

Day 1: “Sounds of the Alphabet - Let’s Discover!”

Learning Objectives:

- Identify and pronounce the basic sounds of each letter of the alphabet.
- Recognize that letters represent sounds (phonemes) in words.
- By the end of the day, correctly pronounce at least 10 letter sounds.

Materials Needed:

- Alphabet flashcards (letters A-Z)
- A mirror (to observe mouth shape)
- Chart paper or notebook
- Alphabet song video (YouTube or another resource)
- Small objects or pictures representing words that start with different letters

Lesson Introduction:

- Begin by singing the alphabet song together to warm up.
- Show an alphabet chart or flashcards and ask if the child remembers the names of letters.
- Introduce the idea that letters make sounds, and these sounds help us read and spell words.
- Engage by asking the child for words that start with their favorite letters.

Instructional Procedures:

- **Exploration:** Take letter flashcards one by one. Say the letter name, then demonstrate its common sound. Use the mirror to watch mouth and tongue movement.
- **Explanation:** Explain that each letter has one or more sounds. Start with primary sounds (e.g., ‘b’ = /b/, ‘s’ = /s/).
- **Application:** Show pictures or objects (e.g. ball for B, sun for S). Have the child say the object's name and identify the first sound.
- **Reflection:** Ask the child to guess the sound of letters you show without telling. Discuss which were easy or tricky.

Assessment and Evaluation:

- Observe child’s pronunciation of sounds.
- Play a matching game where the child matches letters to objects starting with that sound.
- Adjust focus, spend more time on letters or sounds the child finds difficult.

Integration with Other Subjects:

- Art: Create a letter and sound collage with pictures cut from magazines.
- Music: Alphabet song and sound games.
- Speaking: Practice oral storytelling with emphasis on letter sounds.

Differentiation and Personalization:

- For extra help, limit the number of letters to 5–7 in a day.
- For enrichment, explore vowels and different sounds letters can make.

Real-Life Applications and Field Activities:

- Go on a “sound hunt” around the house or neighborhood, finding objects that start with specific letter sounds.
- Collect items or pictures for the next day’s lesson.

Resources for Further Learning:

- *LeapFrog Letter Sounds* video series.
- Website: starfall.com – Letter Sounds Section.
- Family activity: Create a “sound book” with drawings and words that start with different letters.

Day 2: “Vowels - The Sound Makers!”

Learning Objectives:

- Recognize vowels (a, e, i, o, u) and their different sounds.
- Identify short and long vowel sounds in words.
- Correctly produce short vowel sounds in simple words.

Materials Needed:

- Vowel flashcards with mouths showing vowel shapes
- Word cards with simple CVC (consonant-vowel-consonant) words (e.g., cat, bed, sit, dog, sun)
- Whiteboard and markers or notebook

Lesson Introduction:

- Begin with a quick review of previous letter sounds.
- Introduce vowels as special letters that sometimes “sing” (long sounds) and sometimes “whisper” (short sounds).
- Show examples: “a” as in “apple” (short a) and “ape” (long a).

Instructional Procedures:

- **Exploration:** Have child say the vowel sounds one by one, noting how their mouth shapes change.
- **Explanation:** Explain difference between short and long vowel sounds with examples.
- **Application:** Use CVC word cards to identify short vowel sounds. Child reads aloud and identifies the vowel sound in each word.
- **Reflection:** Have child listen to short vs. long vowel sounds in words you say and decide which sound they hear.

Assessment and Evaluation:

- Play a simple vowel sorting game: child sorts words into “short vowel” and “long vowel” groups.
- Provide verbal feedback and adjust the pace as needed.

Integration with Other Subjects:

- Science: Talk about animals or objects represented in CVC words.

- Writing: Child writes CVC words focusing on vowels.

Differentiation and Personalization:

- Support learners by having them repeat after you and use visuals extensively.
- Challenge advanced learners to find words around the home with long vowel sounds.

Real-Life Applications and Field Activities:

- Bake simple cookies and name ingredients aloud emphasizing vowel sounds.
- Go on a vowel sound “I spy” around the home.

Resources for Further Learning:

- Books: *Vowel Sound Families* by Scholastic.
- Videos: “Short and Long Vowel Sounds” on YouTube.
- Family game: “Vowel Sound Bingo” using homemade bingo cards.

Day 3: “Consonant Blends and Digraphs - Team Letters!”

Learning Objectives:

- Understand what consonant blends and digraphs are.
- Identify common blends (e.g., bl, st) and digraphs (e.g., ch, sh).
- Read and say simple words containing blends and digraphs.

Materials Needed:

- Word cards with blends and digraphs
- Alphabet tiles or magnetic letters
- Whiteboard or notebook

Lesson Introduction:

- Review letters and vowel sounds learned.
- Introduce the idea that sometimes letters team up to make new sounds.
- Use familiar words (e.g., “ship” for digraph; “flag” for blend).

Instructional Procedures:

- **Exploration:** Show pairs of letters and model the sound they make together.
- **Explanation:** Define blend (sounds heard separately but together) vs. digraph (two letters, one sound).
- **Application:** Child uses letter tiles to build words with blends and digraphs, then reads them aloud.
- **Reflection:** Discuss how the combined sounds help in reading words faster.

Assessment and Evaluation:

- Have child read a list of blend and digraph words aloud.
- Listen for pronunciation accuracy and provide prompts or repetition if needed.

Integration with Other Subjects:

- Writing: Have child create sentences using blend and digraph words.
- Art: Illustrate favorite words that include blends/digraphs.

Differentiation and Personalization:

- For support, use only one type of team letter at a time.
- For enrichment, explore more complex blends/digraphs or introduce trigraphs (e.g., -tch).

Real-Life Applications and Field Activities:

- Collect magazine cutouts of blend/digraph words.
- Play word-building games outside using chalk on sidewalk.

Resources for Further Learning:

- Websites: Reading Rockets - Consonant Blends and Digraphs.
- Apps: "Reading Eggs" or "ABCmouse" phonics sections.
- Family discussion: Find "team letter" words in books or street signs.

Day 4: "Playing with Sounds - Rhymes and Onsets"

Learning Objectives:

- Recognize rhyming words and their common ending sounds.
- Identify initial sounds (onsets) in words.
- Create rhyming pairs and simple word families.

Materials Needed:

- Rhyming word cards or simple nursery rhyme books
- Paper and crayons
- Audio or video rhymes (e.g., nursery rhymes, songs)

Lesson Introduction:

- Begin by reading a nursery rhyme emphasizing rhyming words.
- Discuss what makes words rhyme - they sound alike at the end.

Instructional Procedures:

- **Exploration:** Say groups of words aloud and ask child which rhyme.
- **Explanation:** Explain onset (beginning sound) and rime (ending sound).
- **Application:** Create word families by changing the onset (e.g., cat, bat, rat).
- **Reflection:** Child picks favorite rhyme pair or word family and explains why they like it.

Assessment and Evaluation:

- Play a rhyming word matching game.
- Note how child identifies rhymes and produces own rhyming words.

Integration with Other Subjects:

- Music: Sing rhyming songs.
- Writing: Compose a simple rhyming poem or short story.

Differentiation and Personalization:

- For support: focus on one word family.
- For enrichment: experiment with multi-syllable rhymes.

Real-Life Applications and Field Activities:

- Make up rhymes during walks or car rides.
- Spot rhyming words on labels and signs.

Resources for Further Learning:

- Books: *Rhyming Dust Bunnies* by Jan Thomas.
- Websites: RhymeZone.com
- Family activity: Create rhyming riddles or poems together.

Day 5: “Putting It All Together - Reading and Writing Fun”

Learning Objectives:

- Apply letter sounds, vowel sounds, blends, and rhymes to read and write simple words.
- Read aloud a short phonics-based story.
- Write a simple story or sentences using learned sounds.

Materials Needed:

- Simple phonics readers (e.g., *Bob Books* or similar)
- Paper, pencils, crayons
- Sight word cards (optional)

Lesson Introduction:

- Review key sounds learned during the week.
- Share a short story with clear phonics structure.

Instructional Procedures:

- **Exploration:** Child reads aloud the phonics story with parental support as needed.
- **Explanation:** Discuss any unfamiliar words and the sounds used.
- **Application:** Child writes their own simple story or sentences using letter sounds, blends, and rhymes.
- **Reflection:** Talk about which sounds or words were easiest or most fun.

Assessment and Evaluation:

- Informal observation of reading fluency and accuracy.
- Review writing for correct use of sounds.

- Adjust next week's lessons based on strengths or challenges identified.

Integration with Other Subjects:

- Art: Illustrate the child's story.
- Speaking: Tell story orally to family members.

Differentiation and Personalization:

- Support with sentence starters or word cards if needed.
- Challenge by encouraging longer sentences or more complex words.

Real-Life Applications and Field Activities:

- Share the story with family or friends.
- Make a homemade booklet using the child's writing and illustrations.

Resources for Further Learning:

- Books: *Bob Books* or similar phonics readers.
- Websites: Oxford Owl – free phonics e-books.
- Family activity: Family reading night using phonics stories.

Additional Notes for Parents/Guardians:

- **Flexibility:** Adapt the pace based on your child's responsiveness. Some days may need to be longer or shorter.
- **Role:** Be an active participant — listen, read with your child, and celebrate their progress.
- **Environment:** Create a cozy reading nook or designated "learning station" free from distractions.
- **Multiple Children:** In multi-age families, pair older children to help younger siblings or design parallel activities adjusting complexity.
- **Cultural Relevance:** Include words or stories meaningful to your family or traditions.
- **Encouragement:** Praise effort and curiosity to foster a positive attitude towards reading and sounds.

This plan is designed to build foundational phonics skills in an engaging, hands-on way, perfectly suited to homeschooling settings where learning can be joyful and personalized.