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Phonics in Lessons, Pictures, and Activities



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Preface

This book is for teachers, parents, and tutors who want to help children sound out words. Information is provided to help you (a) learn the sounds in the English language, (b) learn guidelines for teaching phonics, (c) test students to determine what to teach, and (d) teach children phonics using the 48 lesson plans in this book. If you want practical information and ready-to-use ideas for teaching phonics, this book is for you.

Many of the ideas in this book were first published in a 1978 book called *Phorgan's Phonics*, written by Harry W. Forgan, Ph.D., and illustrated by Bonnie Flint Striebel. Though very successful, the book was taken out of print when phonics instruction was neglected for a period of time.

Many teachers and parents requested a new edition of *Phorgan's Phonics* and this book, *Phonics in Lessons, Pictures, and Activities*, is the result. I asked my son, Dr. Jim Forgan, to work with me to update the ideas and create new activities. The emphasis here is on a balanced approach to reading instruction, the major goal of which is to help children "unlock" words so they can more fully comprehend and enjoy what they are learning.

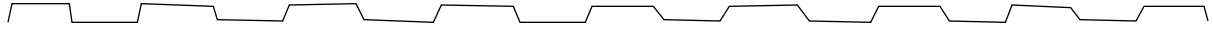
Jim and I would like to thank our family members and friends for their cooperation and support. We dedicate this book to Jim and Peggy's children, Emily and Teddy, and to Jennifer and Temple's daughter Kali Kessinger, in hopes that they will learn phonics and enjoy many stories.





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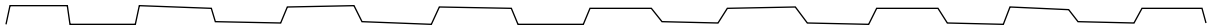
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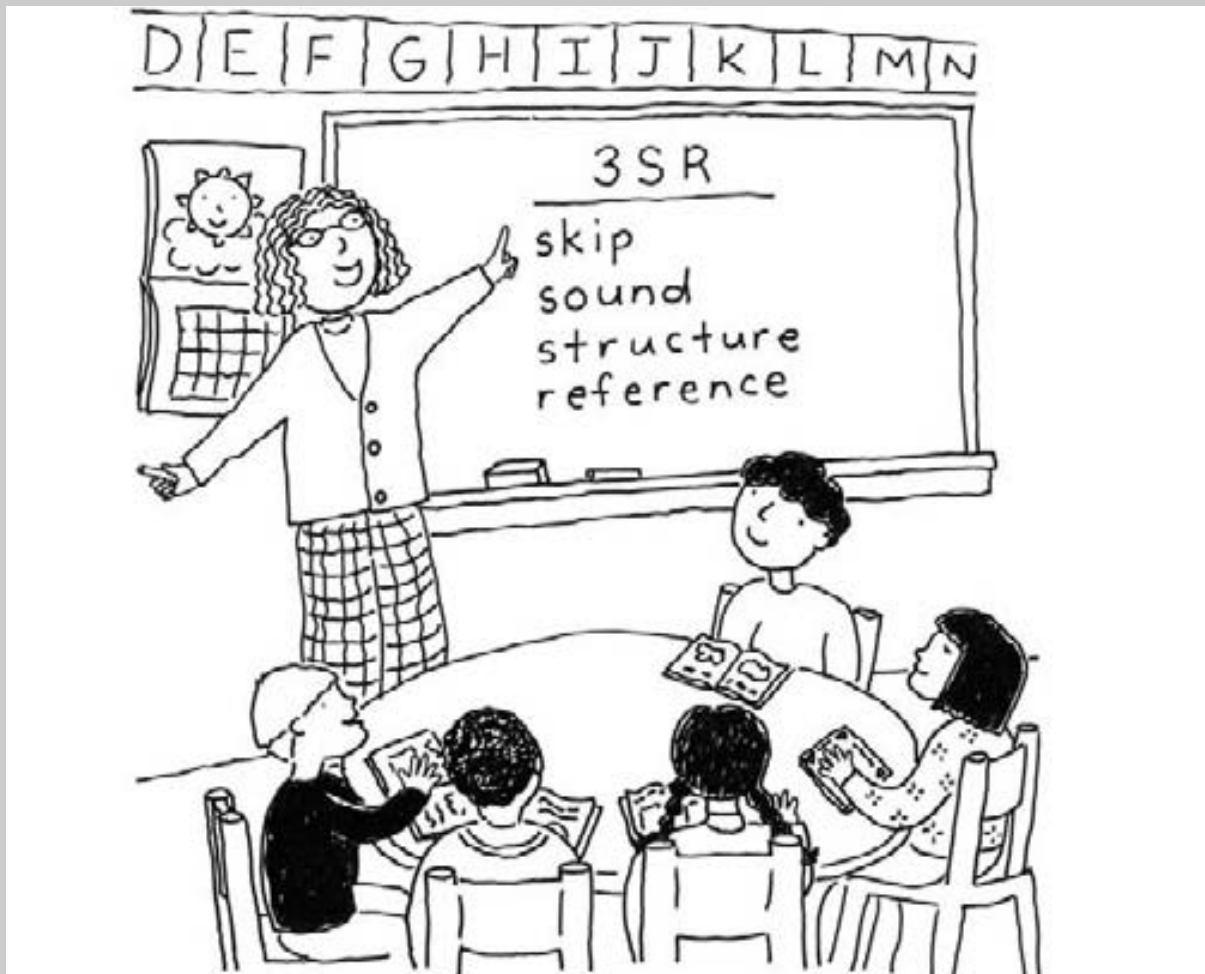
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PART I

Getting Ready to Teach Phonics





How to Get the Most Out of This Book

We believe there are five steps to follow to get the most out of this book:

First

Begin by reading “Ten Tips to Remember When Teaching Phonics.” You will be more effective if you follow these guidelines, which provide practical suggestions to help children use phonics.

Second

Read the suggestions for using the 48 lesson plans in this book. Each lesson plan suggests a motivational way to introduce the sound, a reinforcement activity to practice the sound, and activities for “Working with Words” to help children learn the sound using a multimethod strategy. The first two parts of this lesson plan (introducing and reinforcing) might be used over a period of two days, while the activities for “Working with Words” can be used repeatedly.

Third

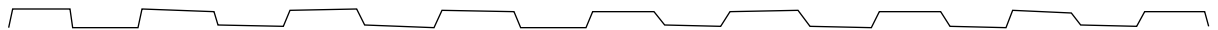
Peruse the section titled “Sounds in the English Language” if you need to review or learn about the sounds. Pictures of key words are provided to help you.

Fourth

Read how to assess children’s use of phonics by surveying the tests and actually administering some of the tests to children.

Fifth

Select and use the lesson plans that are appropriate for your children. You can refer back to the sequence that is suggested in “Ten Tips to Remember When Teaching Phonics,” use the results of your assessment, or follow any curriculum guide that suggests sounds to teach. Have phun!





Ten Tips to Remember When Teaching Phonics

1. *Most—not all—words in the English language can be “sounded out.”* There is disagreement about which rules of phonics apply, but generally eight out of ten words (80 percent) can be sounded out. Twenty percent have no rhyme or reason according to principles of phonics; these must be memorized. Simply tell children the English language is made up of words from different languages so some words are not spelled as they sound. Show the children some of the following words, which are not spelled as they sound. Ask the children to “sound out” the words and then say them normally. Children—and parents—will soon learn that phonics is not the total answer for recognizing words. Some must be memorized, and readers can use the context, dictionary, and other techniques to recognize the words.

to	two	shall	two
of	what	most	ready
you	who	buy	visit
have	said	both	great
one	some	put	today
bread	give	does	move
do	eight	shoes	very
color	come	was	friend
woman	get	want	above

2. *Letters have two qualities.* Help children realize that letters usually have two qualities—a name and a sound (or sounds). For example, say the following names and sounds.

Name	Sound
b (bee)	/b/ as in <i>ball</i>
c (see)	/k/ as in <i>cat</i> or /s/ as in <i>circle</i>
d (dee)	/d/ as in <i>dog</i>

Make clear to children that letters have names and that each letter represents one or more sounds. As children sound out words, be sure they are saying the sounds rather than the letter name. Knowing that *b* represents /b/ helps you sound out a word such as *ball*. If you say the letter names, you will not be able to sound out the word. (Of course the long vowel sounds do sound exactly like the names of the letters: *Ā*pes *ē*at *ī*ce *ō*ver *Ū*tah.)

3. *Look for sound patterns.* Teach children to look for sound patterns rather than to sound out each letter. Some letters appear together frequently and actually form a pattern—a combination of individual sounds into one sound, such as:

an en in ill

It is much easier to sound out words if you blend a few sounds together rather than speak several individual