

Summary and Overview

The first month of Phonics Starter concentrates on checking and building students' basic motor skills, phonemic awareness, initial letter writing and linking/application to illustrated vocabulary.

The five lessons in this month of study cover letters and sounds A-F, and the motor skills required to build these sounds as written letters. Illustrated vocabulary contrasts letters with the vocabulary that will feature in later lessons. The focus for this month is on "first letter" and "first sound" – vowels "a" and "e" employ vocabulary to emphasize those letters' short sound in initial position.

The teacher at this point should be focusing on ensuring that students can clearly associate the phonemic value of the letters with the vocabulary that has that initial sound, and that they begin to write the letters clearly and neatly.

Lesson 1-1

A/ Students simply continue the patterns 1 through 8. Ensure the students take their time and do not rush it – the emphasis here being on accuracy and left-to-right and top-to-bottom movement. These are some of the most important shapes and movements the students will need to start building letter writing.

B/ Again, students simply follow the pattern and complete the line. These patterns differ from the ones in (A) above in that they involve more curves and start to emphasize lateral positioning – it is important that the students learn how to "divide" their writing line so that they can do-cross bars and lower case letters.

Lesson 1-2

A/ This pattern writing requires that the students use more accuracy and copy the lines in the same way and in the same part of each box. They now start to do more application on their own. Ensure that the students copy each line in exactly the same way as the examples are presented for them (ie, if there is a vertical line in the center-right part of the box, then they should draw the line in the center-right part of the box) – as this is an important part of their upper and lower case letter writing development.

B/ Identical to above, except in this case the lines are curved and take up varying amounts of the box. Again, ensure that the students produce shapes as close as possible to the examples given them.

Lesson 1-3

A/ Students should imitate the building boxes in sequence to produce the capital letter A, and the students should know that it is a "BIG" or "CAPITAL" A. The same applies for the lower case letter, which students should know as "Small" a.

B/ Produce the short "A" sound (NOT the alphabet letter name, which sounds like "Ay") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **a**pple, **a**nt, ball, **a**ngry, cat, **a**xe, cake, alligator, banana. Students should circle the words that start with the short "a" sound.

C&D/ Same as above: **b**anana, angry, cake, ant, **b**all, **b**ook, **b**oy, axe, cat

E/ Students write the letters out following the example, and then illustrate 4 words starting with that letter sound, either from the previous pages or their own. When they have come up with four pictures they should be encouraged to state the letter sound followed by the vocabulary word they have illustrated.

Lesson 1-4

A/ Students should imitate the building boxes in sequence to produce the capital letter C and the students should know that it is a "BIG" or "CAPITAL" C. The same applies for the lower case letter, which students should know as "Small" c

B/ Produce the "C" [k] sound (NOT the alphabet letter name, which sounds like "See") and have them imitate you. Then identify the pictures and ask which ones start with that sound: desk, **C**at, elephant, **C**ake, dog, angry, banana, **C**ar, **C**up of **C**offee.

C&D/ As above: **d**og, cup/coffee, book, **d**onut, ball, **d**inosaur, axe, **d**esk, egg.

E/ Students write the letters out following the example, and then illustrate 4 words starting with that letter sound, either from the previous pages or their own. When they have come up with four pictures they should be encouraged to state the letter sound followed by the vocabulary word they have illustrated.

F/ Students draw lines from the letter "keys" to the picture "locks", stating what the pictures are and what letters and sounds they begin with.

Lesson 1-5

A/ Students should imitate the building boxes in sequence to produce the capital and lower case "E" and "e".

B/ Produce the short "E" sound (NOT the alphabet letter name, which sounds like "Ee") and have them imitate you. Then identify the pictures and ask which ones start with that sound: **e**lephant, axe, car, fish, **e**gg, alligator, **e**xit, finger, **e**nvelope. Please help the students to differentiate the very close short "a" and short "e" sounds.

C&D/ As above: **f**inger, pan, **f**ish, envelope, **f**an, van, **f**lower, desk, ball. Note the minimal pairs **p**an/**f**an/**v**an – of great difficulty to Korean students.

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

F/ Students draw lines from the letter "keys" to the picture "locks", stating what the pictures are and what letters and sounds they begin with.

At this point you should review the letter sounds A-F and the vocabulary, as it will feature on the end of month test.

