



PHONICS: Learning to Read

Line upon line, line upon line; here a little, and there a little. Isaiah 28:13

What is Phonics?

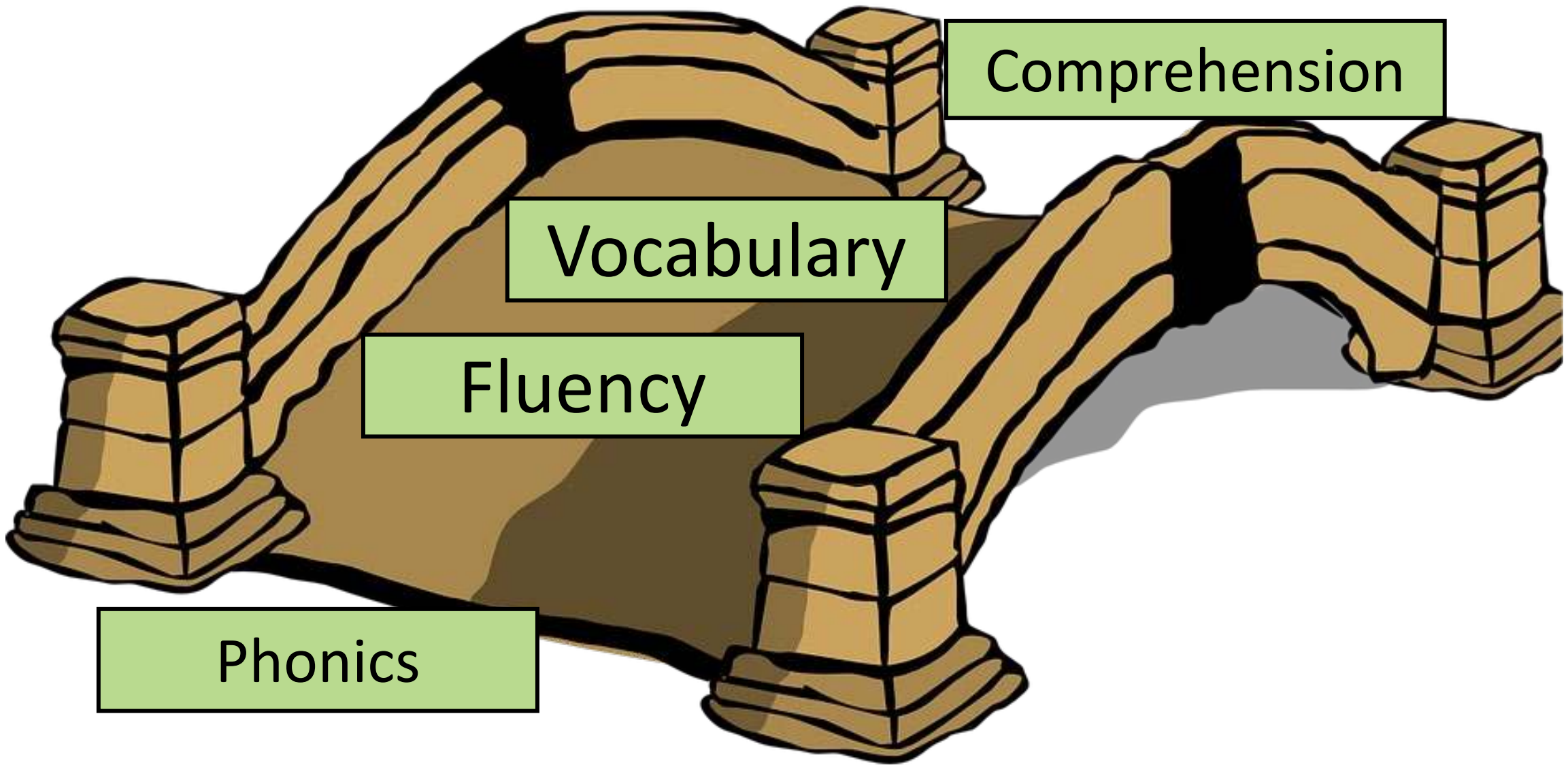
- The process of teaching reading and spelling by mapping sounds instead of memorizing words.

Why Phonics?

- Phonics gives students a tool to decode words.
- Phonics assists spelling.
- Phonics lays a stronger foundation for life-long readers.

Phonics - How?

- Incremental - Learn to read step by step.
- Sensational.
- With Review – how?
- More Review – when?
- And More Review – why?
- Practice! Practice! Practice!
- Borrow tips and tricks.



Phonics

Fluency

Vocabulary

Comprehension

Foundation: Phonemic Awareness

Phoneme-the smallest unit of individual sound



Phoneme Isolation

Phoneme Blending

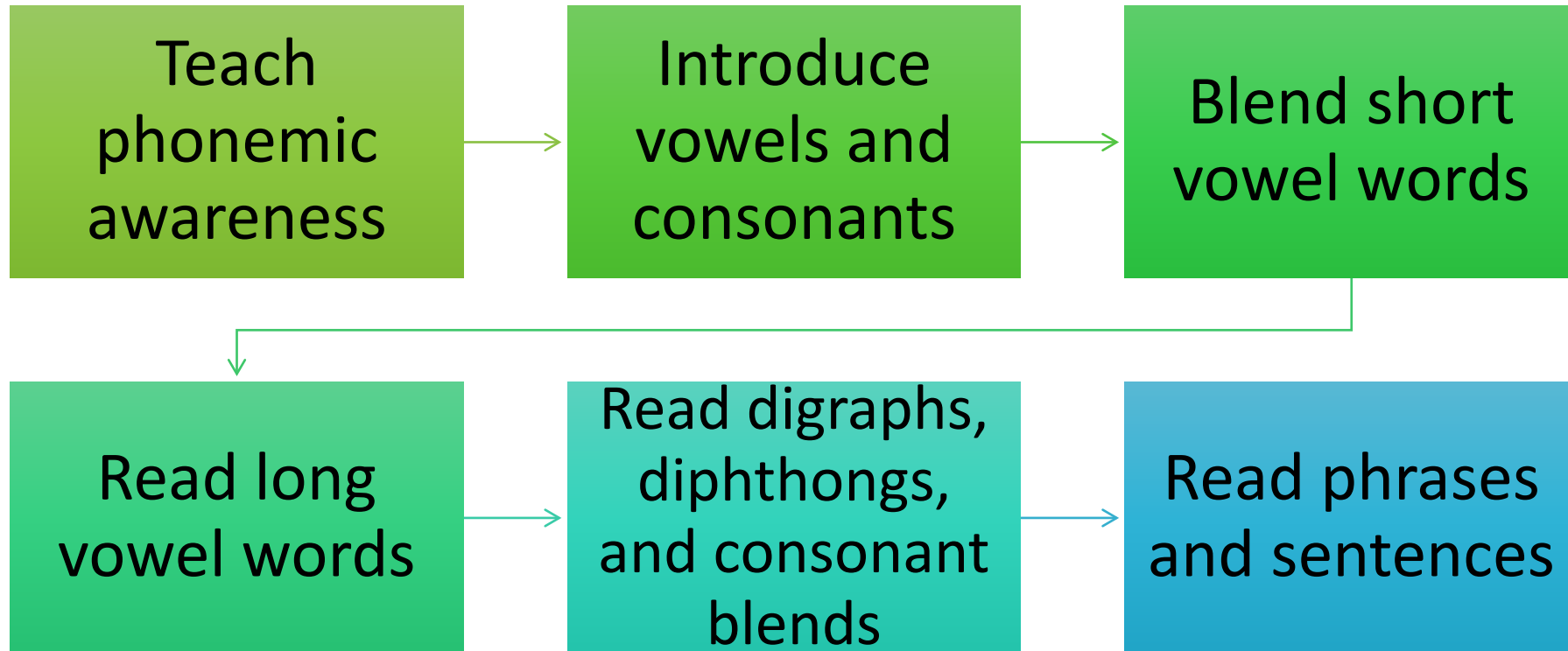
Phoneme Segmentation

Phoneme Addition

Phoneme Deletion

Phoneme Substitution

Phonics - Steps to Reading



Four Knowledge Gates

I see – I forget

I hear – I remember

I do – I understand

-Chinese Proverb

Auditory Discrimination

-learns by hearing

When a child hears a sound and can identify the symbol that represents the sound.

Visual Discrimination

-learns by seeing

When a child sees a symbol and say the sound for which that symbol stands.

Kinesthetic Development

-learns by moving

When a child can write the symbol for a given sound when that sound is dictated to him.

Tactile Development

- learns by doing & feeling

When a child can touch the symbol for a given sound using objects.

❖ Listen

- Discuss how sound is made – popping, blowing, buzzing
- Repeat words and listen for same sound.
 - Touch nose, pull ear, touch top of head, thumbs up/down in response
- Distinguish sounds with letter card
- One person makes a sound. Two race to point to it.

❖ Overemphasize! Be dramatic. */well/ /whistle/*

❖ Sing and Chant

- ABC song
- Previous letters and rhymes
- Short vowel songs
- Rule songs

❖ Blend words with a Sound Slider

- Ladder
- Flashcards

❖ Read short book to go with the sound. Chant the sound periodically.

❖ Modulate voice – soft, loud, low, high, mousey voice, robot voice, lion voice



A
U
D
I
T
O
R
Y

Tips & Chants

*K comes before i
and e. C before
the other three -
a, o, and u.*

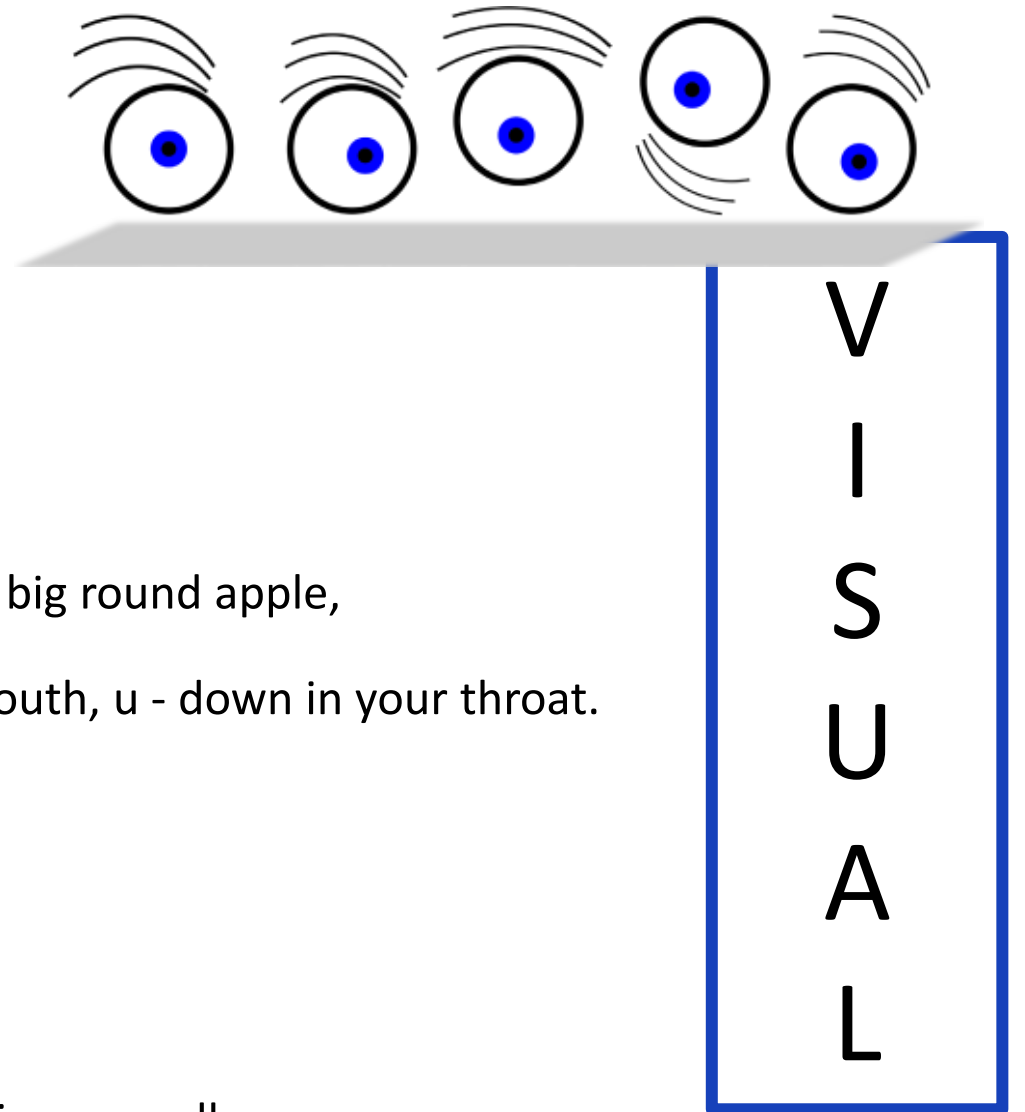
CK are scaredy
cats.

*When two vowels go
walking, the first one
does the talking and
says its own name.*

E kicks the other
vowels. They
holler their
names.

*When e, i, or y
follows g, g says
/j/.*

*/ü / in two-punch
/ù / in foot-touch*

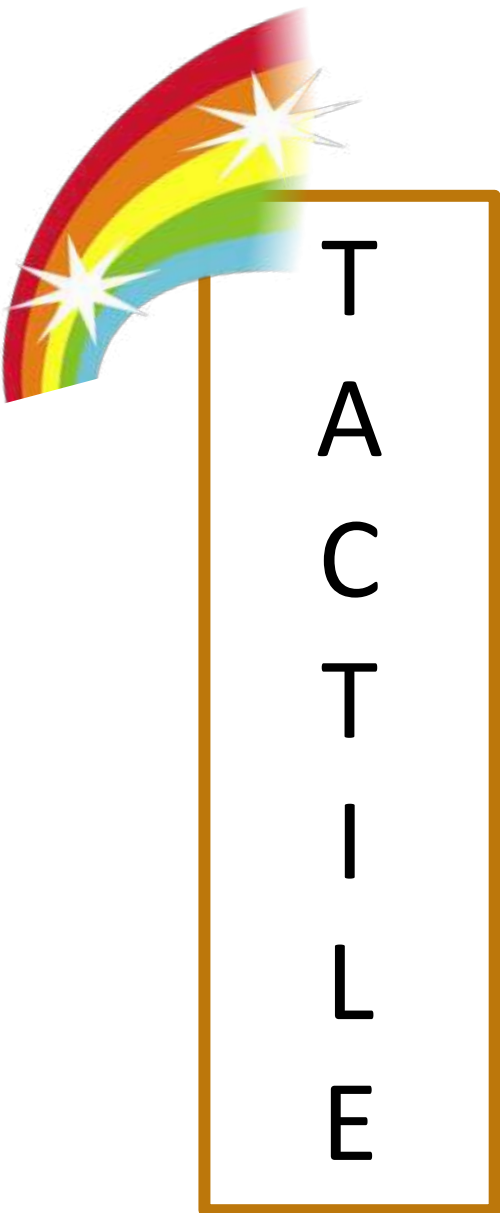


- ❖ Impose letter on picture.
- ❖ Use puppets to introduce sounds.
- ❖ Give them a pack of ABC cards to arrange on their desk daily.
- ❖ Use little mirrors. They watch their mouths form sounds.
- ❖ Require accurateness in sounds, especially vowels. a - make a big round apple,
e - tight cheeks, i - wrinkle nose (pig digs), o - round mouth, u - down in your throat.
- ❖ Blend - Slide finger along word flashcard.
- ❖ Point to each letter while singing the ABC song.
- ❖ Draw pictures as you tell stories about letters.
- ❖ Track with a flashlight/laser. Darken room, write letter formation on wall.
- ❖ Write letters with markers and highlighters. Use a different color for vowels. Color is like glue.

- ❖ Sort stuffed animals and other small items by sound.
- ❖ Draw in air. Trace in their palm.
- ❖ Act out rhymes (simply) while chanting.
- ❖ Race to correct phonics cards on floor.
- ❖ Race to correct letter on wall. Slap with flyswatter.
- ❖ Rhythm – march and chant sounds
 - Snap fingers, slap legs, jump, clap
- ❖ Crawl on masking tape letters on floor.
- ❖ Write words on sidewalk or markerboard.
- ❖ Write on chalkboard every day.
- ❖ Spread flashcards around desks. Pair students to read words in 1 min.
- ❖ Spell with letter cards, magnetic letters, or scrabble tiles.
- ❖ Play spelling softball.

K
I
N
E
S
T
H
E
T
I
C

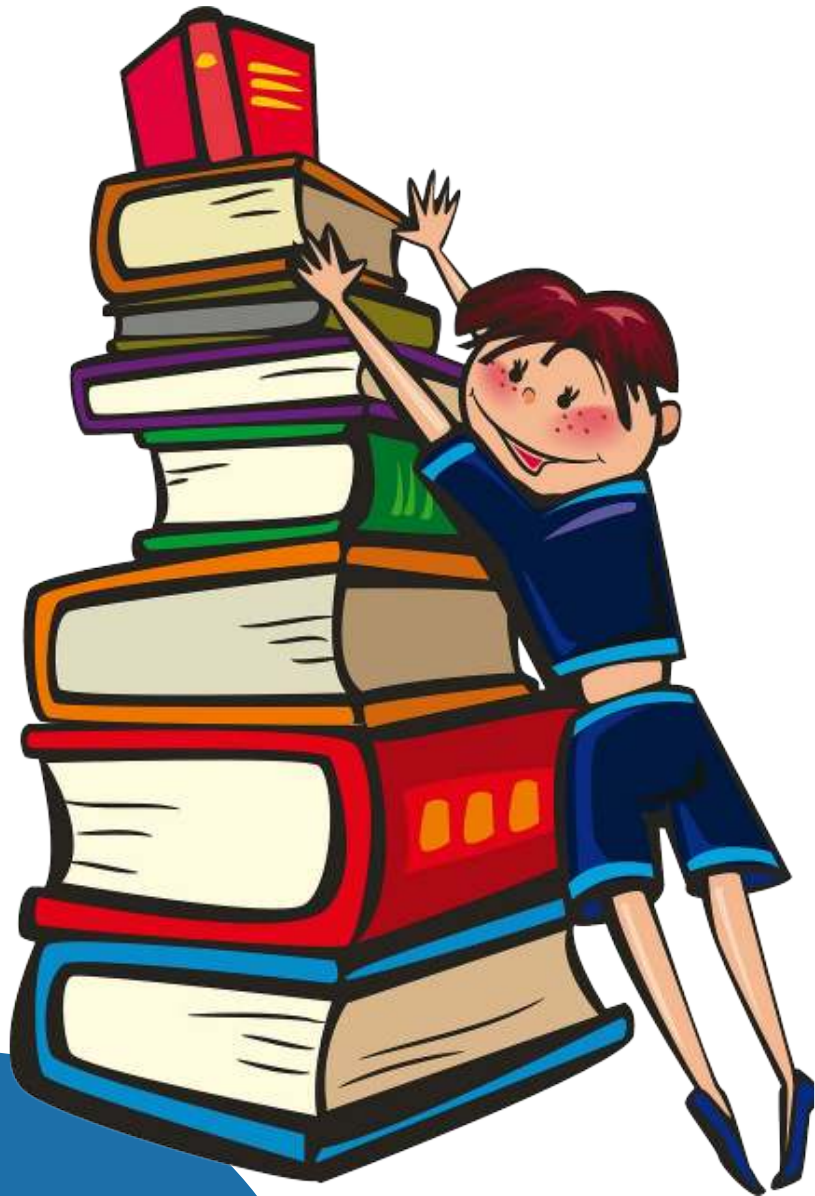




T
A
C
T
I
L
E

- ❖ Write in cornmeal/sand dishes to Drill and Review.
 - Pudding, shaving cream, whipped topping, frosting
- ❖ Make letters out of play dough.
 - Pipe cleaners, shoe-string licorice, toothpicks, yarn
- ❖ Use toothbrush to write letter on another's back.
- ❖ Sharpie letters on sandpaper. Trace.
- ❖ Spell with felt letters.
- ❖ Glue cheerios on octopus.





Read!

PICTURE BOOKS

BOB BOOKS

LEVEL 1 READERS

POETRY

Reading Class

Expressive reading
= comprehension

Model how one's voice sounds done when you come to a period.

Practice reading steadily from the beginning of a sentence to the end.

Drill that one's voice should sound like normal conversation.

Make Phonics Stick!

- A.** Read a story about Johnny Appleseed.
Eat apples, applesauce, animal crackers.
Bring animals, alligator.
Find ants.
- B.** Bounce balls. Play ball.
Play spelling softball.
Eat berries, bananas, brownies, bread and butter, bear crackers.
Bring bear, Bible, bat, band-aid.
Wear something black or blue or brown.
Blow bubbles.
Write /b/ on balloon each time you hear the /b/ sound.
Fill a basket. (Or each could bring a basket with five blue/brown/black items.)
- B & D reversals – Hold your hands in fists in front of you with pointer fingers up. Your left hand forms a ‘b’; your right hand forms a ‘d’. If the two fists are held together, it makes a bed.
- C.** Eat carrots, cupcakes, crackers, cookies, cucumbers, or anything crunchy.
Color/draw carrots, cats, etc.
Bring a candle or cat.
Play catch.
- D.** Read *The Ugly Duckling* or *Make Way for Ducklings*.
Eat powdered donuts or Dots candy.
Doodle. Dip fingers in finger paint to paint simple picture.
Bring dog, dolphin, dime, dollar, dump truck, dish.
Children could bring dolls and dump trucks.
Pin the tail on the donkey.
- E.** Bring hard-boiled egg or engine.
Eat gummi eggs.
Draw elephant.
- F.** Eat fresh fruit, fig bars, fish crackers, or Swedish fish. Students could bring food.
Bring frog or French fries.
Draw face or fish. Make footprints with paint.
Fold paper fans.
Drill ‘four’ and ‘five’.

- G.** Eat Goldfish crackers, graham crackers, gumdrops, or grapes.
Wear green. Wear sunglasses (make from pipe cleaners).
Bring goat, goose, gorilla, glue, glass, grass, gum.
- H.** Bring horse, honey, hymn book.
Make hamburgers with colored paper – glue together.
Play hopscotch. Hop on one foot. Reach high. Count to one hundred.
Wear hats.
Have students draw their house or trace their hand.
Make candy hamburgers with vanilla wafers for the ‘buns’ and peppermint patties for the ‘hamburger’.
- I.** Make Indian headband with feathers.
Make inchworms with playdough.
Make an igloo with white paper blocks on black construction paper.
Make an igloo with half of an apple. Spread with peanut butter and paste on mini marshmallows.
- J.** Bring jug, jump rope.
Drink juice. Eat jello, jellybeans, or jam.
Do Jumping Jacks. Jump or jog around playground.
Show jaguar pics from encyclopedia.
- K.** Bring ketchup or first-aid kit.
Color kangaroo picture. Put joey into kangaroo’s pouch.
Make kites with yarn tails and bows on them.
Eat Kit Kats or kiwi.
- L.** Bring lemons, lemonade, limes, llamas, or lions.
Read *The Grouchy Ladybug*.
Note the position of tongue to make the /l/ sound – roof of mouth.
Set up a ladder.
Eat licorice, lollipops, pretzel letters.
- M.** Munch M & M’s.
Bring monkey, money, marbles, magnets, mittens.
Wear mittens.
Form the letter *m* with marshmallows. Eat.
Glue macaroni in the shape of *m*.

- N.** Eat nuts, nectarines, or noodles.
Read Newspaper. Read a bird book showing pictures of nests.
Make an edible nest with chow mein noodles and melted chocolate. (Add jellybean eggs.)
- O.** Show ostrich and tell facts from encyclopedia.
Octopus – glue on cheerios for /o/ sound.
Talk about opposites.
Read an octopus story from the library.
Bring olives.
Insist on wide open mouths and use flashlight to check their tonsils.
- P.** Eat popcorn, pretzels, peaches, pecans, peanut butter, pizza, pie, or popsicles.
Bring pig or potato.
Have a picnic.
Make paper chain.
Read *Pooh* by A. A. Milne.
Puff air into your hand.
Paste popcorn pictures on pink paper.
- Q.** Have quiet time.
Move quickly.
Color grid paper like quilts. Show quilt.
Tell the story of Queen Esther.
Show Queen Elizabeth, quill, quail from encyclopedia.
Bring quarters and quarts.
- R.** Run. Race. Rest. Roll.
Color something red. They could cut red items from catalogs and paste them on paper.
Make rainbows.
Eat raisins, Reese's cups, raspberries.
Bring rabbit, ruler, wrench, and rubber band.
Read a riddle.
Play Ring around the Rosy.
- S.** Glue sand on sandcastle picture.
Draw sun and snowman.
Show snail, snake, sled, sailboat, sandal, sock.
Act these out: Sneeze. Snoot. Smile. Sneak. Slip. Slouch. Slurp.
Eat strawberries, sandwiches, sunflower seeds, or edible snowmen – marshmallows on toothpicks.

- T.** Draw tree or tent or turtle. (Glue variety of beans on turtle to accent pattern on shell.)
Read *The Hare and the Tortoise*.
Drink tea.
Show a real telephone and tiger.
Set up a small tent outdoors.
Eat turtles, tuna, taffy, tomatoes.
Tiptoe in class.
- U.** Bring umbrellas. Chant /u/ rhyme while marching under umbrellas.
Eat upside-down cake.
Sit *under* desks for story.
- V.** Have each student bring a vegetable. Eat veges or venison.
Show velcro.
Hum and feel your vocal cords vibrating. (Demonstrate how vocal cords vibrate with rubber band.)
- W.** Eat gummi worms or watermelon.
Make a big watch and use brads to attach hands.
Show walrus from encyclopedia.
Note: Don't puff out your cheeks for the /w/ sound.
Bring a wagon to school and give wagon rides.
Make a watermelon slice for them to cut out. Paste red tissue paper for the fruit, green construction paper for the rind, and dried seeds. (or black marker)
- X.** Show a real x-ray.
Bring xylophone.
- Y.** Wear something yellow.
Outline a picture with yarn.
Show a yak from encyclopedia.
Play with yo-yo.
Eat yogurt or canned yams.
- Z.** Zip/zoom around room while making buzzing mosquito sound -zzzzzzzzzzzz.
Color zebra.
Draw zig-zag in shaving cream.
Bring zucchini or eat zucchini bars.
Make zoo with stuffed animals.

Consonant Digraphs - two sounds together that make one sound

Sh. Write /sh/ in shaving cream.

Share something.

Bring shells, sheep, shield, or short things.

Ch. Eat chocolate, cheese, or cherries.

Chug around classroom like a choo, choo, train.

Watch for a chickadee.

Th. Make the /th/ sound by sticking your tongue out of your mouth.

- /th/ is voiceless in *think, thank, think, thump*
- /th/ is noisy/voiced in *this, them, that*. It buzzes.

Wh. Read *Amos and Boris* or *Ibis the Whale*.

Your cheeks puff out for the /wh/ sound.

Hold hand in front of mouth and notice puff of air.

Whisper.

Bring wheat, whistle, something white.

Ng. Your tongue is shaped like a camel's hump because the tongue is humped up against the roof of your mouth. It's more of a throaty sound. Your mouth is open.

More Phonics Stories and Chants

C – a, o, u

K – e, i,

- The echo twins like to play tag with the vowels. Usually the round twin catches a, o, u and the straight tall twin catches e, i.

___ck

- Sometimes the /ck/ twins like to play glue tag with the vowels. In glue tag the vowels chase the twins. When the /ck/ see five vowels chasing them, they get scared and join hands and stick together like glue. They run as fast as they can, but the vowels always catch them.

ack, eck, ick, ock, uck

- When dividing words with /ck/, do not pull them apart or you may need to call the ambulance!

tick/le

pick/le

Long Vowels

- Story about *e* being a mean fellow.
- Make a layer cake.
 - Bottom layer – represents the first consonant
 - Crunchy layer – first vowel talks
 - Second layer – represents the second consonant
 - Frosting – the ‘e’ is silent



Vowel Sets or Vowel Digraphs

- Chant: *When two vowels go walking, the 1st one does the talking, and says his own name.*
- Use peanut butter and jelly sandwich to demonstrate.
- *Ow* and *oy* – *w* and *y* are special consonants that become vowels when used in a vowel set.

Modified Vowels

- When *r* walks beside the vowels, they change their voice—they are not long or short
- Make rooster sound for *er*, *ir*, and *ur*.
- *-er* is the only rooster sound used as a suffix.

Diphthongs - two letters together that make two sounds

- *Ou* – *ow* – call those the pinchy sounds
- *Oi* – *oy* - *oi* comes in the middle of words, *oy* (the *y* has a leg stand on, he sticks his foot in the ground and props up the word at the end) (*y* has a tail – a tail always comes on the end of an animal)

Syllables

- Clap syllables
- If you hear 1 vowel, there is 1 syllable or if you hear 2 vowels, there are two syllables.

Compound Words

- A compound word is two (use fingers) little words pounded (use fists) together to make one BIG word.
- Oreo cookies – take them apart and say chant and stick back together.
- Write little words on index cards. Pair them to make compound words.

5 Vowels Chant

5 vowels, 5 vowels sitting in a tree,

5 vowels, 5 vowels looking at me.

Short vowels: a e i o u

Long vowels: a e i o u

(Clap while saying vowels.)

Two Vowels Together

Tune: Are You Sleeping?

I see two vowels,

I see two vowels,

I hear one,

I hear one,

First one does the talking,

Second keeps on walking,

Yes, indeed!

Yes, indeed!

Suffixes

- Add -es

The Plural Endings -s and -es Song

Tune: Down By the Station

Some words are singular, we can make them plural.

When the special letters are right there at the end.

See the letters c h,

Or the letters s h or s-s or an x, or just s.

Do we add an e-s?

Yes, we add an e-s. Oh!

- Change y to i and add -es
- The consonant coughs crudely and tells the 'y' to get out. (Students cough.) sk-y skies
- A vowel is very polite and tells him he may stay. 😊 day - days

The Plural Ending -ies Song

Some words are singular, we can make them plural.

When the special letters are right there at the end.

See the little consonant right before the y.

Change the y to an i.

Wait! There's more. Do we add an e-s?

Yes, we add an e-s. Oh!

- Add -ing
- When we add -ing to a short vowel word, we need a pillow or the *i* can kick just like *e* can kick.
hoping hopping

Habits of the Hippopotamus

The hippopotamus is strong
And huge of head and broad of bustle;
The limbs on which he rolls along
Are big with hippopotomuscle.

He does not greatly care for sweets
Like ice cream, apple pie, or custard,
But takes to flavor what he eats
A little hippopotomustard.

The hippopotamus is true
To all his principles, and just;
He always tries his best to do
The things one hippopotomust.

He never rides in trucks or trams,
In taxicabs or omnibuses,
And so keeps out of traffic jams
And other hippopotomusses.
-Arthur Guiterman

Silver

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.
-Walter de la Mare

A Kite

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.
-Anonymous

Brooms

On stormy days
When the wind is high,
Tall trees are brooms
Sweeping the sky.

They swish their branches
In buckets of rain,
And swash and sweep it
Blue again.
-Dorothy Aldis

The Lamb

Little Lamb who made thee
Dost thou know who made thee?
Gave thee life & bade thee feed.
By the stream & o'er the mead;
Gave thee clothing of delight,
Softest clothing wooly bright;
Gave thee such a tender voice,
Making all the vales rejoice!
Little Lamb who made thee
Dost thou know who made thee?

Little Lamb I'll tell thee,
Little Lamb I'll tell thee!
He is called by thy name,
For he calls himself a Lamb:
He is meek & he is mild,
He became a little child:
I a child & thou a lamb,
We are called by his name.
Little Lamb God bless thee.
Little Lamb God bless thee.
-William Blake

The Goops

The Goops they lick their fingers,
And the Goops they lick their knives;
They spill their broth on the tablecloth-
Oh, they lead disgusting lives!
The Goops they talk while eating,
And loud and fast they chew;
And that is why I'm glad that I
Am not a Goop-are you?
-Gelett Burgess

Mice

I think mice are rather nice;
Their tails are long,
Their faces small;
They haven't any chins at all.
Their ears are pink,
Their teeth are white,
They run about the house at night;
They nibble things they shouldn't touch,
And no one seems to like them much,
But I think mice are nice!

-Rose Fyleman

Elelephony

Once there was an elephant,
Who tried to use the telephant—
No! no! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)

Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

-Laura E. Richards

Fuzzy, Wuzzy, Creepy, Crawly

Fuzzy, wuzzy, creepy, crawly
Caterpillar funny,
You will be a butterfly
When the days are sunny.

Winging, flinging, dancing, springing,
Butterfly so yellow,
You were once a caterpillar,
Wiggly, wiggly fellow.

-Lillian Vanada

Clouds

White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

-Christina Rossetti

Firefly

A little light is going by,
Is going up to see the sky,
A little light with wings.

I never could have thought of it,
To have a little bug all lit
And made to go on wings.

-Elizabeth Madox Roberts

Where Go The Boats

Dark brown is the river
 Golden is the sand.
It flows along forever,
 With trees on either hand.

Green leaves a'floating,
 Castles of the foam,
Boats of mine a-boating—
 Where will all come home?

On goes the river
 And out past the mill,
Away down the valley,
 Away down the hill.


Away down the river,
 A hundred miles or more.
Other little children
 Shall bring my boats ashore.
-Robert Louis Stevenson

Name _____

Short and Long Vowels (a, e, i, o and u)

Tune: "Old MacDonald Had a Farm"

A-E-I-O-U



Every true word has a vowel, a - e - i - o - u, and every vowel can make two sounds,
a - e - i - o - u, with an "a" "a" here or an "a" "a" there, here an "a," there an "a,"
everywhere an "a" "a," every true word has a vowel, a - e - i - o - u.

2. Every vowel makes two sounds,

A-e-i-o-u,

Every vowel can make two sounds,

A-e-i-o-u,

With an "e" "e" here, or an "e" "e" there,

Here an "e," there an "e,"

Everywhere an "e" "e,"

Every vowel makes two sounds,

A-e-i-o-u.

3. Every vowel makes two sounds,

A-e-i-o-u,

Every vowel can make two sounds,

A-e-i-o-u,

With an "i" "i" here, or an "i" "i" there,

Here an "i," there an "i,"

Everywhere an "i" "i,"

Every vowel makes two sounds,

A-e-i-o-u.

4. Every vowel makes two sounds,

A-e-i-o-u,

Every vowel can make two sounds,

A-e-i-o-u,

With an "o" "o" here, or an "o" "o" there,

Here an "o," there an "o,"

Everywhere an "o" "o,"

Every vowel makes two sounds,

A-e-i-o-u.

5. Every vowel makes two sounds,

A-e-i-o-u,

Every vowel can make two sounds,

A-e-i-o-u,

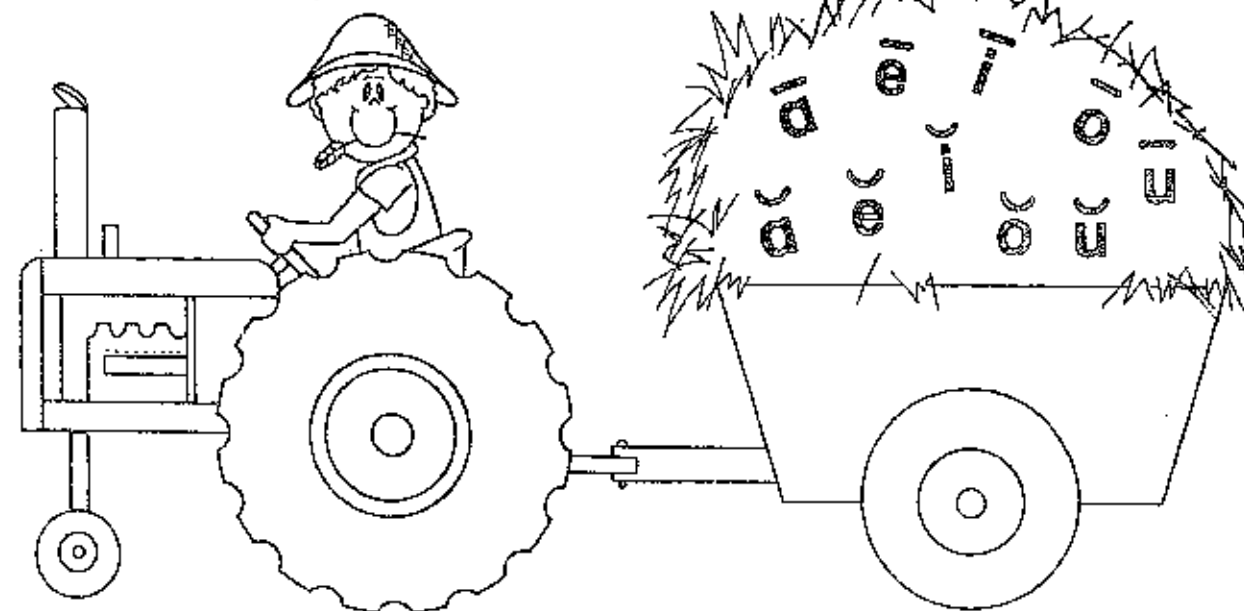
With an "u" "u" here, or an "u" "u" there,

Here an "u," there an "u,"

Everywhere an "u" "u,"

Every vowel makes two sounds,

A-e-i-o-u.



Name _____

Q Followed by U

Tune: "Twinkle, Twinkle, Little Star"

Q - U Friends

Q - u, q - u, friends are they; And to - ge - ther they will stay.
U will al - ways fol - low q, As most good friends of - ten do.
Q - u, as in queen and quit. Like a hand in glove they fit.

2. Q will tell the letters; "No!"
If his u friend cannot go.
When you see the letter q,
Next you'll see the letter u.
Q - u, q - u, friends are they,
And together they will stay.



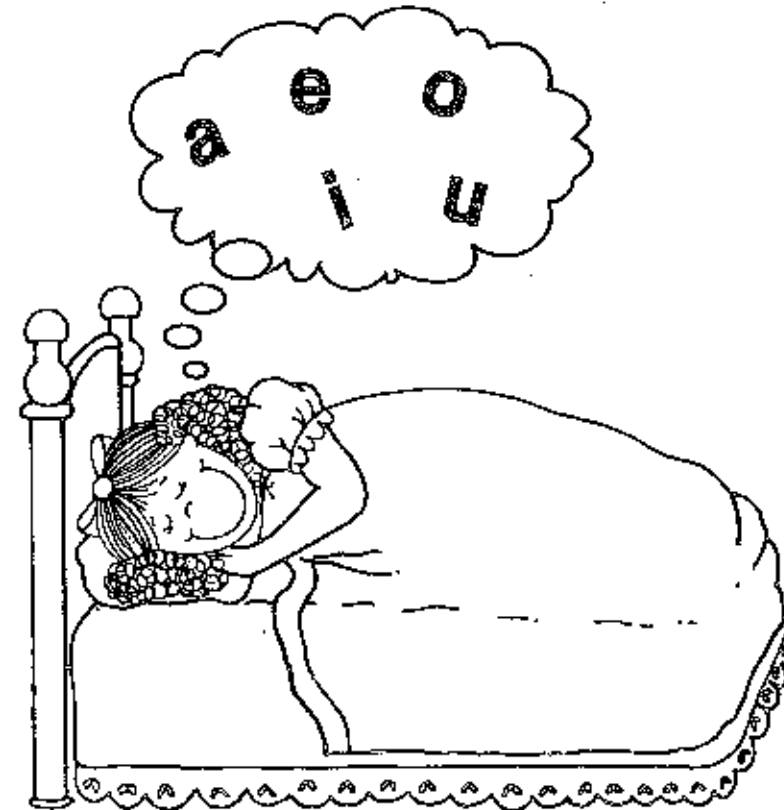
Name _____

Short Vowel Sounds:
a, e, i, o, and u

Tune: "Are You Sleeping?"

The Short Vowel Song

Where is short a? Where is short a? Here I am. Here I am.
I am in a hat rack, crackerjacks and fat cats. "a" "a" "a" "a" "a" "a"



2. Where is short e? Where is short e?
Here I am. Here I am.
I am in a red bed,
Jelly eggs and jet sets.
"e" "e" "e" "e" "e" "e"

3. Where is short i? Where is short i?
Here I am. Here I am.
I am in a big fig,
Silly Rick and pig wig.
"i" "i" "i" "i" "i" "i"

4. Where is short o? Where is short o?
Here I am. Here I am.
I am in a hot pot,
Rocky top and stop clock.
"o" "o" "o" "o" "o" "o"

5. Where is short u? Where is short u?
Here I am. Here I am.
I am in a dump truck,
Lucky duck and skunk bump.
"u" "u" "u" "u" "u" "u"

* " " around the letter means that the sound of that letter is used.



Contact:

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Resources:

Teachers pay teachers.com

DianneCraft.org (brain integration therapy)

Little Dickens and Givens Books in Lynchburg, VA

Books:

The First Days of School by Harry Wong and Rosemary Wong

Favorite Poems Old and New -Hellen Ferris

Read Aloud Rhymes for the Very Young –Jack Prelutsky