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Daily Phonics Weekly Lesson Plans and Activities Curriculum Map

3rd Grade Phonics - 31 Weeks of Lessons!

31 weekly lessons provide a strong phonetic background. The lessons cover a wide range of skills needed to develop strong reading skills. 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.

The lessons cover initial and final consonants; single vowels and vowel combinations; blends and digraphs in the initial and final positions; singular and plural words; syllabication; antonyms, homonyms and synonyms.

Weekly step by step instruction for the teacher with NO PREP worksheets for the students. Everything you need for a new teacher or a seasoned teacher teaching a new grade or looking for new ideas! d teacher teaching a new grade or looking for new ideas!

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 that has pictures so they 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.

Teacher Instructions Include:

- List of Sequential Development Skills per week
- Instructions on how to use the lessons.
- Ways to use the weekly lesson plans and weekly activities.
- Phonics information for teachers and parents.
- Teacher Record Sheet
- Phonics Award

Sequential Development of Skills by Week

Week 1: Review the Formation and Ordering of the Letters of the Alphabet.

Objective: Students should recognize, be able to form correctly and know the location of each letter in the alphabet.

Week 2: Recognition of Initial, Medial and Final Consonants

Objective: To review and establish the recognition and usage of consonant letters and their sounds in students' word attack skills.

Week 3: Recognition of Hard and Soft 'C' and 'G'

Objective: To make students aware that the initial consonants 'Cc' and 'Gg' have a hard and a soft sound.

Week 4: Recognition of Short Vowel Sounds 'a, u, and i'

Objective: To develop a strong recognition of the sounds made by the short vowels 'a, u, i' and their usage in developing strong word attack skills.

Week 5: Recognition of Short Vowels 'o' and 'e'

Objective: To develop a strong recognition of the sounds made by the short vowels 'o' and 'e' and their usage in developing strong word attack skills.

Week 6: Long and Short Vowel Review

Objective: To strengthen and review the recognition of the long and short vowels 'a, e, i, o, u'

Week 7: Recognition of 'Yy' as a vowel and as a Consonant

Objective: To reinforce the recognition of 'y' as a vowel and a consonant and to strengthen their usage

Week 8: Recognition of 'ar, er, ir, or, ur' in Words

Objective: To make students aware that the letter 'r' often works with vowels to make one sound in words.

Week 9: Recognition of Syllables in Words

Objective: To make students aware that words have one or more word parts called syllables and how to break up words into syllables to enhance their word attack skills.

Week 10: Recognition and Usage of 'R, L, and S' Blends

Objective: To review the recognition and usage of 'R' blends, 'L' Blends and 'S' Blends in the initial position of words.

Week 11: Recognition of 'ar, or, ir, ur, and er' in Words

Objective: To reinforce the recognition and usage of 'ar, or, er, ur, and ir' in words.

Week 12: Using Suffixes 'ed, ing, es, er, est' in Words

Objective: To teach the meaning of a root word that is a verb or action word and how it can be changed to mean a) its happening (present tense); b) it has happened (past tense), and c) it will happen (future tense) by adding the suffixes 's, ed, and ing' to a root word.

Week 13: Suffix Rules for Adding 'ed, ing, er, est, ly, ness, ful, less'

Objective: To make students aware of the rules that apply to certain words when adding suffixes.

Week 14: Adding Suffixes to Root Words

Objective: To teach the rules used to add suffixes to words.

Week 15: Adding the Suffixes to Words Ending With 'ss, x, ch, sh, f, fe'

Objective: To teach the various rules pertaining to adding the suffix 'es' to certain words.

Week 16: Recognizing Syllables in Words

Objective: To develop the recognition of syllables in words containing suffixes

Week 17: Regular Double Vowels 'ea, ee, oi, oa, ie, ay, ow'

Objective: To make students aware of the regular double vowels and their sounds.

Week 18: Vowel Digraphs 'oo, ea, au, ee, ei'

Objective: To make students aware that vowel digraphs may make two sounds. They may have a long sound and a short sound.

Week 19: Diphthongs 'oi, oy, ou, ow, ew'

Objective: To teach the recognition of the sounds made by the diphthongs 'oi, oy, ou, ow, ew'

Week 20: Syllabication in Words With Regular and Irregular Double Vowels

Objective: To make students aware that syllables in words may contain regular double vowels, irregular double vowels and diphthongs.

Week 21: Consonant Digraphs 'sh, ch, wh, th, ck, kn, ph, gn, wr, gh'

Objective: To make students aware of the sounds made by the consonant digraphs 'sh, ch, wh, th, ck, kn, ph, gn, wr, gh.'

Week 22: Recognition of Prefixes 'un, dis, ex, de, re'

Objective: To make students aware that words may begin with the prefixes 'un, dis, ex, de, re'

Week 23: Prefixes, Root Words, Suffixes

Objective: To develop and strengthen the recognition of words that contain prefixes, root words and suffixes.

Week 24: Syllabication Rules 1 to 5

Objective: To teach and reinforce the first rules for syllabication.

Week 25: Syllabication Rules 6 to 7

Objective: Review syllabication rules 1 to 5 and to introduce syllabication rules 6 and 7.

Week 26: Syllabication Rules 8, 9, 10

Objective: To familiarize students with the syllabication rules 8, 9 and 10.

Week 27: Review of Syllabication Rules One to Ten

Objective: To reinforce the syllabication rules and how to use them effectively.

Week 28: Recognition of and Using Contractions

Objective: To make students aware of the meanings and spellings of shortened words called Contractions.

Week 29: Recognition of and Using Antonyms

Objective: To reinforce the recognition and usage of antonyms.

Week 30: Recognition of and Using Homonyms

Objective: To reinforce the recognition and usage of Homonyms

Week 31: Recognition of and Using Synonyms

Objective: To make students aware that words that have the same or similar meanings are called synonyms.

Week 1: Reviewing the Formation and Ordering of Letters of the Alphabet

Objective: Students should recognize, be able to form correctly and know the location of each letter in the alphabet.

Day 1: Distribute letters of the alphabet throughout your class. Explain that you are going to say the name of a letter. The students who has the letter will stand up, show it to the others and call out its name. Have the students exchange the letter cards often. This activity could also be done as a team approach.

Activity Worksheet: Page 9 In Section A of the worksheet students will record the upper and lower case letters of the alphabet in order, on the lines provided in the boxes. In Section B, the students will record the letter that follows each lower case letter on the line provided.

Day 2: On a chart record various upper case letters. Beside each one have the students record the upper case letter beside each one. On the same chart record various lower case letters and have the students record its upper case letter beside it.

Activity Worksheet: Page 10 **A.** The students will record the lower case letter for each capital letter. **B.** Record the missing letters in the lower case alphabet. **C.** Record the letter that comes before and after each letter of the alphabet.

Day 3: **A.** Use the following letter riddles to strengthen the recall of upper and lower case letters of the alphabet. Riddle 1: I am a letter that: looks like a hook (Jj); is made of four straight lines (M); looks like a snake (S); looks like a stick pushing a ball **B.** Have the students continue the exercise by describing the letters in a riddle for others to guess.

Activity Worksheet Page 11 **A.** The students are to record the upper case or lower case letter that is each letter's partner. **B.** The students are to circle the letters that are partners in the alphabet

Day 4: Review upper and lower case letter recall using this exercise. Record these groups of words on a chart: 1. catch, look, doll, Cathy 2. after, Fred, funny, milk 3. hello, night, moth, happy 4. Bill, door, bun, hall 5. duck, Ken, tell, kind. Have the students locate words in each group that begin with a lower and upper case letter that match.

Activity Worksheet: Page 12 The students are to circle the words in each box that begin the same way as the letter in the little box. **Answer Key:** Cc: can, Canada, cookies; Ff: Fanny fish, funny; Hh: help, here, Halloween; Aa: ate, Andy, April; Tt: Toronto, toy, top; Rr: Ray, rain, run; Mm: Mary, moon; Nn: not, Nan, noon; Ww: Willy, want; Ll: Lisa, look, leaf; Oo: only, one, Oz; Gg: glass, get, Grace; Ee: eat, Eddie; Bb: Bill, barn, boy; Dd: down, doll, Dan; Ii: into, ice, I

Day 5: A. Auditory Test on the Letters of the Alphabet Page 13 **A.** The students are to record on the line the upper and lower case names of the letters of the alphabet that answer each description given by the teacher. In Box 1, record on the line the letter that answers this clue. 1. I follow the letter Ee. (Ff) Continue in the same manner using the following clues: 2. I am found between the letters Mm and Oo. (Nn) 3. I am the leader of the alphabet. (Aa) 4. You will find me in the middle of the alphabet. (Mm) 5. I look like an upside down upper case M. (Ww) 6. I look like a fish hook. (Jj) 7. I look like a ball being pushed by a stick. (b) 8. We are letters that have a dot above us (i, j) 9. I look like a group of zigzag lines. (z) 10. I am a ball with a tail attached. (g) 11. I look like a cookie with a bite out of it. (Cc) 12. I am put beside an answer if it is wrong. (X)

B. Visual Discrimination of the Letters of the Alphabet: The students will record the initial consonant that comes before and after each letter. **Answer Key:** 1. q, s 2. d, f 3. k, m 4. s, u 5. x, z 6. f, h 7. l, n 8. a, c 9. g, i 10. o, q 11. i, k 12. p, r 13. r, t 14. u, w 15. e, g **Answer Key:** 1. Q, S 2. L, N 3. A, C 4. E, G 5. P, R 6. A, C 7. E, G 8. C, E 9. J, L 10. M, O 11. K, M 12. T, V 13. V, X 14. W, Y 15. N, P



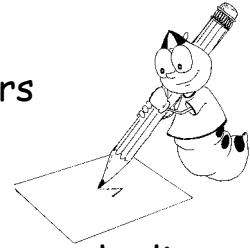
Name: _____

Day 1 | Week 1

How well do you know the letters found in the alphabet?

Did you know that capital letters are called upper case letters and their partners are called lower case letters?

Examples: Aa, Bb, Cc, Dd



A. Write the upper case and lower case letters of the alphabet on the lines in each box.

	_____	_____	_____	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
	_____	_____	_____	

B. Write the letter that follows each letter in the alphabet.

p _____

q _____

n _____

d _____

x _____

t _____

p _____

h _____

d _____

c _____

r _____

y _____

y _____

w _____

x _____

i _____

a _____

o _____

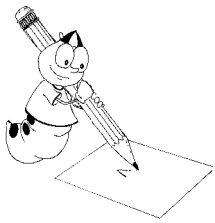
s _____

a _____



Name: _____

Day 2 Week 1



How well do you know the letters in the alphabet?

Can you print them in the correct order?

A. Print each letter's partner on the line in each box.

	C ____	A ____	G ____	M ____	O ____	
B ____	H ____	D ____	J ____	T ____	V ____	W ____
N ____	S ____	R ____	U ____	Y ____	Z ____	I ____
X ____	E ____	K ____	F ____	L ____	P ____	Q ____

B. Print the small letters that are missing from the alphabet.

a ____ d ____ f ____ g ____ i ____ j ____ k ____
 ____ p ____ r ____ s ____ u ____ v ____
 ____ x ____

C. Print the upper case letter for each lower case letter.

____ j	____ q	____ z	____ x	____ l	____ v	____ g
____ c	____ s	____ n	____ o	____ w	____ y	____ p



Name: _____

Day 3 Week 1

Each letter of the alphabet has a partner.

Each pair has an upper case letter with a lower case partner.



A. Record each letter's partner on the line beside it.

A _____	B _____	a _____	j _____
s _____	D _____	O _____	E _____
z _____	F _____	C _____	R _____
K _____	J _____	E _____	B _____
t _____	R _____	y _____	Q _____
m _____	G _____	X _____	M _____
i _____	L _____	t _____	H _____
l _____	P _____	N _____	c _____
n _____	Q _____	u _____	S _____
K _____	I _____	V _____	k _____

B. Circle the letters that are partners in the alphabet.

B d	R r	L t	N n	E e	P q
H q	M n	N m	P p	U v	W y
S s	F g	Z z	O c	W v	X x



Name: _____

Day 4 | Week 1



How well do you know the letters of the alphabet?

Circle the words in the big box that begin the same way as the letters in the little box.

C c	doll	can	much	Canada	cookies
F f	off	Fanny	gift	fish	funny
H h	help	night	day	here	Halloween
A a	Andy	ate	pull	dog	April
T t	Help	Toronto	toy	home	top
R r	barn	Ray	rain	here	run
M m	come	nap	Mary	some	moon
N n	may	not	Nan	run	noon
W w	cow	Willy	want	away	new
L l	Lisa	all	look	ball	leaf
O o	boat	only	four	one	Oz
G g	bag	glass	get	Grace	log
E e	eat	Eddie	sat	need	dime
B b	Bill	barn	boy	door	pig
D d	down	ball	doll	find	Dan
I i	into	ice	I	went	find



Name: _____

Day 5 Week 1

A. Auditory Test on the Letters of the Alphabet

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____
7. _____	8. _____	9. _____	10. _____	11. _____	12. _____

B. Visual Discrimination of the letters of the Alphabet

1. Record the **lower** case letters that come **before** and **after** each member of the alphabet.

1. ____ r ____	6. ____ g ____	11. ____ j ____
2. ____ e ____	7. ____ m ____	12. ____ q ____
3. ____ l ____	8. ____ b ____	13. ____ s ____
4. ____ t ____	9. ____ h ____	14. ____ v ____
5. ____ y ____	10. ____ p ____	15. ____ f ____

2. Record the **upper** case letters that come **before** and **after** each member of the alphabet.

1. ____ R ____	6. ____ B ____	11. ____ L ____
2. ____ M ____	7. ____ F ____	12. ____ U ____
3. ____ B ____	8. ____ D ____	13. ____ W ____
4. ____ F ____	9. ____ K ____	14. ____ X ____
5. ____ Q ____	10. ____ N ____	15. ____ O ____

