

PHONICS

with Mrs. Wasson

first series

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Feel free to contact us with any questions at phonicswithmrswasson@gmail.com.

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happy learning
FROM MRS. WASSON



LESSONS

click the images
to access the
videos



Lowercase w

2 DAY 1



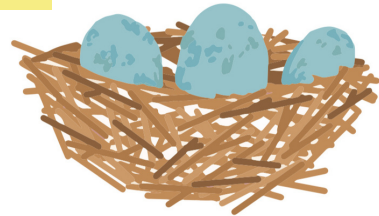
5 DAY 2

FREE
WEEK



Lowercase n

8 DAY 1



13 DAY 2

HOW TO

TEACH LITTLE LEARNERS

For beginning learners, fun and engaging experiences are just as vital to fostering a love for learning as meeting the child at their level. That's why we created this playful phonics program not from A-Z, but to build upon developmentally appropriate skills. Our students master letters with lines-l and t-then learn slight curves-f and h-before getting to more complicated formations-a and b.

Our entertaining, hands-on phonics program was designed by a dedicated and experienced teacher. Each letter is taught for two days, so two letters per week. That leaves the fifth day of your typical school week to review. Some letters may be harder for your child than others, so take this fifth day to spend that extra needed time.

Each lesson day there is a raw footage video that can be accessed by clicking on the picture. These videos are left intentionally unedited, so your children can feel like they're right in the classroom with the other students. If you'd like to see our lessons plans and teaching aids, just refer to the page numbers under the picture. It's that easy!

And because we know individualized learning is key, we've created all our lessons so you can pick and choose what activities suit your children's interest and your time frame. We want to take the work out of planning and creating so you don't have to! Let us create the resources and ideas so you can focus on the little minds and hearts you are molding.

Testing Strips Instructions

The following few pages are used to test your little learners after the lesson. We've included two printing formats, since we know every classroom or home is different. You can either print a single set, which would be used if you have one or a few children at home. Or you can print our classroom option, which we use to test multiple learners.

Once you print, cut along the lines between the rows of letters. Stack each piece, starting with l-i on the top and ending with the o-q row. Staple the 4 row together, and you have your testing strips.

When testing your child, try to study and review all the letters daily, spending some extra time on one or two letters you want them to focus on that day. The whole exercise shouldn't take long, no more than a few minutes. We want to encourage an enjoyable learning experience, and repetition over time is really what will help your child. Keep it quick and positive. :)

l t f h d i

j a p b v

m n r c e

o k g s q

l t f h d i

l t f h d i

l t f h d i

l t f h d i

l t f h d i

l t f h d i

l t f h d i

j a p b v

j a p b v

j a p b v

j a p b v

j a p b v

j a p b v

j a p b v

x w y u z

x w y u z

x w y u z

x w y u z

x w y u z

x w y u z

x w y u z

m n r c e

m n r c e

m n r c e

m n r c e

m n r c e

m n r c e

m n r c e

o k g s q

o k g s q

o k g s q

o k g s q

o k g s q

o k g s q

o k g s q

Lowercase w

Materials Included in Bag

- Whale Puppet
- Book "Baby Beluga"
- Book "Snitchy Witch"
- 3 Witch Hats labeled with 'w'
- ABC Book Page
- Book "The Very Busy Spider"
- Graphics for Picture Word Chart
- Spider Craft (print 1 per child)

Additional Materials

- Song "Baby Beluga"
- Cat Stuffed Animal or Puppet
- Witch Broom
- 3 Soft Balls
- Witch Cauldron (Cooking Pot)
- Gummy Worms
- Expo Markers
- Glue
- ABC Book
- Song "Willaby Wallaby"
- (optional) Hula Hoop and Yarn
- Drum
- Picture Word Chart Poster Paper
- Crayons
- Black Paper

Lowercase w

Concept: Children will identify lowercase 'w' and recognize it's sound.

Day 1

Review: Use the whale puppet to point to the letters as you sing the "ABC Song." Pointing to the letters gives the children a visual to connect with the letter you are singing about.

Introducing Lowercase w

- **Sing Song:** Sing "Baby Beluga" and act out the song with the whale puppet. Use the book "Baby Beluga" by Ashley Wolff to show pictures of where the whale is going as you sing the song. Reinforce for the children that whale starts with 'w'.

- **Story:** Read "Snitchy Witch" by Frank J. Sileo and discuss the witch.

- **Witch Song:** Dress a child up with a witch hat, cat, and broom. Sing to the tune of "I'm A Little Teapot" these lyrics:

"I'm a little witch all dressed in black.
Here is my broomstick, here is my cat.
Halloween is my favorite night,
because I can give you such a fright! Boo!"

Repeat several times, having new children dress as the witch each time.

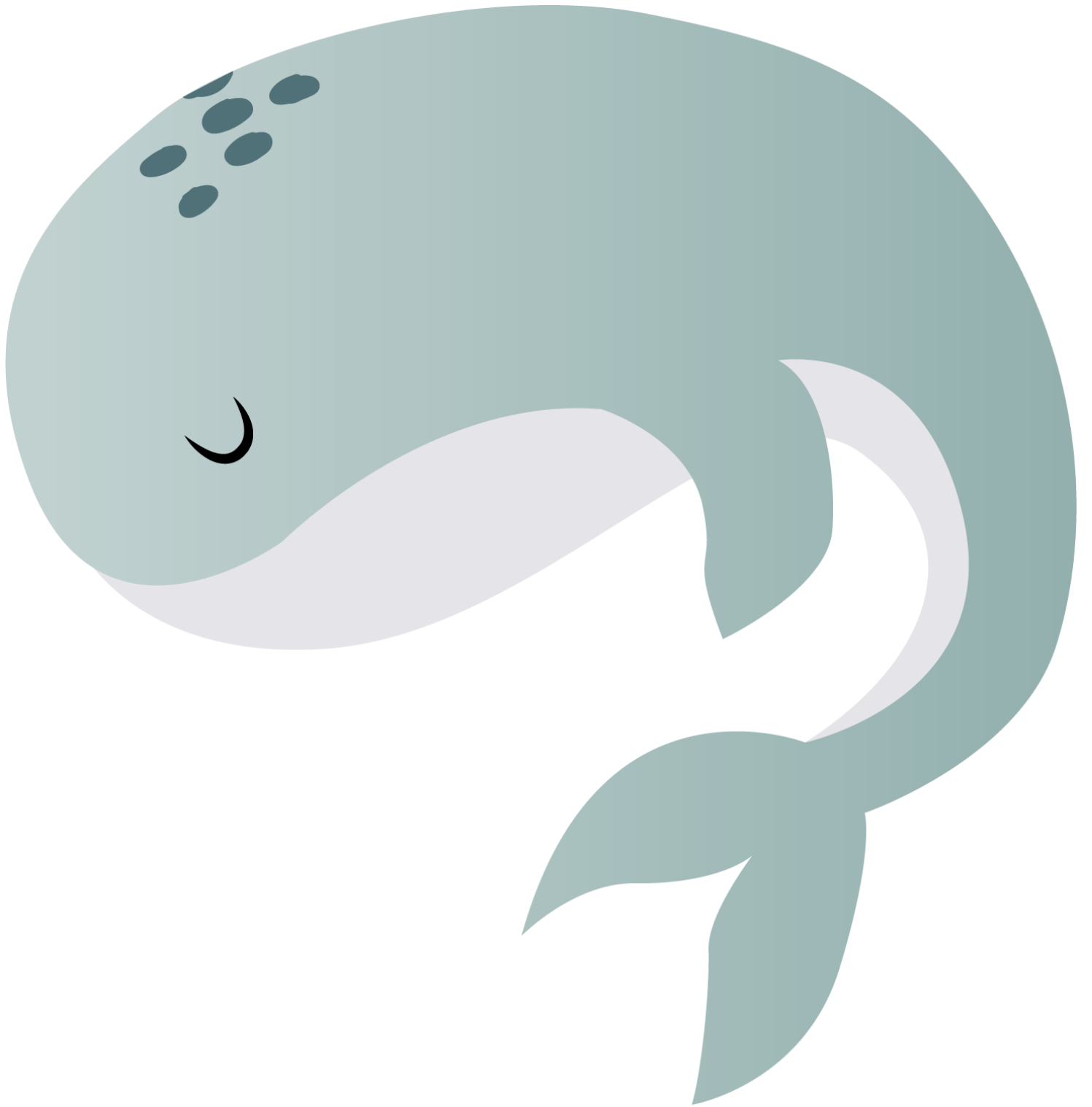
- **Get That Witch Activity:** Have the children sit in a large circle. Give three children a witch's hat with a 'w' painted on each. These three witches will stand in the middle of the circle and try to dodge the pretend fireball being thrown at them by the children sitting in the circle. The pretend fireballs should be soft. If a child hits the witch, he must say the 'w' letter sound before he can switch spots and wear the hat with the witch he hit.

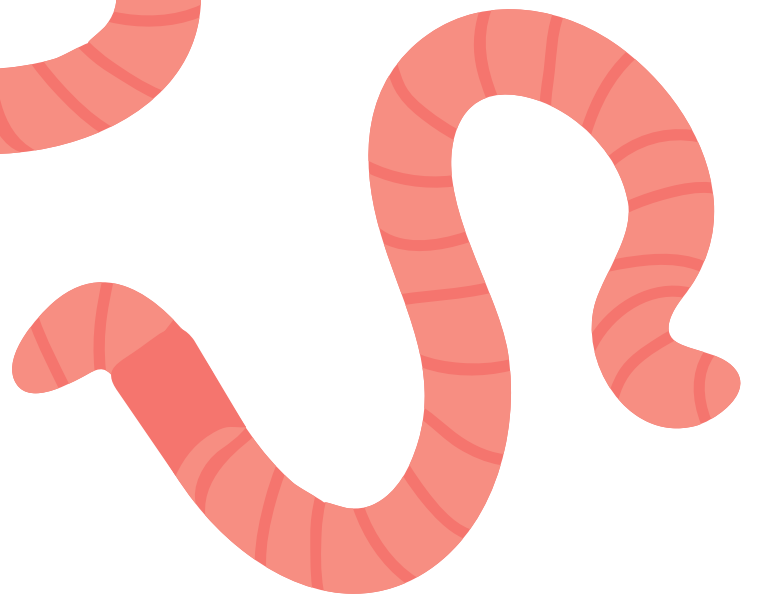
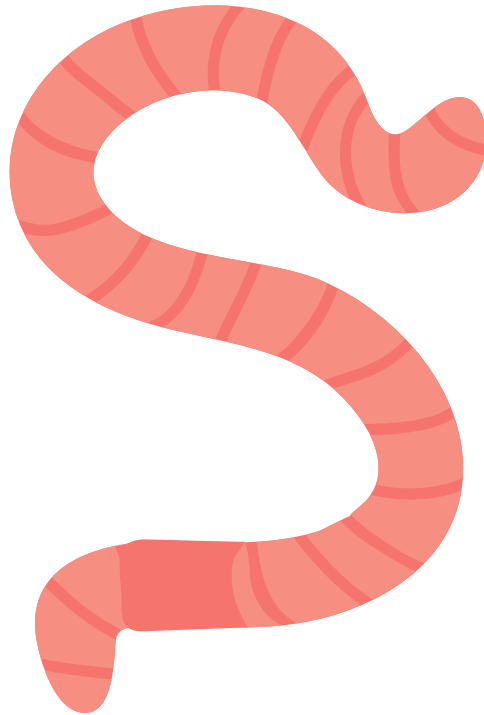
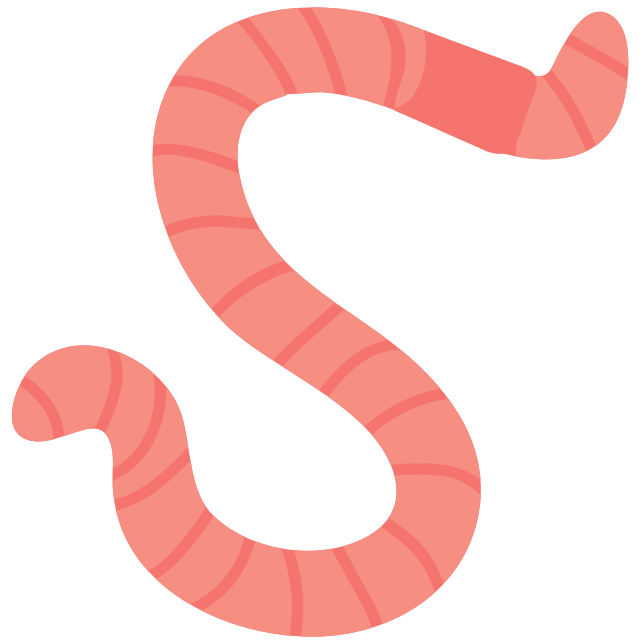
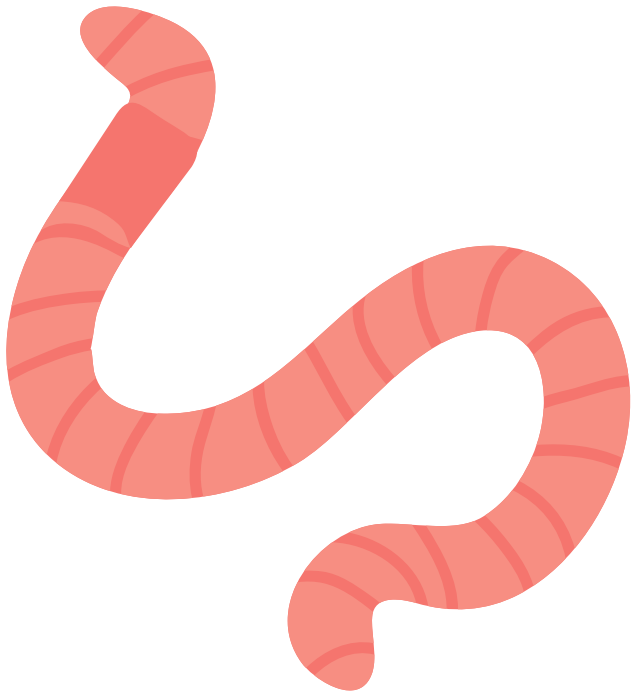
- **Worm ABC Activity:** Put the witch hat on you as the teacher and pretend to turn into a witch. Show your witches cauldron with worms in it! Wear gloves and say you are thinking of a child that begins with letter _____. Have the child that begins with that letter come

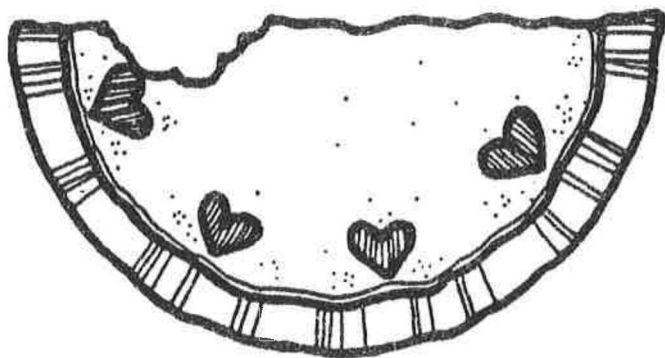
forward to eat a gummy worm and then "POOF" pretend to turn her into a worm. Repeat until all the children get a worm to eat.

- **Guided Practice:** Have children return to their spots and go over how to form a 'w'. Show them how two 'v's make a 'w': "up, down, up, down." Show the kids how the letter looks like a water slide. Make a sound like you are sliding up, down, up, down. Have children use their fingers in the air to follow the motion. Have children come to the white board and practice writing a 'w'.

- **Independent Practice:** In their ABC books, have them write as many 'w's as they can on the lines provided. Then they can color the witch picture.







W W

W

Lowercase w

Day 2

Review: Sing the song "Willaby Wallaby" by the Wiggles, but replace the children's names with 'w' so it sounds silly.

Introducing Lowercase w

• **Read Story:** "The Very Busy Spider" by Eric Carle. Discuss webs and how they help spiders.

• **Web Catch:** For this game have all the children play London Bridges. You can have the two children forming the bridge just hold hands, or cover a hula hoop with yarn to make a web for them to hold. Replace the lyrics of "London Bridges" to the following:

"Webs, webs, falling down, falling down, falling down.

Webs, webs, falling down, watch out for the spider webs

(then lower the web to catch two children)

Take the web and lock them up, lock them up, lock them up.

Take the web and lock them up, we caught a juicy fly."

The two children caught will now get to hold the web up in the air. Repeat this activity several times.

• **Web Jump:** Have the children transition to sitting in a circle. Show a spider and explain he is hungry and the web is how he catches his food. Lay the web on the ground so the children can jump over it. Have one child hold a spider next to the web and explain when you bang your drum quickly the spider will climb up on his web and try to get someone to eat. Bang your drum and sing to tune "There's a Spider on the Floor" these lyrics:

There's a spider on the web on the web,
there's a spider on the web on the web.

Who can ask for any more than a spider on the web.

There's a spider on the web on the web. Watch out! (bang drum quick)

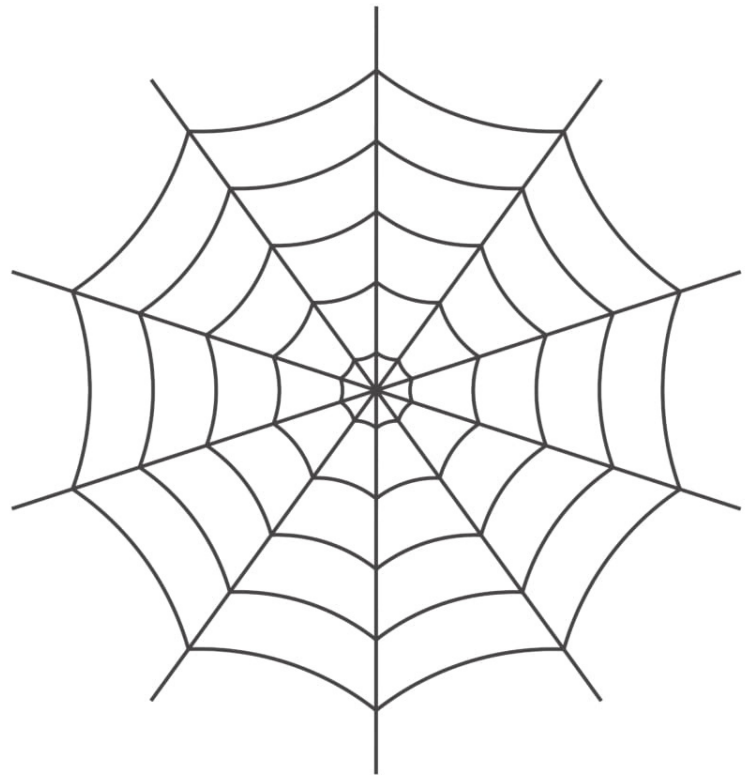
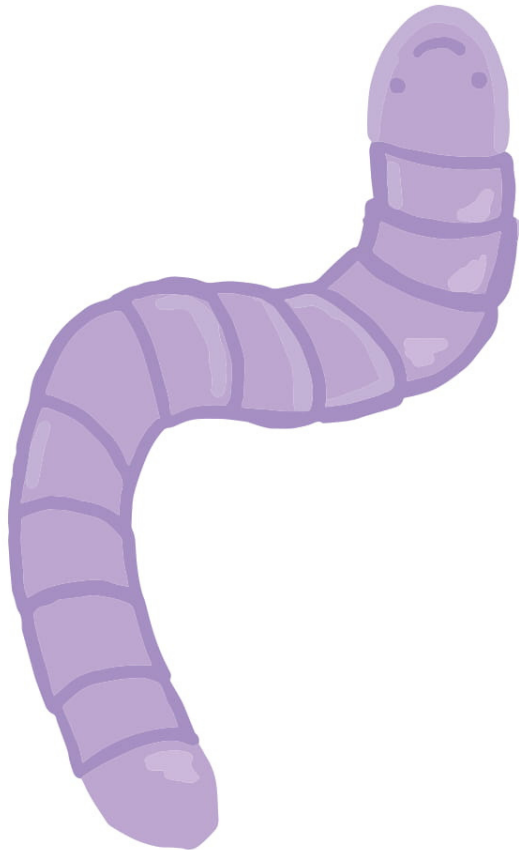
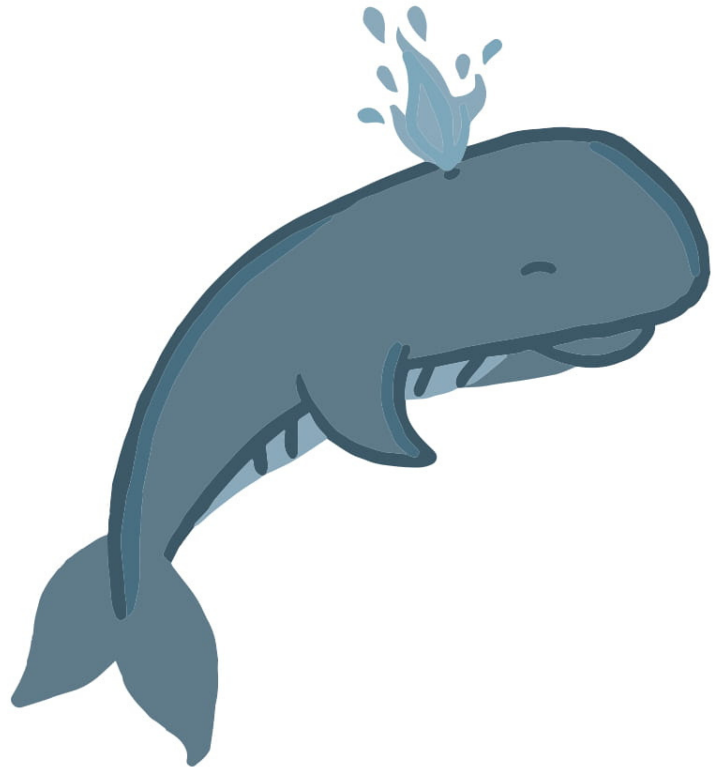
The child with a spider gets any child jumping over the

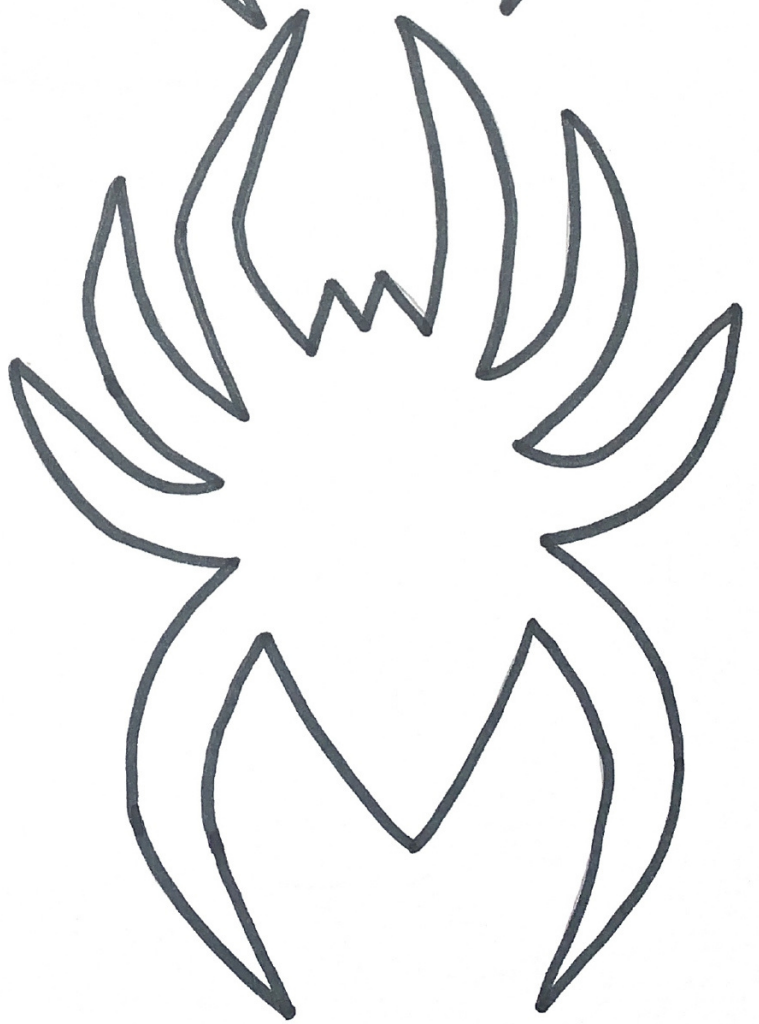
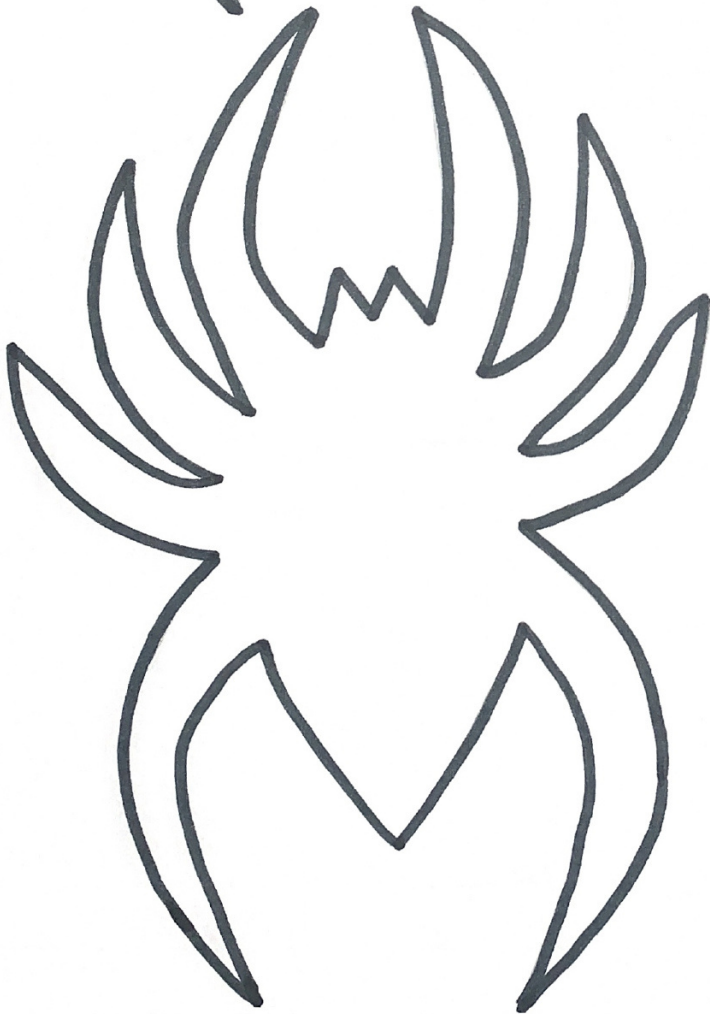
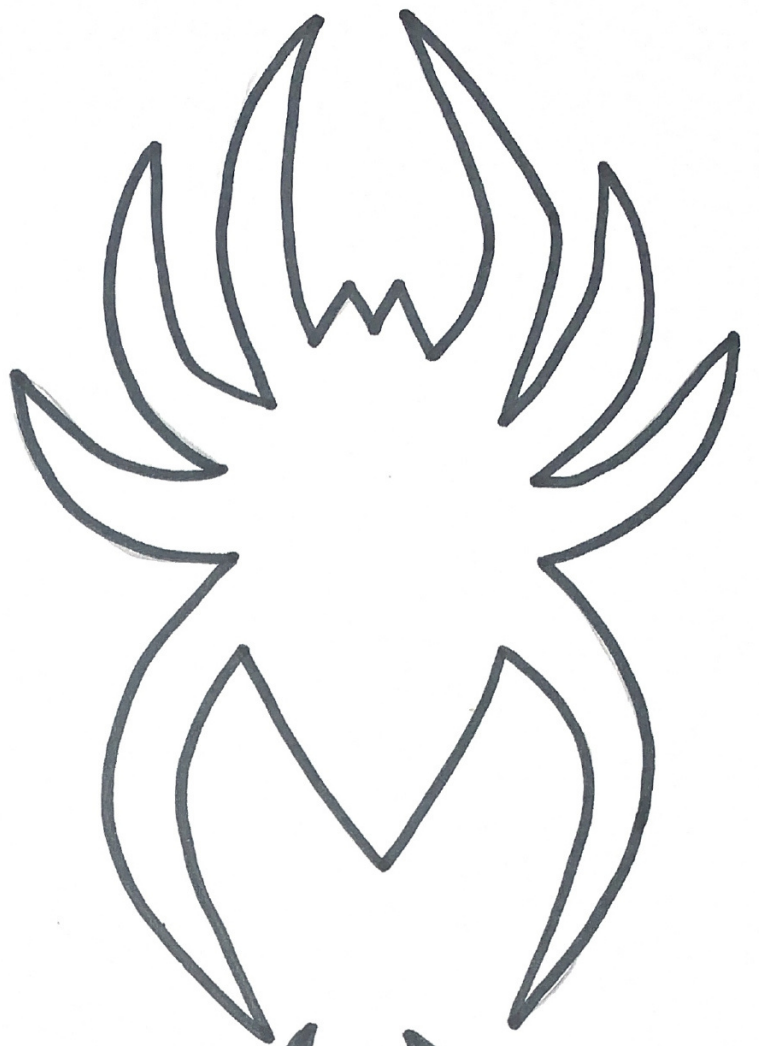
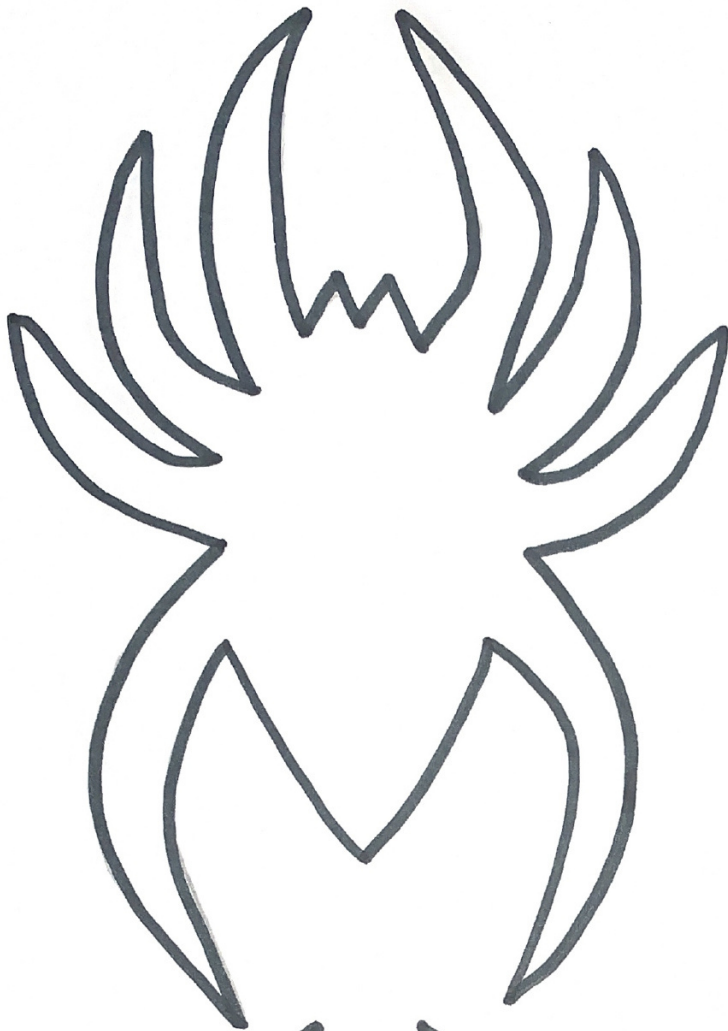
web at that time or even close to the web. That child now gets to be the spider. Repeat.

• **Picture Word Chart:** Have the words witch, whale, web, and worm on one side of the chart and the corresponding pictures on the other side in a different order. Have a child come up to match one word to the correct picture. Then choose another child to make the next match. Do so until all the words and pictures are matched. Then have a child circle any 'w's they see in the first word. Choose another student to circle 'w's in the next word and do so until all 'w's are circled.

• **Guided Practice:** Go over 'w' formation: "down, up, down, up." While you are going over the formation, draw several 'w's on the whiteboard.

• **Independent Practice:** Give each child a black piece of paper and a spider cut-out. Show them how to draw a simple web. They can write 'w's on the back and then turn it over to draw a web with a white crayon. Then they can glue their spider on their drawn web.





Lowercase n

Materials Included in Bag

- Mystery Can
- Necklace
- Book "The Five Senses: Smell"
- Smelling Shakers
- Paper Bag
- Book "No David"
- Nest
- Bird
- 3 Nets
- ABC Matching Cards
- Book "Are You My Mother"
- Picture Cards of No/Yes Things to Touch
- Two Sets of ABC flashcards for Matching
- Playdoh
- ABC Page
- Graphics for Picture Word Chart

Additional Materials

- Picture Word Chart Poster Paper
- Bean Bags
- Song "Green Grass Grows all Around"
- Magnetic Letters
- ABC Books

Lowercase n

Concept: Children will identify lowercase 'n' and recognize it's sound.

Day 1

Review: Say the ABC's with their sounds. Point to letter 'n' and ask, "What letter do you think we are doing?" Use the Mystery Can and put a necklace inside. Give clues to describe what is hidden inside the Mystery Can. Have children guess what 'n' word is hiding inside. Teach them what a 'question' is and how you ask questions to find out something.

Introducing Lowercase n

- **Read Story:** "The Five Senses: Smell" by Maria Rius. Discuss the 5 senses, and your nose.

- **Nose Smells:** Sit in a circle and have the children pass around the little smell shakers. Have them try to guess what they are smelling using their nose.

- **ABC Match:** Stay in a circle. Have about eight pairs of letters in the middle, face down so you don't know which letter is which. Choose 'n' and some other letters you wish to review. Call a child up to choose two letters, if it's a match he gets to hold that pair. If not, turn them back around and call another student. Encourage them to remember where the letters are. You can put more matches down to make sure all get a turn.

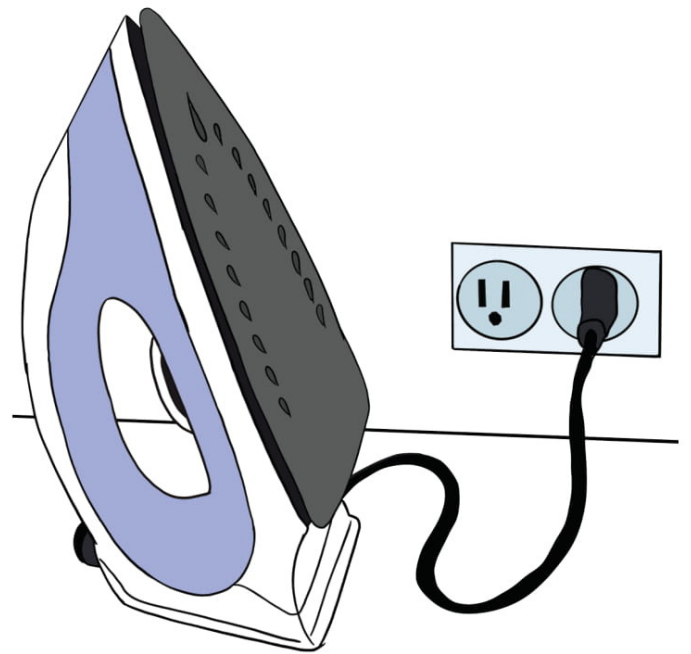
- **Read Story:** "No David" by David Shannon. Discuss the word "No" and how we need to listen.

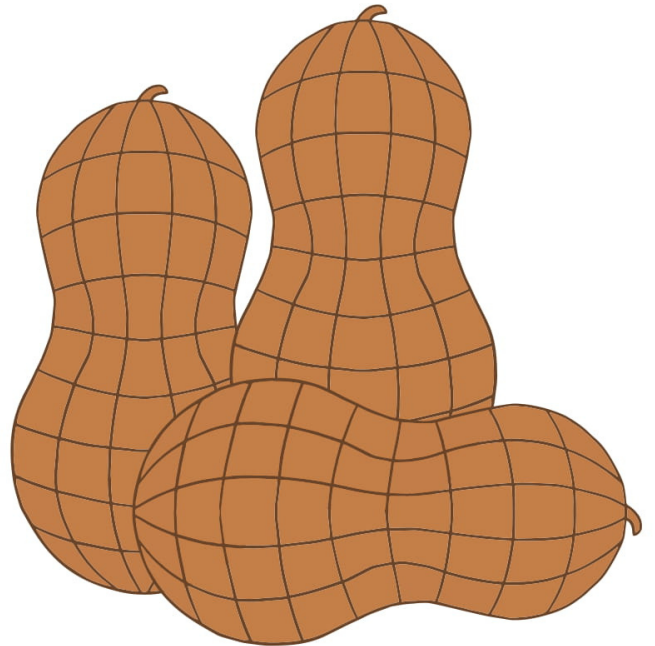
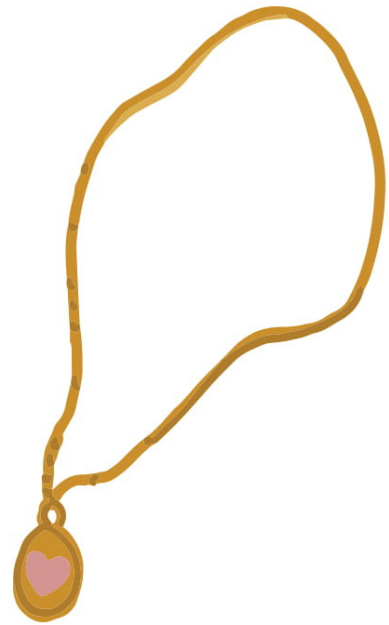
- **No/Yes Activity:** Draw a two column chart labeled yes and no on the whiteboard. Call a child to come up and reach in a paper bag to pull out a picture of an object. Ask the child, "Is this something you can touch?" If it is dangerous to touch put it on the NO side of the whiteboard. If it is nice to touch then put it on the YES side of the whiteboard. Repeat a few times through, choosing different children each round.

- **Guided Practice:** Demonstrate how to form a 'n': "Down, go back up and go in the door." Show children how a 'n' looks like a doorway you can go in. Draw a little stick man going in the 'n' to

demonstrate. Give each child a little piece of play doh to form a letter 'n'. Review some other letters they remember.

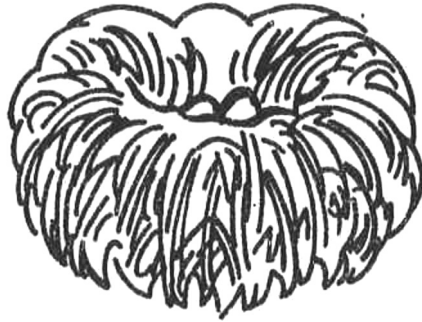
- **Independent Practice:** In their ABC Books, have the children write as many 'n's as they can fit in the lines provided. Then they can color the picture of the nest.







N



n n

n

Lowercase n

Day 2

Review: Play "I spy" with a twist. Give the children clues to an object in the classroom that starts with 'n.' Have them guess. Do so a for a few 'n' objects. Then sing the "ABC Song."

Introducing Lowercase n

- **Song:** Sing the "Green Grass Grows all Around" by Barney. Do motions of hole, tree, branch, nest, egg and bird. Ask children what word starts with letter 'n.' Show your nest and bird and explain how the nest keeps the baby bird safe.

- **Read Story:** "Are You My Mother" by P. D. Eastman and discuss.

- **Act and Sing the nest Song:** Use a nest and mother bird puppet. Give each to a different child. Also choose a few children to pretend to be baby birds. Sing to the tune "5 Little Chickadees" the lyrics: "Three little baby birds sitting in a nest, daddy flies away to get them a worm, Daddy bird, daddy bird, fly fly away. Daddy bird, daddy bird bring me a worm." At the end reinforce "'N' for nest." Have the child with the mother bird puppet feed the baby birds and then give the puppet to another student. Repeat a few times. Change word to mommy if it is a girl using the puppet.

- **ABC Activity:** Show children your net. Have children reach in and pull out a magnetic letter. They can say the letter name and put it on the board. When every child has had a turn, look at the letters on the board and put a few together to form a word they are familiar with.

- **Net Catch:** Have children work together in pairs. Have one child toss a bean bag and the other try to catch it in their net. Then switch so the other child can toss or catch. You can do shifts and switch out partners. Reinforce 'n is for net' as they toss and catch.

- **Picture/Word Chart:** Have the words nose, no, nest, necklace, and net on one side of the chart and

the corresponding pictures on the other side in a different order. Have a child come up to match one word to the correct picture. Then choose another child to make the next match. Do so until all the words and pictures are matched. Then have a child circle any 'n's they see in the first word. Choose another student to circle 'n's in the next word and do so until all are circled.

- **Guided Practice:** Have children review formation of letter 'n': 'Down, go back up, and go in the door.' Have each child come up to the whiteboard to practice their letter 'n' before giving their expo marker to a friend to practice. Make sure everyone in the group has a turn to practice.

- **Independent Practice:** Give each child a cutout of a nest and a bird and have the children write 'n's all over their nest. They can also color their bird and nest.

