

Canadian Daily Phonics

Grade One

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Canadian Daily Phonics

Sequential Development of Skills

Week 1: Initial Consonants: Ss, Mm, Tt

Week 2: Initial Consonants: Pp, Rr, Cc

Week 3: Initial Consonants: Gg, hh, Nn

Week 4: Initial Consonants: Bb, Kk, Ll

Week 5: Initial Consonants: Dd, Ff, Jj

Week 6: Initial Consonants: Qq, Vv, Ww

Week 7: Initial Consonants: Xx, Yy, Zz

Week 9: Final Consonants: g, l, d, f, p, n, l, m, t

Week 10: Final Consonants: d, m, t, l p, s

Week 11: Short Vowel 'Aa'

Week 12: Short Vowel 'Ee'

Week 13: Short Vowel 'Ii'

Week 14: Short Vowel 'Oo'

Week 15: Short Vowel 'Uu'

Week 16: Long Vowel 'Aa'

Week 17: Long Vowel 'Ee'

Week 18: Long Vowel 'Ii'

Week 19: Long Vowel 'Oo'

Week 20: Long Vowel 'Uu'

Week 21: S Blends: st, sk, sm, sn, sl, sw, sp, sc

Week 22: L Blends: bl, cl, fl, gl, pl, sl

Week 23: R Blends: br, cr, dr, fr, gr, pr

Week 24: Final Consonant Blends: st, lt, nk, nt, mp, sk

Week 25: Initial Consonant Digraphs: sh, ch, wh, wh

Week 26: Final Consonant Digraphs: sh, ch, th



Week 27: Vowel Pairs: ai, ay, ee, ea

Week 28: Vowel Pairs: oa, ou

Week 29: Double Vowel Combinations: oo, oa, ow

Week 30: Y as a consonant and as a vowel

Week 31: Final Consonant Blends: nt, nd, ng, nk

Week 32: Singular and Plural Words

How to Use This Book

The Canadian Phonics Book for Grade 1 contains thirty-two weekly lesson plans for the various phonetic skills required by Grade One students to help develop their reading, writing, and spelling skills. Each week contains Weekly Lesson Plans, Daily Worksheets and a Weekly Test.

Weekly Planning Sheets

Week 1: Initial Consonants 'Ss, Mm, and Tt'

Objective: To teach and review the initial consonants Ss, Mm, and Tt

Teacher Information: A. The initial consonant 'Ss' is a voiceless continuant. The sound is issued from the front of the mouth instead of the throat. I call this sound the 'hissing' sound made by Sammy Snake. B. The initial consonant 'Mm' is a nasal consonant. Nasal consonants are sounds made by the breath passing through the nostrils of the nose. When issuing this sound the lips are pressed together and a 'm-m-m' sound is issued. I call this the 'tastes good' sound. C. The initial consonant 'Tt' is a voiceless stopped consonant. When issuing this sound the tongue touches the inside of the mouth above the front teeth to make a 'tih' sound. I call this the clock ticking sound 'tih, tih, tih'.

Day 1: Introduce the initial consonant 'Ss' using the following groups of words. 1. seal, snow, seven 2. sun, soap, sail 3. sap, seem, soup What sound do you hear at the beginning of each word? 'Ss' The tongue rests behind our teeth and blows out air. Can you think of something that makes the same sound? (snake, steam) I call this the Sammy Snake sound. Distribute the worksheet on page 7 and work with the students to complete it or instruct them to work independently.

Picture Key: Row 1: saddle, saw, cookie, hand Row 2: key, soap, soup, hammer Row 3: seal, pot, sandwich, mouse Row 4: mitten, six, pig, salad

Activity Sheet: Page 7: Students are to circle and name all the pictures that begin with the letter 'Ss.'

Day 2: Introduce the initial consonant 'Mm' using the following names. Listen carefully to each animal's name: Mike Mouse, Marie Muskrat, Murray Monkey, Marty Mole. What sound do you hear at the beginning of each animal's name. (Mm) How do you make this sound. Our lips are pressed together and an 'm-m-m' sound is made. Have your students complete the worksheet on page 8.

Picture Key: Row 1: milk, match, ladder, pot Row 2: mitten, sun, tail, map Row 3: magnet, sun, mountain, rake, Row 4: monkey, mask, top, soap

Activity Worksheet: Page 8: Students are to circle and name all the pictures that begin with the letter 'Mm.'

Day 3: Introduce the initial consonant 'Tt' and its sound by using the following riddles. Record student answers on a white board, chalkboard, or chart paper. Riddles: 1. I live at the bottom of a pond and walk slowly. (turtle) 2. I can spin round and round. (top) 3. You eat me at special meals with your family. (turkey) 4. I am a large black and yellow striped jungle cat. (tiger) 5. I make bread warm and brown. (toaster) Have the students note how all the words are the same. (They all begin with the letter 'Tt'.) Discuss the sound that it makes and where it is issued.

Picture Key: Row 1: tail, match, tent, goat Row 2: pig, top, duck, ten Row 3: net, toaster, kite, tape Row 4: television, raccoon, butterfly, toys

Activity Worksheet: Page 9: Students are to circle and name all of the pictures that begin with the letter 'Tt.'

Day 4: Review the initial consonants and their sounds that were previously taught. **Auditory Game:** What letter makes the sound at the beginning of each of the following words: 1. tornado (Tt) 2. mother (Mm) 3. soon (Ss) 4. tulip (Tt) 5. moose (Mm) 6. soldier (Ss) 7. tar (Tt) 8. ten (Tt)

Picture Key: Row 1: tiger, sandwich, moon, man Row 2: tomato, saw, top, turtle Row 3: monkey, soap, mouse, towel Row 4: tire, mitten, seal, sink

Activity Worksheet: Page 10: Students will circle the letter heard at the beginning of each picture.

Day 5: Use the following instructions for an auditory and visual discrimination test for the consonants 'Ss, Mm, and Tt.' The first section is an auditory test in which students follow the teacher's instructions. The second section is a visual discrimination test in which students record the initial sound.

Auditory Instructions: Use the following instructions to test the auditory recognition of 'Mm, Ss, and Tt.'
Instructions: Point to Box 1. Circle the letter that 1. monster (m) begins with. 2. sick (s) 3. tune (t) 4. munch (m) 5. tickle (t) 6. sap (s) 7. tank (t) 8. mess (m)

Visual Discrimination Instructions: Pictures: moon, sink, tape, meat, tap, snake, turnip, snowman The students will complete this part of the test independently. Letters to be circled: 1. m 2. s 3. t 4. m 5. t 6. s 7. t 8. m

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Week 2: Initial Consonants: 'Pp', 'Rr', and 'Cc'

Objective: To teach and review the initial consonants Pp, Rr, and Cc.

Teacher Information: A. The initial consonant 'Pp' is a consonant that is completely obstructed or stopped for an instant. Stopped consonants at the end of a word end in an explosive sound. I call this sound the 'popcorn popping sound'. B. The initial consonant 'Rr' is a voiced consonant and the vocal cords vibrate in the throat when it is made. I call this sound 'the dog growling' sound. C. The initial consonant 'Cc' may be a voiced consonant with a hard sound or a soft voiceless sound that makes the same sound as the consonant 'Ss'. As a hard sound I call the letter 'Cc' 'the coughing sound.'

Day 1: Introduce the initial consonant 'Pp' using this sentence. 'Peter Piper picked a peck of pickled peppers and put the peppers in a purple bag.' What sound do you hear at the beginning of most of the words in the sentence. (Pp) How do we make this sound? Our lips are pressed together at the beginning of the word. Think of other words that make the same sound at the beginning. List the words on a chart. Circle the beginning sounds. What letter makes this sound. (Pp) Tell your students that this is the 'popcorn popping' sound. Distribute the worksheet on page 13 and work with the students to complete it or instruct them to work independently.

Picture Key: Row 1: parrot, bicycle, piano, door Row 2: girl, peanut, pencil, tent Row 3: soap, pot, goat, pear Row 4: puzzle, tie, puppet, leaf

Activity Worksheet: Page 13: Students are to circle and name all the pictures that begin with the letter 'Pp.'

Day 2: Introduce the initial consonant 'Rr' by using the following sentence. Listen carefully to this sentence: 'Robbie Rabbit ran rapidly across Mr. Rogers' garden and nibbled on some radishes, raspberries, roses, rhubarb, and red peppers.' What is the name of the sound that you hear often at the beginning of the words in the sentence. (Rr) How do we make this sound? The mouth is slightly open, the tongue slides forward and the sound comes from the back of the throat. List other words on a chart that begin with the sound that 'Rr' makes. The sound that 'Rr' makes sounds like an angry dog. Duplicate the worksheet on page 14 and work with the students to complete it or instruct them to work independently.

Picture Key: Row 1: rope, pot, turtle, raccoon Row 2: button, ring, rooster, seal Row 3: rattle, desk, bus, rainbow Row 4: car, rug, star, roof

Activity Worksheet: Page 14: Students are to circle and name all the pictures that begin with the letter 'Rr.'

Day 3: Introduce the initial consonant 'Cc' by using the following sentence. Listen carefully to this sentence: 'Carl Cowboy's favourite foods are corn, cake, carrots, cookies, cauliflower, and candy.' What is the name of the sound that you hear often at the beginning of the words in the sentence? (Cc) How do we make this sound? The mouth is open at the beginning and air comes out from the back of the throat to make a 'cuh' sound. I call this the coughing sound. Think of other words that begin with this sound. List the words on a chart. Circle the letter 'c' at the beginning of each one.

Picture Key: Row 1: calendar, net, pencil, can Row 2: bear, camel, fish, cage Row 3: cow, fork, butterfly, candle Row 4: pumpkin, car, turtle, camera

Activity Sheet: Page 15: Distribute the worksheet and work with your students to complete it or instruct them to work independently. Students are to circle and name all of the pictures that begin with the initial consonant 'Cc.'

Day Four: Review the consonants 'Pp, Rr, and Cc' using the following riddles. 1. I am an animal with quills. (porcupine) What letter do I begin with? (Pp) 2. I am large, round and orange. (pumpkin) What letter do I begin with? (Pp) 3. I am a bird that lives on a farm and likes to wake people up in the morning. (rooster) What letter do I begin with? (Rr)

Picture Key: Row 1: raccoon, pillow, ring, canoe Row 2: pot, rooster, cow, pencil Row 3: rose, cat, rake, camera Row 4: rope, candle, piano, camel

Activity Sheet: Page 16: Students will circle the initial consonant heard at the beginning of each picture.

Day 5: Use the following instructions for an auditory and visual discrimination test for the consonants 'Pp, Rr, and Cc.'

A. Auditory Instructions: Use the following instructions to test the auditory recognition of Pp, Rr, and Cc. Circle the letter that you hear at the beginning of each word that I say. **Instructions:** Point to Box 1. Circle the letter that you hear at the beginning of 1. reindeer 2. pepper 3. moose 4. sand 5. robot 6. roof 7. bottle 8. maple
Answer Key: 1. r 2. p 3. m 4. s 5. r 6. r 7. b 8. m

B. Visual Discrimination Instructions: Review the names of the pictures. Instruct students to record the initial consonants on the lines in each box. **Answer Key:** Row 1: C, R, C Row 2: r, c, p Row 3: p, r, p **Answer Key:** Row 1: c, r, c Row 2: r, c, p Row 3: p, r, p

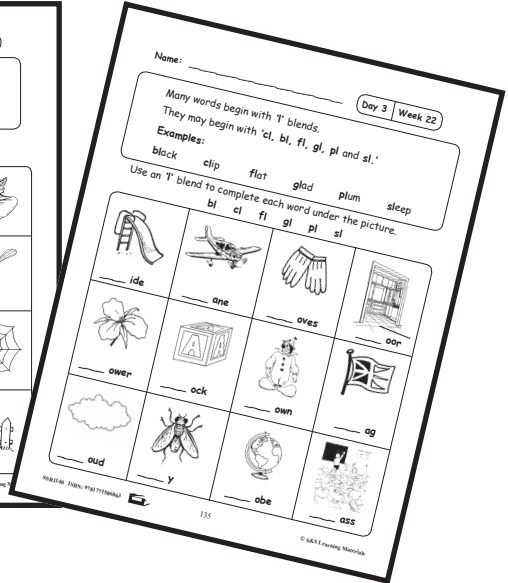
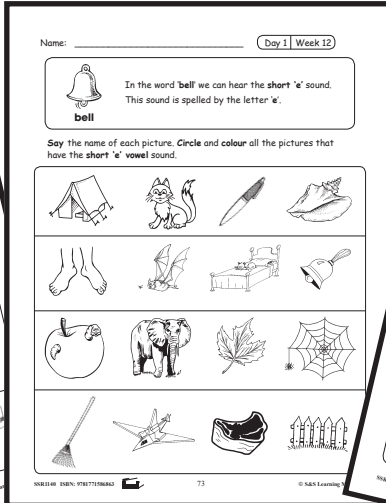
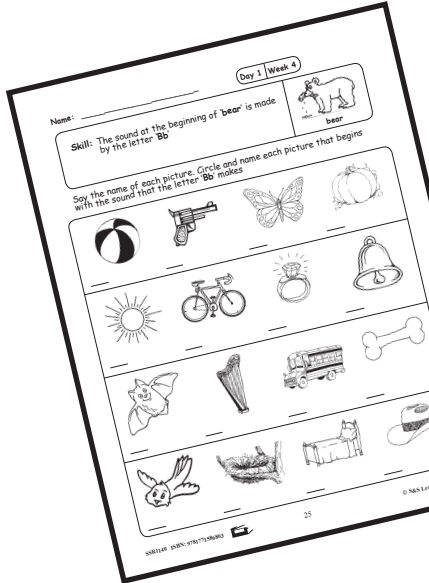
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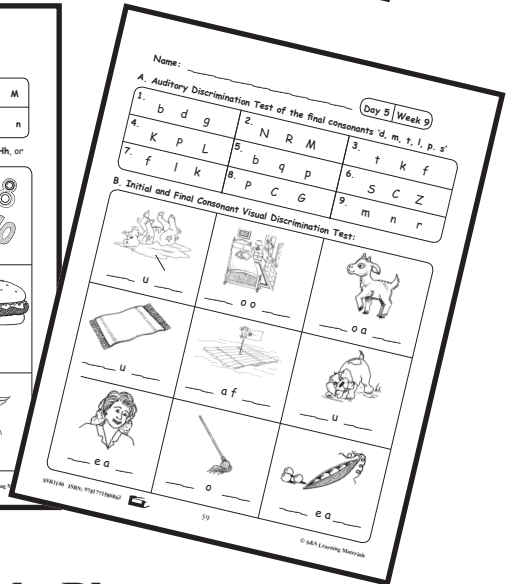
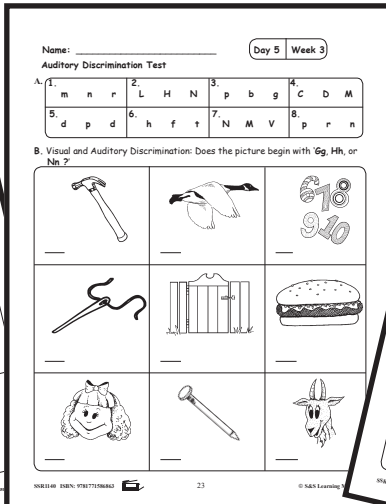
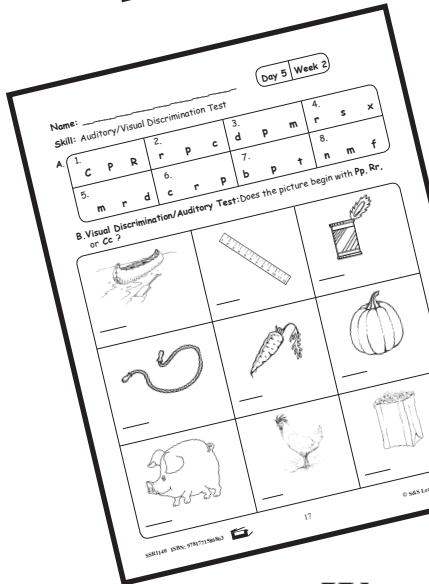
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Student Worksheets



Weekly Tests



Ways to Use the Weekly Plans

The teaching plans and activity sheets can be used on a weekly basis or the ideas and worksheets can be used to suit students needs or they could be used for teaching ideas, reinforcing students' phonetic skills, and home study.

Each weekly plan contains an Objective, Teacher Information, Daily Planning Ideas containing games, listening activities, stories and riddles.

A Picture Key is provided for each worksheet so the pictures can be identified.

Four weekly activity worksheets focus on the concept(s) taught during the week.

Weekly tests are provided and could be held on the last day of the week or when it is necessary.



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Teacher Information: **A.** The initial consonant 'Ss' is a voiceless continuant. The sound is issued from the front of the mouth instead of the throat. I call this sound the 'hissing' sound made by Sammy Snake. **B.** The initial consonant 'Mm' is a nasal consonant. Nasal consonants are sounds made by the breath passing through the nostrils of the nose. When issuing this sound the lips are pressed together and a 'm-m-m' sound is issued. I call this the 'tastes good' sound. **C.** The initial consonant 'Tt' is a voiceless stopped consonant. When issuing this sound the tongue touches the inside of the mouth above the front teeth to make a 'tih' sound. I call this the clock ticking sound 'tih, tih, tih'.

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Activity Worksheet: Page 8 Students are to circle and name all the pictures that begin with the letter 'Mm.'

Day 3: Introduce the initial consonant 'Tt' and its sound by using the following riddles. Record student answers on a white board, chalkboard, or chart paper. Riddles: 1. I live at the bottom of a pond and walk slowly. (turtle) 2. I can spin round and round. (top) 3. You eat me at special meals with your family. (turkey) 4. I am a large black and yellow striped jungle cat. (tiger) 5. I make bread warm and brown. (toaster) Have the students note how all the words are the same. (They all begin with the letter 'Tt.')

Picture Key: Row 1: tail, match, tent, goat Row 2: pig, top, duck, ten Row 3: net, toaster, kite, tape Row 4: television, raccoon, butterfly, toys

Activity Worksheet: Page 9 Students are to circle and name all of the pictures that begin with the letter 'Tt.'

Day 4: Reiew the initial consonants and their sounds that were previously taught. **Auditory Game:** What letter makes the sound at the beginning of each of the following words: 1. tornado (Tt) 2. mother (Mm) 3. soon (Ss) 4. tulip (Tt) 5. moose (Mm) 6. soldier (Ss) 7. tar (Tt) 8. ten (Tt)

Picture Key: Row 1: tiger, sandwich, moon, man Row 2: tomato, saw, top, turtle Row 3: monkey, soap, mouse, towel Row 4: tire, mitten, seal, sink

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Visual Discrimination Instructions: Pictures: moon, sink, tape, meat, tap, snake, turnip, snowman The students will complete this part of the test independently. Letters to be circled: 1. m 2. s 3. t 4. m 5. t 6. s 7. t 8. m

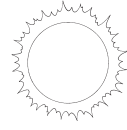


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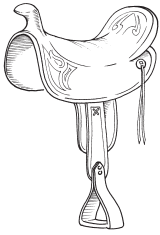
Day 1

Week 1

Skill: The sound at the beginning of 'sun' is made by the letter 'Ss'.

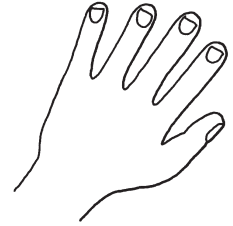


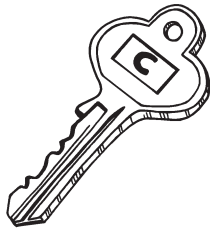
Say the name of each picture. **Circle** and **name** each picture that begins with the sound that 'Ss' makes in each row.







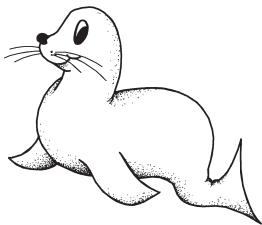








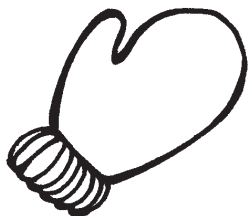






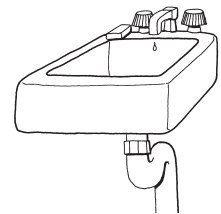















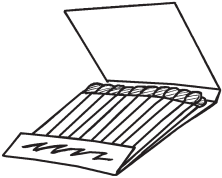


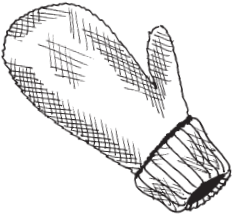
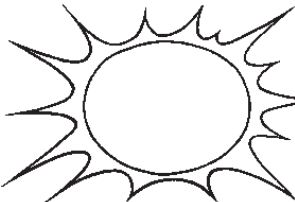
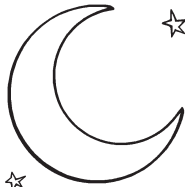


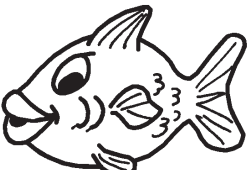
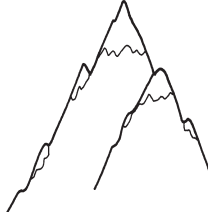
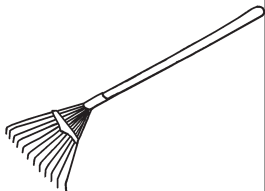
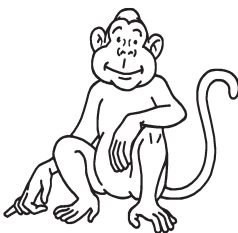



Name: _____

Day 2 | Week 1

Skill: The sound at the beginning of mouse is made by the letter **Mm**



Say the name of each picture. **Circle** and name each picture that begins with the sound that **Mm** makes

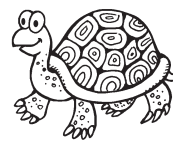
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Day 3 | Week 1

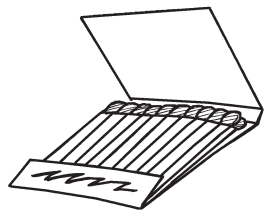
Skill: The sound at the beginning of 'turtle' is made by the letters 'Tt'.

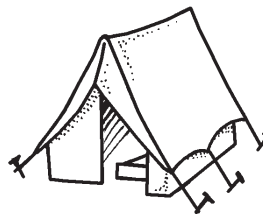


turtle

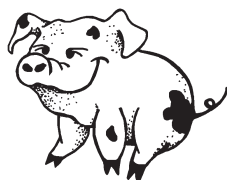
Say the name of each picture. Circle and name each picture that begins with the sound that 'Tt' makes.



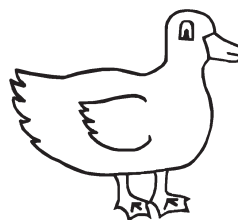




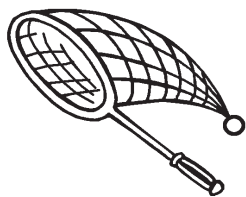


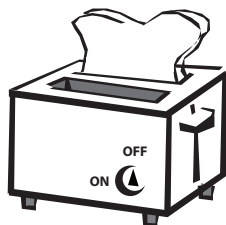


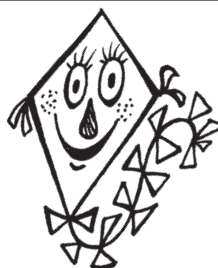


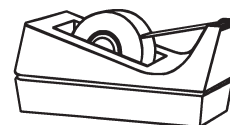


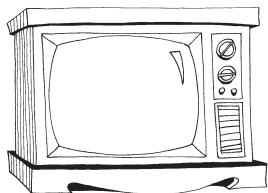
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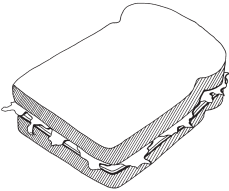
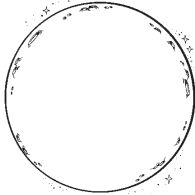
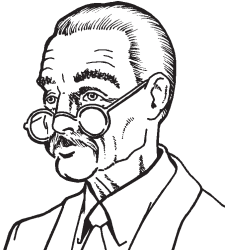



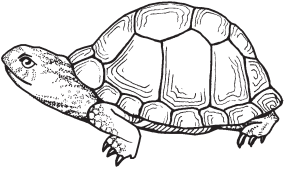

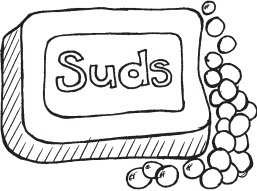

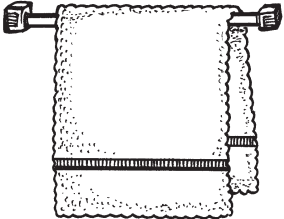
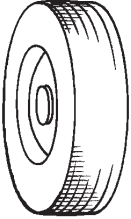

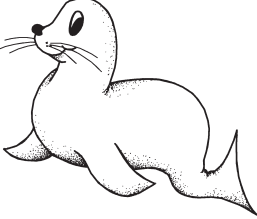



Name: _____

Day 4 | Week1

Skill: Auditory and visual recognition of the sounds made by the initial consonants 's, m, and t.'

Circle the letter that each sound is heard at the beginning of each picture.

| | | | |
|--|--|---|--|
|  s m t |  t s m |  m s t |  t s m |
|  s t m |  t s m |  m s t |  t m s |
|  t m s |  m s t |  s m t |  m s t |
|  m s t |  s t m |  s t m |  t s m |



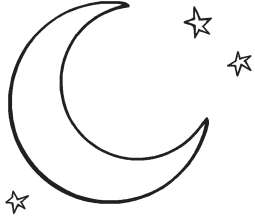
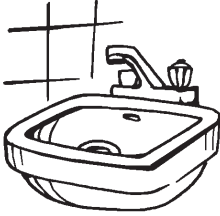

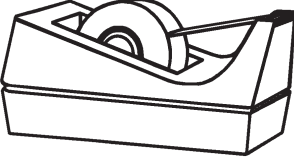

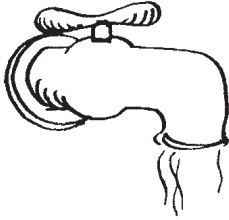
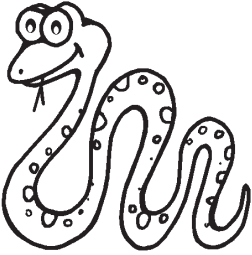


Name: _____

Day 5 | Week 1

Skill: Auditory/Visual Discrimination Test

| | | | |
|-------------|-------------|-------------|-------------|
| 1. M S T | 2. m s t | 3. s m t | 4. T M S |
| 5. m T s | 6. S m t | 7. M S T | 8. S T M |

B. Does the picture begin with 'Ss', 'Mm', or 'Tt?'

| | | |
|--|---|--|
|  _____ |  _____ |  _____ |
|  _____ |  _____ |  _____ |
|  _____ |  _____ |  _____ |

