

Scholastic Phonics Readers
Books 1-36

Teacher's Guide



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Wiley Blevins
Program Coordinator

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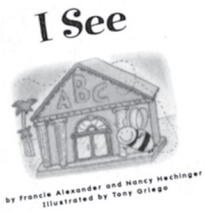
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Scope and Sequence

TITLE	PHONICS SKILL	HIGH-FREQUENCY WORDS
1. Hello!		hello, I, see
2. Up		up
3. The ABCs!		the
4. I See		and
5. Will I?		does, he, she, will
6. I Like the ABCs		like
7. Mmm, I Like!	Consonant /m/m	
8. Dad	Vowel /a/a Phonogram -ad	a, Dad
9. He Likes, She Likes	Consonant /l/l	to
10. To Tad	Consonant /t/t	for, is
11. Dad and Sam	Consonant /s/s	said
12. A Lot on Top	Vowel /o/o Phonograms -op, -ot	of, on
13. Who Has the Hat?	Consonant /h/h	has, who
14. The Big Hit	Vowel /i/i Phonogram -id	big, did, not
15. Pop! Pop!	Consonant /p/p Phonogram -og	in, my, them
16. Will It Fit?	Consonant /f/f	no
17. Where Is Nat?	Consonant /n/n	where
18. My Cat Can	Consonant /k/c	cup, run
19. Who Has a Bill?	Consonant /b/b Phonogram -ill	very, with
20. Where Is It?	Consonant /w/w	can't, we, why

Scope and Sequence

TITLE	PHONICS SKILL	HIGH-FREQUENCY WORDS
21. Jim	Consonant /j/j Phonogram -ab	grab, home, lives, name, when
22. Zzzzz	Consonant /z/z	by, go, that, there, what's
23. Dig!	Consonant /d/d	get, kid, they
24. Drip, Drop, Drip!	Consonant /r/r Phonogram -op	come, comes, down, here, out
25. Let's Grow Them	Vowel /e/e Phonograms -en, -et	are, grow, let's, yes, you
26. Max's Pet	Consonants /g/g, /ks/x	ball, book, fish, this, was
27. Kim's Big Mess	Consonant /k/k Phonogram -p	lunch, two, what, work
28. Nick's Trick	Consonant /k/k, /k/ck Phonogram -ick	all, calls, her, look
29. No Fun for Gus!	Vowel /u/u Phonogram -un	his, missed, then
30. The Pet Bath	Digraph /th/th	little, now, our
31. Two Dogs	Consonant /z/s Phonogram -in	after, some, thing
32. Yip! Yap!	Consonant /y/y	drink, pull
33. A Trip in the Van	Consonant /v/v Phonogram -ut	bird, do, gives, into, it's, off, or
34. The Quick Duck	Consonant /kw/qu	don't, have, make, play, put, so, want
35. Fish Wish	Digraph /sh/sh	ask, me, named, other, puts
36. Shhh!	Digraphs /sh/sh, /th/th Phonogram -ob	baby, be, fall, much, your



I See

Develop Phonemic Awareness

Explain to children that they are going to listen for words with /a/ as in *cat* and /i/ as in *pig*. You will say a word. If they hear /a/, children are to say /a/. If they hear /i/, children are to say /i/. If children say the incorrect sound, ask them to listen again as you repeat the word.

Sample

Teacher: *cat*

Children: /a/

Continue with these words:

bat	pat	sit	bag
ham	sad	cap	silk
pick	him	big	dip

Explain to children that you will read a list of three words. Two of the words rhyme; the other does not. Children are to choose the word that does not belong—the word that does not rhyme with the other two words. For example, read aloud the following words: *pig*, *big*, and *hat*. Ask children which word does not belong. Point out that the words *pig* and *big* rhyme; the word *hat* does not. The word *hat* does not “belong.” Continue with the following word lists:

- sat hat pen
- lake take bag
- lip hop tip
- lunch lick sick
- mop fun hop
- run fun win

Introduce the High-Frequency Word

and Write the high-frequency word *and* in a sentence on the board. Underline the word, and ask children if they recognize it. If necessary, read the sentence again. Emphasize that the word *and* is used to join two things, such as “The teacher and her students read a story.” Ask volunteers to dictate sentences using the high-frequency word *and*. Write the sentences on the board, and have a volunteer circle the high-frequency word in each one. You might also wish to review the high-frequency words *I*, *see*, and *the*.

Concept The purpose of *I See* is to provide children with practice distinguishing commonly reversed letter pairs, such as *b-d*, *b-h*, *p-q*, *f-t*, and *m-w*. At this point in first grade, letter reversals seem to be more of a symptom of poor print knowledge than an indicator of serious reading problems. Learning letter differences often takes time and requires careful visual attention. Spend time talking with children about the physical differences between each letter in the pair. Also, point out that the letter *q* is sometimes written with a straight tail and sometimes with a curly tail. Provide children with a lot of practice identifying letters, such as practice in naming letters in random order.



Read the Story

Preview Preview Phonics Reader 4. Have a volunteer read aloud the title. Invite children to browse through the first few pages of the story and comment on anything they notice. Suggest that they point out any unfamiliar words or letters. Read these words and letters aloud as children repeat them. Point out to children that this book will help them tell the difference between letters that look alike.

Reading Options Read the story aloud as children follow along. Then have volunteers take turns reading aloud a page at a time. The following prompt might help children who need extra support while reading:

- What clues in the picture help you to figure out what the letter is?

You might wish to have partners reread the story independently. Informally monitor the children's reading to see if they need additional practice in distinguishing commonly reversed letter pairs.

Reflect and Respond Have children share what pictures they would have drawn on each page.

Dictate and Write

Dictate the following letters. Have children write the letters on a sheet of paper. When completed, write the letters on the board and have children correct their papers.

- b p w f
- q m v h

OPTION

Writing Extension

- Have children make letter cards to help them remember the correct letter formation of the common reversals. For example, on the first card, have children write the letter *b* on one side and the letter *d* on the other side. Children should include a drawing of something that begins with each letter to help them remember it.

Encourage children to take Phonics Reader 4 home to share with their families.

- ✓ What letter is on top of the ball on page 2? (*b*)
- ✓ Point to the letter *m* on page 6. Where is it? (*on top of a mitten*)