

Ease Into Phonics

Phase 3

Preparation: Print Phase 3 Letter-Sound Pages. Print and cut out two copies Phase 3 Flashcards.

Step 1, Introducing Consonant Letter-Sounds:

sh (whisper)

as in shoe

d

as in dog

h (whisper)

as in hat

w (say 'oo-wuh')

as in wiggle

j

as in jump

y (say 'ee-yuh')

as in yes

- With your student, pick out additional example words beginning with each letter-sound.
 - ◇ These should be words that are already in your student's spoken vocabulary. For example, you may choose words from familiar stories that you have read aloud to him or her.
 - ◇ If your student has dictated any Natural Language Stories and is learning to read them by rote, you can collect example words from those stories.
- Write the new example words on your student's Letter-Sound Pages.
- Pronounce each example word, repeating or stretching the first sound for clarity: "sh-h-h-oe."
 - ◇ Say "Hear the 'sh-h'? Sh-h-h-oe. Sh-h-h." (Example words are for student to hear, not to read.)
 - ◇ TIP: Introduce just 2 or 3 new letter-sounds at a time, then go on to 'Learn the Letter-Sounds,' Step 3. Add new letter-sounds to the deck gradually, at the pace of your student's success.

Step 2, Introducing a Vowel Letter-Sound:

i

[short I]

as in igloo, or Indian

- With your student, pick out additional example words for 'short I.'
 - ◇ Collect example words from familiar read-aloud stories, or from Natural Language Stories your student is learning to read by rote.
- Write the new example words on your student's Letter-Sound Page.
- Pronounce each example word for your student, stretching out the vowel sound.
 - ◇ Say "I-i-i-igloo. Hear the i-i-i? [pronounce as in 'igloo.'] Zi-i-i-i-ip. I-i-i-i-indian. . ."

Step 3, Learn the Letter-Sounds.

3a, Match the Letter-Sounds (a preliminary step):

- Spread out two copies Phase 3 Flashcards on the table, face up, in mixed order.
- Hold up one of the flashcards, and name it. Say "Here is 'i-i-i.' Find another 'i-i-i.'"
- Student scans the cards on the table and finds the matching letter-sound.
 - ◇ TIP: You can give a lot of preliminary practice by repeating the sound as your student is looking for it. "Hmmm, 'i-i-i-i.' Do you see i-i-i? Where is that 'i-i-i-i'?"

3b, Find the Letter-Sounds (a warm-up step):

- Spread Phase 3 Flashcards face up on the table, in mixed order.
- Say "Find 'i-i-i-i.'"
- Student points to the letter-sounds you name.

3c, Name the Letter-Sounds (learn Rapid-Accurate Naming):

- Spread one set of Phase 1-3 Flashcards on the table, face up. Arrange them in lines.
- Student names each letter-sound, in left-to-right , top-to-bottom order (the way we read).
- If your student forgets or makes an error, say “That’s ‘i-i-i.’” and student repeats correctly.
- VARIATION: Using a stopwatch, time your student’s accurate naming of the rows of sounds. (Penalize 1 second for each stumble or error.) Next day, warm up (step 3b and/or 3c) and then time some more trials: Can your student beat his or her ‘personal best?’
 - ◇ TIP: Before timing, give extra warm up rehearsal on any troublesome letter-sounds.
- VARIATION: Using duplicate letter-sound flashcards, play games like Memory Match or Go Fish. Or lay them out in a track shape and play a ‘board game’ with dice or a spinner. When you play games, be sure that each player names all the letter-sounds they use on their turn.
- TROUBLESHOOTING: If your student habitually stumbles or hesitates on certain letter-sounds, pull them out of the deck and rehearse them separately. Work with Matching, Finding and/or Naming (steps 3a, 3b and/or 3c) until your student names the letter-sounds easily. Then put them back into the deck.

Step 4, Play With Sounds in Words. *easier words begin with ‘stretchy’ sounds.

- Choose words made of letter-sounds your student knows.

*shop	tip	*hat	cash	*mash	*van	*win
*hop	dish	*yap	Kim	*jig	*wig	*vat
wit	got	Jim	kit	*will	*hog	*nip
*jam	pin	fin	*shin	*rid	kid	*ship
zap	*wag	dip	*rip	*sip	*zip	*mad

4a: Blend Sounds Into Words

- Say, “Guess what word this is.” Pronounce the word, stretching or emphasizing each sound:
 - ◇ Easier words (with *asterisks) begin with s-s-stretchy sounds.
 - ◇ More difficult: non-stretchy, or separated. “p i-i n.”
 - ◇ TIP: Always practice at your student’s level of success.
- Student says the word.

4b: Find the Letter-Sounds in Words.

- Write the letters needed for two or three words, in mixed order at the top of the student’s paper.
- Say “Point to the letter- sounds you hear.” Then:
- Pronounce a word one sound at a time, pausing after each sound *until student points to it.*
 - ◇ Say “p i-i n.”

4c: Write the Letter-Sounds in Words.

- (Write the letter-sounds in mixed order at the top of the student’s paper.)
- Say “Copy the sounds you hear.”
- Pronounce the word, pausing after each sound *until student writes it.*
 - ◇ Say “p i-i n.”
- Student copies the letter-sounds, writing the word.
 - ◇ Easier: Play with one word at a time. Do step 4a and 4b, then 4c, with that same word.
 - ◇ TIP: If copying is too cumbersome, student can arrange flashcards into words instead.



Step 5, Mastery. The goals of Phase 3 are:

- **Rapid-Accurate Naming** of 20 consonant letter-sounds, short-A, short-O, short-I.
 - Continue working with *steps the student can do successfully (3a, 3b and 3c)* until he or she can name each flashcard quickly, correctly and easily, day after day.

<input type="checkbox"/> f	<input type="checkbox"/> b	<input type="checkbox"/> sh
<input type="checkbox"/> l	<input type="checkbox"/> c	<input type="checkbox"/> h
<input type="checkbox"/> m	<input type="checkbox"/> k	<input type="checkbox"/> j
<input type="checkbox"/> n	<input type="checkbox"/> v	<input type="checkbox"/> d
<input type="checkbox"/> r	<input type="checkbox"/> g	<input type="checkbox"/> w
<input type="checkbox"/> s	<input type="checkbox"/> p	<input type="checkbox"/> y
<input type="checkbox"/> z	<input type="checkbox"/> t	
<input type="checkbox"/> a	<input type="checkbox"/> o	<input type="checkbox"/> i

- **Sound Blending** with 20 consonant letter-sounds, short-A, short-O, and short-I.
 - Continue working with *step 4a* until your student can blend these isolated spoken sounds into words:

<input type="checkbox"/> j-a-m	<input type="checkbox"/> p-i-n	<input type="checkbox"/> d-o-g	<input type="checkbox"/> sh-i-n	<input type="checkbox"/> r-i-d
<input type="checkbox"/> k-i-d	<input type="checkbox"/> sh-i-p	<input type="checkbox"/> z-a-p	<input type="checkbox"/> w-a-g	<input type="checkbox"/> d-i-p
<input type="checkbox"/> r-i-p	<input type="checkbox"/> s-i-p	<input type="checkbox"/> z-i-p	<input type="checkbox"/> n-i-p	<input type="checkbox"/> t-i-p
<input type="checkbox"/> h-o-p	<input type="checkbox"/> d-i-sh	<input type="checkbox"/> ya-p	<input type="checkbox"/> K-i-m	<input type="checkbox"/> j-i-g
<input type="checkbox"/> w-i-g	<input type="checkbox"/> m-a-d	<input type="checkbox"/> w-i-t	<input type="checkbox"/> g-o-t	<input type="checkbox"/> J-i-m
<input type="checkbox"/> v-a-n	<input type="checkbox"/> w-i-ll	<input type="checkbox"/> hog	<input type="checkbox"/> sh-o-p	<input type="checkbox"/> k-i-t
<input type="checkbox"/> h-a-t	<input type="checkbox"/> c-a-sh	<input type="checkbox"/> m-a-sh	<input type="checkbox"/> d-o-t	<input type="checkbox"/> f-i-n

- **Early Spelling** with 20 consonant letter-sounds, short-A, short-O, and short-I.
 - Continue working with *steps the student can do successfully (4b and 4c)* until your student can select and copy the correct sounds easily as you say them.
 - TIP: If writing is too cumbersome, your student can arrange letter-sound flashcards into words instead.
 - Select from the words below. Don't use all of these words! Just make sure that your student can use each of the 23 letter-sounds so far.

<input type="checkbox"/> f-a-n	<input type="checkbox"/> m-a-n	<input type="checkbox"/> r-a-n	<input type="checkbox"/> r-a-m
<input type="checkbox"/> S-a-m	<input type="checkbox"/> a-m	<input type="checkbox"/> m-a-ss	<input type="checkbox"/> l-a-ss
<input type="checkbox"/> f-a-t	<input type="checkbox"/> b-a-g	<input type="checkbox"/> p-a-t	<input type="checkbox"/> s-a-t
<input type="checkbox"/> n-o-t	<input type="checkbox"/> l-a-p	<input type="checkbox"/> d-o-t	<input type="checkbox"/> g-o-t
<input type="checkbox"/> m-a-d	<input type="checkbox"/> l-o-g	<input type="checkbox"/> t-a-g	<input type="checkbox"/> s-a-p
<input type="checkbox"/> l-o-t	<input type="checkbox"/> c-o-p	<input type="checkbox"/> t-o-p	<input type="checkbox"/> D-o-n
<input type="checkbox"/> r-a-g	<input type="checkbox"/> b-a-t	<input type="checkbox"/> c-a-p	<input type="checkbox"/> m-a-p
<input type="checkbox"/> z-a-p	<input type="checkbox"/> p-o-p	<input type="checkbox"/> f-o-g	<input type="checkbox"/> d-o-g
<input type="checkbox"/> j-a-m	<input type="checkbox"/> p-i-n	<input type="checkbox"/> f-i-n	<input type="checkbox"/> sh-i-n
<input type="checkbox"/> r-i-d	<input type="checkbox"/> k-i-d	<input type="checkbox"/> sh-i-p	<input type="checkbox"/> w-a-g
<input type="checkbox"/> t-i-p	<input type="checkbox"/> d-i-sh	<input type="checkbox"/> w-i-t	<input type="checkbox"/> f-i-n
<input type="checkbox"/> d-i-p	<input type="checkbox"/> h-a-t	<input type="checkbox"/> c-a-sh	<input type="checkbox"/> K-i-m
<input type="checkbox"/> J-i-m	<input type="checkbox"/> r-i-d	<input type="checkbox"/> s-i-p	<input type="checkbox"/> m-a-sh
<input type="checkbox"/> j-i-g	<input type="checkbox"/> k-i-t	<input type="checkbox"/> k-i-d	<input type="checkbox"/> z-i-p
<input type="checkbox"/> v-a-n	<input type="checkbox"/> w-i-g	<input type="checkbox"/> w-i-ll	<input type="checkbox"/> n-i-p
<input type="checkbox"/> w-i-n	<input type="checkbox"/> v-a-t	<input type="checkbox"/> h-o-g	