

Volume 3:
Alphabet &
Phonological
Awareness -
Student Workbook

Quick Start - ALPHABET TO PHONICS

*Pre-Phonics is phonemic, or sound awareness & manipulation, also know as phonological awareness.

- 1) Alphabet & Pre-Phonics*: be sure to cover both alphabet & pre-phonics (sound manipulation) lessons to really prep them for phonics!



- 2) Sit With 'Em - 5-10 minutes a day, 5 days per week. Just a little of your time can make a world of progress.

- 3) Keep It Fun - there is a coloring page with each lesson, to keep it fun & provide the opportunity for extra practice.

- 4) Don't Skip Around cover the lessons in sequence, as they are in a specific order.

- 5) Review Daily - feel free to start each new day with a brief review.

- 6) Review Lesson - at the end of each week, use this lesson to review or assess their progress!



- 7) Don't Skip the Spelling Pages (in Phonics Book): while they can be extra challenging at first, they do provide extra practice as well.**

**Note: while spelling may seem like a completely separate skill set, it really is just the reverse of putting letter sounds together to read a word!

*"The National Reading Panel's analysis made it clear that the best approach to reading instruction is one that incorporates: *Explicit instruction in phonemic awareness; *Systematic phonics instruction; *Methods to improve fluency; *Ways to enhance comprehension."*

National Reading Panel (via the NIH & NICHD), "Topic Areas",
<http://www.nichd.nih.gov/research/supported/Pages/nrp.aspx/>

The National Reading Panel was mandated by Congress in 1997 to determine how children learn best to read. They spent over 2 years combing and reviewing all available research (amongst thousands of studies), as well as holding open panel discussions across the country.

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Learning To Read = 2 Steps

- 1) Knowing the letter-sounds &
- 2) Putting those sounds together.

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Alphabet & Pre-Phonics

Also Gives Them Practice Manipulating Sounds Before They See It In Print.

Phonics, Section 1: Short Vowel Word Skills - Teaches the Letter Sounds...

By The End Of Section 1, They Have the Tools to Read Short-Vowel Books.

Phonics, Section 2: Teaches Them Long Vowels, Blends & Segmenting...

By The End Of Section 2, They Have the Tools to Read Any Beginning Book!

Dear Adult,

Welcome to Alphabet to Phonics. If you glance at the Table of Contents, you'll notice this is actually two books in one: Book 1 is Alphabet & Pre-Phonics, and Book 2 is Phonics. The first question you might have is what is Pre-Phonics? Pre-Phonics is another name for phonemic (or sound) awareness, also known as phonological awareness. What exactly is that? And, why is that important? Pre-phonics makes students aware of and gives them practice manipulating sounds - before they see it in print! In other words, as one administrator put it, pre-phonics "can be done in the dark".

In the English language, there are somewhere between 41-44 individual phonemes or sounds depending on which party you ask. For example, in addition to the 26 letters, we also have long-vowels (5) and blends like "sh", "ch", "th" (which make a unique blended sound). These are all individual phonemes or sounds. For the complete list, see the Appendix C - "List of Phonemes". Knowing these sounds and being able to manipulate them is a very useful skill or tool – particularly when they get to phonics! Because, when they get to phonics - it's going to involve letter sounds and combining those letter sounds, in print!

The next question you might have is why do we combine the alphabet with pre-phonics lessons? Well, obviously, the alphabet involves seeing letters on a page. And phonemic awareness lessons, as mentioned above, are just auditory in nature. Now, by alternating alphabet and phonemic awareness lessons, we advance both types of skills, while maintaining their interest level (both on the page and off the page). So, you will find two alphabet (visual) lessons in a row, followed by two phonemic awareness (auditory) lessons in a row, capped off with a review lesson. A typical weekly plan might include Monday's and Tuesday's - alphabet lessons, Wednesday's and Thursday's - phonemic awareness lessons, followed by a review on Friday.

In Book 2 - Phonics, we also divide and conquer. We start with the easiest 3-letter words (short vowels) in Section 1, where we cover all the letter-sounds, except /q/ - which as you know always takes the /u/. So, we took that out and put that in Section 2 - Blends, Long Vowels & Segmenting of big words. We also cover some sight words, which don't follow our conventional rules (like "is" and "the"). By the end of Section 1, your student has all the tools to read short-vowel books. And by the end of Section 2, they have the tools to read any beginning book!

Finally, you will notice each lesson has a coloring page, and each reading page lesson also has a spelling page. Use these for both fun & practice. For example, take the opportunity - while coloring to quiz or review the lesson. Be sure to balance the fun with the learning!

- 1) Alphabet & Pre-Phonics: be sure to cover both the alphabet and pre-phonics (sound manipulation) lessons to really prep them for phonics!
- 2) Sit With Them: 5-10 minutes a day, 5 days per week. Just a little of your time can make a world of difference.
- 3) Keep It Fun: there is a coloring page with each lesson, to keep it fun & provide the opportunity for extra practice.
- 4) Don't Skip Around: cover the lessons in sequence, as they are in a specific order.
- 5) Review Daily: feel free to start each new day with a brief review.
- 6) Review Lesson: at the end of each week, use this lesson to review or assess their progress!
- 7) Don't skip the spelling pages: while they can be extra challenging at first, they do provide extra practice as well.*

*Note: while spelling may seem like a completely separate skill set, it really is just the reverse of putting letter sounds together to read a word!

Den Publishing Company



Adult says,
*"Today, we're looking at the letter /a/.
These are both the letter /a/.
That's a capital /A/, and that's a small /a/."*
Head for coloring page, and quiz you student.

A

a

B b

Adult says,
*"Today, we're looking at the letter /b/.
These are both the letter /b/.
That's a capital /B/, and that's a small /b/."*
Head for coloring page, and quiz you student.

B

b



Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "sh" - "ip".
"Now let's see if we can put these sounds together."*





Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "sh" - "op".
"Now let's see if we can put these sounds together."*



A

a

B

b

Adult: cover all but one letter & say,
"Can you tell me what letter this is?" Repeat.

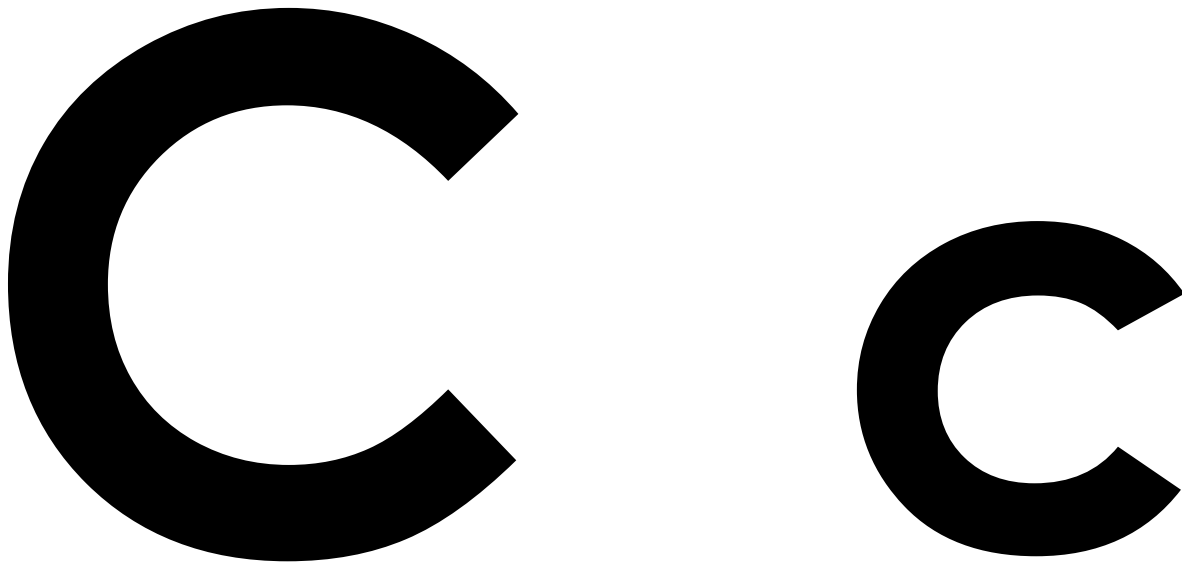
Adult, *"If I said "sh" + "ip" what word would that be?"*

A

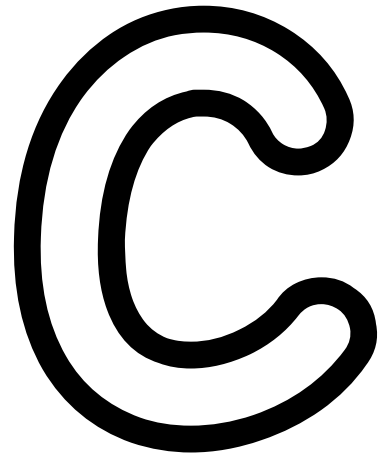
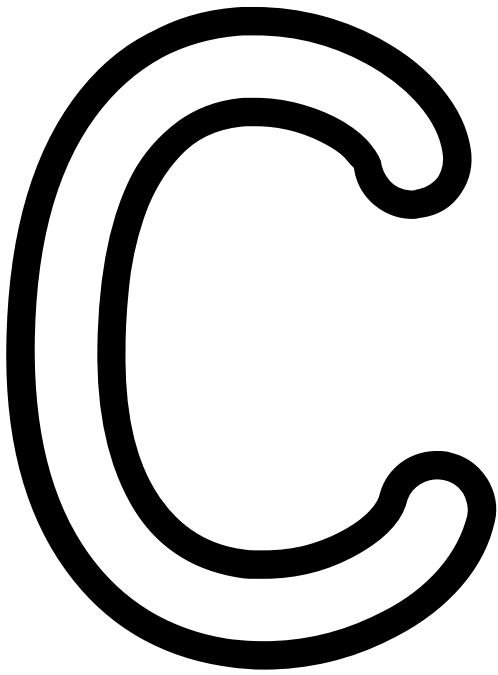
a

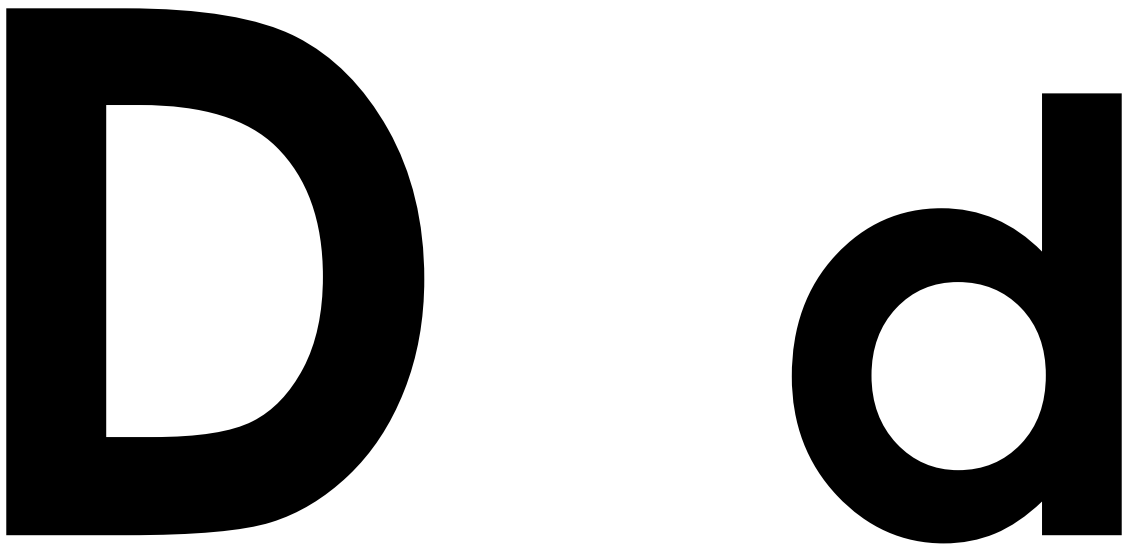
B

b

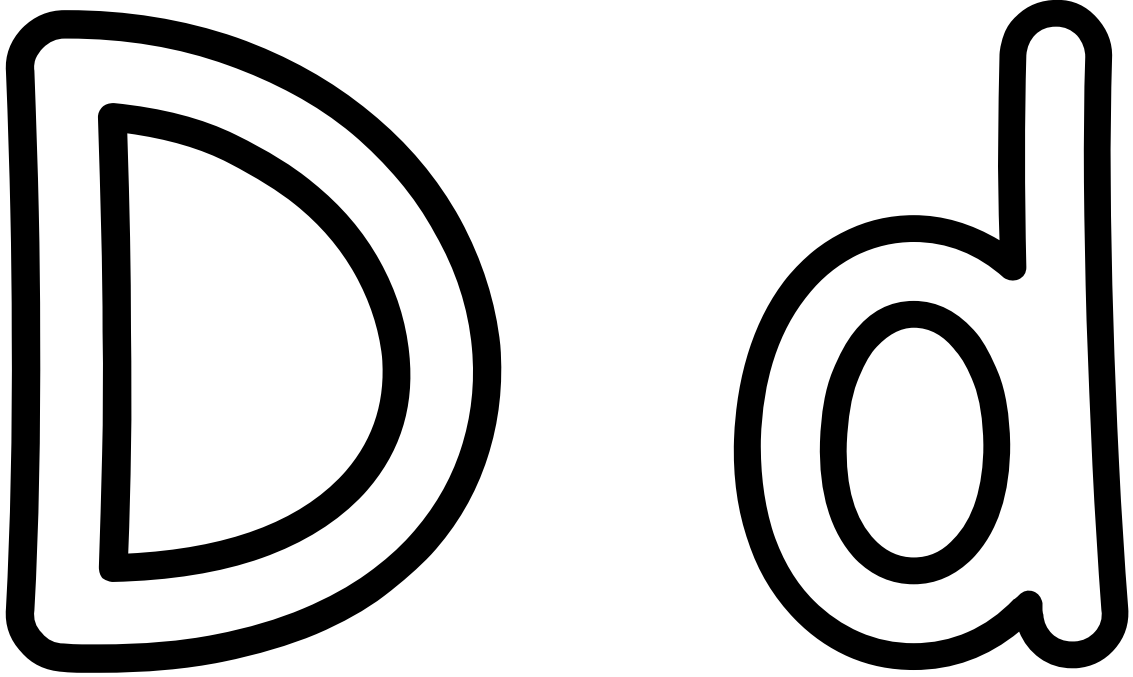


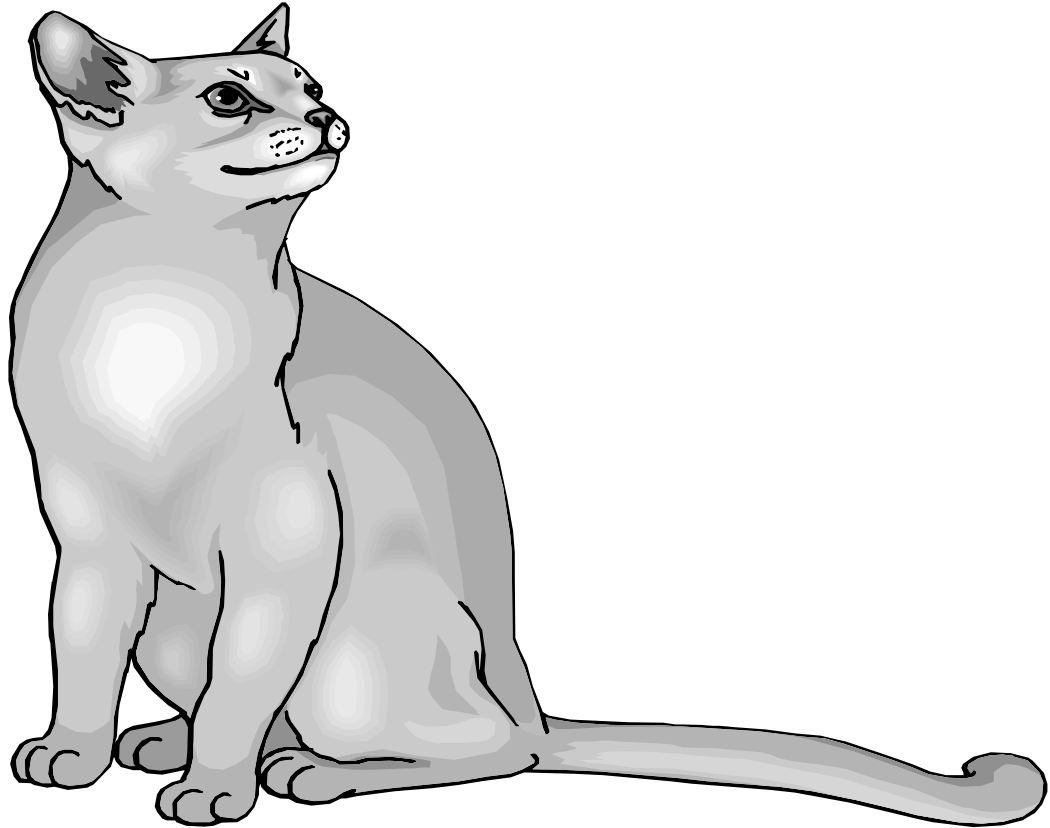
Adult says,
*"Today, we're looking at the letter /c/.
These are both the letter /c/.
That's a capital /C/, and that's a small /c/."*
Head for coloring page, and quiz you student.



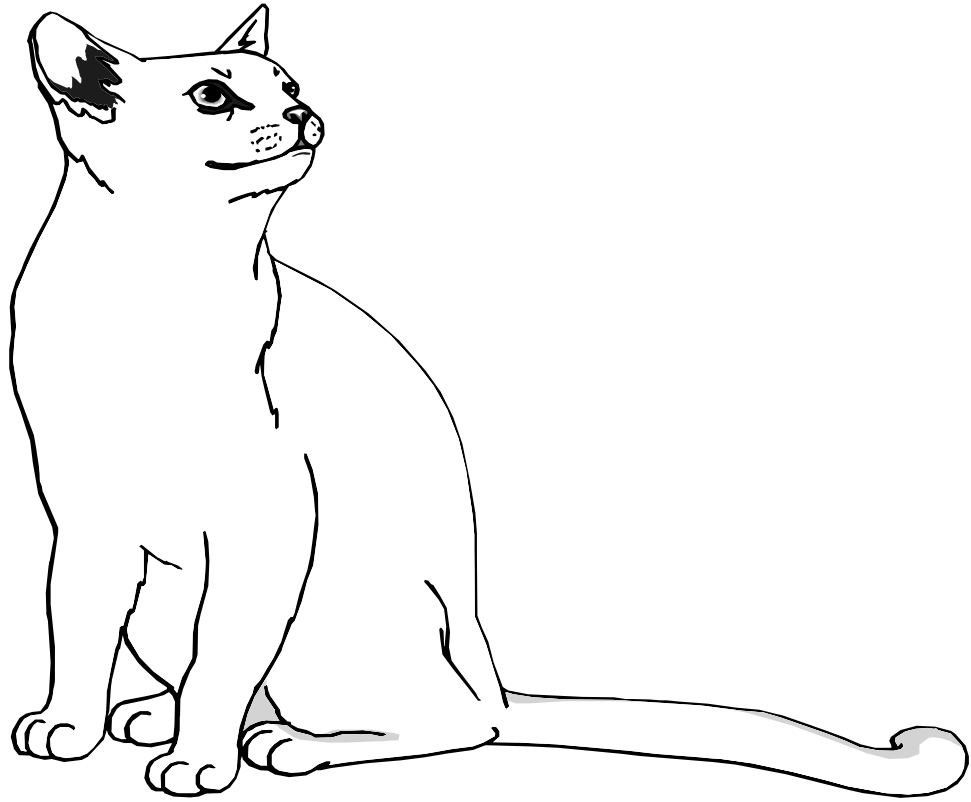


Adult says,
*"Today, we're looking at the letter /d/.
These are both the letter /d/.
That's a capital /D/, and that's a small /d/."*
Head for coloring page, and quiz you student.



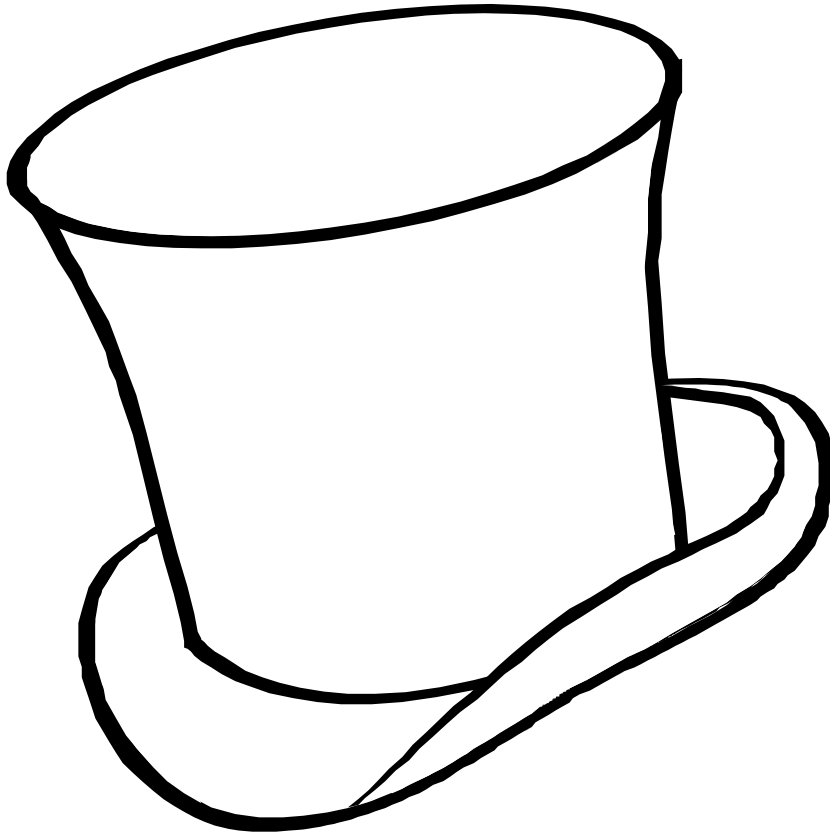


Adult (cover picture &) say,
"Today, we're going to say parts of words."
Say, *"kuh" - "at"*.
"Now let's see if we can put these sounds together."





Adult (cover picture &) say,
"Today, we're going to say parts of words."
Say, *"huh" - "at"*.
"Now let's see if we can put these sounds together."



C

c

D

d

Adult: cover all but one letter & say,
"Can you tell me what letter this is?" Repeat.

Adult, *"If I said "kuh" + "at" what word would that be?"*

C

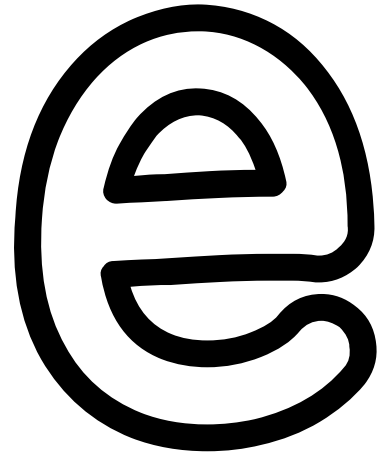
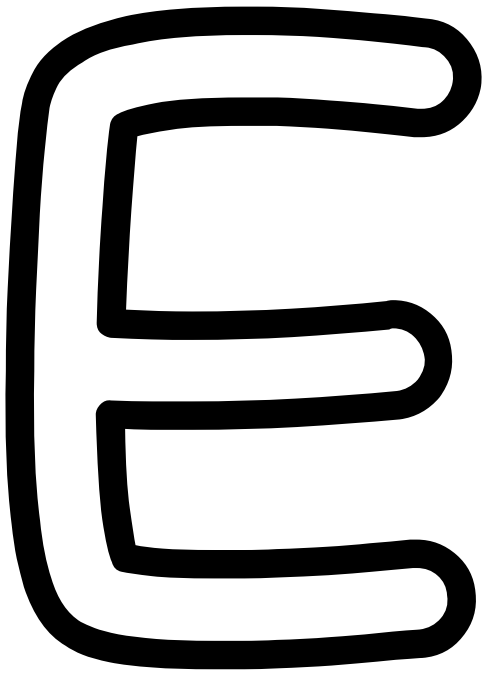
c

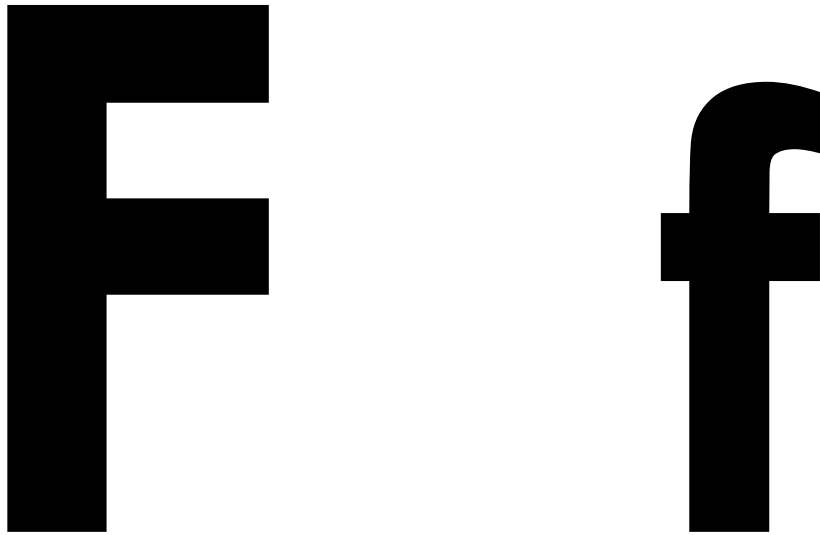
D

d

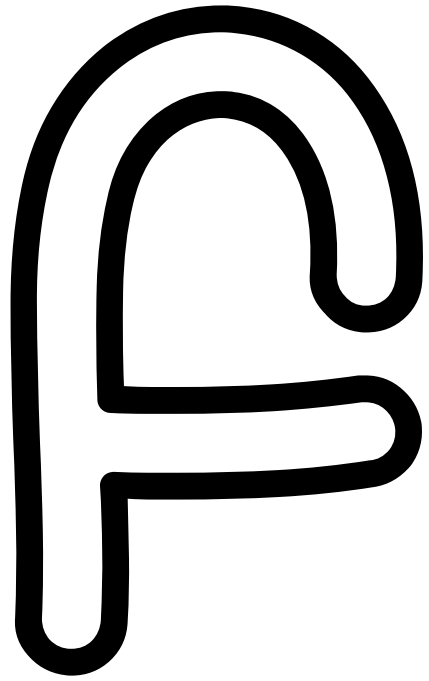
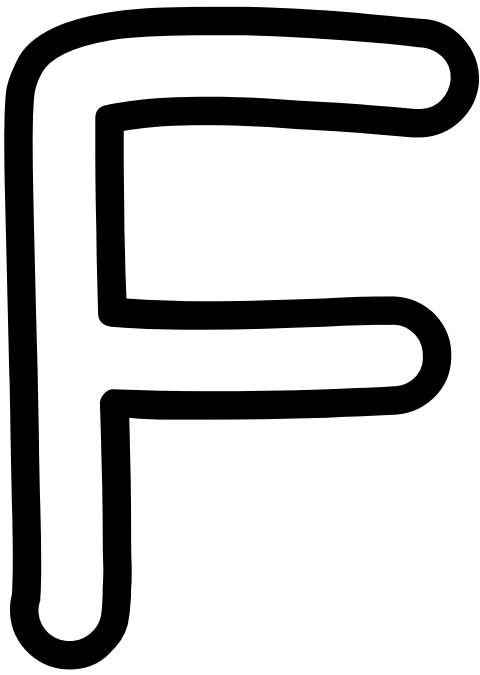


Adult says,
*"Today, we're looking at the letter /e/.
These are both the letter /e/.
That's a capital /E/, and that's a small /e/."*
Head for coloring page, and quiz you student.





Adult says,
*"Today, we're looking at the letter /f/.
These are both the letter /f/.
That's a capital /F/, and that's a small /f/."*
Head for coloring page, and quiz you student.





Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "chuh" - "at".
"Now let's see if we can put these sounds together."*





Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "chuh" - "in".
"Now let's see if we can put these sounds together."*



E e

F f

Adult: cover all but one letter & say,
"Can you tell me what letter this is?" Repeat.

Adult, *"If I said "chuh" + "in" what word would that be?"*

E

e

F

f



Adult says,
*"Today, we're looking at the letter /g/.
These are both the letter /g/.
That's a capital /G/, and that's a small /g/."*
Head for coloring page, and quiz you student.

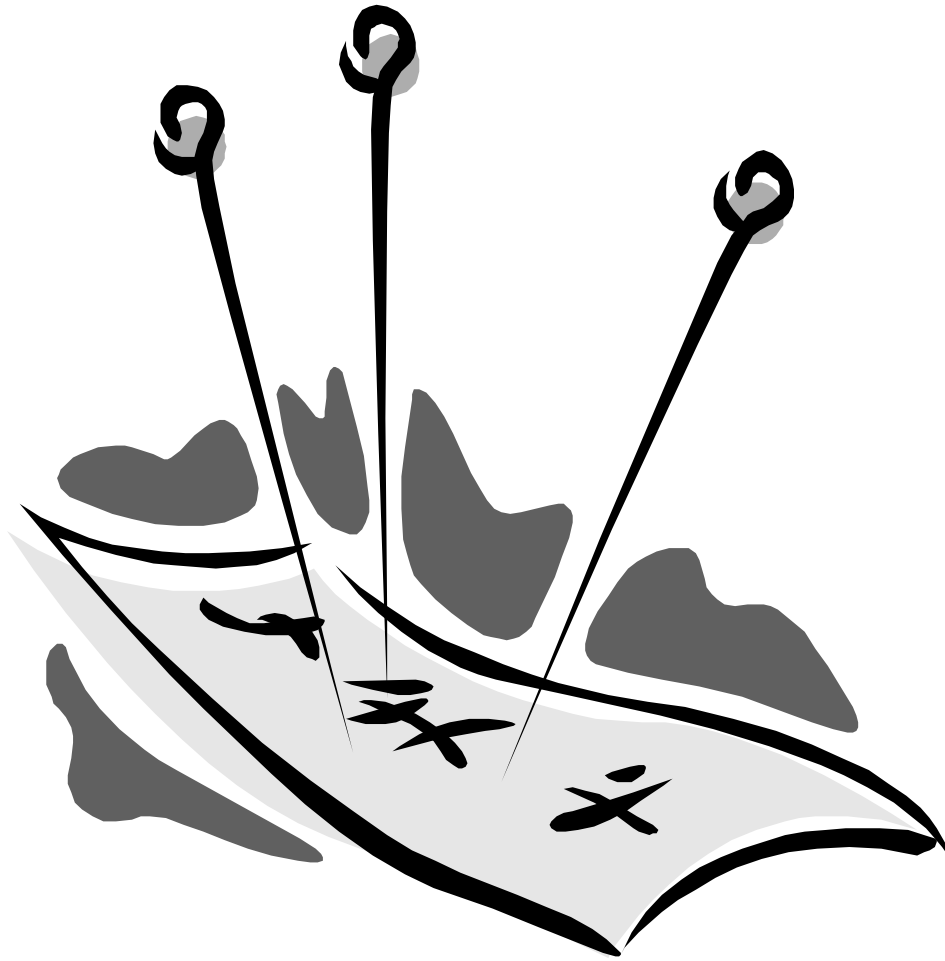
G

g

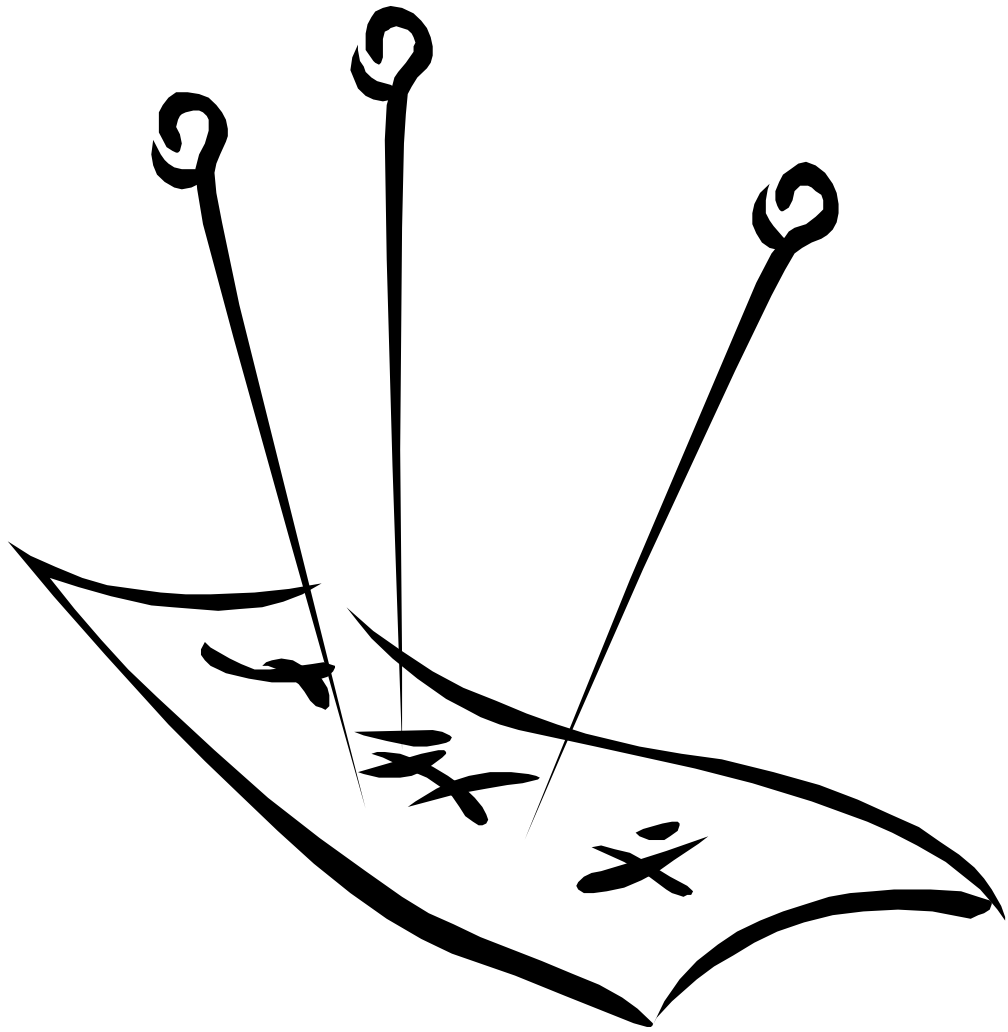


Adult says,
*"Today, we're looking at the letter /h/.
These are both the letter /h/.
That's a capital /H/, and that's a small /h/."*
Head for coloring page, and quiz you student.

H h



Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "puh" - "in".
"Now let's see if we can put these sounds together."*





Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "wuh" - "in".
"Now let's see if we can put these sounds together."*



G g

H h

Adult: cover all but one letter & say,
"Can you tell me what letter this is?" Repeat.

Adult, *"If I said "wuh" + "in" what word would that be?"*

G

g

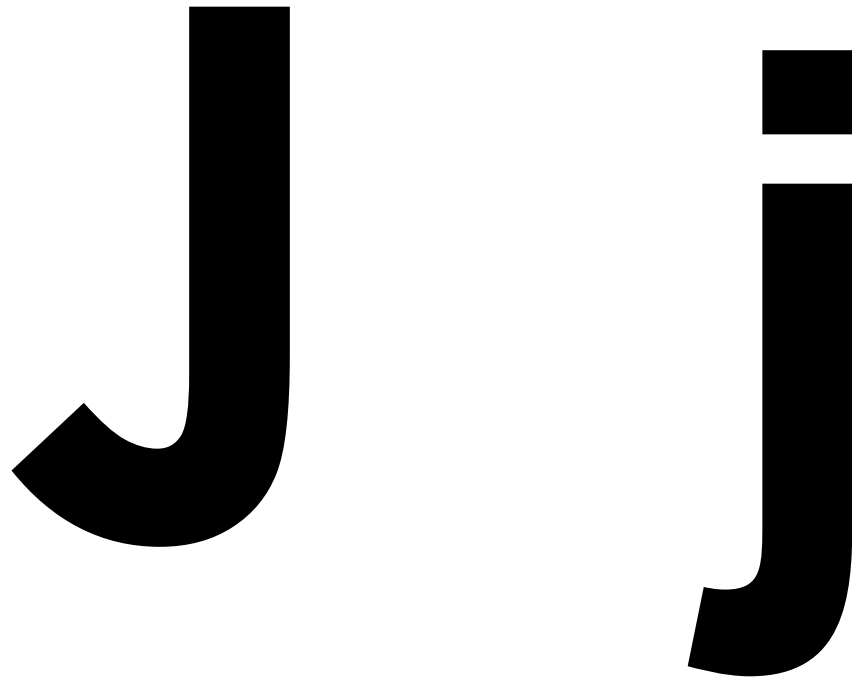
H

h



Adult says,
*"Today, we're looking at the letter /i/.
These are both the letter /i/.
That's a capital /I/, and that's a small /i/."*
Head for coloring page, and quiz you student.

I i



Adult says,

"Today, we're looking at the letter /j/.

These are both the letter /j/.

That's a capital /J/, and that's a small /j/."

Head for coloring page, and quiz you student.

J

j

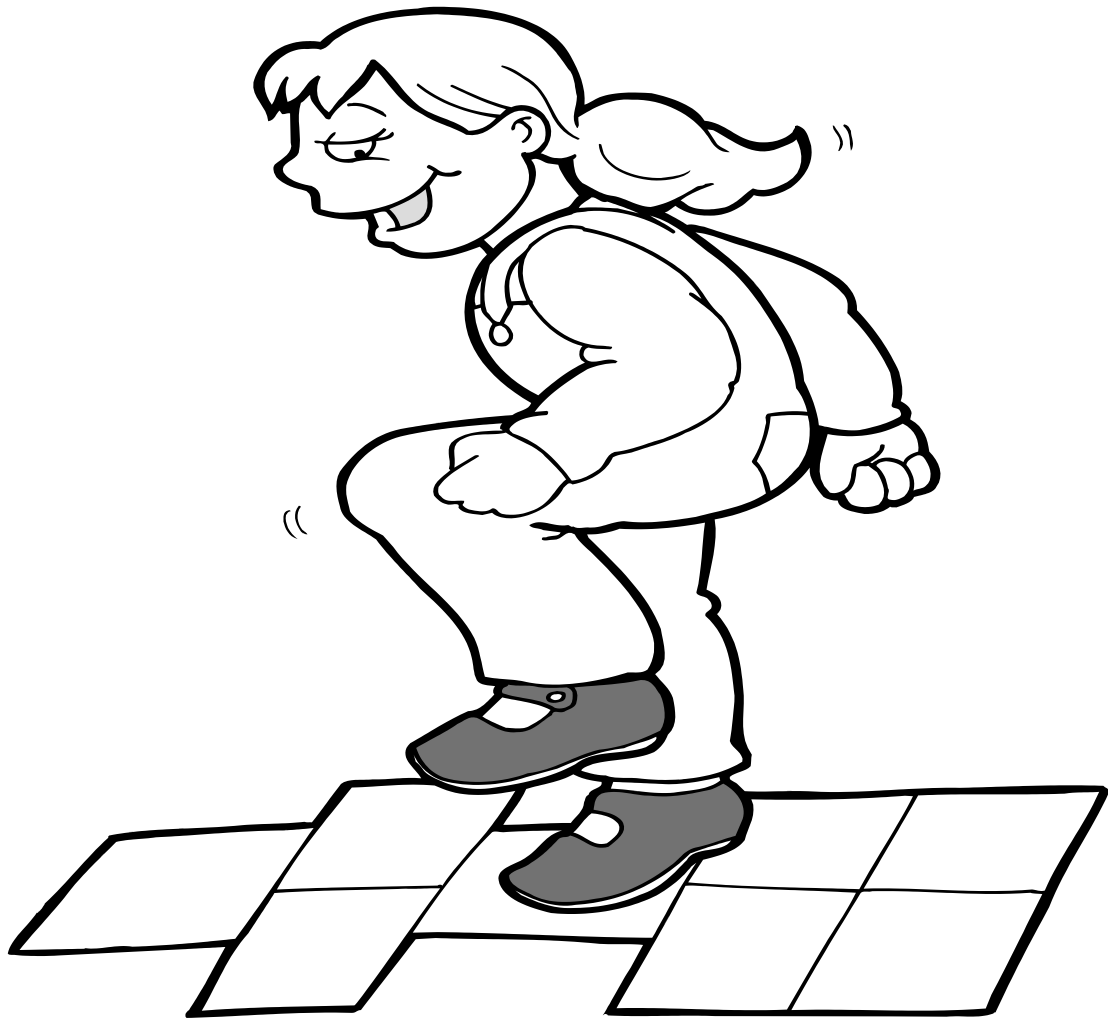


Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "mm" - "op".
"Now let's see if we can put these sounds together."*





Adult (cover picture &) say,
*"Today, we're going to say parts of words."
Say, "huh" - "op".
"Now let's see if we can put these sounds together."*



I

i

J

j

Adult: cover all but one letter & say,
"Can you tell me what letter this is?" Repeat.

Adult, *"If I said "huh" + "op" what word would that be?"*

I

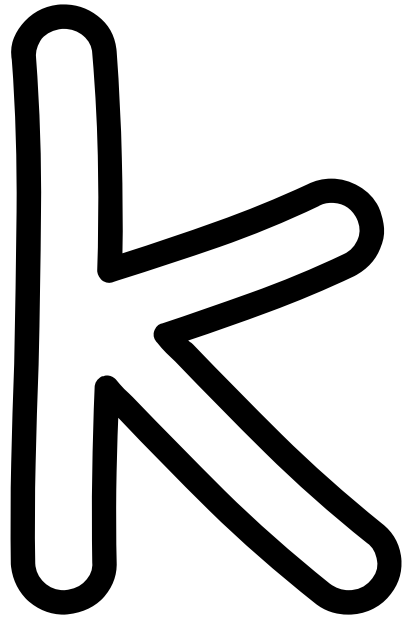
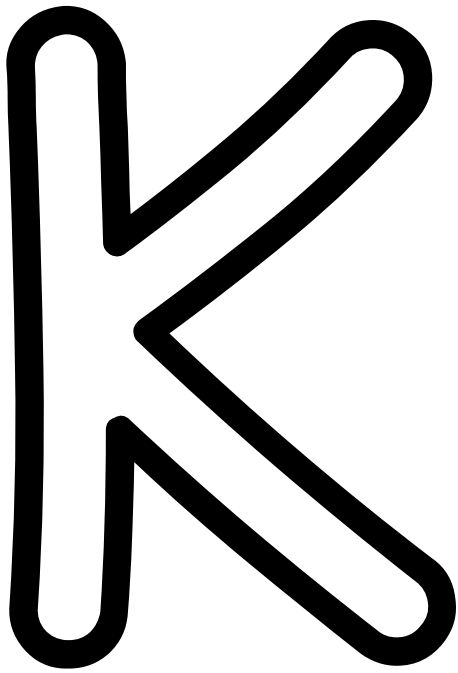
i

J

j



Adult says,
*"Today, we're looking at the letter /k/.
These are both the letter /k/.
That's a capital /K/, and that's a small /k/."*
Head for coloring page, and quiz you student.





Adult says,
*"Today, we're looking at the letter /L/.
These are both the letter /L/.
That's a capital /L/, and that's a small /l/."*
Head for coloring page, and quiz you student.

