

Successful Phonics Part One

A complete beginning phonics program
that teaches the consonant and short vowel sounds,
blending them to form hundreds of words!



By Jean Roberts

Successful Phonics - Part One is a very popular book, widely used in Western Canada by Grade One teachers. It makes phonics easy to teach, and is very effective when taught to the whole class by the classroom teacher or used in Learning Assistance rooms with a small group.

It can be used in Kindergarten with children who are ready to blend words, and in Grade Two to help students who are having some reading difficulties. It is followed by **Successful Phonics - Part Two**.



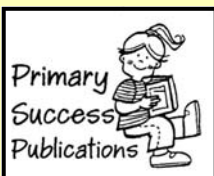
Successful Phonics - Part One © by Jean Roberts

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Words to Blend

- Lesson 1 - /a/** a
- Lesson 2 - /t/** at
- Lesson 3 - /s/** sat
- Lesson 4 - /m/** mat am Sam mats Sam's tam
- Lesson 5 - /c/** cat cats Cam Cam's
- Lesson 6 - /f/** fat fast
- Lesson 7 - /b/** bat cab bam tab
- Lesson 8 - /i/** it is sit Tim miss mitt fit fib bit bib if
- Lesson 9 - /h/** his has hat hit him ham
- Lesson 10 - /j/** jam Jim jab
- Lesson 11 - /k/** kit kiss Kim ask
- Lesson 12 - /n/** in nab Nan can tan fan man ban an nib fin tin sin
- Lesson 13 - ck** Jack sack tack back sick tick kick Nick
- Lesson 14 - /g/** gas sag tag bag nag fig big jig gab
- Lesson 15 - /p/** pat pig gap Pam pack pan sap sip pit pick tip tap pin
- Lesson 16 - /l/** lack lap lag gal sill mill fill Bill hill Jill gill pill lick lip lit Lil
- Lesson 17 - /r/** rat ram rack ran rap rag rim rib rip rig
- Lesson 18 - /o/** hot jot cot tot not got pot lot rot toss moss boss loss Tom
sob mob cob job nob rob mob Bob sob tock sock mock
Jock lock rock fog cog bog hog jog log top mop cop
hop pop frog Mom lost lots
- Lesson 19 - /d/** and Dad dam Dan dim did dip dig dill sad mad fad bad had
pad lad kid bid rid dot Don dock dog doll Todd sod cod

Lesson 20 - /v/ vat van Vic Val (have, give, live)

Lesson 21 - /w/ wag wig wit wick will win

Lesson 22 - /u/ us up sun sub sum tuck tub tug muss mutt muck muff
mug mud cut cuff cub cup fuss fun bus but buck bun bug
bud hut huff hug jump just nut gum puck pug luck rut rub
run rug duck dug dull

Lesson 23 - /y/ yam yip yuck yum

Lesson 24 - /x/ ax tax Max fax six mix fix wax fox box

Lesson 25 - /z/ zap zip zig-zag

Lesson 26 - /qu/ quack quick quit quill quip quiz quid

Lesson 27 - /e/ set met bet jet net get pet let vet wet yet mess Bess
Jess less Jeff Jeb ten men Ben hen Ken Jen pen den yen
neck deck Meg beg keg peg leg pep tell sell fell bell
jell well yell Ted fed bed Jed Ned led red wed

Lesson 28 - /th/ that than then this thick thin math bath with path moth
thud thug lath Beth Seth

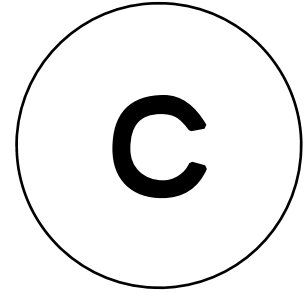
Lesson 29 - /sh/ shack ship shim shin shot shut shun mash cash dash rash
fish dish wish mush rush gush hush shush

Lesson 30 - /ch/ chat chap chick chin chip chill chop chum chug such much
rich Chuck

Lesson 31 - /wh/ whip which when whack whim whiz



Chapter 5



The letter 'c' is pronounced /k/ as in 'cat'. It is a short, quick sound. Not 'cuh', it is formed in the mouth with air.

/c/ is unvoiced.

Key Words: cat, clown, cow, castle, crown, Canada, can, cap, class, candy, candle

Words to Blend cat Cam cats Cam's



Lesson 1 - teach the /k/ sound

Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Teach the Sound

Introduce the letter 'c', the /k/ sound. Discuss the letter name and the letter sound, and make sure the children understand that they are different. At this stage, do not mention the letter 'k'. Show the upper and lower case 'cC'.

What does my mouth do when I make the /c/ sound?

Ask the children to give words beginning with the /c/ sound. Draw pictures of these. If the children give you words beginning with 'k', say, "Yes, the sound is right, but that word does not begin with 'c'." Go over the pictures of the key words, empathizing the /c/ sound. You can say "/k/ /k/ /k/ /k/ cookie." /k/ cannot be stretched, so the sound will be repeated keeping it short and quick.

Show the children how the lower case 'c' is printed. Began at the top. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the lower and upper case letter, saying the *sound* as they print.

Say in unison, "C says /k/ as in cat" and repeat. Then say "C /k/ cat" and repeat.

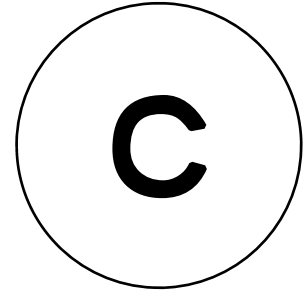
Follow-Up

Give the children sheet 5-1. Say the words beginning with /k/. Colour the pictures if time permits.

Flash the a, t, s, m and c cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Lesson 2 - blending with 'c'



Review - Say the alphabet and sing the alphabet song.

Flash the a, t, s, m and c cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Re-Teach the Sound

Ask the children to give words beginning with the /c/ sound. Go over the pictures of the key words, empathizing the /k/ sound. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound, making sure they are forming it correctly. Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

Say in unison, "C says /k/ as in cat" and repeat. Then say "C /k/ cat" and repeat.

Blending With the Sound

Review blending the words from previous lessons.

You can show the slide. The 'c' is at the top of the slide. The /a/ is halfway down the slide and the /t/ is sitting at the bottom. The 'c' slides down (holding the sound) until he bumps into the /a/. /a/ holds the sound until he bumps into the /t/ to make the word 'cat'.

Give each child sheet 5-2. To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, left to right, blending the sounds together to form the word. Say, "/k/ /a/ /t/ cat". Slide the sounds together.

'Cam' is a shortened form of the name Cameron. Blend the word 'Cam'.

Have the children read the words on the sheet to each other.

Blend 'cat' and then add the /s/ to make 'cats'.

Spelling With the Sound

Talk about blending. We are putting sounds together to make words. Now we begin to take words apart to hear the sounds.

Say the word 'cat'. Have the children stretch the word to separate the sounds. Ask, "What sound is at the beginning (comes first)? What sound is at the end of the word? What sound do you hear in the middle? How many sounds do you hear? Raise a finger of the left hand for each sound as the sounds are said. (We use the left hand so the fingers are raised from left to right.) Give each finger a sound.

Do the same oral procedure with all the other words that have been blended so far.

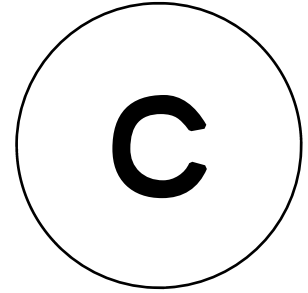
Follow-Up

Give the children sheet 5-3. Practice blending the words. Put the children in pairs to read the words, touching under each letter sound and then 'zipping' the word together. Draw a line from the word to the matching picture.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Lesson 3- Reading



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Re-Teach the Sound

Make sure all students know the sound of the letter c. Think of words beginning with /k/.

Blending With the Sound

Practice blending the words cat at sat Sam am mat tam
Enrichment cats Cam cast

Reading

Print these sentences and phrases for the children to read. Where there is a line, put a child's name.

I am Cam. I am Sam. I am at _____.
I am a cat. Cam's mat Sam's tam Cam sat.
Cam sat at a mat. _____ sat at a mat.
A cat sat. A cat sat at a mat.

Give each child the Lesson 5 book. Model how we read a book - have them point under the words as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right. Read the book together, modelling the blending and reading on each page.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Follow-Up

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Additional Ideas

Poem

Sneeze, sneeze!
Cam's caught a cold.
What will make it better?
Candy will, I'm told!



Tactile Association

Feel or do projects with cotton balls, crayons, cornmeal, bottle caps, corduroy, corrugated cardboard.

Make Tactile Letters

Glue cotton balls or cornmeal to letter outlines.

Art Ideas

- Make a collage.
- Colour a picture.
- Find /c/ pictures in a catalogue.
- Make caterpillars.
- Use cookie cutters as tracers.
- Make candles.

Food

Cake, cookies, candy, caramel, carrots, cabbage, coconut, corn, cornmeal, cranberries, cucumber

Songs and Games

Play cards.
Do calisthenics.

Story

Cathy Raccoon likes cookies and candies. Cathy's cookies make crumbs on her couch, so before company comes over, Cathy uses her vacuum cleaner to clean up. She likes to count her candies and coins before going to bed. Cathy likes to drink cocoa and munch on carrots and cucumbers.

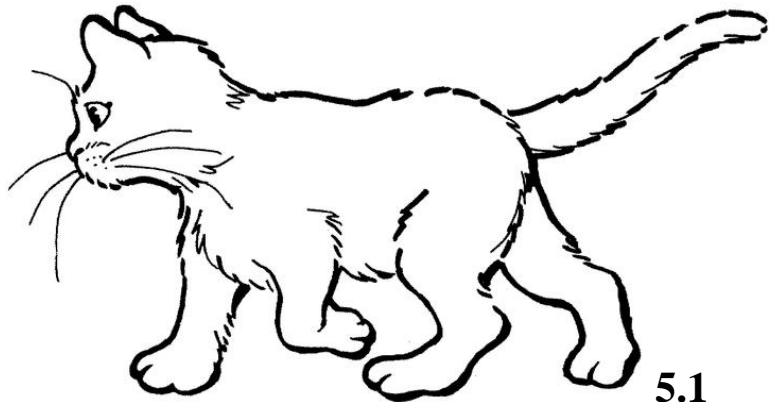
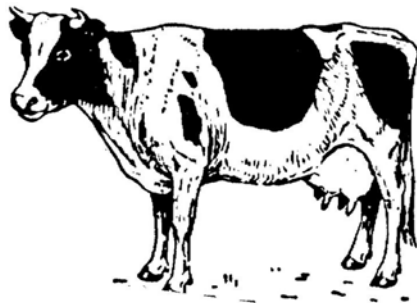
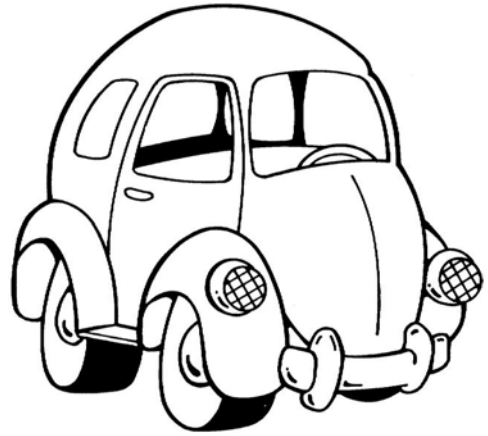
Connected Ideas

- Learn about cats.
- Talk about caring, and list things you care about.
- Graph favourite cakes and cookies.
- Make a mural of our class.
- Build a fairytale castle.

Praise

Commendable! Classy!

Cc



5.1

am

tam

mat

cat

Sam's

Cam

at

sat

cat



Cam



cats



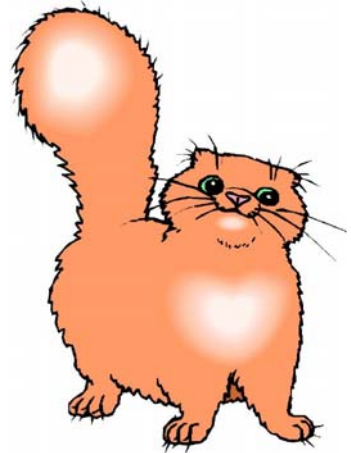
mat



cat



Cam



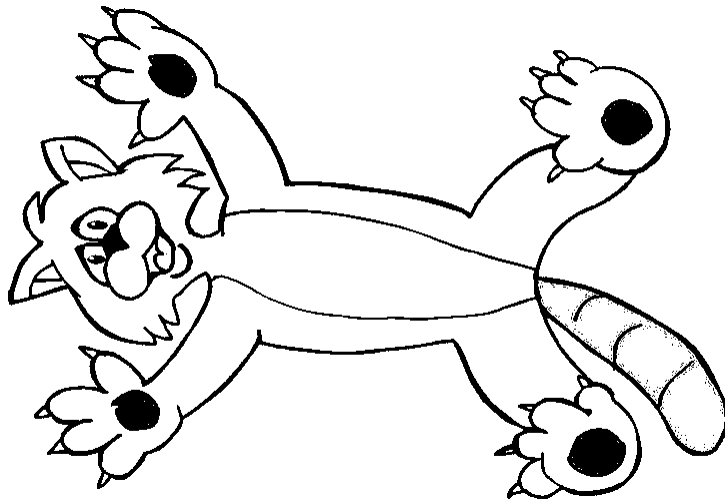
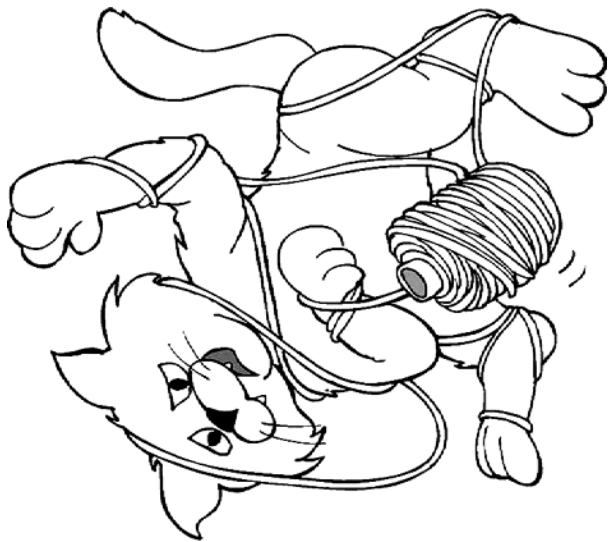
cats



mat



5.3 colour



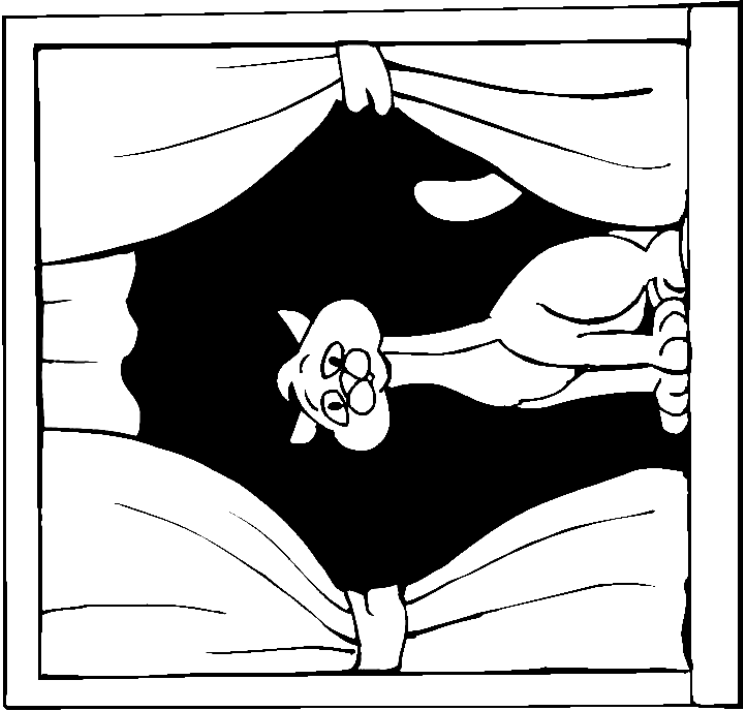
A Cat



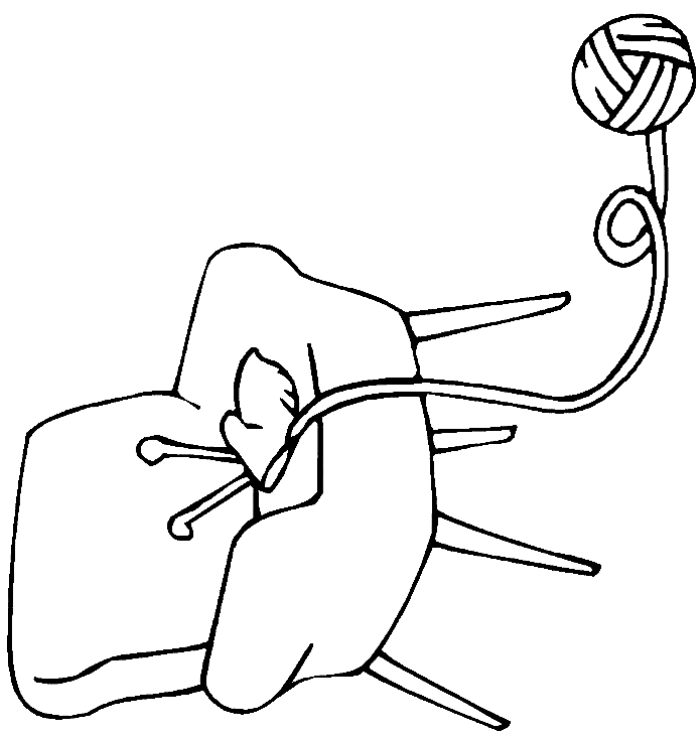
I am a cat.
I am Cam.



Sam
Cam



Cam sat.



Cam's



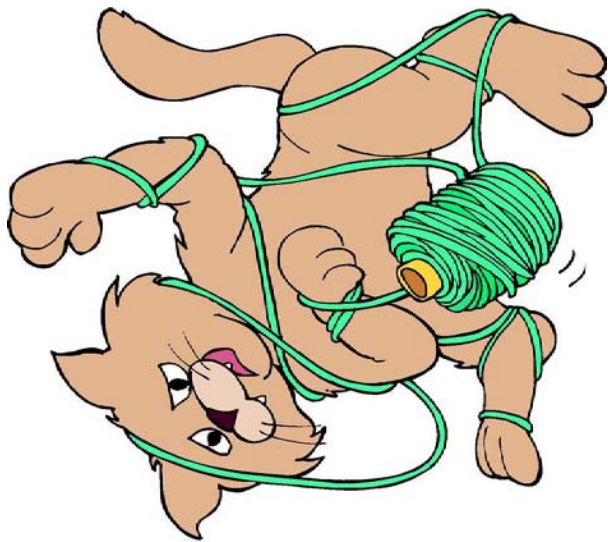
I am Sam.

4

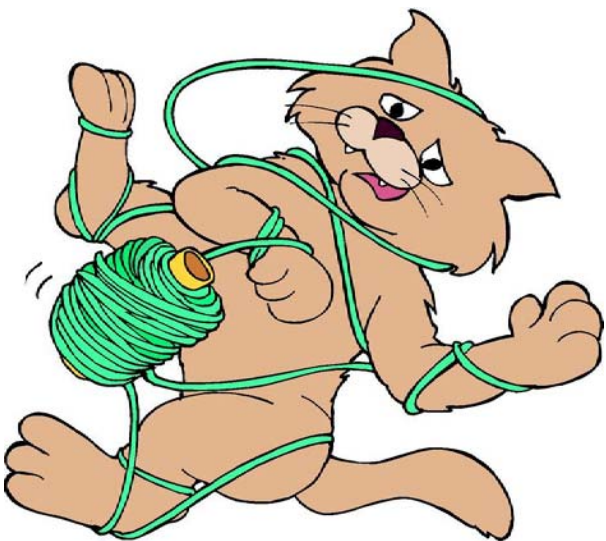


Sam at a .

5



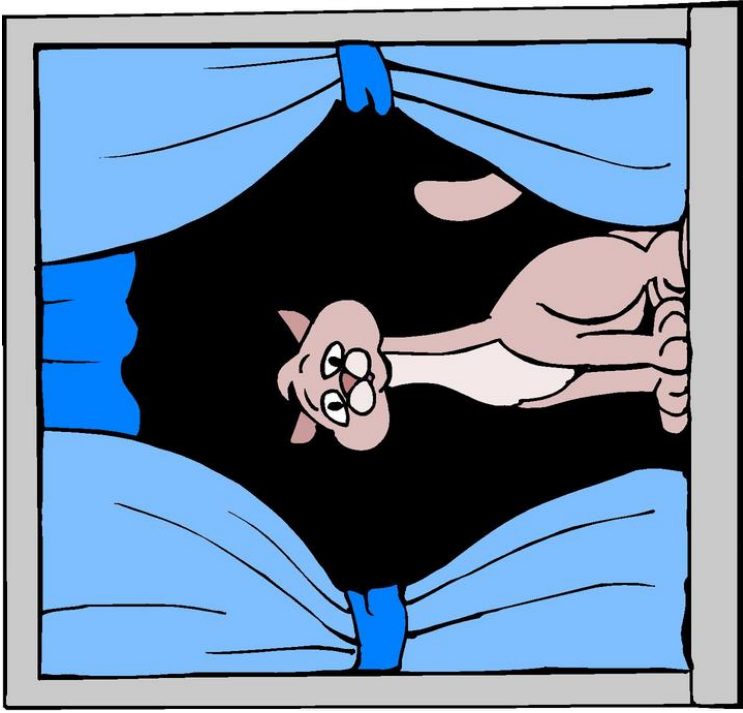
A Cat



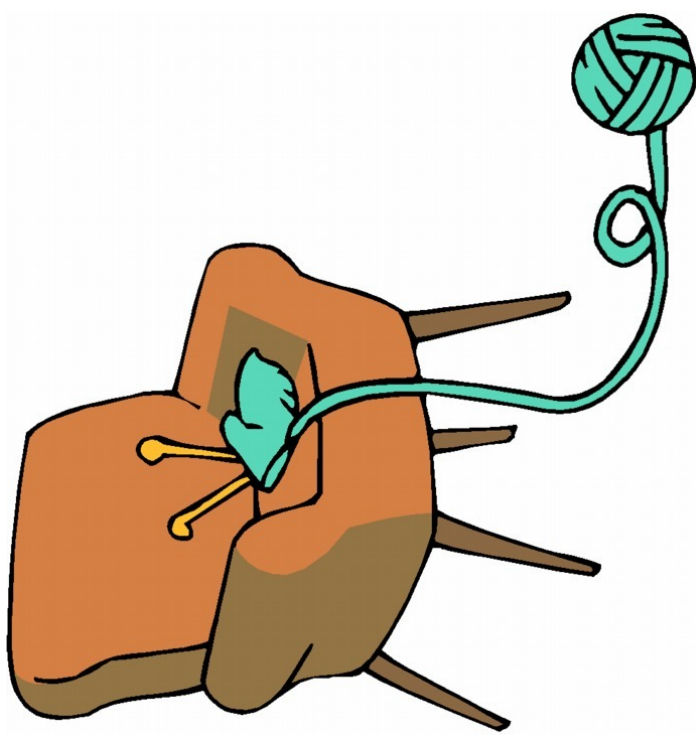
I am a cat.
I am Cam.



Sam
Cam



Cam sat.



Cam's



I am Sam.

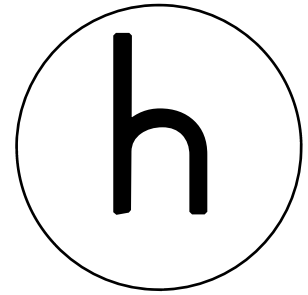
4



Sam at a .

5

Chapter 9



The letter 'h' is pronounced /h/ as in 'happy'.

/h/ is unvoiced. It is a puff of air from the lungs with the mouth open, not 'huh'.

Key Words: hat, hotdog, house, horse, hamburger, ham, home, hill, heart, hole, Halloween

Sound Association – a panting puppy - he is hot "h - h - h - h - h"

Words to Blend his has hat hit him ham



Lesson 1 - teach the /h/ sound

Review – Say the alphabet and sing the alphabet song.

Flash the sound cards.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat, F says /f/ as in fit, B says /b/ as in bat, I says /i/ as in it" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat, F /f/ fit, B /b/ bat, I /i/ it" and repeat.

Teach the Sound

Introduce the letter 'h', the /h/ sound. Discuss the letter name and the letter sound, and make sure the children understand that they are different. Show the upper and lower case 'hH'.

What does my mouth do when I make the /h/ sound?

Ask the children to give words beginning with the /h/ sound. Draw pictures of these. Go over the pictures of the key words, empathizing the /h/ sound. It can't be stretched, so say "/h/ /h/ /h/ /h/ hat".

Show the children how the lower case 'h' is printed. Began at the top. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the lower and upper case letter, saying the *sound* as they print.

Say in unison, "H says /h/ as in happy" and repeat. Then say "H /h/ happy" and repeat.

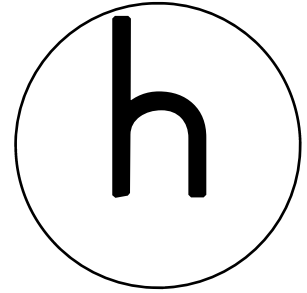
Follow-Up

Give the children sheet 9-1. Say the words beginning with /h/. Colour the pictures if time permits.

Flash the a, t, s, m, c, f, b, i and h cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat, F says /f/ as in fit, B says /b/ as in bat, I says /i/ as in it; H says /h/ as in happy" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat, F /f/ fit, B /b/ bat, I /i/ it; H /h/ happy" and repeat.

Lesson 2 - blending with /h/



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat, F says /f/ as in fit, B says /b/ as in bat, I says /i/ as in it; H says /h/ as in happy" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat, F /f/ fit, B /b/ bat, I /i/ it; H /h/ happy" and repeat.

Re-Teach the Sound

Review the procedures from yesterday's introduction of /h/.

Blending With the Sound

Review blending the words from previous lessons.

You can show the slide to decode the words 'hat' and 'hit'. The /h/ cannot be stretched.

Blend the words **his has hat hit him ham**

Give the children sheet 9-2 and practice blending the words.

Spelling With the Sound

Talk about blending. We are putting sounds together to make words. Now we begin to take words apart to hear the sounds.

Use the words with /h/ and have the children stretch the word to separate the sounds. Ask, "What sound is at the beginning (comes first)? What sound is at the end of the word? What sound do you hear in the middle? How many sounds do you hear? Raise a finger of the left hand for each sound as the sounds are said. (We use the left hand so the fingers are raised from left to right.) Give each finger a sound.

Do the same oral procedure with other words in this lesson.

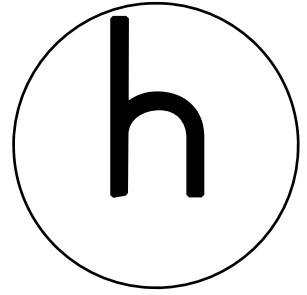
Follow-Up

Give the children sheet 9-3. Practice blending the words. Put the children in pairs to read the words and sentences, touching under each letter sound and then sliding each word together. Match the sentence groups to a picture. Have all the children read the page to you and/or to a partner or group.

Flash the sound cards.

Flash the sound/picture cards and say the two rhythm poems.

Lesson 3 - Reading



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards.

Flash the sound/picture cards.

Re-Teach the Sound

Make sure all students know the sounds of the letters - a, t, s, m, c, f, b, i, and h

Blending

Practice blending the words from this lesson. Mix words with /a/ and words with /i/.

Reading

Print these sentences and phrases for the children to read.

I hit it. Sam has a hat. I miss him.
The cat has a ham. Cam has hats. It is his ham.
Tim has mitts. His cab is fast. The cat bit Sam.
Cam has a bib.

Give each child the Lesson 9 book. Model how we read a book - have them point under the words as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right. Read the book together, modeling the blending and reading on each page.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Follow-Up

Flash the sound cards.

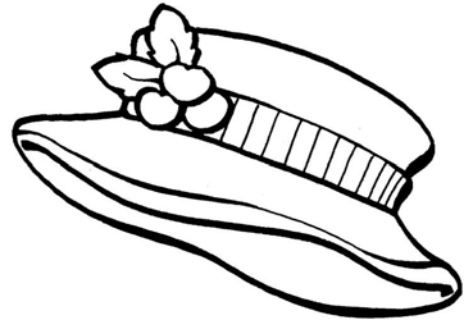
Flash the sound/picture cards and say the two rhythm poems..



Additional Ideas

Poem

Hal is a horse.
He has to hurry.
The sun is so hot
And he is so furry.



Tactile Association

Feel or do projects with paper hearts or candy hearts. Feel hair and hands.

Make Tactile Letters

Glue holes from a hole punch onto the letter outline.

Art Ideas

- Cut out hands and paste them to form a tree, etc.
- Learn to cut out hearts.
- Decorate hats.

Food

Ham, hamburgers, honey, doughnut holes, hotdogs, honeydew melon

Songs and Games

"Hokey Pokey"
Play hopscotch, hide and go seek, hot potato.
Hopping.

Story

Happy Hippo is heavy and hot. He does not like to play hide-and-seeek or hopscotch when it is hot. Happy has a new hat. It has holes in it for his two ears. Happy likes to eat hotdogs, hash browns and hamburgers. He likes to listen to his friend Harry Horse play the harmonica.

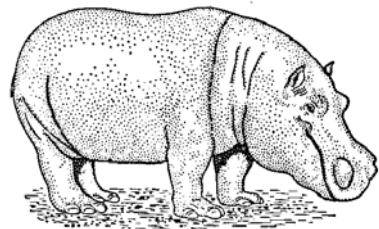
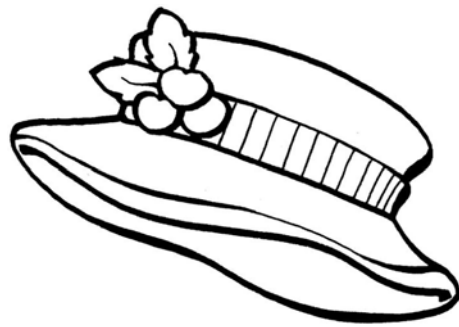
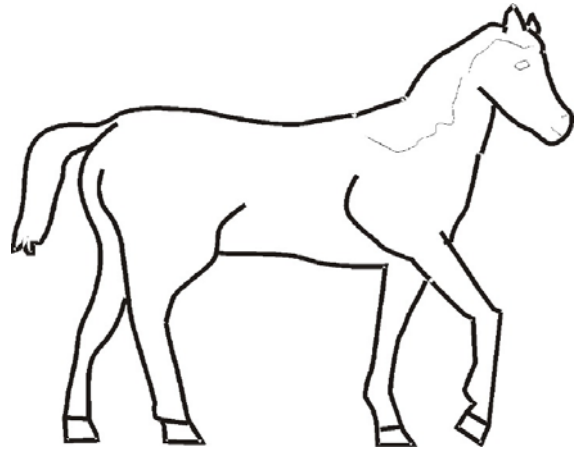
Connected Ideas

- Construct houses.
- Graph hair colour.
- Learn about the heart.
- Brainstorm things that make you happy.
- How long until Hallowe'en?
- Which things are heavier than others?

Praise

Heavenly! I am happy!

Hh



his

has

hat

hit

him

ham

sit

bib

mitt

bam

Tim has a hat.
It is his hat.



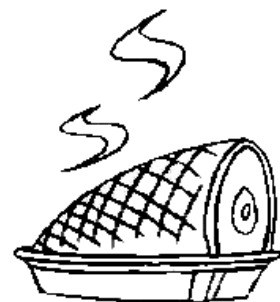
Sam has a bat.
Hit it, Sam!



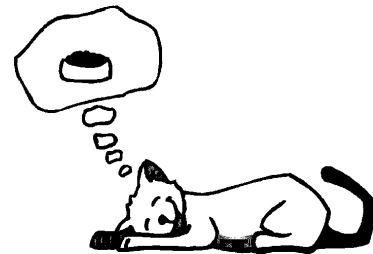
Cam has ham.
The ham is fat.



M-m-m-m-m!
The cat has ham bits.



Tim has hats.



Tim has a hat.
It is his hat.



Sam has a bat.
Hit it, Sam!



Cam has ham.
The ham is fat.

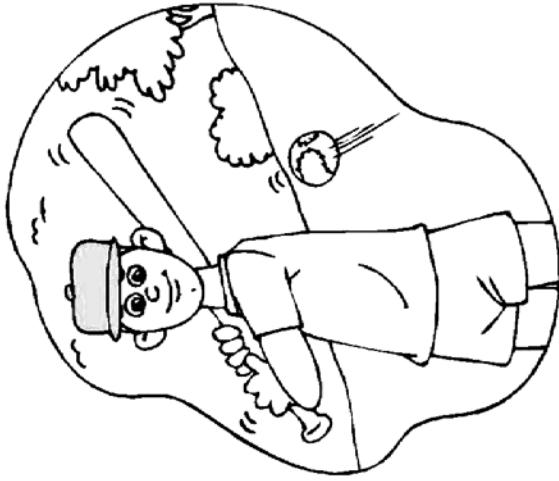


M-m-m-m-m!
The cat has ham bits.

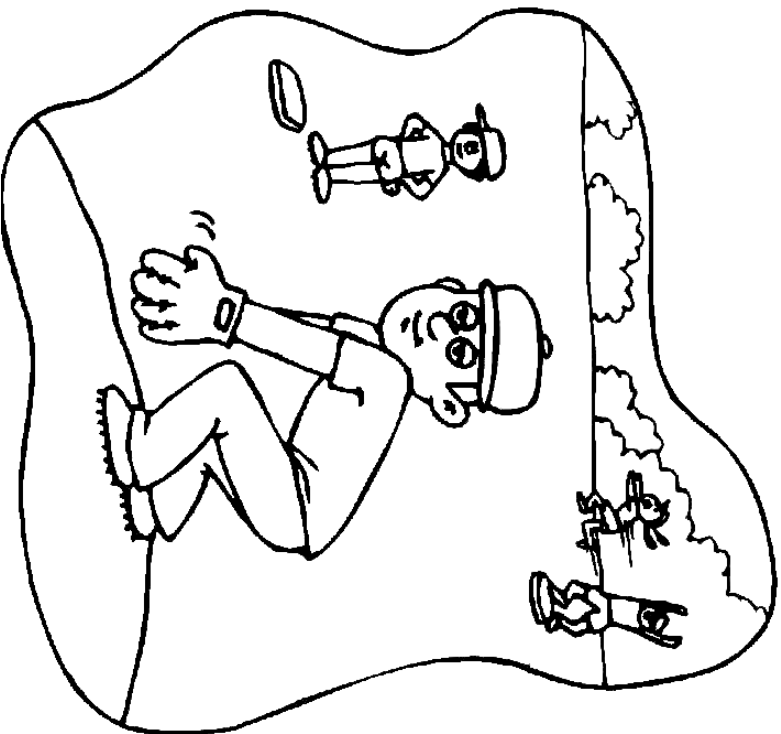


Tim has hats.

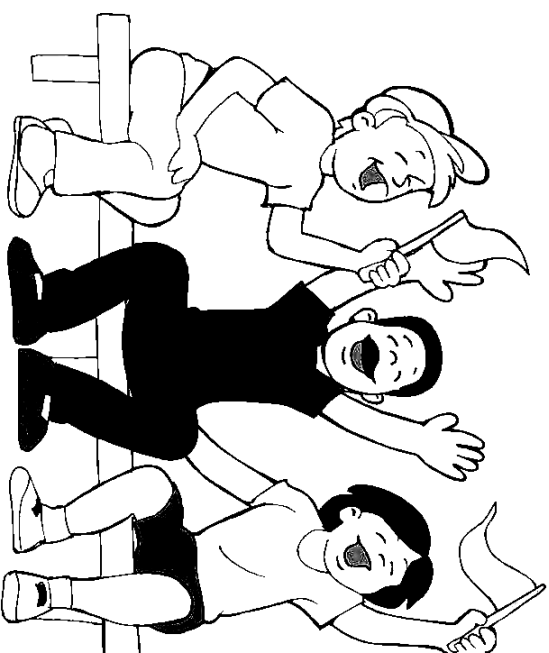




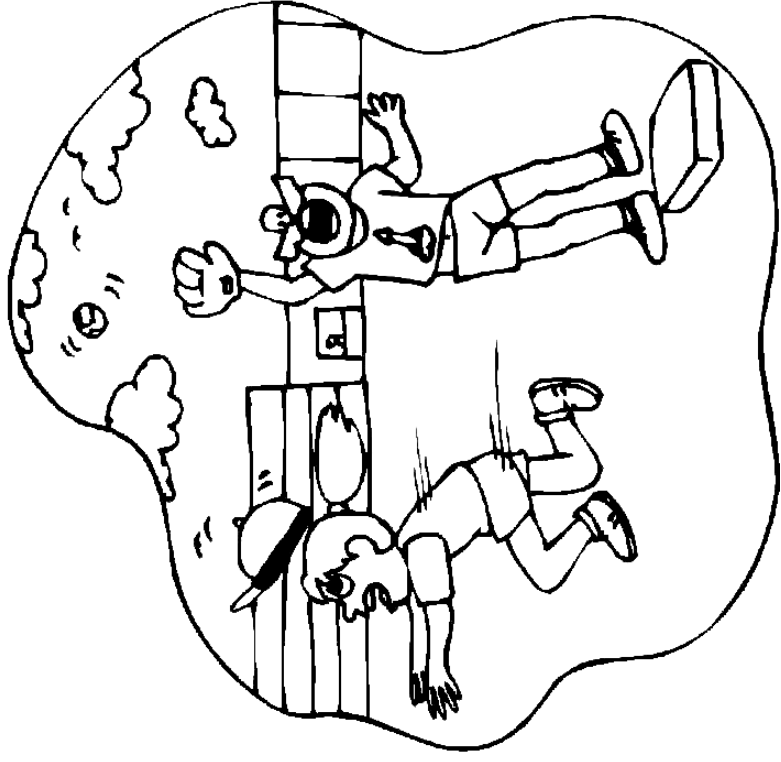
Tim's Hit



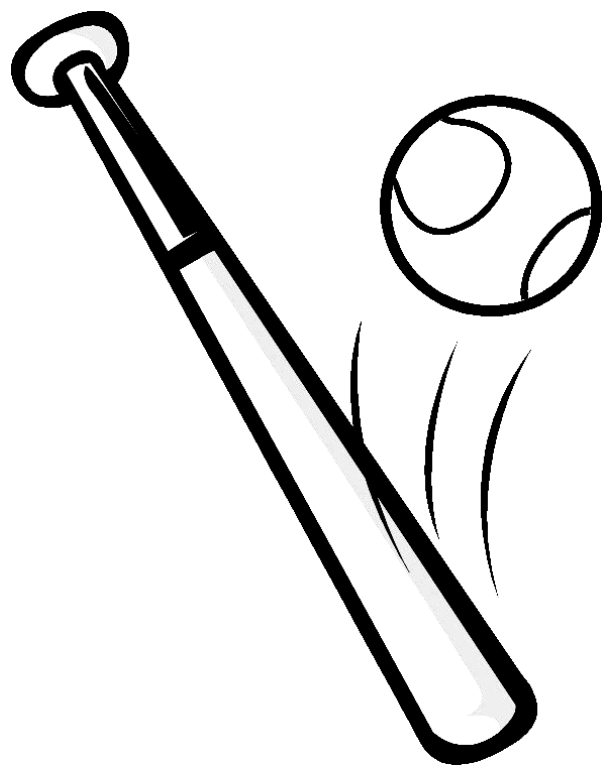
I am Cam.
Cam has a mitt.



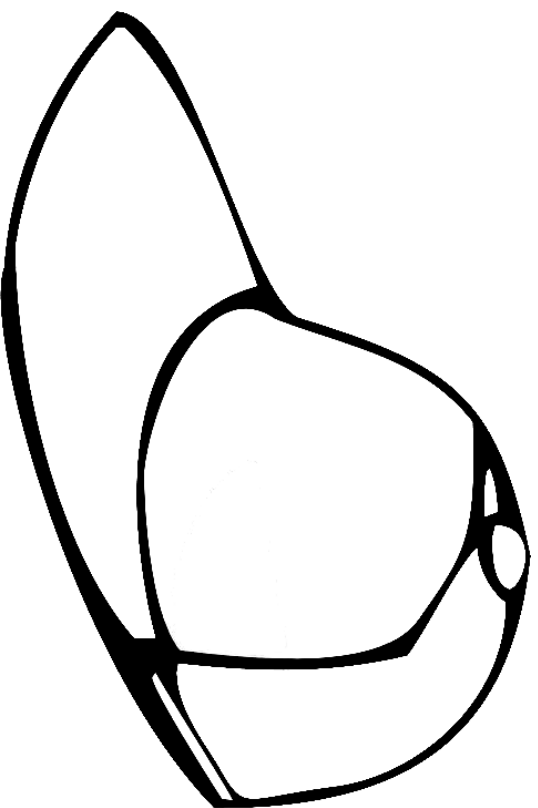
Tim hits it!
Tim is fast!



A miss!
It is a miss.

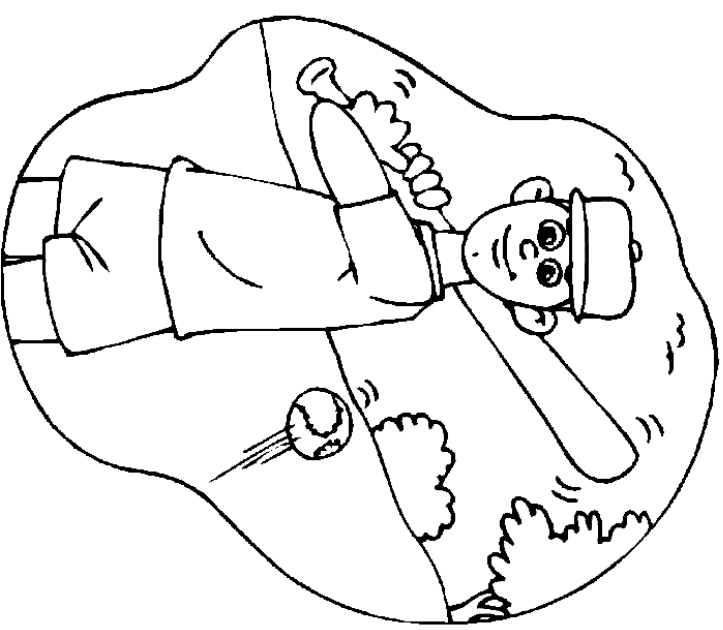


Tim has a bat.
It is Tim's bat.



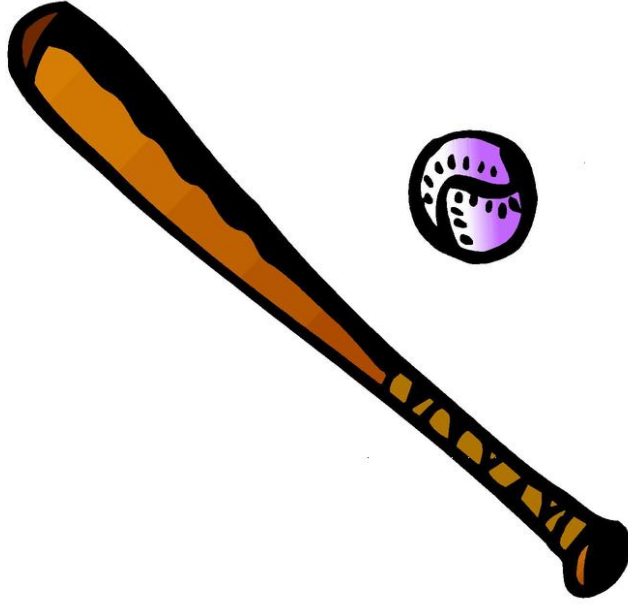
Tim has a hat.

4

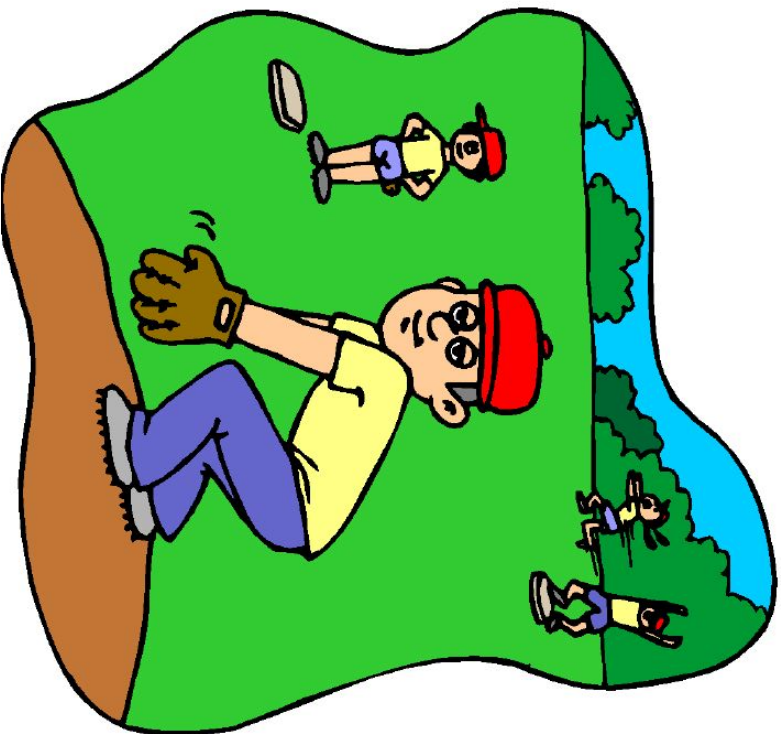


Hit it, Tim!
Hit it!

5



Tim's Hit



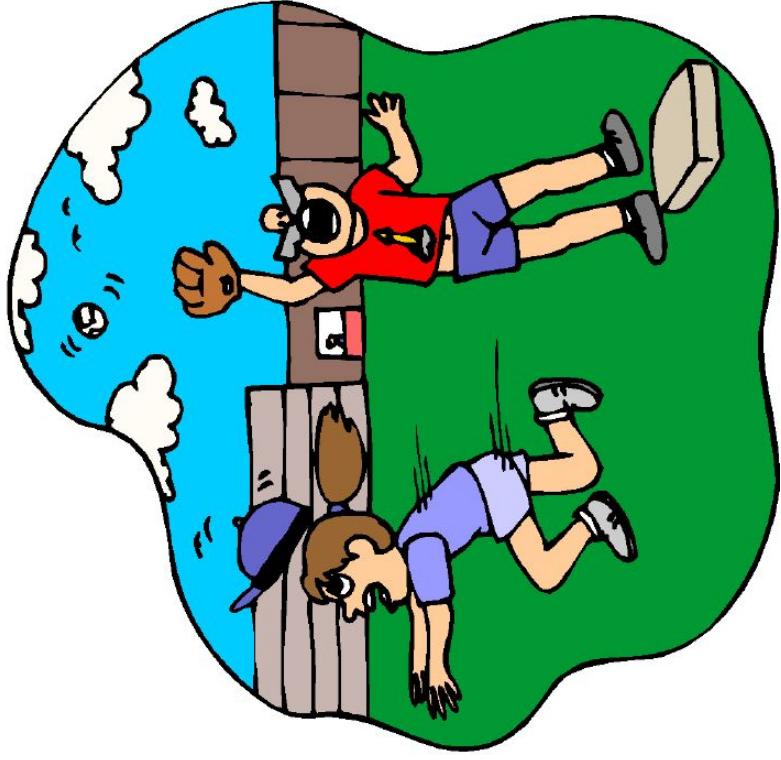
I am Cam.
Cam has a mitt.

2



Tim hits it!
Tim is fast!

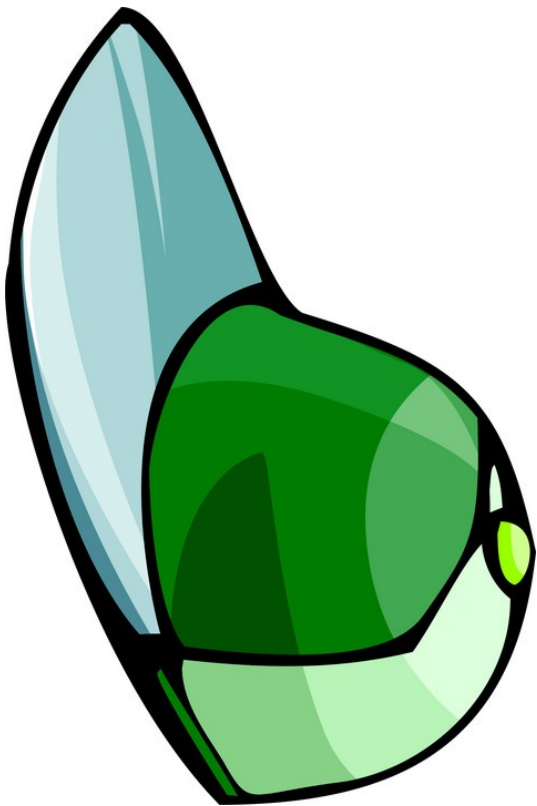
7



A miss!
It is a miss.



Tim has a bat.
It is Tim's bat.



Tim has a hat.

4



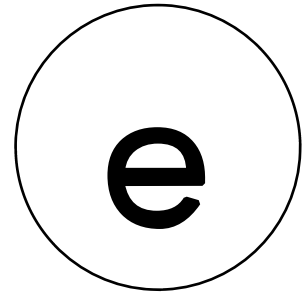
Hit it, Tim!
Hit it!

5

Chapter 27

This is the hardest sound for the children to say and to remember, and it is easily confused with /i/. Make sure it is said correctly.

It is placed late in the phonics process, because now the children will have developed the skills to differentiate the sound more easily.



Hand Motion

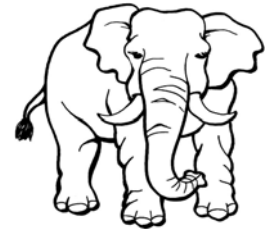
Put the thumb to one side of the mouth and the pointer finger to the other side and press upwards lifting the corners of the mouth.

Sound

/e/ as in elephant.

Key Words:

elephant, elk, exit, elbow, egg, elf, envelope, exercise, elevator



Words to Blend

Ed egg set met bet jet net get pet let vet wet yet mess Bess Jess less Jeff
Jeb ten men Ben hen Ken Jen pen den yen neck deck Meg beg keg peg leg pep
tell sell fell bell jell well yell Ted fed bed Jed Ned led red wed

Lesson 1 - teach the /e/ sound

Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been previously taught.

Flash the sound/picture cards and say the two rhythm exercises to the letters'qu'.

Teach the Sound

Introduce the letter 'e', the /e/ short sound. Discuss the letter name and the letter sound, and make sure the children understand that they are different. Show the upper and lower case 'eE'.

Ask the children to give words beginning with the /e/ sound. Give the children clues if necessary. Draw pictures of these. Go over the pictures of the key words, empathizing the /e/ sound. It can be stretched, so say, "e-e-e-e-e-elephant".

Show the children how the lower case 'e' is printed.

Say in unison, "E says /e/ as in elephant" and repeat. Then say "E /e/ elephant" and repeat.

Blending With the Sound

Blend some of the words above.

Give the children sheet 27-2 and practice blending the words.

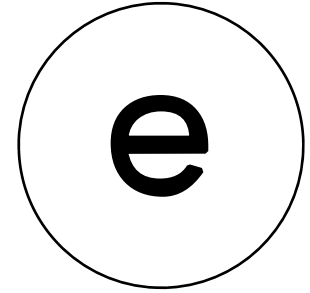
Follow-Up

Give the children sheet 27-1. Say the words beginning with /e/. Colour the pictures if time permits.

Flash the sound cards that have been previously taught and add the 'e' card.

Flash the sound/picture cards and say the two rhythm exercises, adding "E says /e/ as in elephant" and repeat. Then say "E /e/ elephant" and repeat.

Lesson 2 - blending with 'e'



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been previously taught and add the 'e' card.

Flash the sound/picture cards and say the two rhythm exercises. The last verse is.....

Qu says /kw/ as in queen,
Q cannot go as one,
E says /e/ as in elephant,
Now the alphabet is done!

Re-Teach the Sound

Review the procedures from yesterday's introduction of 'e'.

Blending With the Sound

Blend some of the words with 'e' from the word list. Make sure the children are saying the sound correctly as they blend.

Give the children sheet 27-2 and practice blending the words.

Spelling With the Sound

Use the word 'set' and have the children stretch the word to separate the sounds. Ask, "What sound is at the beginning (comes first)? What sound is at the end of the word? What sound do you hear in the middle? How many sounds do you hear? Raise a finger of the left hand for each sound as the sounds are said. (We use the left hand so the fingers are raised from left to right.) Give each finger a sound.

Do the same oral procedure with other 'e' words.

Give the children individual chalkboards and dictate words, discussing the order of the sounds. Change the initial consonants to make rhyming words (e.g. change 'set' to jet), change the final consonant ('pet' to 'pep') and the vowel ('pet' to 'pat').

Follow-Up

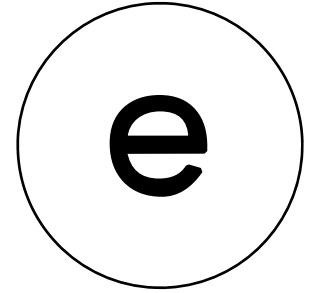
Give the children sheet 27-3. Read the phrases or sentences together, blending unknown words. Match the sentences to the pictures. Have the children read the page in partners or groups and to you or another adult.

Flash the sound cards that have been previously taught with the 'e' card.

Flash the sound/picture cards and say the two rhythm exercises. The last verse is.....

Qu says /kw/ as in queen,
Q cannot go as one,
E says /e/ as in elephant,
Now the alphabet is done!

Lesson 3 - reading



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been previously taught with the 'e' card.

Flash the sound/picture cards and say the two rhythm exercises. The last verse is.....

Qu says /kw/ as in queen,
Q cannot go as one,
E says /e/ as in elephant,
Now the alphabet is done!

Re-Teach the Sound

Make sure all students know the sounds of the letters - a, t, s, m, c, f, b, i, h, j, k, n, ck, g, p, l, r, o, d, v, w, u, y, x, z, qu and e.

Blending

Practice blending the words from this lesson and words that have been previously introduced. Mix words with /a/, /i/, /o/, /u/ and /e/.

Reading

Print these sentences for the children to read.

Bess will get a pet. The hen met a fox. The jet went up. The frog is wet. Hop on a leg. Ten men went to bed. Meg has red bells. Jeff yells at Jeb. Is it wet yet?

Give each child the Lesson 27 book. Read the book together, modeling the blending and reading on each page. Have the children read the book to each other and to an adult.

Follow-Up

Flash the sound cards that have been previously taught with the 'e' card.

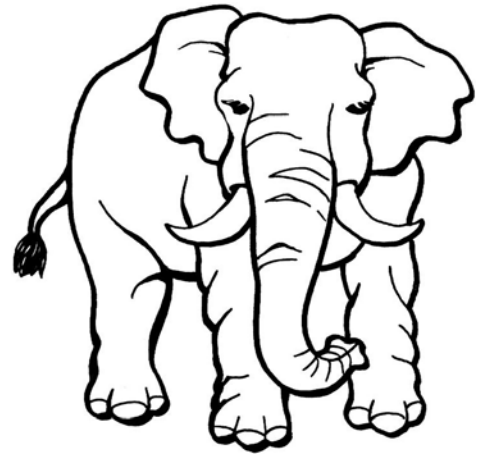
Flash the sound/picture cards and say the two rhythm exercises. The last verse is.....

Qu says /kw/ as in queen,
Q cannot go as one,
E says /e/ as in elephant,
Now the alphabet is done!

Additional Ideas

Poem

Ed is an elephant.
Ed likes to eat
Ham and three eggs
Every day for a treat!



Tactile Association

Feel or do projects with eggshells, elbow macaroni, envelopes.

Make Tactile Letters

Glue crushed eggshells to the letter outlines.

Art Ideas

- Glue dyed eggshells to a picture.
- Dye eggs.
- Decorate envelopes and address them.
- Make worms from egg cartons.

Food

Eggs, eggplant, enchiladas, eggnog

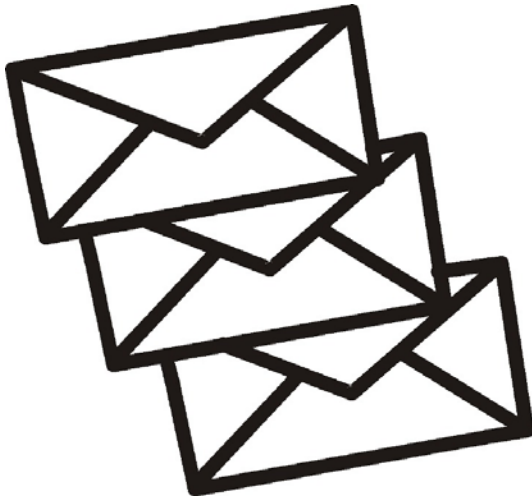
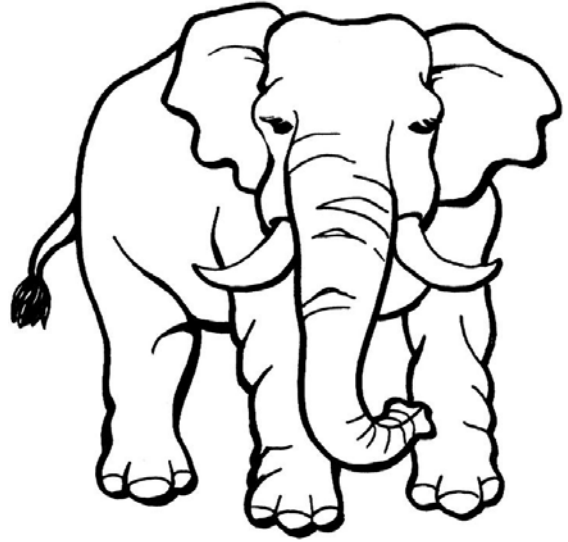
Connected Ideas

- Do exercises.
- Learn about elephants.
- Hatch eggs.
- Brainstorm things you enjoy.

Praise

Excellent! Exciting!

E e



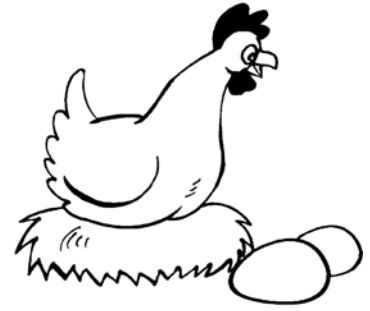
EXIT



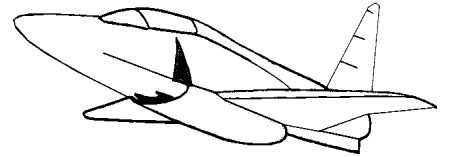
ten
met
went
fed
deck
men
less
tell

well
quick
box
hen
yam
zip
leg
jet

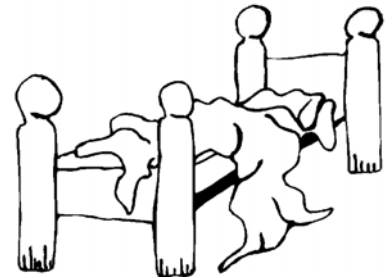
The jet is up.
The jet is fast.



Bess has a pet.
The pet is a big dog.



The hen is in a nest.
The hen has eggs.



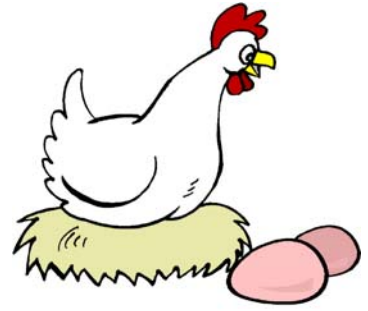
It is Jeff's bed.
The bed is a mess.



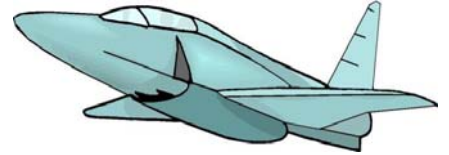
The sun is up.
The sun is on the well.



The jet is up.
The jet is fast.



Bess has a pet.
The pet is a big dog.



The hen is in a nest.
The hen has eggs.



It is Jeff's bed.
The bed is a mess.

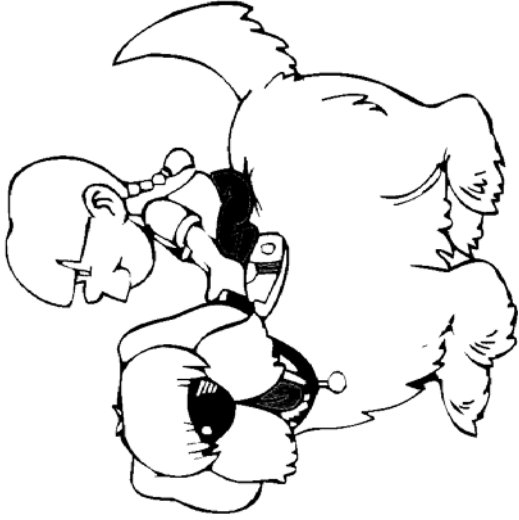


The sun is up.
The sun is on the well.





Bess Gets a Pet

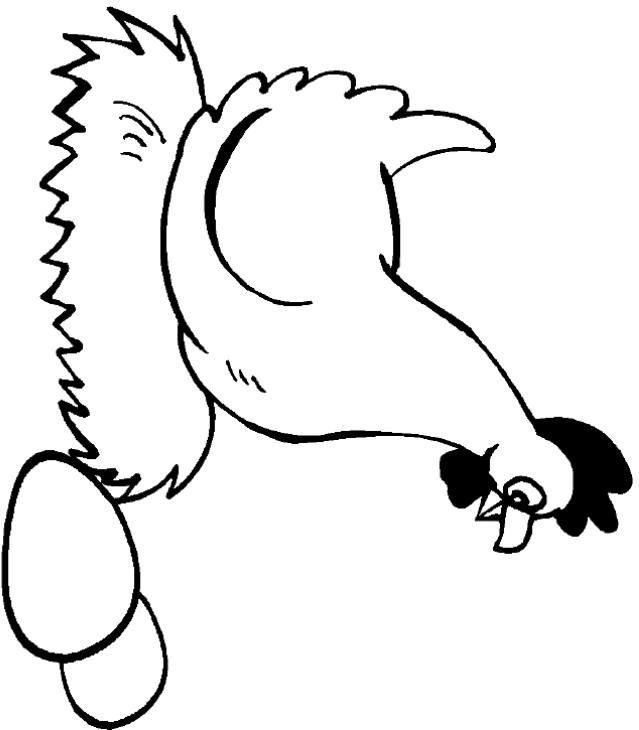


Primary Success

Successful Phonics—Part One

Chapter 27

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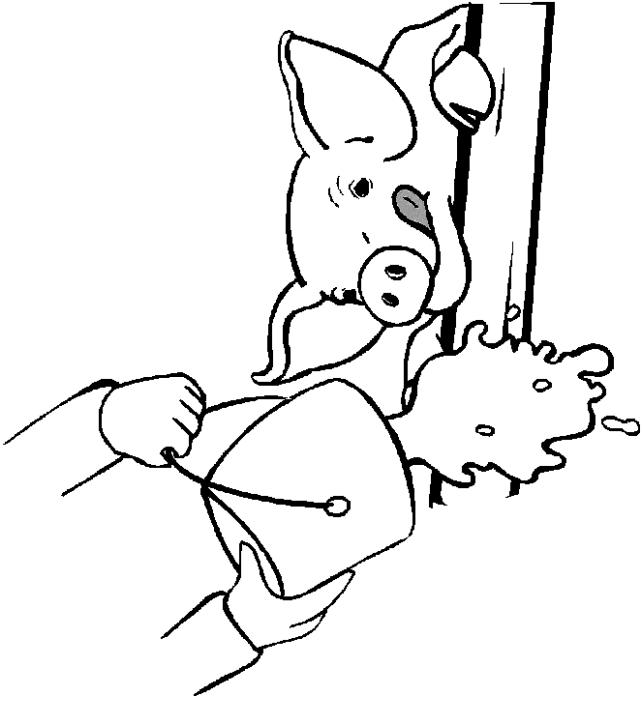
Bess will get a pet.
Dad will give Bess a pet.
Will the pet be a hen?
A hen has eggs.
A hen can cluck.

2



A pup!
Bess can hug a pup.
A pup can be fed.
A pup can run.
A pup can jump.
The pet from Dad is a pup!

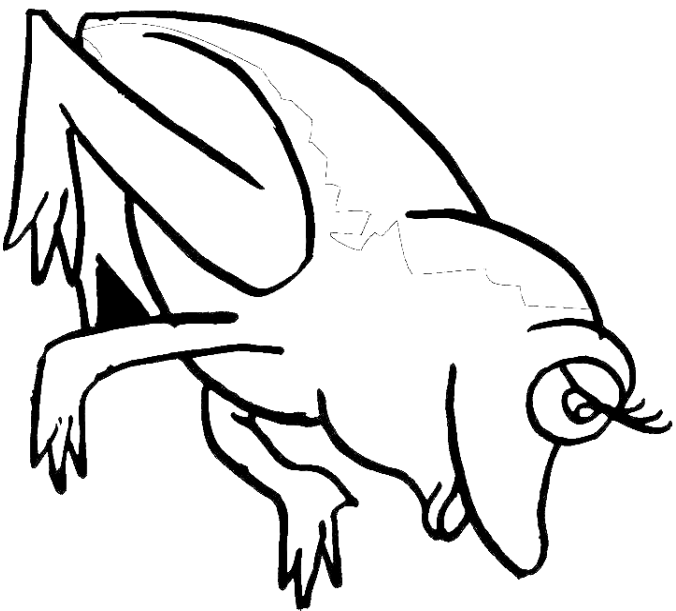
7



A pig!
Will the pet be a pig?
Pigs live in a pen.
Pigs go in the mud.
Pigs get slop from a pot.
Is it a pig?

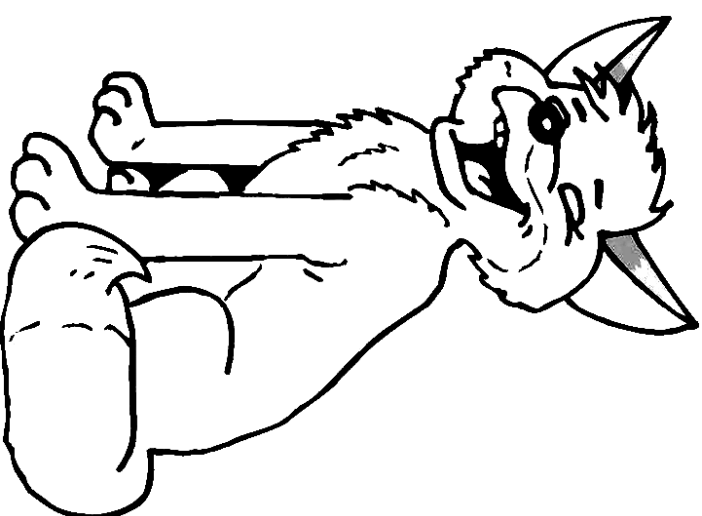


Will the pet be a cat?
A cat has naps.
A cat can run.
Bess can hug a cat.



Will Bess get a frog?
A frog lives in a pond.
A frog will nab bugs.
A frog hops on its legs.
Will Bess hug a frog?

4

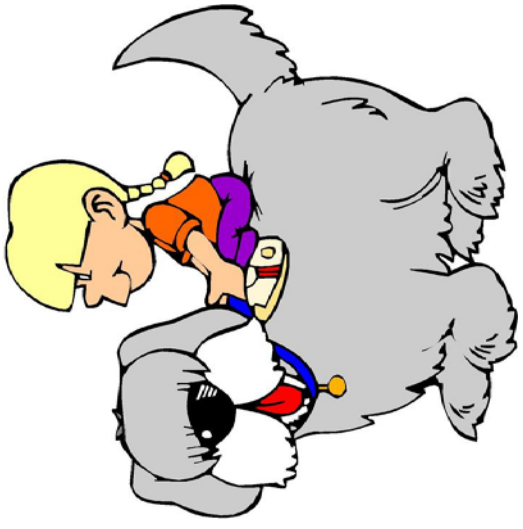


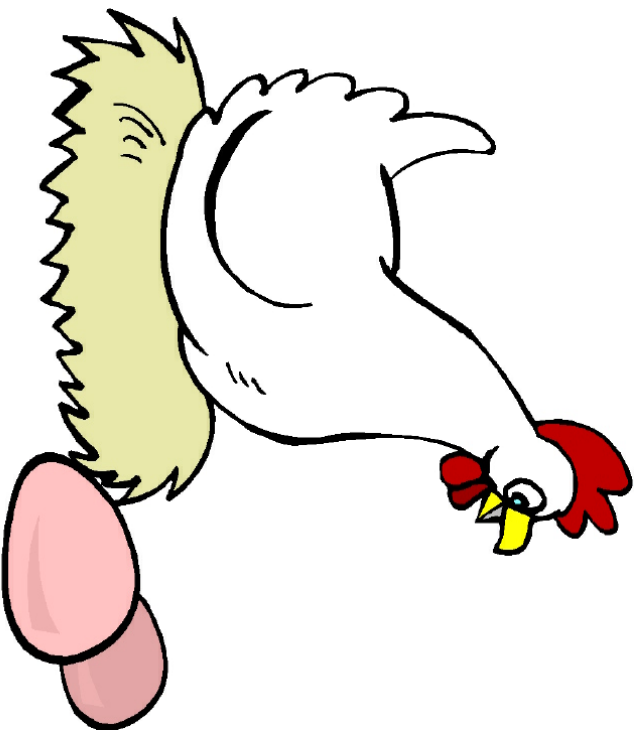
Will the pet be a red fox?
Not a red fox!
A fox is too fast.
A fox is not fun.

5



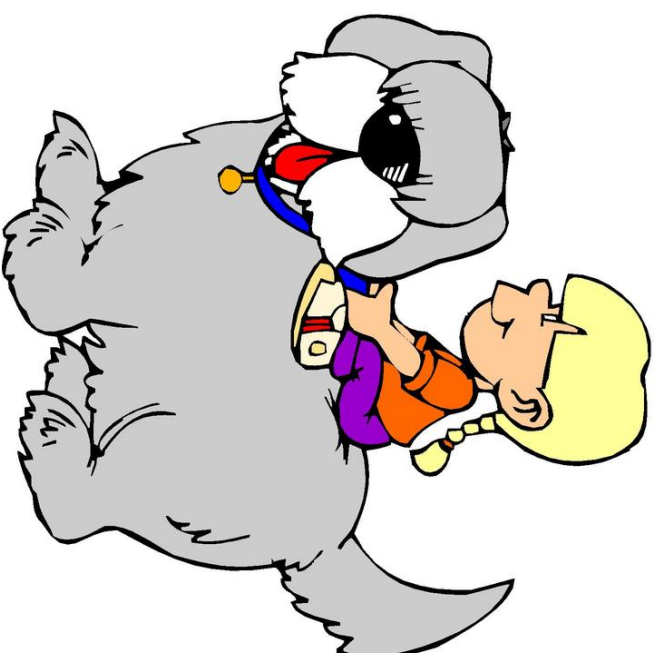
Bess Gets a Pet





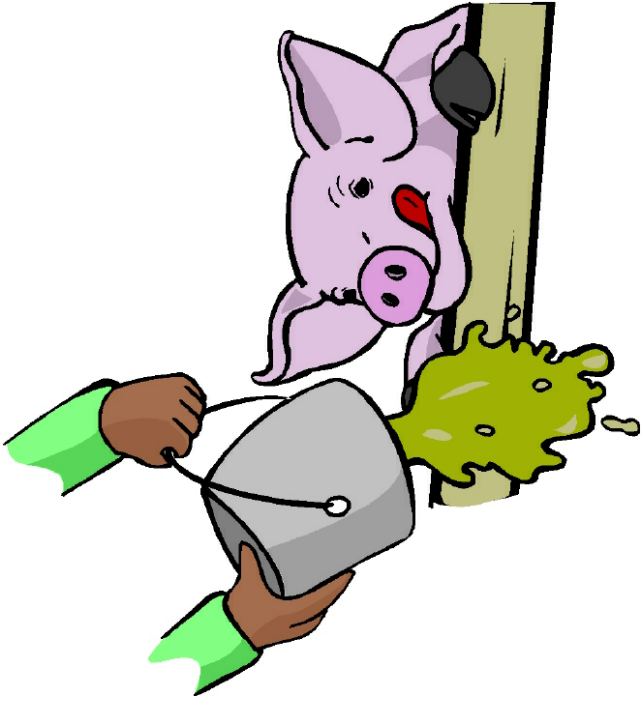
Bess will get a pet.
Dad will give Bess a pet.
Will the pet be a hen?
A hen has eggs.
A hen can cluck.

2

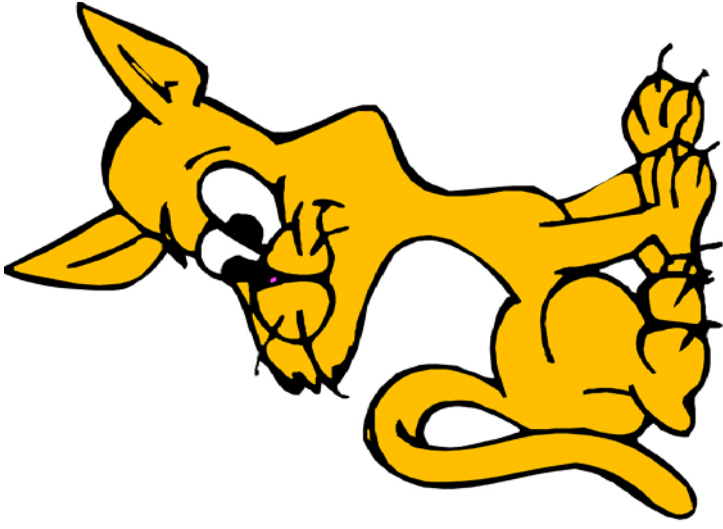


A pup!
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The pet from Dad is a pup!

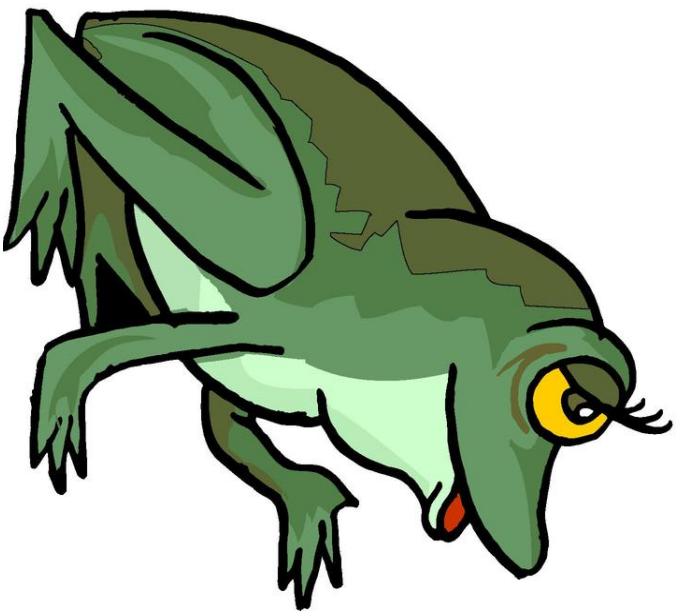
7



A pig!
Will the pet be a pig?
Pigs live in a pen.
Pigs go in the mud.
Pigs get slop from a pot.
Is it a pig?



Will the pet be a cat?
A cat has naps.
A cat can run.
Bess can hug a cat.



Will Bess get a frog?
A frog lives in a pond.
A frog will nab bugs.
A frog hops on its legs.
Will Bess hug a frog?



Will the pet be a red fox?
Not a red fox!
A fox is too fast.
A fox is not fun.