

## English Raven Phonics Builder 4 - Teacher's Guide

### Summary

This Builder kit covers the consonants g, f, j in initial position, and introduces final consonant sounds using consonants previously studied. The short vowel "e" is featured in initial and medial positions and contrasted against previously covered short vowel sounds. Each lesson progresses through Phonemic Awareness, Writing Practice, Letter/Sound Identification and Application using initial and final sounds, and finishes with a Picture-Crossword application activity designed to consolidate the sounds studied in that lesson and review/re-apply the letters studied in previous lessons. Note that each lesson introduces new vocabulary that contrasts and differs from the words forming the focus of the lesson. These words then appear in following lessons, creating a flow on effect where "new" vocabulary is likely to at least appear familiar to the students.

Lessons 1 through 3 deal with consonant sounds g, f and j in initial position. Lesson 4 introduces the short vowel "e" as an initial sound, then combines with previously studied consonant sounds to focus on short "e" as a medial sound in simple monosyllabic words. Lesson 5 is designed to review and consolidate the entire Builder 4 Kit, and includes Phonics Bingo grids to apply students' Phonics skills in a challenging and enjoyable way.

### Lesson 4.1

#### A/ Phonemic Awareness

Ensure the students have an understanding of "first/last letter" or "first/last sound" before proceeding with this lesson. Pronounce the consonant "g" as an isolated sound and have the students practice making the sound. Then work through each vocabulary item and instruct the students to identify the word and circle it if it begins with "g". If a word does not begin with "g", it should be crossed out.

#### WORDLIST:

- 1) gun    2) fan    3) gate
- 4) fire    5) girl    6) jet
- 7) goat    8) game    9) fin
- 10) jam    11) fat    12) gift

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

## **B/ Writing Practice**

Capital and small "Gg". Students should write the letters 7-10 times, and keep them between the relevant writing lines.

## **C/ Identify and Apply - First and Last Letter**

Help the students to identify and pronounce each word. Students should then attempt to identify and write the first and last sound in each word.

WORDLIST:

- 1) gun    2) hat    3) gift
- 4) net    5) girl    6) tub
- 7) gum    8) bus    9) goat

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

## **Lesson 4.2**

### **A/ Phonemic Awareness**

Ensure the students have an understanding of "first/last letter" or "first/last sound" before proceeding with this lesson. Pronounce the consonant "f" as an isolated sound and have the students practice making the sound. Then work through each vocabulary item and instruct the students to identify the word and circle it if it begins with "f". If a word does not begin with "f", it should be crossed out.

WORDLIST:

- 1) fan    2) pan    3) jigsaw
- 4) girl    5) jet    6) fin
- 7) fat    8) game    9) face
- 10) finger    11) jail    12) fire

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

## **B/ Writing Practice**

Capital and small "Ff". Students should write the letters 7-10 times, and keep them between the relevant writing lines.

### **C/ Identify and Apply - First and Last Letter**

Help the students to identify and pronounce each word. Students should then attempt to identify and write the first and last sound in each word.

WORDLIST:

- 1) fan    2) gum    3) fat
- 4) lid    5) flag    6) log
- 7) farm    8) bag    9) fin

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

### **D/ Look, Think and Apply - Crossword Challenge**

For each mini-crossword, students should follow the arrow directions and write in the missing consonants to complete each grid. Number 5 requires the students to write the medial vowel sound as well for the indicated illustrations

## **Lesson 4.3**

### **A/ Phonemic Awareness**

Ensure the students have an understanding of "first/last letter" or "first/last sound" before proceeding with this lesson. Pronounce the consonant "j" as an isolated sound and have the students practice making the sound. Then work through each vocabulary item and instruct the students to identify the word and circle it if it begins with "j". If a word does not begin with "j", it should be crossed out.

WORDLIST:

- 1) game    2) jet    3) egg
- 4) jam    5) jail    6) gate
- 7) jigsaw    8) gift    9) jelly
- 10) envelope    11) jacket    12) face

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

### **B/ Writing Practice**

Capital and small "Jj". Students should write the letters 7-10 times, and keep them between the relevant writing lines.

### **C/ Identify and Apply - First and Last Letter**

Help the students to identify and pronounce each word. Students should then attempt to identify and write the first and last sound in each word.

WORDLIST:

- 1) jam    2) jet    3) moon  
4) dad    5) gun    6) jail  
7) leg    8) bed    9) bat

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

### **D/ Look, Think and Apply - Crossword Challenge**

For each mini-crossword, students should follow the arrow directions and write in the missing consonants to complete each grid. Number 5 requires the students to write the medial vowel sound as well for the indicated illustrations

## **Lesson 4.4**

### **A/ Phonemic Awareness**

Ensure the students have an understanding of "first/last letter" or "first/last sound" before proceeding with this lesson. Pronounce the short vowel "e" as an isolated sound and have the students practice making the sound. Then work through each vocabulary item and instruct the students to identify the word and circle it if it begins with "e". If a word does not begin with "e", it should be crossed out.

WORDLIST:

- 1) ink    2) egg    3) ant  
4) octopus    5) axe    6) envelope  
7) igloo    8) elephant    9) apple  
10) exit    11) umbrella    12) up

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

### **B/ Writing Practice**

Capital and small "Ee". Students should write the letters 7-10 times, and keep them between the relevant writing lines.

### **C/ Identify and Apply - First and Last Letter**

Help the students to identify and pronounce each word. Students should then attempt to identify and write the first and last sound in each word.

WORDLIST:

- 1) hen    2) jet    3) bed
- 4) fan    5) lid    6) log
- 7) leg    8) net    9) ten

Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

### **D/ Look, Think and Apply - Crossword Challenge**

For this extended monosyllabic word-crossword, students should follow the arrow directions and write in the missing consonants and vowels to complete each grid. This should be reasonable challenging for the students and they can be expected to make mistakes - particularly in terms of applying the appropriate medial vowel.

## **Lesson 4.5**

### **A/ Read and Draw**

In this section, students attempt to put the listed letters together to make words. When they can guess what the word is, they can attempt to illustrate that word. This is a reading exercise and should be treated as such - the teacher should not pronounce these written words for the students unless it is absolutely clear that they have no idea how to read them. Once finished, ask the students to read all the words aloud chorally until you are satisfied they are pronouncing them all with accuracy.

### **B/ Look and Write**

This is a reverse application of A above - in this section students attempt to write out vocabulary based on the illustrations provided.

WORDLIST:

- 1) ham    2) leg    3) jam
- 4) fat    5) jet    6) dad
- 7) bed    8) top    9) tap
- 10) sit    11) fin    12) box

Once finished, ask the students to read all the words aloud chorally until you are satisfied they

are pronouncing them all with accuracy.

### **C/ Game Time - Phonics Bingo**

Students choose 8 words per Bingo Grid, illustrate them and write the letters for the word in the spaces provided. They should be chosen from words studied from Lessons 4-1 through 4-4. The teacher then chooses words and random, and the first student to cross off all eight items in their grid is the winner.