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Canadian Daily Phonics Lessons Curriculum Map

Phonics Lessons and Worksheets for Students in Grades 4 and up

There are contains twenty lesson plans for the various phonetic skills taught. This lessons can be used to refresh forgotten skills, to teach new skills to students who are having problems with reading or students who are learning to read, write, or spell in a new language. Each concept is reviewed over a period of time. Each period of time has a lesson plan and daily worksheets, picture identification key, answer key for worksheets and a concept test.

- 1-1 Initial Consonants Review and Worksheets
- 1-2 Medial Consonants Review and Worksheets
- 1-3 Consonants: Initial, Medial, Final Consonant Worksheets
- 1-4 Hard and Soft 'Cc' and 'Gg' Reviews and Worksheets
- 1-5 Long Vowels Review and Worksheets
- 1-6 Short Vowel Review and Worksheets
- 1-7 Initial Consonant 'r, l, s, and t' Blends Review and Worksheets
- 1-8 Initial, Medial, Final Digraphs 'ch, sh, wh, th, ph, shr, thr'
- 1-9 Review of Consonants & Blends That have Unusual or Silent Sounds
- 1-10 Review of Suffixes 's, ed, ing, er, est, ly, less, ful, ment, ness'
- 1-11 Teacher and Student Information on Rules for Adding Suffixes to Words and worksheets for Adding Suffixes 'y' and 'ly'
- 1-12 Regular Double Vowel Reviews
- 1-13 Vowel Digraphs 'ei, ey, ea, ie, oo, au, aw' and Dipthongs 'oi, oy, ew, ou, ow' Review and Worksheets
- 1-14 Syllabication Rules and Reviews and Worksheets
- 1-15 Adding Suffixes to Root Words Reviews and Worksheets
- 1-16 Reviews and Worksheets for Adding the Suffixes 'able, ance, age, en, ity, ive, some, tion, sion, ward, le'
- 1-17 Plural Forms of Words Review and Worksheets
- 1-18 Use of the Apostrophe Review and Worksheets
- 1-19 Review of Prefixes 'un, dis, non, ir, im, in, il, in, en, im, em, mis, fore, pre, pro, super, over, sub, under, out' Reviews and Worksheets
- 1-20 Synonyms, Antonyms, Homonyms Reviews and Worksheets

Sequential Development of Skills

1. Initial Consonants: b, c, d, f, g, k, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
2. Medial Consonants: b, c, d, f, g, k, l, m, n, p, r, s, t, v, w, z
3. Final Consonants: b, d, f, g, k, l, m, n, p, r, s, t, x, z
4. Hard and Soft 'Cc' and 'Gg'
5. Long and Short Vowels 'a, e, i, o, u'
6. 'R' Blends: br, cr, dr, fr, gr, pr, tr, wr
7. 'L' Blends: bl, cl, fl, gl, pl, sl
8. 'S' Blends: sc, sl, spl, spr, squ, sp, sm, sn, st, str, sk, sw, scr, sc
9. Initial, Medial, Final Digraphs: ch, sh, wh, th, ph, shr, thr
10. Silent Letters in Blends: rh, wr, gn, sc, st
11. 'K' Sound in letters: c, k, ck, ch, que
12. Digraphs that make the 'f' sound: ph, gh
Consonants that make the 's' sound: s, z, s
13. Letters that make the 'k' sound: k, c, ck, sh, que
14. Silent letters in gn, sc, wr
15. Suffixes 's, ing, ed, er, est, ly, less, ful, ment, ness, y, le, ly
16. Regular Double Vowels: ai, ay, ee, ea, ei, oa, oe
17. Vowel Digraphs: ei, ey, ea, ie, oo, au, aw
18. Diphthongs: oi, oy, ew, ou, ow
Syllabication
19. Adding Suffixes to Root Words
20. Plural Forms of Words
21. Using the Apostrophe
22. Adding Prefixes: un, dis, non, ir, im, il, in, en, em, mis, ex, re, de, com, col, con, a, ac, ad
23. Synonyms, Antonyms, Homonyms

Short Vowel Activities/Reviews of the Letters 'a, e, i, o, and u'

Review Suggestions:

1. Use picture Cards of objects that contain short vowel sounds. Display the cards where all can be seen. The students are to locate the picture cards that contain the short vowel sound heard in the word said by the teacher.
2. Discuss this Short-Vowel Rule with your students: If a word or syllable has only one vowel and it comes at the beginning or between two consonants, that vowel is short. On a chart record the following words: nest, bike, hen, toad, box, tube, bib, globe, bug, log, ham, bus, beans, bun. Have the students circle all the words with a short vowel sound.
3. Teach your students the short vowel symbol that is seen over words in the dictionary. (˘) List the following words on a chart and have the students mark the vowel's - long or ˘ short in each word. Words: sack, five, rope, pump, leaf, block, tape, tubes, tell, fish, job, picnic
4. Discuss the exceptions to the short vowel rule. Some words do not follow the short vowel rule. If a short vowel sound does not work in a word, try one with a long vowel sound. On a chart, record these groups of words: 1. gold, got, ghost 2. gust, ghost, got 3. cot, cold, code 4. post, pot, job 5. hot, hold, host 6. scuff, colt, scold 7. cot, cold, colt 8. pot, pod, post Have the students say each group of words out loud and circle the words that do not follow the short vowel rule.

Worksheets

- #1. **Review of the short vowel rule for 'a, e, i, o, u'** Page: 38
Picture Key: Row 1: eggs, hand, lamp, fox, bat Row 2: hen cup, bed, box, bag Row 3: hat, pin, tent, bib, six Row 4: pot, mat, frog, top, pen Row 5: plug, ham, sun, fan, gum
Instructions: The students are to circle the pictures in each row that contain the short vowel sound indicated. On the line under each picture its name is to be recorded.
Answer Key: Row 1: eggs, hand, lamp, fox, bat Row 2: hen, cup, bed, box, bag Row 3: hat, pin, tent, bib, six Row 4: pot, mat, frog, top, pen, Row 5: plug, ham, sun, fan, gum
Circled Pictures: Row 1: hand, lamp, bat Row 2: hen, bed Row 3: pin, bib, six Row 4: pot, frog, top Row 5: plug, sun, gum
- #2. **Review of the short vowels 'a, e, i, o, u.'** Page: 39 **Instructions:** **A.** Students are to match pairs of words in each box that have the same short vowel sound with a line. **B.** The students are to circle all the words in each sentence that have a short vowel sound. **Answer Key:** **A. Box #1:** stamp, black; men, well; sock, trot; crib, wind; buzz, hush **Box #2:** crumb, mush; whip, dish; cross, fog; mend, deck; slap, plant; **Box #3:** stick, wing; mask, bath; dead, web; fluff, pup; cross, spot **B. 1.** went, dump, get, rid, of, some, junk **2.** under, rug, lived, family, of, big, black, bugs **3.** on, had, fasten, belts, it, off **4.** when, unlocked, chest, and, opened, it, full, of **5.** big, bull, men, and, them, jump, fence **6.** on, log, sat, big, frog, songs
- #3. **Review of the short vowel rule** Page: 40 **Picture Key:** Row 1: bat, drum, tent, gum, box Row 2: lamp, pin, jar, hand, plug Row 3: top, bug, web, tap, frog Row 4: fox, bib, fan, pot, pig Row 5: cup, hat, bed, sun, nest **Instructions:** The students are to record the name of each picture on the line. **Answer Key:** See Picture Key.
- #4. **Short Vowel Rule Exceptions:** Page: 41 **Picture Key:** Row 1: pad, fork, colt, ghost, Row 2: bowl, pot, corn, goat **A.** See Picture Key **B. 1.** wind **2.** crow **3.** rind **4.** bolt **5.** wild **6.** colt **7.** fork **8.** post **9.** kind **10.** cork
- #5. **Test on Short Vowels:** Page: 42 The students will record the correct word in each sentence.
Answer Key: 1. bell 2. rip 3. bag 4. hips 5. tan 6. bug 7. lamp 8. mess 9. net 10. bit 11. cab 12. sack 13. pest 14. bud 15. hot



Short Vowel Review: Worksheet #1



Remember the vowel sounds 'a,e,i,o and u' can make **two** sounds.

One is a **long** sound when the vowel says its own name.

Examples: cake, beads, kite, bone, mule

The vowels in words also have a short sound.

Examples: ant, net, pit, bog, tug

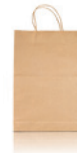
Chickadee

A. Say the name of the short vowel sound in the first box and **circle** the pictures in the same row that have the same short vowel sound. **Record** the names of the short vowel pictures on the lines provided under them.

ă



ě



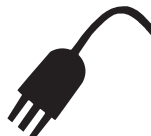
ĩ



ő



ũ



Name: _____

Date: _____





Burrowing Owl

How well do you know the **short vowel sounds** that 'a, e, i, o and u' make?

A. Can you match the pairs of words that have the same short vowel sound?

Connect each one with a line.

1. stamp	trot	2. crumb	fog	3. stick	pup
men	black	whip	deck	mask	spot
sock	wind	cross	mush	dead	wing
crib	well	mend	plant	fluff	bath
buzz	hush	slap	dish	cross	web

B. Read each sentence carefully. **Circle** every word in each one that has the short vowel sound.

1. He went to the dump to get rid of some junk.
2. Under the rug lived a family of big black bugs.
3. On the plane we had to fasten our seat belts before it took off.
4. When we unlocked the old chest and opened it we found it full of gold.
5. The big bull chased the men all over the field and made them jump over the fence.
6. On a log sat a big green frog croaking songs all night.

Name: _____ Date: _____



Short Vowel Review: Worksheet #3



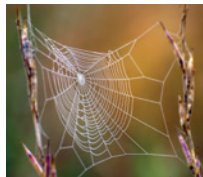
Downy Woodpecker

Remember this **short-vowel rule!**

If a word or syllable has only one vowel and it comes at the beginning or between two consonants that vowel is usually short.

Examples: ant, big, fox, hen, hut

Record the name of each picture on the line below it.



Name: _____

Date: _____



Short Vowel Rule Exceptions: Worksheet #4

Sometimes there are words that do **not** follow the short-vowel rule.

In this case, if a short vowel sound does not work in a word, try a long vowel sound.

Examples: cold, kind, fork, old



Loon

A. Circle the word that describes each picture.



pod pad post



foal fork flour



cold cot colt



goat gust ghost



bow bolt bowl



post pot pork



corn cord cork



gold got goat

B. Complete each sentence with one of the words in the Word Box.

fork colt bolt crow post rind kind cork wild wind

1. The _____ blew all the leaves from the branches of the trees.
2. The big, black _____ chased the squirrel away from its nest.
3. I removed the _____ from the orange before I ate it.
4. Make sure you _____ the gate so the horses can't get out of the field.
5. _____ animals are often kept in cages or large fenced in areas.
6. The young _____ stayed close to its mother in the field.
7. Mark used a pitch _____ to pile hay on the wagon.
8. Our mailbox sat on a _____ at the end of the driveway.
9. What _____ of dog would you like as a pet?
10. Use a _____ to close the bottle of vinegar.

Name: _____ Date: _____



Test on Short Vowel Sounds: Worksheet #5

Name: _____

Date: _____

Choose the word in the brackets that completes each sentence correctly. **Circle** the word and **record** it on the line in the sentence.

1. The school _____ rings to tell students when school is beginning.
(bell, bill, bull)
2. The big gust of wind put a _____ in our tent. (rip, rap, rug)
3. Tom's Hallowe'en _____ was full of all kinds of candy. (bag, big, bug, beg)
4. Your _____ are parts of your body, (hops, hips, his)
5. Sam lay in the sun to get a _____. (tan, tin, ten)
6. An ant is a little black _____ that lives in an underground home.
(bag, big, bug, bog)
7. The room was dark so I turned on a _____ so I could see better.
(lump, limp, lamp)
8. The children made a _____ on the floor with their muddy shoes.
(miss, mass, mess)
9. Mike landed the big fish with his fishing _____. (not, net, nut)
10. A mosquito _____ me several times on my arms. (big, bin, bit, bib)
11. We called a taxi _____ to take us to the airport. (cub, cab, cob)
12. Santa put all the toys in a big _____. (sick, sock, sack, suck)
13. A fly can be a _____ while you are eating outside in the summer.
(past, post, pest)
14. A leaf on a tree begins as a _____ on a branch. (bid, bed, bud, bad)
15. During the summer the sun can be very _____. (hit, hat, hut, hot)

