 2**

- WHAT** is the best way to clean your teeth?  
The best way to clean your teeth is to \_\_\_\_\_ them with a  
\_\_\_\_\_.
- WHEN** should you brush your teeth?  
You should brush your teeth when you get up in the morning and before you go  
to \_\_\_\_\_. You should also brush your teeth after each  
\_\_\_\_\_.

**Part 3**

- WHO** can clean your teeth and show you how to brush them?  
A \_\_\_\_\_ can clean your teeth and show you how to brush them.
- WHAT** might happen if food stays on a tooth?  
The food might make a \_\_\_\_\_ in the tooth.
- HOW** can you take care of your teeth?  
You can \_\_\_\_\_ your teeth and see your dentist for  
\_\_\_\_\_.

**H. Practice Activity 2.** Underline all the endings that make sense.

1. A girl can \_\_\_\_\_.
  - a. sit in a schoolroom
  - b. stir tea with a teaspoon
  - c. clean her teeth with a toothbrush
  - d. shampoo a horse in a sink
2. Fred can \_\_\_\_\_.
  - a. sweep moonlight with a broom
  - b. ride a scooter to the store
  - c. see moonlight during the afternoon
  - d. feed peanuts to a cartoon



Correct

**I. Practice Activity 3.** Fill in each blank with the best word.

**handful**      **unlock**      **drinkable**      **helpful**      **dismay**      **agreeable**  
**unreal**      **discard**      **grateful**      **teachable**      **unchain**      **distrustful**

1. Please \_\_\_\_\_ the car so we can get in.
2. Janis fed a \_\_\_\_\_ of peanuts to the raccoon.
3. Tom fixed the broken lock and painted the gate. Tom was very \_\_\_\_\_.
4. The water was clean. It was \_\_\_\_\_.
5. The day was like a dream. It seemed \_\_\_\_\_ to Janis.
6. If you throw something away, you \_\_\_\_\_ it.
7. Barb was very \_\_\_\_\_ for the help we gave her.
8. If you can teach a dog a trick, the dog is \_\_\_\_\_.
9. You should be \_\_\_\_\_ of someone who steals.
10. Pete groaned with \_\_\_\_\_ as he missed the ball.
11. Joan would be more \_\_\_\_\_ if she would smile sometimes.
12. \_\_\_\_\_ the dog's leash from the gate, please.



Correct

# Word Lists

## LESSON 1

### New Words

food  
soon  
feed  
flirt  
broom  
flow  
spoon  
brain  
smooth  
choose  
sport  
tooth

### Challenge Words

rooster  
scooter  
moonlight  
cartoon  
toothbrush  
schoolroom  
teaspoon  
shampoo  
raccoon  
afternoon

### Sight Words

all  
call  
hall  
ball  
tall  
because  
through  
also  
about  
care  
find  
were  
one  
your  
who  
some  
how  
many

## LESSON 2

### New Words

moon  
cool  
show  
noon  
sheet  
tool  
shoot  
moose  
boast  
boost  
moan  
snooze

### Challenge Words

harpoon  
moonbeam  
whirlpool  
noontime  
monsoon  
homeroom  
classroom  
plaintiff  
harbor  
increase

### Sight Words

all  
tall  
ball  
fall  
call  
because  
also  
through  
about  
find  
where  
your  
now  
how  
why

## LESSON 3

### New Words

room  
loose  
stool  
root  
steal  
roof  
booth  
mood  
beach  
hoop  
lease  
bloom

### Challenge Words

dustproof  
booster  
loosen  
baboon  
tattoo  
foolproof  
mushroom  
drainpipe  
president  
innkeeper

### Sight Words

all  
fall  
call  
hall  
tall  
about  
because  
want  
through  
also  
put  
now  
one  
find  
been

## LESSON 4

### New Words

yawn  
fault  
claw  
haul  
float  
draw  
spool  
crawl  
cool  
lawn  
loan  
cause

### Challenge Words

exhaust  
author  
auburn  
August  
drawing  
lawn mower  
lawyer  
igloo  
imperfect  
advertise

### Sight Words

other  
another  
mother  
brother  
many  
also  
call  
find  
about  
been  
come  
people  
there  
were

## LESSON 5

### New Words

fraud  
straw  
stool  
dream  
drawn  
vault  
hawk  
freed  
shawl  
flow  
flaw  
flee

### Challenge Words

applause  
coleslaw  
withdrawn  
sawdust  
drawback  
autumn  
sweepstakes  
wayside  
bridegroom  
entertainment

### Sight Words

other  
another  
brother  
mother  
many  
also  
animals  
because  
want  
there  
what  
were  
now  
call

## LESSON 6

### New Words

law  
choose  
pause  
lawn  
thaw  
sprawl  
sprain  
jaw  
jar  
paw  
throw  
launch

### Challenge Words

pauper  
sawmill  
because  
seesaw  
awesome  
laundry  
autoharp  
automatic  
misinterpret  
understood

### Sight Words

other  
another  
mother  
brother  
many  
through  
also  
one  
want  
about  
would  
how  
from  
now

## LESSON 7

### New Words

boil  
boy  
point  
paint  
Roy  
pawn  
joy  
soil  
goose  
coin  
cool  
noise

### Challenge Words

turmoil  
employ  
enjoy  
destroy  
tinfoil  
boycott  
joyride  
oyster  
appointment  
sharpshooter

### Sight Words

old  
cold  
told  
gold  
sold  
one  
other  
many  
another  
about  
want  
all  
there  
come  
what



**LESSON 8****New Words**

join  
jail  
toy  
tea  
spoil  
toil  
maul  
Floyd  
spool  
moist  
crawl  
Troy

**Challenge Words**

soybean  
noiseless  
annoy  
loiter  
exploit  
toyshop  
charcoal  
corduroy  
employee  
employer

**Sight Words**

old  
fold  
cold  
told  
hold  
give  
other  
about  
through  
find  
all  
would  
were  
there  
want

**LESSON 9****New Words**

coil  
coat  
coy  
toy  
paints  
points  
fail  
foil  
pawn  
toil  
tool  
poise

**Challenge Words**

enjoy  
ointment  
poison  
convoy  
broiler  
avoid  
embroider  
disappoint  
destroyer  
enjoyment

**Sight Words**

old  
cold  
sold  
fold  
told  
give  
many  
other  
also  
through  
come  
were  
there  
work  
find

**LESSON 10****New Words**

new  
noise  
grew  
grain  
chew  
stew  
news  
fee  
dew  
drawn  
drew  
flew

**Challenge Words**

jewel  
newsstand  
newscast  
chewable  
New York  
newspaper  
screwdriver  
newsletter  
subscribe  
storekeeper

**Sight Words**

find  
mind  
kind  
over  
give  
told  
about  
another  
what  
who  
could  
come  
now  
good

**LESSON 11****New Words**

chew  
paw  
threw  
crew  
join  
blew  
grew  
brew  
shown  
joy  
crawl  
shrew

**Challenge Words**

sewer  
cashew  
unscrew  
mildew  
newborn  
newsreel  
crewneck  
seaplane  
jeweler  
authorize

**Sight Words**

find  
mind  
kind  
give  
over  
mother  
one  
told  
your  
about  
where  
many  
why

**LESSON 12****New Words**

flew  
paws  
blew  
new  
shrew  
proof  
news  
stream  
drew  
threw  
strewn  
joys

**Challenge Words**

newsstand  
Lewis  
sewer  
dewdrop  
August  
newsprint  
frustrate  
classmates  
proofread  
appointment

**Sight Words**

find  
mind  
kind  
over  
give  
told  
other  
another  
through  
want  
all  
about  
many

**LESSON 13****New Words**

out  
joint  
round  
shawl  
cloud  
loose  
house  
blew  
shout  
proud  
blouse  
blown

**Challenge Words**

counter  
thousand  
surround  
countless  
southwest  
doghouse  
outburst  
trousers  
outspoken  
encounter

**Sight Words**

walk  
talk  
coming  
woman  
even  
now  
kind  
want  
about  
another  
cold  
some

**LESSON 14****New Words**

our  
oil  
sound  
cloud  
claw  
south  
ground  
mouse  
scoot  
moist  
scout  
hound

**Challenge Words**

without  
playground  
madhouse  
outside  
cloudless  
discount  
thundercloud  
underground  
southwestern  
fellowship

**Sight Words**

walk  
talk  
warm  
woman  
even  
over  
kind  
also  
through  
went  
mother  
give

# PHONICS

## for Reading

Teacher Guide **Third Level**



Anita Archer  
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ISBN 978-0-7609-6901-4

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North Billerica, MA 01862

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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

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# LESSON

# 1

## OBJECTIVES

- to introduce oo words with the sound of /oo/
- to introduce words with the word parts un-, dis-, -able, and -ful

## New Sound

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

1. Look at the top of page 4 in your book.
2. Touch the word.
3. This word is **moon**. Say the word. *moon*
4. The underlined sound is /oo/. Say the sound. /oo/
5. Say the sound again. /oo/

(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.	oo	a	ai	ch
2.	ee	ay	i	oo
3.	u	oo	ea	ow
4.	igh	e	oa	oo

1. Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /oo/, /aaa/, /aaa/, /ch/
2. Look at the letters in line 2. Say the sounds. /eee/, /aaa/, /iii/, /oo/

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

## A. New Words

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

1. **food**      **soon**      **feed**
2. **flirt**      **broom**      **flow**
3. **spoon**      **brain**      **smooth**
4. **choose**      **sport**      **tooth**
5. **Soon we shall be home.**
6. **I need to get a broom.**
7. **Jill likes to eat with her spoon.**
8. **It is hard to choose the winner.**

1. Find part A in your book.
2. Touch the first word in line 1. Look at the underlined letters. What is the sound? /oo/
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? *food*
4. Touch the next word. Look at the underlined letters. What is the sound? /oo/ 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? *soon*

(Repeat step 4 with the remaining words in lines 1–2.)

5. Touch the first word in line 3. Sound out this word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *spoon*
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? *brain*

(Repeat step 6 with the remaining words in lines 3–4. Then call on individual students to read a line.)

7. Read sentence 5 to yourself. Put your thumb up when you are done. (Wait until thumbs are up.) Then call on a student to read the sentence.)

(Repeat step 7 with sentences 6–8.)



## B. Challenge Words

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

rooster 1 2	scooter 1 2	moonlight 1 2	cartoon 1 2
toothbrush 1 2	schoolroom 1 2	teaspoon 1 2	
shampoo 1 2	raccoon 1 2	afternoon 1 2 3	

1. Find part B in your book.
2. Touch the first word. Sound out this word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *rooster*
3. Sound out the next word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *scooter*

(Repeat step 3 with the words **moonlight**, **cartoon**, **toothbrush**, **schoolroom**, **teaspoon**, **shampoo**, **raccoon**, and **afternoon**.)

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

## C. Word Parts

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

unlock   distrust   **agreeable**   handful

1. Find part C in your book.
2. Touch the first word. The word is **unlock**. What is the word? *unlock*
3. The underlined word part is **un**. What is the word part? *un*
4. The next word is **distrust**. What is the word? *distrust*
5. The underlined word part is **dis**. What is the word part? *dis*

(Repeat steps 4–5 with the words **agreeable** and **handful**.)

6. Let's read the word parts again. Look at the first word. What is the underlined word part? *un*

7. Look at the next word. What is the underlined word part? *dis*

(Repeat step 7 with the words **agreeable** and **handful**.)

## D. Words with Word Parts

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

1. <u>unreal</u>	<u>discard</u>	<u>dismay</u>	<u>unchain</u>
2. <u>helpful</u>	<u>teachable</u>	<u>drinkable</u>	<u>faithful</u>
3. <u>unthinkable</u>	<u>disgusting</u>	<u>distrustful</u>	<u>ungrateful</u>

1. Find part D in your book.
2. Touch the first word in line 1. Look at the underlined word part. What is the word part? *un*
3. Read the word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *unreal*
4. Touch the next word. Look at the underlined word part. What is the word part? *dis* Read the word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *discard*

(Repeat step 4 with the remaining words in lines 1–3. Then call on a student to read a line.)

## E. Sight Words

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

all	call	hall	ball	tall
because	through	also	about	
care	find	were	one	your
who	some	how	many	

1. Find part E in your book.
2. These are words that may be difficult to sound out.
3. Touch the first word. The word is **all**. What is the word? *all*
4. The next four words sound like **all**. The next word is **call**. What is the word? *call*

(Repeat step 4 with the remaining words in the first line.)



5. The next word is **because**. What is the word?  
*because*

(Repeat step 5 with the remaining words.)

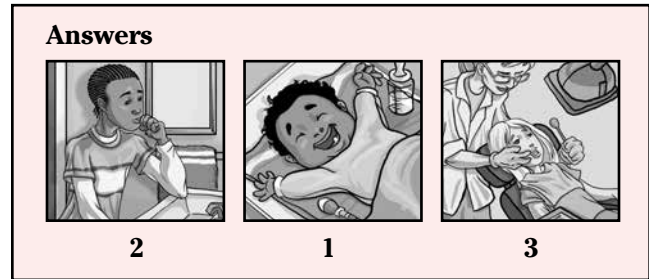
6. Let's read these words again. (Call on individual students to read the Sight Words.)

## F. Passages

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

1. Find part F in your book.
2. Touch the title of the story. Let's read the title together. *Tooth Care*
3. Read Part 1 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
4. Let's read Part 1 together. When you are not reading aloud, follow along in your book. (Call on a student to read one or two sentences. Continue until Part 1 has been read.)
5. (Ask the following questions about Part 1.)
  - Why do babies have to eat soft food?
  - How many teeth does a grown-up have?
  - Why do you need to take care of your teeth?
6. Read Part 2 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
7. Let's read Part 2 together. When you are not reading aloud, follow along in your book. (Call on a student to read one or two sentences. Continue until Part 2 has been read.)
8. (Ask the following questions about Part 2.)
  - Why is it important to clean your teeth?
  - Why should you brush your teeth up and down?
  - When should you brush your teeth?
9. Read Part 3 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
10. Let's read Part 3 together. When you are not reading aloud, follow along in your book. (Call on a student to read one or two sentences. Continue until Part 3 has been read.)
11. (Ask the following question about Part 3.)
  - How does a dentist help you take care of your teeth?

12. Look at the three pictures. Figure out which picture goes with each part of the story. Write the correct number under each picture. (Monitor and check students' responses.)



## Spelling

(Have students take out a piece of paper.)

1. Let's practice spelling some of these words.
2. Your first spelling word is **soon**. Write **soon**.
3. (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. (Monitor.)

(Repeat steps 2–3 with the word **tooth**.)

4. Your next spelling word is **teaspoon**. Say the parts in **teaspoon**. First part. *tea* Next part. *spoon* Write the word.
5. (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. (Monitor.)

(Repeat steps 4–5 with the words **afternoon**, **helpful**, **unreal**, and **teachable**.)

6. Listen. **Fred can ride a scooter to the store.** Write the sentence. (Monitor.)
7. (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. soon      | 5. helpful                               |
| 2. tooth     | 6. unreal                                |
| 3. teaspoon  | 7. teachable                             |
| 4. afternoon | 8. Fred can ride a scooter to the store. |

## G. Practice Activity 1

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

1. Find part G in your book.
2. Read the directions. (Call on a student to read the directions.) *Read each question. Look back at the story on page 5. Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part G later.

## H. Practice Activity 2

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

1. Find part H in your book.
2. Read the directions. (Call on a student to read the directions.) *Underline all the endings that make sense.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part H later.

## I. Practice Activity 3

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

1. Find part I in your book.
2. Read the directions. (Call on a student to read the directions.) *Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. Now go back and finish parts G, H, and I.



## Work Check for Parts G, H, and I

(Oral Teacher-Directed Activity)

1. Find part G in your book.
2. Let's check your work. If you made a mistake, circle the number. You will fix all mistakes at the end of the lesson. (Call on individual students to read their answers.)
3. Count how many correct answers you have, and write that number in the box at the bottom of the activity. (Monitor students.)

(Repeat steps 1–3 with parts H and I.)

4. Now go back and correct any mistakes. (Monitor students.)

### Answers for Part G

#### Part 1

1. **teeth**
2. **thirty-two**
3. **food**

#### Part 2

4. **brush, toothbrush**
5. **bed, meal**

#### Part 3

6. **dentist**
7. **hole**
8. **brush, checkups**

### Answers for Part H

1. a. **sit in a schoolroom**  
b. **stir tea with a teaspoon**  
c. **clean her teeth with a toothbrush**
2. b. **ride a scooter to the store**

### Answers for Part I

- |                     |                       |
|---------------------|-----------------------|
| 1. <b>unlock</b>    | 7. <b>grateful</b>    |
| 2. <b>handful</b>   | 8. <b>teachable</b>   |
| 3. <b>helpful</b>   | 9. <b>distrustful</b> |
| 4. <b>drinkable</b> | 10. <b>dismay</b>     |
| 5. <b>unreal</b>    | 11. <b>agreeable</b>  |
| 6. <b>discard</b>   | 12. <b>Unchain</b>    |