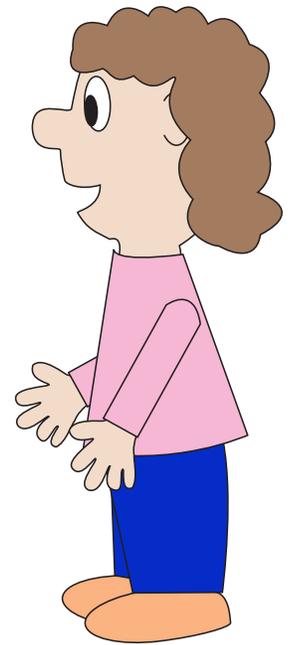


98 Great Phonics Lessons



The Dynamic Phonics Learning Book



A complete phonics program
by Brian Davis

The Dynamic Phonics Learning Book

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The Dynamic Phonics Learning Book

Welcome!

The purpose of this book is to teach the basics of phonics that are learned the first two or three years of a child's education. It can also be used to tutor students having difficulty in reading. Lessons can be chosen to fill in gaps in a student's knowledge of decoding. The goal was to create an inexpensive, non-consumable phonics curriculum for those that just want the basics.

The home school parent that doesn't want to work with a lot of materials, the tutor who works with students at a variety of levels, teachers wanting a phonics resource book, and the parent of a child enrolled in a school wanting to supplement classroom learning will find this book a valuable resource. The lessons are easy to teach. The reproducible charts give students word lists to study and practice.

This book may be used as a stand-alone program. You may also wish to combine elements from the **McRuffy Press Phonics and Reading** programs are available in three grade levels: kindergarten, first, and second grade. There are reading books, work books, flash cards, reading games, and handwriting books available as well as more detailed grade level lesson plans.

These are complete curriculums that require minimal teacher preparation. The kindergarten level corresponds to lessons 1 to 32 of this book. The first grade level corresponds to lessons 33 to 80. The second grade level corresponds to lessons 81 to 98. These teach a phonics approach integrated with writing, spelling, reading and language arts. We call this approach *dynamic phonics*.

Dynamic phonics seeks to incorporate other reading dynamics into a phonics structure. This is more true of the complete curriculums than this book. The scope of this book has been narrowed a bit to provide the greatest emphasis on decoding, although several activities draw in elements from the dynamic approach. The idea is to put emphasis on the meaning of words as well as the phonetic structure.

Teaching Phonics

Learning phonics is not simply memorizing the correlation between letters and sounds. It is learning two major concepts. The first is that words can be broken down into sounds. The second is that these sounds can be represented symbolically. This may sound simple enough, but it took hundreds of years for human civilization to discover this. It is only reasonable that it take your child a few years to master the system.

At the beginning of the program, letter sounds are not intended to be mastered before moving on to learning another letter sound. Phonics lends itself to a natural review process when sounds are put into context of words. For example, once short a is learned, it is not forgotten after short i is introduced. Students will continually encounter short a words in context of sentences also using short i words.

As more and more sounds are introduced, the two major concepts of the nature of phonics are reinforced. For example, it is hard to understand the function of a vowel until at least two have been taught. When the child learns that **hat** is quite a bit different than **hit**, the concepts of phonics become clearer. So introducing more sounds before previously taught sounds are mastered can actually help the child generalize the concepts of phonics. The "system" becomes more apparent.

A long list of letter sounds does not have to be memorized before students begin building words and sentences. The word **cat** is much more concrete than the sounds of **c**, **a**, and **t** in isolation. Blending sounds into words early in the program helps emphasize the concept that words can be broken down into sounds. Putting words into sentences emphasizes that words have meaning. Thus, the framework of comprehension skills is already being built.

The letter sounds are not taught in an alphabetical sequence. Instead, letters were chosen that could form a variety of basic words that would be within the child's speaking vocabulary. Along the way, some words are formed that may not be in the child's speaking vocabulary although the student may have learned the isolated sounds in the words, such as **nab**. These words provide opportunities for vocabulary development.

This book also doesn't put a lot of similar phonics concepts back to back. For example, all the vowel digraphs were not put in sequential lessons. All the consonant blends were not put back to back. This was done for two reasons. First, to provide variety to students working sequentially through the program. Second, vowel sounds are more difficult to learn both in decoding and spelling. The students should be less overwhelmed if they have breaks with easier concepts between more difficult concepts.

The use of diacritical marks to distinguish sounds is not emphasized in this curriculum. We feel these just give the child one more set of symbols that would have to be learned. It is unlikely that the child will encounter these symbols in most reading experiences. This leaves the form of the letter and word as the greatest clues to decoding. Although this is not perfect, few things in the world of phonics are. If your philosophy differs, by all means make the little marks! This would be a great activity to do on the drill charts.

There has been some discussion in the area of reading as to when to introduce the alphabet and when to introduce sounds. Some have argued that names of letters should not be taught until the sounds have been learned. The names and sounds do not always correlate. For example, the first sound learned for the letter c is the hard sound (k). But, the name of the letter c sounds more like the soft sound (s). The letter q makes a kw sound but the name of the letter doesn't have the blend with the w.

We do not feel it is beyond the grasp of a beginning reader to learn the difference between a letter's name and its sound. The child can understand that his mother has a name, and she is his mother. The distinction between a letter's name and its sound is just another thing for the child to learn. It might as well be taught from the beginning. Nevertheless, the focus should be on a letter's sound, for that is what is used in decoding.

Other Helpful Materials For Teaching:

Basic teaching tools for phonics would include a writing surface that can easily be erased such as a chalk board or dry erase board. Flannel boards and letters, and magnetic boards and letters, or even a laminated piece of paper and non-permanent overhead markers are other options. If nothing else is available, paper and pencil still work. You may want to use more than one surface for variety. In lessons, the use of a writing surface will be referred to as a chalk board, but any of the writing surfaces could be used.

Hands-on materials may also be helpful. Letter tiles are a fun and quick way to drill word families. These are commercially produced and can be found in teacher's stores. You can make your own set for pennies. In fact, you can use pennies. Sheets of colored dots can be found in stationary, office supply, or department stores. The dots are about the size of a penny. Simply write a letter on each dot. Place each sticker on a penny to make a round letter tile.

Most letter sets come in either upper or lower-case letters. We place more emphasis on lower case letters in this curriculum. That's because most print is in lower-case. Also, the upper- case letters are more distinctive. Students don't have as many difficulties learning them, therefore they need less emphasis.

We also recommend that the alphabet be displayed somewhere in the school area. Many commercially produced varieties are available or you can make your own. Use small pieces of poster board. Draw each letter (upper and lower case). As letter sounds are learned, have the child decorate the poster with pictures of things that have that letter sound. Finally, a dictionary would be helpful. We recommend a good children's dictionary, but since the teacher will be doing most of the dictionary reading, most dictionaries would work.

Reading Material

In this curriculum, students will create their own library of first reading books. These are very basic books to give some practice with beginning phonics concepts. These will be made in the early stages of this program beginning in lesson 6 and ending in lesson 32 (25 books). After this time students will have enough reading vocabulary for library books. Our McRuffy First Grade Readers (and Grade 2 after Lesson 81) could also supplement the program. Kindergarten books are also available.

Students and teachers can also develop work books as they make a phonics journal. At times, especially in the beginning, the teacher will write things in the journal as well as the student. This will give you activities to be used in reviewing lessons. Ideas are presented in the early part of the curriculum to model the kind of things to write in the journal. Later, students can write the answers to phonics activities in the journal, do sentence dictation, or write stories.

Each lesson section contains a word list. Students may write these words in the journals. You may also send the child on a word hunt in library books, cereal boxes, or wherever printed material is found. The word list is also a handy resource for making flash cards, writing sentences, making spelling list, or additional handwriting assignments. Word changing drills can also come from this list.

Flashcards

Flashcards can be made on note cards (index cards). Teachers may do this in the early part of the curriculum. Students may make their own in the later part of the program. A basic flashcard drill is for the teacher to show the card to the student and have the student read the word. Students can also use the flashcards for sorting activities such as sorting by beginning sounds, vowel sounds, or ending sounds.

Drill Charts

Each lesson also includes a reproducible drill chart. Having students read the chart is not always directly referred to in the lessons, it is assumed. You may have students read the entire list of words or parts of it. We suggest that students read the lists from left to right just as if they were reading a sentence. Not all drill charts have the entire list shown on the teaching page, due to the number of words in the list.

Students may look at the sheets as references for the activities (word lists for answers). The drill sheets are generally not organized into word families. That can be left as another lesson activity using flash cards or the chalk board. Instead the words come from the list for the lesson, but are placed in random order. This will more closely approximate what the student will encounter in reading. It also forces the child to look for the phonetic elements in the words instead of just memorizing the category.

There are no activities mentioned in the teaching page that would make the charts consumable. Most of the writing is done either in the journal or on an erasable surface (chalk board). They are reproducible for use with classrooms, for ease of use, to make overheads for classrooms, for tutoring situations as a take-home study sheet, or for use in creative ways that would make them consumable. Overheads are also available through McRuffy Press. We can custom make only the portions a classroom might normally use. Contact us for the current price.

Using the teaching page (lesson plan)

Each lesson can be reviewed for one week before moving on to another week especially in the early part of the program. The middle part of this book contains a lot of beginning and ending blends. The students may move through those lessons more quickly once they have learn the general pattern.

The lesson plan serves as an introduction to the sounds for the week. You may choose to do the whole lesson in a day or do parts each day. On subsequent days do flash card and chalk board drills, work with the drill sheet, and in the early part of the program, the daily routine. Also parts of the lesson can be referred back to in the journal. Again, you don't have to wait for mastery to move on, but neither do you have to rush through.

The later part of the curriculum uses series of activities. These include Rhyme Time, What Is It? and Build A Word activities. The teacher may choose to write sentences from the activities on a chalk board if it is stated that students can read the descriptions or sentences. The drill charts can be answer lists for the students. Emphasis is placed on homophones when applicable (words that sound alike but have different meanings and spellings) and homographs (words that have the same spelling but different pronunciations). These help students tie together the many different ways to spell sounds.

A daily routine for the early part of the program can consist of the following:

1. Review the letters of the alphabet.
2. Review all letter sounds that have been learned.
3. Review the terms capital and small letters. Point to letters and have students identify the capital letters.
4. Review the terms vowel and consonant.
5. Write the five vowels and say the short sounds. Students will simply repeat after the teacher until the sounds are taught in lessons. Start with long vowels after all the short vowel have been taught.
6. Students will write their names and the letters and some words they are learning for the week.
7. Review selected flash cards or drill sheets from previous lessons.

98 Great
Dynamic Phonics
Lessons and Charts

Beginning a Phonics Program: Lessons 1 and 2 short a, b, c

Lesson 1

Spend a few days doing a daily routine and the alphabet review only. You may break the routine into parts and do them on different days if it is too overwhelming to the students. It is not important that the students know every letter name before sounds are introduced, although it is assumed that the students will be moving toward learning the letter names. The daily routine will reinforce this. Continue with the daily routine at least until after lesson ten.



Begin the phonics program with an introduction of letter sounds and terms. The short a, b, and c sounds will be taught in fairly rapid succession (one a day) so students can begin blending sounds. Teach only the hard c (k) sound at this point. You may tell the students that c has another sound that they will learn later.

At this point, the concepts of phonics are going to be very abstract, so don't get hung up on mastering letter sounds. The students may be doing a lot of repeating after you (parroting) in this stage. Don't demand the students to remember everything that has been taught. There is plenty of time for practice. Students can learn their first word at this point: **cab**.



Lesson 2

There are five terms that need to be taught. Students should begin learning the terms **vowel** and **consonant** after the letters a, b, and c have been introduced. Have students classify letters as vowels or consonants. Use the short vowel chart on daily basis. Review the short vowel sounds. Ask students to list the five letters that are vowels. (the use of y as a vowel will be dealt with later.)

Students should also learn terms to distinguish upper and lower-case letters. These terms can be used, but the term **capital** is actually more useful than the term upper-case. We capitalize letters, not upper-case them. **Lower-case** or even **small letters** are terms that can be used for the rest of the letters. Review terms daily.

The fifth term is **blend**. A blend is two or more sounds put together. Three blends can be introduced: ba, ca, ab. Blend is also a verb. It is the act of combining the sounds.



Another skill the students can begin developing is being able to tell the position of a particular sound in a blend. For example: Is the *b* sound at the beginning or end of the blend *ba*? What sound is in the middle of the word *cab*? What sound do you hear at the end of *ab*?

Students can be writing letters, blends, and the word **cab** in their journals. The journal entries can be referred back to as a daily review.

A a

B b

C c

ab ba

ca

cab

Drill Chart Lessons 1 and 2

A a

E e

I i

O o

U u

Short Vowel Chart

The letters **t** and **p**

Lesson 3

t words: **at, bat, cat, tab**

p words: **cap, pat, tap**

Discuss any unfamiliar words. These may include the words: Tab and tap. Look them up in a dictionary with the students. After reading the definitions, help the students rephrase them. Choose two words and write a brief definition in the journal. Have the students begin learning the definitions. Examples of rephrased definitions might be:

tab: a flap used to open things. tap: to hit lightly.

Some words can have more than one meaning. A **bat** can be something used to hit a ball in baseball. A **bat** can be a flying animal. You can **pat** a cat on the head. The cat may be named **Pat**. Point out that names are capitalized. How do you know which meaning is used? (context - by the other words in a sentence)

Begin talking about the structure of a sentence. It begins with a capital letter and there is a punctuation mark at the end. The dot is called a period. It tells us the sentence has ended. Sentences are made up of two or more words.

□ □ □ □

Have students find the words that rhyme. Make a list in the journal. What letters do the rhyming words have in common? The child may circle the letters that are in common. See if students can think of any other words that rhyme, even if they haven't learned all the sounds. Make up rhyming sentences. For example:

I have a cat. Her name is Pat.

I felt a tap. It was on my cap

The teacher may write part of the sentences in the journal. Have the student fill in the words he has learned. Read nursery rhymes. See if the ending letters in the rhyming words are the same.

Read the sentences on other days, leaving out the missing words. Have the student write the rhyming words on the chalkboard.

□ □ □ □

Students may write the new words in the journal. Some words can be illustrated. The child may illustrate the two meanings of the word bat.

T t a t at

ba ca ta

bat cat tab

Pp pa ap

cap pat tap

The letters **n** and **s**

Lesson 4

n words: **ban, can, nab, nap, pan, tan**

s words: **bass, pass, sap, sat**

The word **bass** has two pronunciations. It is pronounced with the short **a** and the long **a**. For now, only the short **a** pronunciation will be used. The double **s** at the end of **bass** and **pass** is a spelling pattern. The rule doesn't hold true at all times (**has, gas**).

Write words on the chalk board. Have students locate sounds. For example, **ban**. Find the **n** sound. Is it at the beginning, middle, or end of the word? Where is the **a** sound? Where is the **b** sound.



Discuss any unfamiliar words. These may include the words: **ban, nab, tan, bass** and **sap**. Again, look them up in a dictionary with the children. After reading the definitions, help the students rephrase them. Choose two words and write a brief definition in the journal. Have the children begin learning the definitions. Examples of rephrased definitions might be:

ban: to make against the law, **nab:** to take something, **tan:** a light brown color,
bass: a kind of fish, **sap:** sticky stuff that comes from a tree.

On the following days, ask the students the definitions of the two words. Or, read a definition and have the students write the word on the chalkboard. Have the students practice saying the words and definitions on a daily basis. Ask students to make up sentences using the words.



The word **can** has more than one meaning: I **can** pat the cat. A cat sat on the **can**. Make up other sentences using each meaning. Ask the child when is the word **can** meaning an object that holds things or when does it help tell what something does. You may actually place a can on the table. The students will pick up the can whenever the word means an object that holds things. You can put these meanings into a broader category of **do** (verbs) and **see** (nouns). Example sentences:

Do: He can make lunch. They can have a dog. Sally can ride a bike.

See: The trash is in the can. The can is full of soup. A can is in the box.

Compare the words to previous lists. Have students write groups of words according to beginning blends. For example: *ba* blends: **bat, ban, bass** *ca* blends: **cab, cat, cap, can**

Find the new rhymes. Group words by rhymes. For example: **ban, can, pan**

N n na an

ban can nab

nap pan tan

S s sa as

bass pass

sap sat

The letter **h** and blending s at the end of words.

Lesson 5

h words: **has, hat**

The word **has** ends with a slightly different s sound. It is voiced, like the z sound.



Students will also blend an additional s onto words in this lesson. Reading books will begin in the next lesson. The final s will give greater flexibility in reading and writing stories.

Have students practice adding s to the following words:

hat (hats), tap (taps), pan (pans), nab (nabs)

Have the students find other words that can end with an additional s from previous week's word lists. Write the changed words in the journal.

Explain that the s sometimes changes a word to make it mean more than one; one hat, two hats. But, not always. Sometimes it changes when something happens. He will nab the hat. He nabs the hat.



Have the students illustrate the difference between hat and hats, cat and cats, pan and pans, and bat and bats in the journal.



H h ha Ha

Has hat

hats cans naps

pans bats caps

nabs pats cats