

Canadian Daily Phonics

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Phonetic Sounds Covered

A. Voiceless Continuants:

Voiceless Continuants are initial consonants which are not stopped but are slightly prolonged. Voiceless continuants are ‘Ss, Ff, and Hh.’

B. Nasal Consonants:

Nasal Consonants are made by the breath passing through the nostrils of the nose instead of the mouth and the lips are pressed together. Nasal consonants are ‘Mm’ and ‘Nn.’

C. Voiced Continuants:

Voiced Continuants are initial consonants whose sound comes from the back of the throat. Voiced Continuants are ‘Rr, Ll, Jj, Ww, Vv, Qq, and Yy.’

D. Voiced Stopped Consonants:

Voiced Stopped Consonants come from the back of the throat while the mouth is open and are completely obstructed for an instance. Voiced Stopped Consonants are ‘Gg, Bb, Pp, Dd, and Cc.’

E. Voiceless Stopped Consonants:

Voiceless Stopped Consonants are issued when the tongue touches the inside of the mouth above the front teeth to make a sound. Voiceless Stopped Consonants are ‘Tt’ and ‘Kk.’

F. Superfluous Consonants:

Superfluous Consonants make more than one sound depending on their position in a word. Some are heard at the beginning, or the middle, or the ending of some words. Superfluous Consonants are ‘Xx’ and ‘Zz.’

How to Use This Book

Daily Phonics - Grades K to 1 provides an introduction to the initial consonants in the alphabet. Students learn to recognize the initial consonant sounds in the order of their difficulty. Each week a new initial consonant is introduced and previously taught consonants and their sounds are reviewed.

Weekly Lesson Plans For Initial Consonants

- Each week has a set of daily lesson plans.
- Teacher information is provided for the production of each sound and its formation.
- Stories are provided for introductions along with consonant picture cards.
- Auditory exercises and games are included.
- A picture key is provided for sound and letter identification.
- Daily Worksheets are included.
- Each week has a prepared test for the evaluation of students’ progress.

Week 5: Initial Consonant ‘Gg’
Objective: To teach the recognition of the initial consonant ‘Gg’ and the sound that it makes and to review consonants previously taught.

Teacher Information: The initial consonant ‘Gg’ is a voiced stopped consonant. A stopped consonant is completely obstructed for an instance as if a hose openly and completely stopped the flow of water for an instant. This sound comes from the back of the throat and the mouth is open making a ‘guh’ sound. I call this the ‘gargling the throat’ sound (guh.guh.guh).

Day 1: Introduction of the Initial Consonant ‘Gg.’ Display the picture of ‘Gus Groundhog’ on a Smart Board or on a picture card. Say his name. Discuss the sound at the beginning of his name. Read the story and have your students clap their hands when they hear a word that begins like his name.

Gus Groundhog

In a burrow, deep in the ground, lived a little groundhog called Gus. His home was near Farmer Gorden’s vegetable garden. Gus often visited the garden to gobble up the good vegetables while Farmer Gorden was away. One day, Gus slipped under the gate to the garden to get something to eat. He found some gorgeous tasting green beans and began gobbling them up as fast as he could. Gus did not see Farmer Gorden sneaking up behind him. Suddenly Gus was grabbed by the fur on the back of his neck. The surprise attack made Gus gasp for his breath. The next thing he remembered was being put in a garbage can full of dead stinky weeds.

Then he heard Farmer Gorden shouting, “This will teach you not to visit my garden again!” Later Gus peeked out to see if it was safe to go home. He discovered the way was clear! Grunny Farmer Gorden was gone! Gus quickly climbed out of the garbage pail and ran home as fast as his little legs would carry him.

Activity Sheet: Page 30 Have the students colour only the groundhogs that are climbing into holes that have the sound heard at the beginning of ‘Gus Groundhog.’

Day 2: Use the following auditory exercise with your students. Tell them to close their eyes and to listen carefully to the word that you are going to say. What letter does the word begin with?

Words: a) goggles (Gg) b) robot (Rr) c) fork (Ff) d) stew (Ss) e) moan (Mm) f) rat (Rr) g) goat (Gg) h) ghost (Gg)

Picture Key: 1. game 2. mailbox 3. globe 4. raccoon 5. ghost 6. school 7. goose 8. rabbit 9. garage

Activity Sheet: Page 31 The students are to colour only the pictures that begin with ‘Gg.’

Day 3: Review previously taught sounds using the following riddles. 1. I am a very big animal. I look like a large monkey. My name begins with Gg. I am a gorilla. 2. I am full of dirt. People plant seeds in me I begin with Gg. I am a garden. 3. I am a mad.

Weekly Activity Pages for Initial Consonants

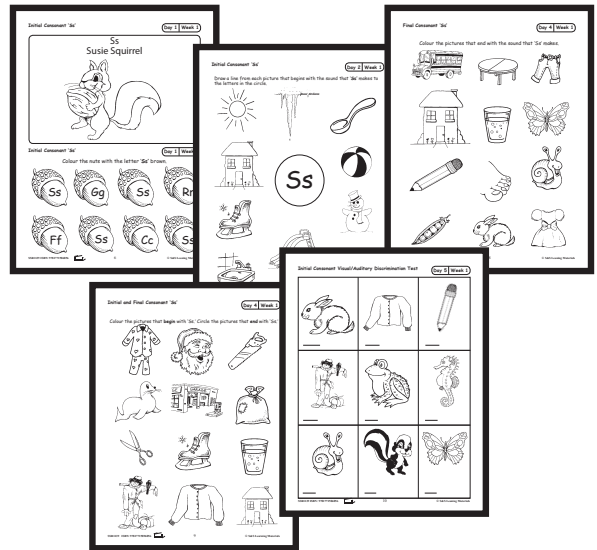
Day 1: To reinforce the recognition of the initial consonant and the sound that it makes.

Day 2: Recognition of the initial consonant's sound at the beginning of objects.

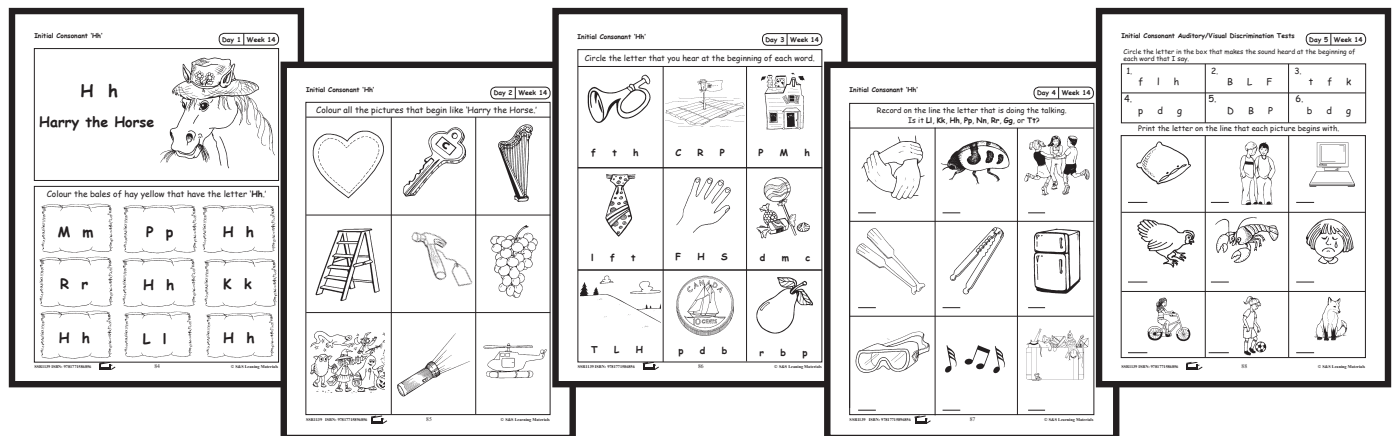
Day 3: Review new and previously taught initial consonants.

Day 4: Review of the letter recognition of sounds previously taught

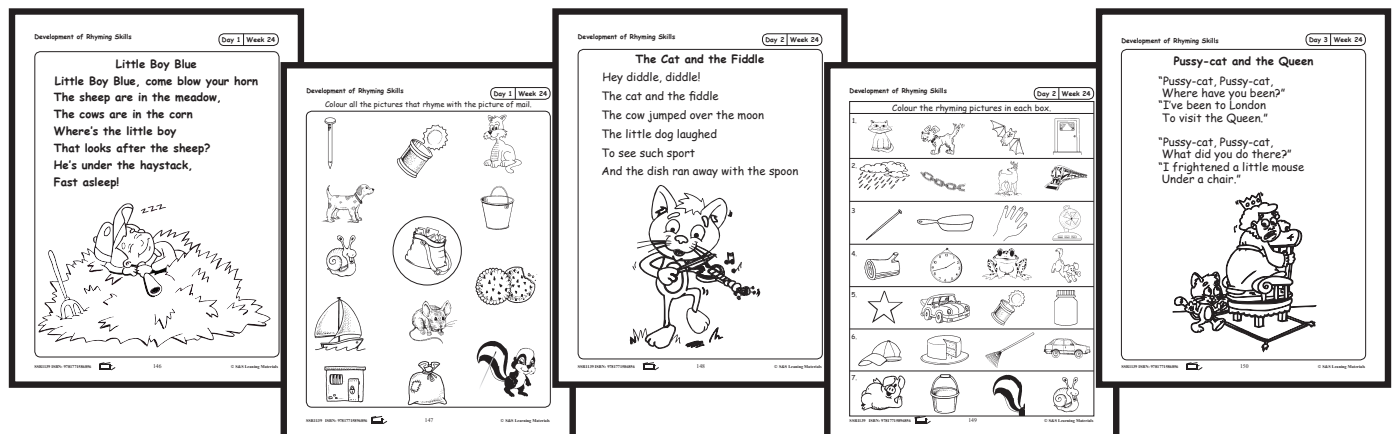
Day 5: Auditory/Visual Discrimination Test of All Sounds Previously Taught



Activities to Develop the Correct Formation of the Upper and Lower Initial Consonants



Auditory Rhyming Activities



Week 1: Initial Consonant 'Ss'

Objective: To teach and review the recognition of the initial consonant 'Ss' and the sound that it makes.

Teacher Information: The initial consonant 'Ss' is a voiceless continuant. Continuants are consonants which are not stopped but are slightly prolonged. When issuing this sound the tongue is slightly behind the teeth to produce a hissing sound that a snake makes. I call this the hissing snake sound (s-s-s).

Day 1: Introduction of the Initial Consonant 'Ss'

Display the picture of 'Susie Squirrel' on a Smart Board or on a card. Read her name. Discuss the sound and letter heard at the beginning of her name. Read the following story. Have the students clap their hands every time they hear a word that begins with the sound that 'Ss' makes.

Susie Squirrel

Susie is a little grey squirrel with a big bushy tail. She has a nest high up in an old Sycamore tree. During the spring and summer, Susie often scampers down the trunk of the tree to look for nuts and seeds to store in her nest for the winter. When Susie finds some she pops them in her mouth and swiftly runs home to store them. Susie also likes small shiny things that sparkle in the sunshine. In her nest she has a silver chain, a dime, and a nickel.

Activity Sheet: Page 6 Have the students colour only the nuts that have the Initial Consonant 'Ss' on them

Day 2: Use the following auditory exercise with your students. Have them close their eyes and to listen well to the words that you are going to say. (Say the words slowly.) Raise your hand when you hear a word that begins with the sound that 'Ss' makes.

a) zoo, fish, star, toy b) park, slide, pool, feather c) hippo, lion, skunk, wolf d) sock, foot, head, cup e) room, bed, desk, sweater f) door, rat, soap, vegetable g) car, some, truck, helicopter h) sea, water, door, foot

Picture Key: 1. sun 2. icicle 3. spoon 4. house 5. ball 6. skate 7. snowman 8. sink 9. slide 10. ghost

Activity Sheet: Page 7 Have the students colour the pictures that begin like squirrel.

Day 3: Use the following auditory exercise with your students. Explain that sometimes the sound that 'Ss' makes can be heard at the end of the word. Have your students close their eyes and listen carefully. If the word ends with the sound that 'Ss' makes have them raise one hand.

1. soap 2. bus 3. grass 4. school 5. sun 6. pass 7. Christmas 8. sink 9. soup 10. eggs

Picture Key: 1. bus 2. table 3. jeans 4. house 5. glass 6. butterfly 7. pencil 8. toes 9. snail 10. peas
11. rabbit 12. dress

Activity Sheet: Page 8 Have the students color only the pictures that end with 'Ss.'

Day 4: Use the following auditory exercise with your students. Explain that they are to listen for the sound that 'Ss' makes. It may be heard at the beginning or at the end of each word that you are going to say. If the word begins with 'Ss' raise one hand. If the word ends with 'Ss' raise both hands. Tell them to close their eyes and listen carefully.

1. sail 2. pass 3. skate 4. balloons 5. miss 6. supper 7. peas 8. seed 9. waves 10. some

Picture Key: 1. pyjamas 2. Santa 3. saw 4. seal 5. gas 6. sack 7. scissors 8. skate 9. glass 10. scarecrow 11. sweater 12. house

Activity Sheet: Page 9 Have the students colour the pictures that begin with 'Ss' and circle the ones that end with 'Ss.'

Day 5: Use the following instructions with the students to test the recognition of the initial consonant 'Ss.'

a) On the page are some pictures. Point to them as I say them. They are rabbit, sweater, pencil, scarecrow, toad, seahorse, snail, skunk, butterfly.

b) I am going to tell you a riddle about one of the pictures on the page.

c) Listen carefully. Look for it and put your finger on the picture.

d) If the picture begins with the sound that 'Ss' makes print the letter on the line. If it doesn't, leave the line empty and put your pencil down.

e) Use this format for all the pictures on the page.

Riddle #1: I am made of wool. I keep you warm, I am a _____. (sweater) Riddle #2: I like to fly in flower gardens. I look pretty. I am a _____. (butterfly) Riddle #3: I am made with old clothes. I stand in a field to scare birds away. I am a _____. (scarecrow) Riddle #4: I live in the ocean. I look like a farm animal. I am a _____. (seahorse) Riddle #5: I live in the woods. No one likes me because I can make a terrible smell. I am a _____. (skunk) Riddle #6: I am a school tool. You use me for printing and colouring. I am a _____. (pencil)

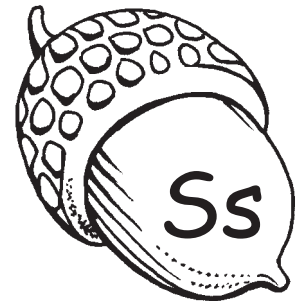
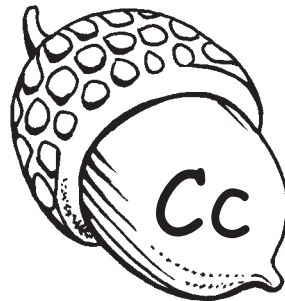
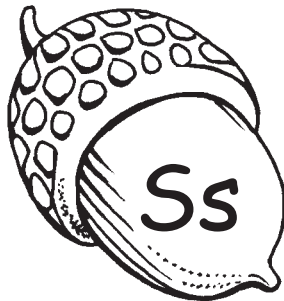
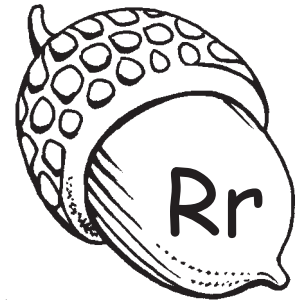
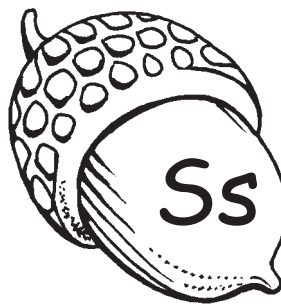
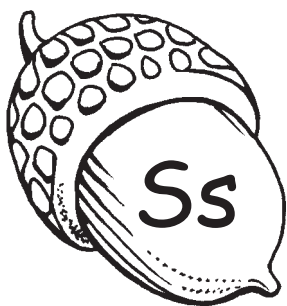
Picture Key: 1. rabbit 2. sweater 3. pencil 4. scarecrow 5. toad 6. seahorse 7. snail 8. skunk 9. butterfly

Activity Sheet: Page 10 Students are to follow the teacher's instructions.

Ss Susie Squirrel



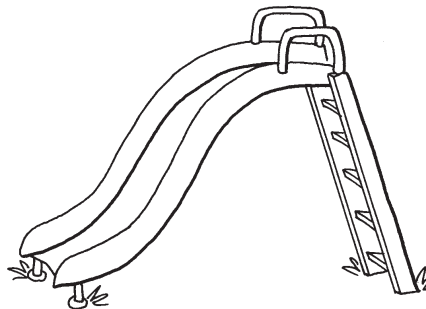
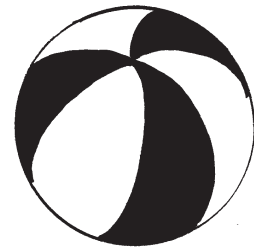
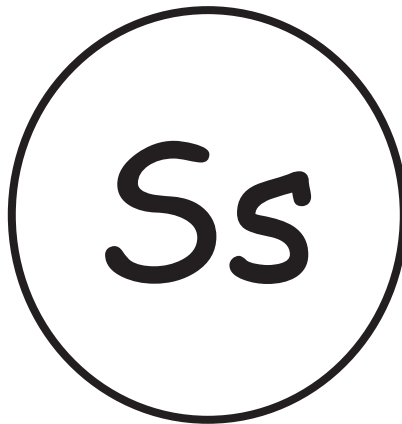
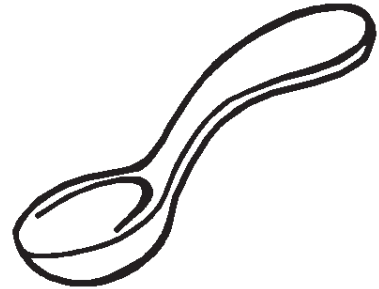
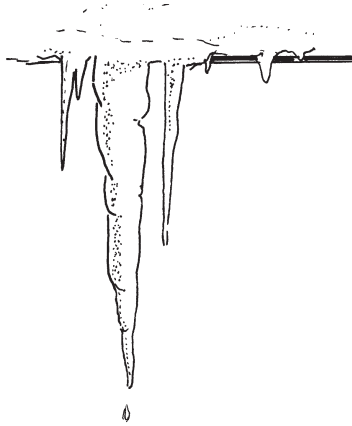
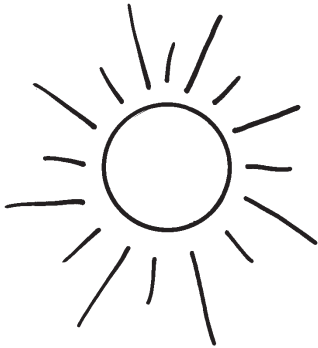
Colour the nuts with the letter 'Ss' brown.



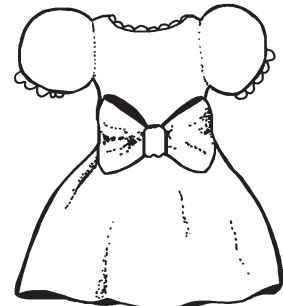
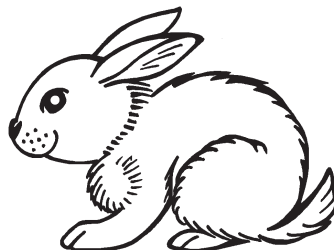
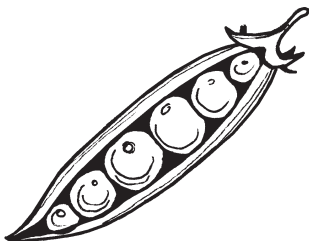
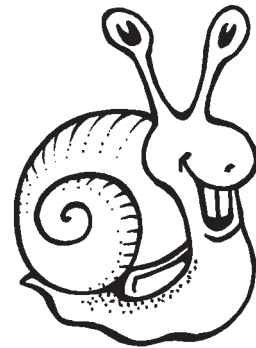
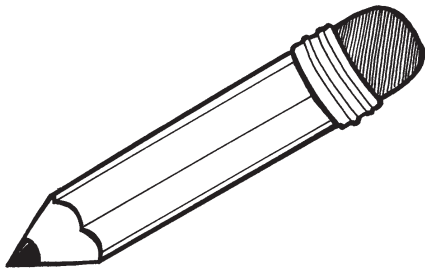
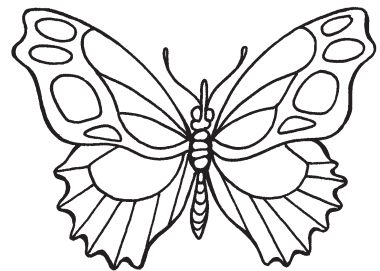
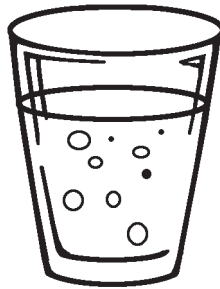
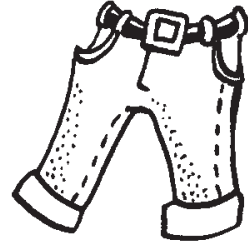
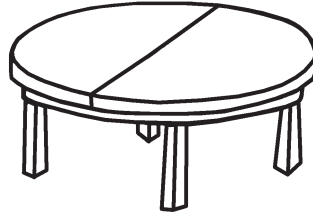
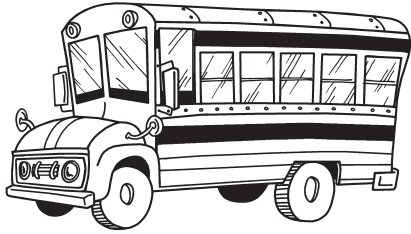
Initial Consonant 'Ss'

Day 2 | Week 1

Draw a line from each picture that begins with the sound that 'Ss' makes to the letters in the circle.



Colour the pictures that end with the sound that 'Ss' makes.



Colour the pictures that **begin** with 'Ss.' Circle the pictures that **end** with 'Ss.'

