



Systematic Sequential Phonics They Use:

For Beginning Readers of Any Age

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Dedication

This book is dedicated to all teachers everywhere who know that phonics is useless unless it is actually used in reading and writing, and who teach their students phonics they can use.

Pat Cunningham

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Lessons 1-5

Letters and Sounds: a (as in at); b d h l m n p s t

Lesson 1

Letters: a d n s t

Words: at an and Dan tan ant sat sad sand stand

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **at**. We are **at** school.
2. Take the **t** away and add a different letter to make **an**. I ate **an** apple.
3. Add a letter to **an** and you can spell **and**. I like apples **and** bananas.
4. Now we are going to do a trick with **and**. Move the letters in **and** around so that they spell **Dan**. Stretch out **Dan** and listen for where you hear the **D** and the **a** and the **n**. (Look for a student who has **Dan** spelled with a capital letter **D**, and send that student to make **Dan** with the big letters.) My cousin's name is **Dan**.
5. Take the **D** away and add a letter to spell **tan**. I got a **tan** at the beach.
6. Now let's do the "move the letters around" trick with **tan** to spell **ant**. Stretch out **ant** with me and listen for where you hear the sounds. The **ant** is tiny.
7. Let's start over and make another 3-letter word, **sat**. The boy **sat** down.
8. Take the **t** away, add another letter, and you can spell **sad**. He was very **sad**.
9. Now we are going to spell a 4-letter word. Add 1 letter to **sad** and you can spell **sand**. Let's all say **sand** and listen for the letter we need to add. She digs in the **sand**.
10. The last word in every lesson is the secret word. Add 1 letter to **sand** and you can spell another word. I am going to look and see if anyone has figured out the secret word. (Give them no more than a minute to try to figure it out and then say a sentence with the secret word. Everyone **stand** up.) Have someone make **stand** with the big letters.

Sort: Collect the letters, then read with the students all the words in the pocket chart. Next, have them sort the words into columns according to their first letter.

at	sat	Dan	tan
an	sad		
and	sand		
ant	stand		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

dog top sun add apple teacher doctor sister

Lesson 2

Letters: a m p s t

Words: am at mat sat Sam Pam map Pat past stamp

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **am**. I am your teacher.
2. Take the **m** away and add a different letter to make **at**. We are at school.
3. Add a letter to **at** and you can spell **mat**. Wipe your feet on the mat.
4. Take the **m** away and add a letter to spell **sat**. I sat on the couch.
5. Take the **t** away and add a letter to spell **Sam**. I have a friend named Sam. I am looking for someone who has **Sam** spelled with a capital letter to make **Sam** with the big letters.
6. Take the **S** away and add a letter to spell another name, **Pam**. Pam is Sam's twin sister.
7. Now let's do the "move the letters around" trick with **Pam** to spell **map**. I need a map to help me find places.
8. Take 3 letters and spell one more name, **Pat**. Pat is Sam's and Pam's little sister.
9. Now we are going to spell a 4-letter word. Turn the **P** over to its lowercase side and add 1 letter to **pat** and you can spell **past**. She walked past the library. Let's all say **past** and listen for the letter we need to add.
10. The last word in every lesson is the secret word. You have one minute to try to arrange all your letters to spell the secret word. (Give them no more than a minute to try to figure it out, then give them a clue. You use this to mail a letter.) I need a stamp to mail this letter. Have someone make **stamp** with the big letters.)

Sort: Collect the letters, then read with the students all the words in the pocket chart. Next, have them sort the words into columns according to their first letter.

at	sat	mat	past
am	Sam	map	Pam
	stamp		Pat

Transfer: Say some words in sentences, and have the students repeat the words and decide what letter they begin with.

pet mop see AI after mother pencil supper

Lesson 3

Letters: a b l s t

Words: Al as at sat bat tab stab bats last blast

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **Al**. My brother's name is Al. What kind of letter will the name **Al** begin with?
2. Turn the A to the lowercase side and take the l away and add a different letter to make **as**. I am as tall as my sister.
3. Take the **s** away and add another letter to spell **at**. We start school at 8:30.
4. Add a letter to **at** and you can spell **sat**. We sat together on the bus.
5. Take the **s** away and add a letter to spell **bat**. We need a bat to play baseball.
6. Now let's do the "move the letters around" trick with **bat** to spell **tab**. Pull the tab to open the can.
7. Add a letter to **tab** to spell **stab**. Be careful you don't stab yourself with those scissors.
8. Move the letters in **stab** around and you will have **bats**. Let's all say **bats** and listen for where we hear the letters. We saw bats in the cave.
9. Now we are going to spell one more 4-letter word, **last**. I don't like to be last in line. Let's all stretch out **last** and listen for the letters we need.
10. Now it's time for the secret word. Figure out where to add the **b** to **last** and you can spell the secret word. Did you hear that loud blast? Have someone make **blast** with the big letters.

Sort: Collect the letters, then read with the students all the words in the pocket chart. Next, have them sort the words into columns according to their first letter.

at	sat	last	bat	tab
as	stab		bats	
Al			blast	

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

tip bus light add soap lady baby table

Lesson 4

Letters: a d h n s

Words: an as sad had has Dan and sand hand hands

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **an**. I need **an** umbrella.
2. Take the **n** away and add a different letter to make **as**. That huge dog was **as** big **as** a horse.
3. Now take 3 letters and spell **sad**. I was **sad** when my old dog died.
4. Take the **s** away and add a letter to spell **had**. We **had** pizza for lunch.
5. Take the **d** away and add a letter to spell **has**. (NAME) **has** brown hair.
6. Now let's spell the name, **Dan**. **Dan** drives the school bus. Who remembers what kind of letter we need for a name?
7. Move the letters in **Dan** around and turn the **D** over to spell **and**. (NAME) **and** (NAME) are friends.
8. Add a letter at the beginning of **and** you will have **sand**. We love to dig in the **sand**.
9. Take the **s** away and add a different first letter to spell **hand**. Raise your **hand** to answer the question.
10. Now it's time for the secret word. Figure out where to add the **s** to **hand** and you can spell the secret word. Wash your **hands** before lunch. Have someone make **hands** with the big letters.

Sort: Collect the letters, then read with the students all the words in the pocket chart. Next, have them sort the words into columns according to their first letter.

an	sad	Dan	had
as	sand		has
and			hand
			hands

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

hot dig soup ax summer dinosaur happy animal