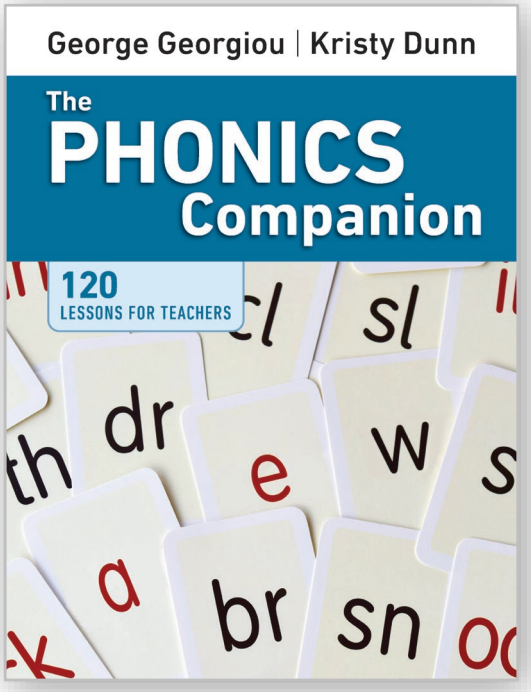
NEW CANADIAN-DEVELOPED PROFESSIONAL BOOK

The Phonics Companion
120 Lessons for Teachers

***The Phonics Companion* supports a research-based, systematic, and explicit approach to phonics instruction that will enhance what you are already doing in your broader literacy program.**

Designed to support teachers who want to bring intention to their phonics instruction, *The Phonics Companion* includes 120 templated lessons and 30 suggested regular reviews. An accompanying website provides customizable teacher tools and line masters that can be shared digitally or printed. It is based on a scope and sequence that has been field-tested in a range of primary classrooms and offers an easy-to-implement solution for integrating a full phonics solution into their literacy program.



LEARN MORE

- Lesson Plans
- Scope & Sequence
- Assessment Tools
- Website
- How to Order

AUTHORS

Dr. George K. Georgiou is a professor in the Department of Educational Psychology at the University of Alberta and the director of the J.P. Das Centre on Developmental and Learning Disabilities. His research focuses on reading acquisition across languages and the remediation of reading difficulties. George has received numerous awards for his research and has been inducted into the College of the Royal Society of Canada.

Ms. Kristy Dunn is a doctoral student and Principal Instructor in the Department of Educational Psychology at the University of Alberta. Prior to pursuing her doctoral studies, she worked as an elementary school teacher for 15 years. Her research focuses on learning disabilities and reading intervention development. Kristy recently received the Social Sciences and Humanities Research Council Doctoral Fellowship.

LESSON PLANS

BACK

The Phonics Companion provides lesson plans for 120 of the most frequent letter-sound correspondences:

- ✓ Consistent, step-by-step instructions for modelling the letter-sound
- ✓ Suggested activities for students to practice blending sounds
- ✓ Opportunities to apply understanding in a range of activities
- ✓ Opportunities to revisit target words in decodable books or other reading activities

LESSON 3

Consonant *s*

SLP VIDEO

Target Words: sat, sap, sag, Sam
Challenge Words: ants, spat, snap, snag

MATERIALS
- LMs 3.1a–3.3c
- a text with decodable words in which *s* makes the /s/ sound, such as *Sid Did It!* from *Bug Club Phonics*

FYI
The /s/ sound is unvoiced—the vocal cords do not vibrate when it is pronounced.

Getting Started: Review with students what they learned in Lesson 2. Invite them to name the letter *t*, say the /t/ sound, and read the lesson's target words.

Introducing Consonant *s*

The SLP Corner: /s/
Raise tongue to almost touch bumpy ridge behind top front teeth. Sides of tongue touch upper teeth. | Slowly move air over small groove in middle of tongue toward front teeth. Be sure to keep tongue close to ridge behind top front teeth and push air out of mouth. Voice is off: /s/ sat.

Modelling

Write or display the letter *s*. Say: *The letter s makes the sound /s/.* Invite students to practise saying the sound with you. Then say: *We hear the /s/ sound in the words sat and sap.*

Display the target word cards **(LM 3.1a)** one at a time. Say each word aloud, emphasizing the /s/ sound. Invite students to say each word after you. Continue with any challenge words **(LMs 3.1a–3.1b)** you have chosen to include.

Blending to Read

s a t

1. Provide each student with the Lesson 3 letter squares for the target words and any challenge words you have introduced **(LM 3.2)**. Start with the target word *sat*. Ask students to find the letter squares with *s*, *a*, and *t*.

Applying

Yes or No?

Use this activity to provide students with practice in identifying the sound /s/ at the beginning of words. (***Note:*** *Instead of using the line masters provided for this activity, you could use two hula hoops labelled "Yes" and "No," and various small objects, some with names that begin with the /s/ sound. Alternatively, students could use hand signals, such as thumb up if the word begins with the /s/ sound, and thumb down if the word does not.)*

LM 3.3b

1. Provide each student with **LM 3.3a** and picture cards cut out from **LMs 3.3b–3.3c**. Explain that students will place pictures that begin with the /s/ sound in the "Yes" column on LM 3.3a. Pictures that do not begin with the /s/ sound will be placed in the "No" column.
2. Focus students' attention on the picture of a sun. Ask: *What does this picture show?* Invite students to say *sun* with you. Ask: *Do we hear the /s/ sound at the beginning of sun? Yes, sun begins with the /s/ sound, so we put it under "Yes."*
3. Students continue sorting the remaining pictures.

Differentiating Learning

Support: For Yes or No? pronounce for students the word for each picture. Ask them to repeat it, emphasizing the beginning /s/ sound in words that begin with *s*.

Challenge: Ask students to suggest additional words that begin with the /s/ sound. You could also provide pictures for words that either begin or end with the /s/ sound (e.g., *star, bus*), and ask students to sort them according to whether the /s/ sound comes at the beginning or end of the word.

Consolidating

Confirming Learning

Show students the letter *s*. Invite them to say the sound /s/. Display the lesson's target words (and any challenge words taught) and invite students to read them aloud.

Reading Letter *s* Words in Text

Use *Sid Did It!* from *Bug Club Phonics*, or another text with decodable letter *s* words. As you read the text aloud, pause in appropriate places to invite students to identify and read these words. (See the description of Interactive Reading on page 26.)

SCOPE AND SEQUENCE

BACK

For instruction to be provided in a systematic way, there needs to be a plan. *The Phonics Companion* scope and sequence is based on four years of research into how to best teach phonics, including the number of letter-sound correspondences to teach and how frequently to teach them.

Unit	Lesson	Grapheme	Phoneme	Sample Word
UNIT 1	1	a	/ă/	at
	2	t	/t/	tap
	3	s	/s/	sat
	4	p	/p/	pat
REVIEW				
UNIT 2	5	i	/ĭ/	tip
	6	n	/n/	nap
	7	r	/r/	ran
	8	l	/l/	lap
REVIEW				
UNIT 3	9	e	/ĕ/	set
	10	d	/d/	did
	11	f	/f/	fast
	12	m	/m/	man
REVIEW				
UNIT 4	13	o	/ŏ/	on
	14	c	/k/	can
	15	g	/g/	get
	16	b	/b/	big
REVIEW				
UNIT 5	17	u	/ŭ/	up
	18	v	/v/	vet
	19	k	/k/	kit
	20	h	/h/	had
REVIEW				
UNIT 6	21	w	/w/	wig
	22	j	/j/	jump
	23	z	/z/	zip
	24	y	/y/	yes
REVIEW				
UNIT 7	25	x	/ks/	six
	26	qu	/kw/	quit
	27	ng	/ng/	sing
	28	s	/z/	pins
REVIEW				

Unit	Lesson	Grapheme	Phoneme	Sample Word
UNIT 8	29	sh	/sh/	wish
	30	ch	/ch/	much
	31	th	/th/	with
	32	ck	/k/	back
REVIEW				
UNIT 9	33	-ff	/f/	off
	34	-ll	/l/	still
	35	-ss	/s/	dress
	36	ar	/ar/	hard
REVIEW				
UNIT 10	37	or	/or/	for
	38	er	/er/	her
	39	ir	/er/	bird
	40	ur	/er/	turn
REVIEW				
UNIT 11	41	a_e	/ā/	same
	42	i_e	/ī/	like
	43	o_e	/ō/	home
	44	u_e	/ŭ/	cute
REVIEW				
UNIT 12	45	c	/s/	face
	46	g	/j/	page
	47	nk	/n/	sink
	48	-dge	/j/	edge
REVIEW				
UNIT 13	49	i	/ī/	kind
	50	a	/ā/	later
	51	o	/ō/	cold
	52	e	/ē/	we
REVIEW				
UNIT 14	53	wh	/w/	when
	54	kn	/n/	knife
	55	gn	/n/	sign
	56	mb	/m/	lamb
REVIEW				

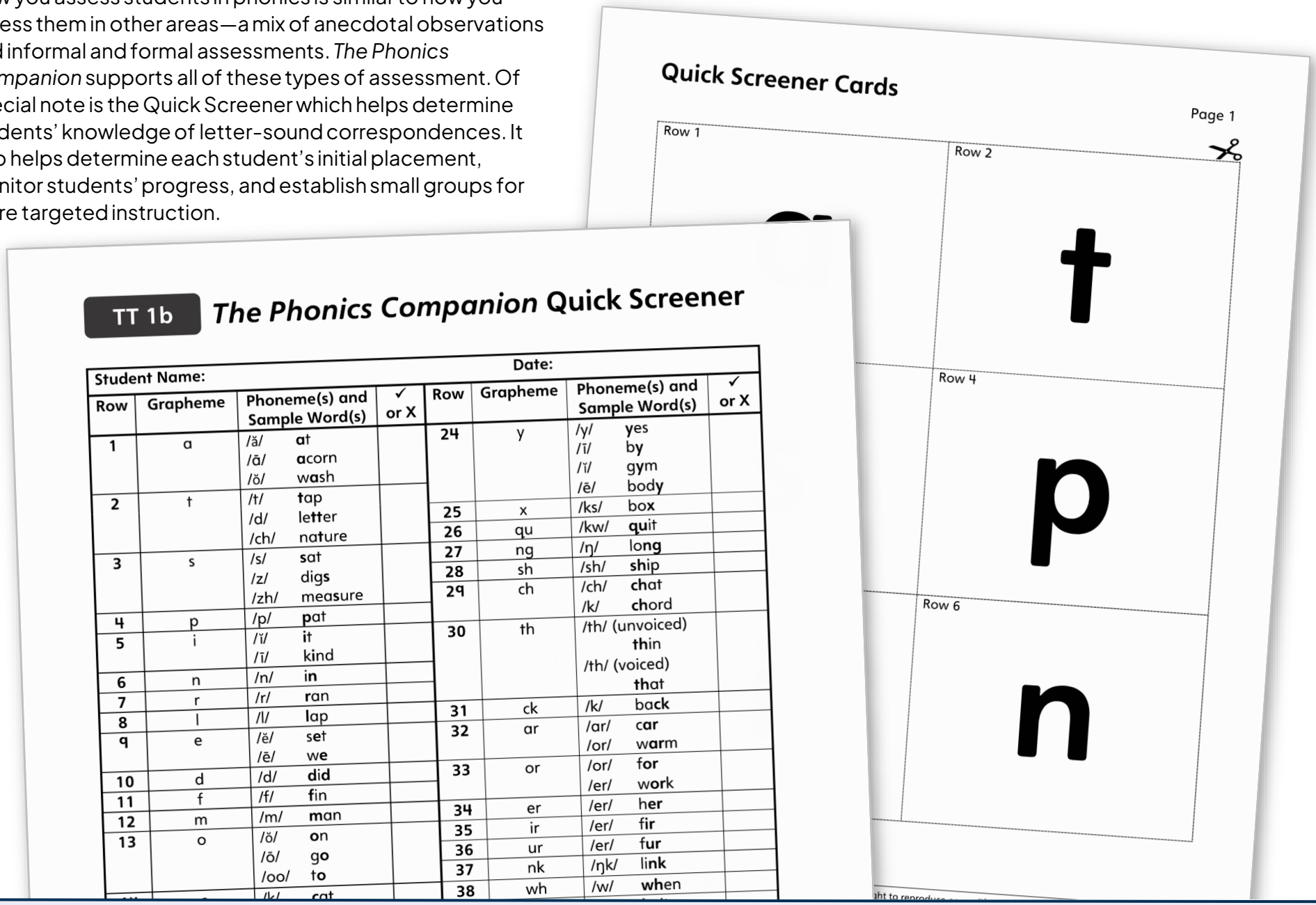
Unit	Lesson	Grapheme	Phoneme	Sample Word
UNIT 15	57	le	/əl/	little
	58	-ed	/d/	filled
	59	-ed	/t/	boxed
	60	-ed	/id/	painted
REVIEW				
UNIT 16	61	ea	/ē/	bead
	62	ee	/ē/	seen
	63	ey	/ē/	key
	64	ie	/ē/	field
REVIEW				
UNIT 17	65	ow	/ow/	town
	66	ou	/ow/	sound
	67	ai	/ā/	rain
	68	ay	/ā/	play
REVIEW				
UNIT 18	69	oo	/oo/	soon
	70	or	/er/	work
	71	y	/ī/	try
	72	a	/ŏ/	wash
REVIEW				
UNIT 19	73	ow	/ō/	know
	74	oa	/ō/	coat
	75	oe	/ō/	toe
	76	oo	/ʊ/	good
REVIEW				
UNIT 20	77	i_e	/ĭ/	give
	78	aw	/ŏ/	draw
	79	au	/ŏ/	cause
	80	al	/ŏ/	walk
REVIEW				
UNIT 21	81	y	/ĭ/	gym
	82	ch	/k/	school
	83	u	/ʊ/	put
	84	t	/d/	city
REVIEW				
UNIT 22	85	oi	/oi/	point
	86	oy	/oi/	boy
	87	ea	/ĕ/	head
	88	tch	/ch/	match
REVIEW				

Unit	Lesson	Grapheme	Phoneme	Sample Word
UNIT 23	89	igh	/ī/	night
	90	ie	/ī/	lie
	91	y_e	/ī/	type
	92	y	/e/	body
REVIEW				
UNIT 24	93	th	/th*/	that
	94	ar	/or/	warm
	95	ew	/oo/	flew
	96	u_e	/oo/	flute
REVIEW				
UNIT 25	101	ou	/oo/	you
	102	o	/oo/	into
	103	ue	/oo/	true
	104	ui	/oo/	fruit
REVIEW				
UNIT 26	101	air	/ā//r/	pair
	102	are	/ā//r/	share
	103	ear	/ē//r/	hear
	104	eer	/ē//r/	deer
REVIEW				
UNIT 27	105	ire	/ī//er/	fire
	106	ure	/ʊ//r/	sure
	107	ore	/or/	store
	108	t	/ch/	picture
REVIEW				
UNIT 28	109	wr	/r/	write
	110	gh	/f/	laugh
	111	ph	/f/	phone
	112	ou	/ŭ/	young
REVIEW				
UNIT 29	113	c	/sh/	musician
	114	s	/zh/	measure
	115	t	/sh/	motion
	116	s	/sh/	tension
REVIEW				
UNIT 30	117	ea_e	/ē/	leave
	118	oo_e	/oo/	choose
	119	ee_e	/ē/	sleeve
	120	ar_e	/ar/	large
REVIEW				

ASSESSMENT TOOLS

BACK

How you assess students in phonics is similar to how you assess them in other areas—a mix of anecdotal observations and informal and formal assessments. *The Phonics Companion* supports all of these types of assessment. Of special note is the Quick Screener which helps determine students' knowledge of letter-sound correspondences. It also helps determine each student's initial placement, monitor students' progress, and establish small groups for more targeted instruction.



TT 1b ***The Phonics Companion* Quick Screener**

Student Name:				Date:			
Row	**Grapheme**	**Phoneme(s) and Sample Word(s)**	**✓ or X**	**Row**	**Grapheme**	**Phoneme(s) and Sample Word(s)**	**✓ or X**
1	a	/ă/ **a**t /ā/ **a**corn /ŏ/ w**a**sh		24	y	/y/ **y**es /ī/ b**y** /ĭ/ g**y**m /ē/ bod**y**	
2	t	/t/ **t**ap /d/ le**tt**er /ch/ na**t**ure		25	x	/ks/ bo**x**	
3	s	/s/ **s**at /z/ di**gs** /zh/ mea**s**ure		26	qu	/kw/ **qu**it	
4	p	/p/ **p**at		27	ng	/ŋ/ lo**ng**	
5	i	/ĭ/ **i**t /ī/ k**i**nd		28	sh	/sh/ **sh**ip	
6	n	/n/ **n**ap		29	ch	/ch/ **ch**at /k/ **ch**ord	
7	r	/r/ **r**an		30	th	/th/ (unvoiced) **th**in /th/ (voiced) **th**at	
8	l	/l/ **l**ap		31	ck	/k/ ba**ck**	
9	e	/ĕ/ s**e**t /ē/ w**e**		32	ar	/ar/ c**ar** /or/ w**ar**m	
10	d	/d/ **d**id		33	or	/or/ f**or** /er/ w**or**k	
11	f	/f/ **f**in		34	er	/er/ h**er**	
12	m	/m/ **m**an		35	ir	/er/ f**ir**	
13	o	/ŏ/ **o**n /ō/ g**o** /oo/ t**o**		36	ur	/er/ f**ur**	
				37	nk	/ŋk/ li**nk**	
				38	wh	/w/ **wh**en	

Quick Screener Cards

Page 1

Row 1

Row 2

t

Row 4

p

Row 6

n

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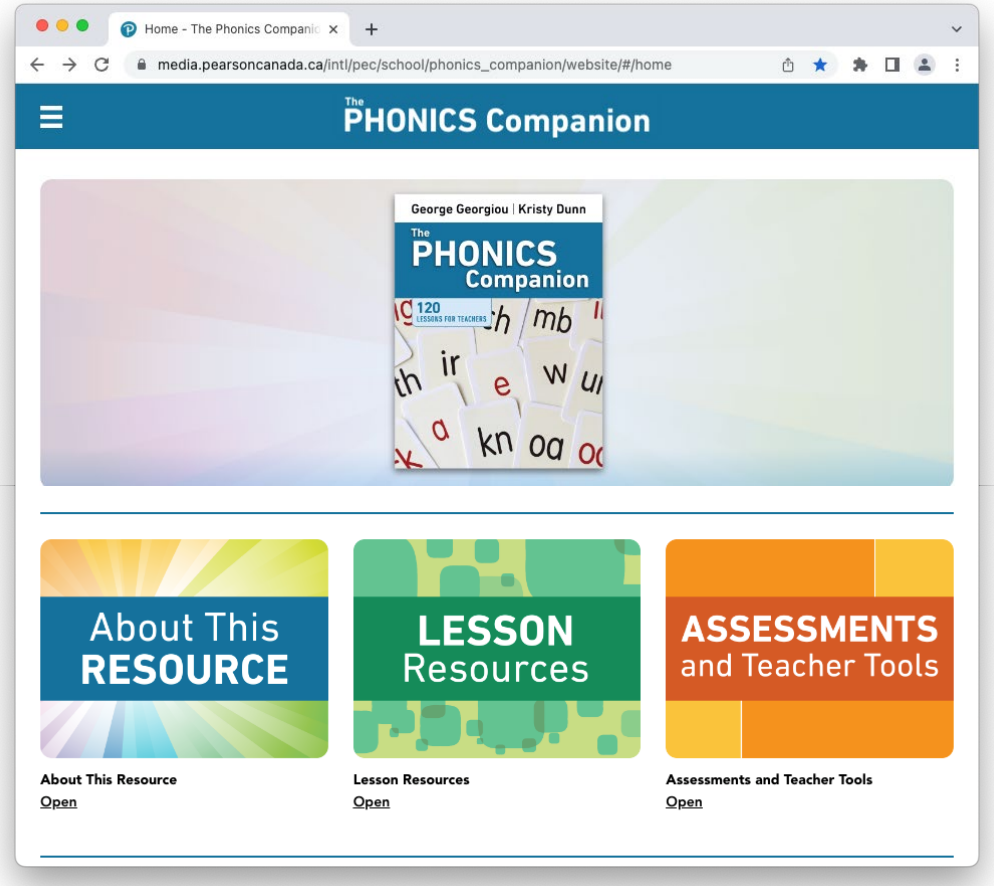
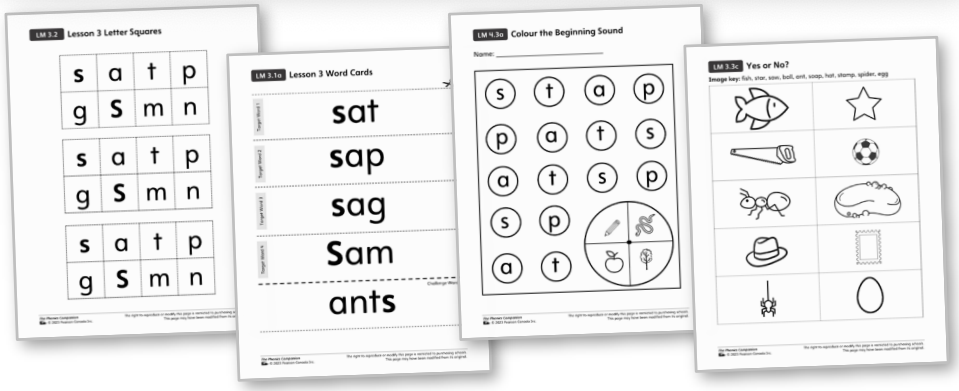
WEBSITE

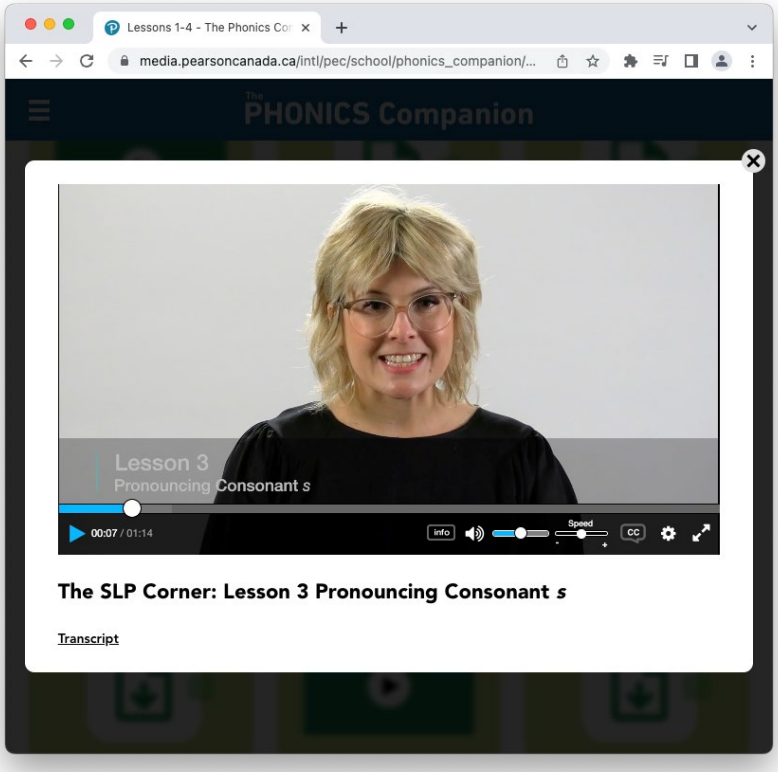
BACK





Everything you need for planning and delivering the lessons in one place! This website provides easy access to 600+ digital files to support activities – all projectable, sharable and printable.

A special feature of the website is the SLP Corner which provides short videos that allow teachers and student to hear the sound and see a Speech & Language Pathologist make the sound.



How to Order

BACK

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Looking for decodable books?

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Canadian Edition

Bug Club Phonics decodable readers (Canadian edition) give children opportunities to practice their blending skills and consolidate their knowledge of letter-sound correspondences in the context of engaging fiction and nonfiction texts.

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Lucy Calkins and Michael Rae-Grant

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