

Summary and Overview

The third stage of Phonics Starter builds phonemic awareness, vocabulary recognition and writing practice for letters Q through Z. This stage also reviews and recycles the letters/sounds from Months 1 and 2, and adds more vocabulary for those letters as well. One of the main objectives of this stage is to tie together and consolidate the sounds, letters and vocabulary applicable to the entire English Alphabet.

Students at this level continue to work more independently, applying the rules they know from previous vocabulary to learn the initial sounds/letters in new words. "Alpha-Keys" is a special puzzle/activity added at this point to encourage more thoughtful application of the alphabet.

Lesson 3-1

A/ Produce the "Qu" sound (NOT the alphabet letter name, which sounds like "queue") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **Q**ueen, pan, **Q**uestion, car, golf, rabbit, **Q**uilt, room, **Q**uick.

B/ Produce the "R" [r] sound (NOT the alphabet letter name, which sounds like "arr") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **R**abbit, lips, look, **R**oom, **R**ibbon, sun, tire, teacher, **R**uler.

C/ Students write the letters out for "q" and "r" and then illustrate 4 words starting with that letter sound, either from the previous pages or their own.

D/ Alpha-Keys: This is a consolidation/application puzzle for letters A through L. Students should write the letter two times and then look for the picture that corresponds to that letter sound. The letter/sound is the "key" to the "lock" hiding the word.

Lesson 3-2

A/ Produce the "S" [s] sound (NOT the alphabet letter name, which sounds like "ess") and have them imitate you. Then identify the pictures and ask which ones start with that sound: tire, question, **S**un, **S**ink, ribbon, **S**nowman, tub, **S**tars, quilt.

B/ Produce the "T" [t] sound (NOT the alphabet letter name, which sounds like "Tee") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **T**eacher, room, umbrella, violin, **T**ire, **T**ub, stars, **T**iger, umpire.

C/ Students write the letters out for "s" and "t" and then illustrate 4 words starting with that letter sound, either from the previous pages or their own.

D/ Alphabet Apartment: A review and consolidation exercise as much about correct sequencing of the alphabet as knowing vocabulary words corresponding to the letters. First have the students complete the alphabet, running from left to right, including both big and small letters. Then see if they can come up with quick drawings for each letter in the alphabet, sketching them into the apartment windows.

Lesson 3-3

A/ Produce the "U" sound (NOT the alphabet letter name, which sounds like "you") and have them imitate you. Then identify the pictures and ask which ones start with that sound: violin, **U**mbrella, **U**mpire, window, ruler, **U**nder (the box), teacher, **U**p, quick.

B/ Produce the "V" [v] sound (NOT the alphabet letter name, which sounds like "vee") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **V**an, fan, **V**iolin, **V**ine, up, fox, watermelon, **V**ampire, x-ray.

C/ Students write the letters out for "u" and "v" and then illustrate 4 words starting with that letter sound, either from the previous pages or their own.

D/ Alpha-Keys: This is a consolidation/application puzzle for letters K through V. Students should write the letter two times and then look for the picture that corresponds to that letter sound. The letter/sound is the "key" to the "lock" hiding the word.

Lesson 3-4

A/ Produce the "W" [w] sound (NOT the alphabet letter name, which sounds like "double you") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **W**indow, violin, umpire, **W**atermelon, x-ray, **W**all, fox, yo-yo, **W**orld.

B/ Produce the "X" [ks] sound (NOT the alphabet letter name, which sounds like "ex") and have them imitate you. Then identify the pictures and ask which ones start OR end with that sound: **X**-ray, bo**X**, yacht, zoo, tiger, fo**X**, wall, o**X**, zipper.

C/ Students write the letters out for "w" and "x" and then illustrate 4 words starting (or ending) with that letter sound, either from the previous pages or their own.

D/ Alpha-Wheel: Students should color big and small varieties of the letters in the same color, and then illustrate a vocabulary word in the space between the letters. For example, big an small "Aa" colored blue, with a picture of an apple in the space between the letters.

Lesson 3-5

A/ Produce the "Y" sound (NOT the alphabet letter name, which sounds like "why") and have them imitate you. Then identify the pictures and ask which ones start with that sound: zipper, watermelon, **Y**o-yo, **Y**acht, zoo, **Y**awn, vampire, **Y**arn, zig-zag.

B/ Produce the "Z" [z] sound (NOT the alphabet letter name, which sounds like "zee" or "zed") and have them imitate you. Then identify the pictures and ask which ones start with that sound: fox, vine, **Z**ig-zag, yawn, **Z**oo, box, **Z**ipper, world, **Z**ebra.

C/ Students write the letters out for "y" and "z" and then illustrate 4 words starting with that letter sound, either from the previous pages or their own.

D/ Alpha-Keys: This is a consolidation/application puzzle for letters O through Z. Students should write the letter two times and then look for the picture that corresponds to that letter sound. The letter/sound is the "key" to the "lock" hiding the word.



