

TEACHER INSTRUCTIONS



ENGLISH UNLOCKED

Phonics Workbook 3

Low-literacy activities to help adults master
consonants blends (*bl, cr, dr, fl...*)

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Phonics Workbook Series

- **Phonics Workbook 1**
13 letters/sounds, including vowels *a, i, o*
- **Phonics Workbook 2**
completes the alphabet; adds digraphs *sh, ch, th, qu, wh*
- **Phonics Workbook 3**
common consonant blends (*bl, cl, dr, fl, etc...*)

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20dr, fl	23sp, st, br
21sl, pl, sm	24cl, st, str
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Words by Unit

All words used in *English Unlocked Phonics Workbook 3* organized by unit

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All words used in *English Unlocked Phonics Workbook 3* organized by letter blends

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Handwriting House

Blank template

INTRO

Introduction to *English Unlocked:* *Phonics Workbooks*

What is phonics and phonics instruction?

When you learned to read, did someone teach you the sound of each letter? How about letter combinations like PH or ING? Did you practice blending these sounds together until they sounded like a recognizable word? If you answered “yes,” you probably received some phonics instruction as you learned to read.

Phonics is a method of teaching people to read by learning about the sounds made by individual letters or groups of letters. Beginning readers then learn to blend those sounds together to “sound out,” or **decode**, new words. Over the last 50 years of reading instruction in the United States, phonics has not always been a popular method for teaching beginning readers. Since the mid-90s, however, researchers have been able to show that sounding out words is not an innate ability. In other words, decoding is a skill that people must learn. Although some children and adults do seem to pick up reading on their own, consistent phonics instruction ensures that all beginning readers — children or adults — have the foundational skills to become fluent, independent readers.

In addition to learning the ABCs, students learning to read in English need a keen awareness of the different sounds that make up words. For example, you may have noticed that some young children can name many words that begin with the same sound, like boy, ball, big, barn. They can often do this long before they can recognize or write the letter B. They are able to hear the /b/ sound at the beginning of the word, even if they don’t yet associate it with the letter B.

This familiarity with the sounds in a language is called **phonemic awareness** and it is an important pre-reading step. There are three distinct skills that build toward reading. First, readers must recognize and produce individual letters and the sounds they make. Second, they must be able to blend sounds together in sequence (ie. the sounds /b/, /i/, /g/ when blended together form the word ‘big’). Finally, they must be able to recognize words after they sound them out. Activities in these workbooks address all three of these skills.

Why did we create this phonics workbook series?

A significant amount of research shows that phonics instruction is the most effective way to teach students of any age to read. There are some high-quality research-based phonics programs available, but they can be expensive, and often require extensive teacher training. Meanwhile, Adult Basic Education includes many volunteers and teachers with little training in teaching reading — especially phonics. These teachers often know that their adult students would benefit from phonics instruction but are not sure where to begin.

We created these workbooks to meet the need for an easy-to-use phonics program that caters to the needs of adult English language learners. We know that it is important for students to build their understanding of the English code letter by letter so they can see their progress and gain confidence in their reading abilities. We know that teachers and students benefit from routine activities that simplify the work of teaching and learning.

Who is this workbook series for?

The *Phonics Workbook* series was created for students, teachers, and tutors of low-literacy adult English language learners (ELLs). It may also be suitable for teachers of adolescents. Adolescent and adult ELLs may have had limited or interrupted formal education, and may be learning to read for the first time in their lives. This workbook is flexible enough to use in a large classroom setting, for small group pull-out work, and for one-on-one tutoring.

Every lesson begins with review of the letters and sounds that were previously taught. This format allows teachers to backtrack, start over, or skip ahead, based on their observations of student work. In some cases, it may make sense to divide students into two or more groups for phonics instruction.

Building phonics instruction into current classroom work

The *Phonics Workbook* series is designed as a stand-alone resource. Teachers and students can work through the letters and sounds at a pace that is right for them. Here are a few ways the *Phonics Workbooks* can be included in regular instruction:

- **DAILY “PHONICS TIME”** — 20-30 minutes of whole group instruction. Teach the workbook sequentially and review previously taught material every day.
- **PHONICS PULL-OUT SESSIONS** — 20-30 minutes of small group or one-on-one instruction led by a teaching assistant or volunteer for students who need the most basic phonics skills.
- **“FILL IN THE GAPS”** — For learners who are already reading but make consistent errors with certain letters, select pages from the workbook to address those letter sounds.

Features of *English Unlocked: the Phonics Workbook series*

Daily routine: The *Phonics Workbook* series provides a phonics routine that offers predictability for learners. When learners can anticipate what is coming, they can concentrate on the task at hand — the learning of letters and sounds — rather than struggling to understand unfamiliar instructions.

Multi-sensory approach: Research shows using multiple senses during phonics instruction is more effective. In the *Phonics Workbook* series, students practice tracing and writing letters, as well as pronouncing letter names and sounds. Many of the activities connect physical hand and arm movement with hearing and saying the sounds and words.

“Assist and Challenge” tips: Throughout the workbooks there are tips to help teachers adjust the difficulty of the tasks. The “Assist” tips provide ideas when learners are struggling with a task and need extra support before moving on. “Challenge” tips are for students who are ready to deepen their learning.

Integration of sight words: Sight words are words that learners should be able to read at a glance, or “on sight”. Sight words are often the small words that hold a sentence together, and thus learning sight words helps beginning readers read faster and with more fluency. Some sight words are decodable, meaning they can be “sounded out” phonetically (him, it, on). Other sight words cannot be sounded out by saying the sound of each letter (are, is, the). Both types of sight words are included in these workbooks.

Is this a complete reading curriculum?

The *Phonics Workbook* series is not a comprehensive phonics or reading program. Instead, it is an approachable resource to help teachers confidently begin teaching some phonics right away.

The activities in these workbooks are intended to supplement other reading or language learning instruction. Decoding words is just one of several skills that go into becoming a skilled reader. Additional work in vocabulary, reading fluency and reading comprehension is necessary.

Thank you for using the *Phonics Workbook* series. We have been delighted by the results while testing these activities with adult English Language Learners in our classrooms. We wish you and your students great success.

RESOURCE

McShane, S. (2005). *Applying research in reading instruction for adults: First steps for teachers*. Washington, D.C. National Institute for Literacy/The Partnership for Reading.

Phonics Routine Overview

Detailed teacher instructions begin on page 8.

**START
HERE
EVERY
DAY**


REVIEW & REINFORCE

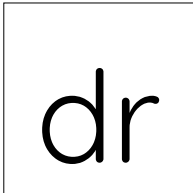
Review previously taught sounds.

1. Letter + Sound: flashcards review.
2. Letter formation: choose from the writing menu on page 8 of the teacher instructions.


Phonics Workbook 3 UNIT 1

1 What sound?




drum



2 Write



3 Listen and repeat

Yes  No 

1. What sound?

Students associate letter blends with a familiar words and pictures. Practice the letter sounds.

2. Write

Review letter writing.

3. Listen and repeat

Students listen for target sounds at word beginning and endings. Students repeat target sounds. Teacher scripts begin on page 20.

4 **Blend the sounds**

1.

dr	i	p
----	---	---

2.

fl	i	p
----	---	---

3.

sl	i	p
----	---	---

4.

dr	o	p
----	---	---

5.

fl	o	p
----	---	---

6.

sl	o	p
----	---	---

5 **Listen and write**

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

6 **Read**

1. drip 2. flip 3. slip

4. drop 5. flop 6. slop

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4. Blend the sounds

Blend letter combinations taught in this unit. Combine blends with word families from *Phonics Workbook 1* and *Phonics Workbook 2*.

5. Listen and write

Students practice writing the letters and sounds from *Activity 4*.

6. Read

Read previously taught words for the first time in list format.

7 **Circle and write**

1. drip flip

2. slip flip

3. slip drip

4. drop slop

5. flop drop

6. flop slop

7. _____

8. _____

9. _____

10. _____

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7. Circle and write

Distinguish between recently learned sounds. Write recently learned words. Teacher scripts begin on page 27.

Phonics Workbook 3 UNITS 1 & 2 REVIEW

8 Copy the words

- drip
- flip
- slip
- drop
- flop
- slop
- drag
- flag
- snag
- drug
- plug
- smug

Phonics Workbook 3 UNITS 1 & 2 REVIEW

10 Copy and read

- drip flip slip

- drop flop slop

- drag flag snag

- drug plug smug

- drip drop flip flop

- flag plug snag smug

8. Copy the words

Practice writing recently learned words.

Phonics Workbook 3 UNITS 1 & 2 REVIEW

9 Read (word families)

-ip	-op	-ag	-ug
drip	drop	drag	drug
flip	flop	flag	plug
slip	slop	snag	smug

Sight Words

then so
them some
these her

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9. Read (word families)

Read lists of words to show knowledge of letter sounds and sound blending. When ready, add reading sight words.

10. Copy and read

Practice reading and writing lists of recently learned words.

**START
HERE
EVERY
DAY**

START
Start with review of
previously taught letters
every day.

Review & Reinforce

NOTE
Letters located in
the top right corner
of student pages can
be used to quickly page
through for review and
as an alternative to
flash cards.

1: Review previously taught letter names and sounds

- Use letter flashcards or workbook pages to review letter names and sounds: “*Letter name? Letter sound?*”
- Students trace each reviewed letter with their finger.

2: Choose one of the activities from the *Writing Menu* below to practice letter formation

- Students may all practice the same letter, based on teacher observations, or students may each pick a different letter to practice.

**WRITING
MENU**

WRITING MENU

Choose one or more of the following activities based on available resources. Model the activities and give learners assistance as needed. Students say the letter name and sound as they write, for example, “B says /b/”.

- 1: Trace a textured (sandpaper) copy of the letter with two fingers together.
- 2: Write the letter with small white boards and dry-erase markers.
- 3: Write the letter on small laminated strips (ideally lined) with dry-erase markers.
- 4: Make copies of the Handwriting House template on page 32. Teachers can assign students the same letter or different letters.
- 5: Do sky writing. Using the index finger, model writing the letter in the air. Say the letter again as students write it in the air. Alternate between capital and lowercase letters.

**TEXT
FORMAT-
TING
KEY**

Teachers should:

- say the text in “*quotation marks and italics*”
- say the sound of the letter if it is enclosed in slashes: “/s/”
- say the name of the letter if it is not enclosed in slashes: “s”
- spell when letters are capitalized and separated by dashes: “S-A-D”

PICK UP
WHERE
CLASS
STOPPED

Workbook Activities


To practice new letters and sounds: pick up where the class left off in their workbooks, even if this is in the middle of a page.

Use the completion boxes after each activity in the student workbook to track progress.

ACTIVITY 1

1

What sound?



drum

dr

What sound?

Introduce letter names and sounds.

1. Read the activity title as you point to it: "What sound?"
2. Point to the letters: "These are the letters D R. D R says /dr/."
3. "Repeat with me. D R says /dr/. D R says /dr/."
4. Point to the picture: "What is this? This is a drum."
5. "Drum begins with /dr/."
6. "Repeat with me. Drum begins with /dr/. Drum begins with /dr/."
7. Review by holding up letter cards, or point to the letters in the workbook. "What are the letter names? What's the sound?"
8. Check the completion box ().

Pronounce carefully to avoid adding a vowel sound to consonants. "D-R says /dr/" is preferable to "D-R says 'druh'." This helps later when blending sounds to form words.

ACTIVITY 2

2

Write

dr

Write

1. Read the activity title as you point to it: "Write."
2. Students trace letters in their workbook, first with a finger, then with a pencil.
3. Students write the letters several times on the writing line.
4. Encourage students to repeat the target phrase ["/D R says /dr/"] quietly to themselves as they copy the letters.
5. As needed, review letter formation and the parts of the Handwriting House (as taught in *Phonics Workbook 1* and *Phonics Workbook 2*). See page 19 for detailed instructions on using the Handwriting House.

ASSIST: Practice writing the letters outside of the workbook first. Choose an activity from the *Writing Menu* on page 8.

CHALLENGE: Practice writing words that begin with the target letters.