

TEACHER INSTRUCTIONS



ENGLISH UNLOCKED

# Phonics Workbook 4

Teaching instructions for low-literacy activities to help adults master glued sounds and blends.

# Acknowledgments

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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...*)
- **Phonics Workbook 4**  
glued sounds (*ang, ank, ing, ink, etc...*)

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## Words by Unit

All words used in *English Unlocked Phonics Workbook 4* organized by unit

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**


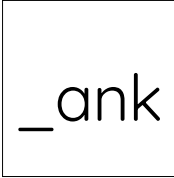
## REVIEW & REINFORCE

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 4 UNIT 1

**1** What sound?



 

bank

**2** Write

ank

**3** Listen and repeat

Yes  No 

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### 1. What sound?

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

### 2. Write

Practice writing new glued sounds.

### 3. Listen and repeat

Students listen for target sounds at word endings. Students repeat target sounds.

Phonics Workbook 4 UNIT 1

### 4 Blend the sounds

dr

th

1. 

b	ank
---	-----
2. 

t	ank
---	-----
3. 

r	ank
---	-----
4. 

s	ank
---	-----
5. 

dr	ank
----	-----
6. 

th	ank
----	-----

### 5 Listen and write

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

### 6 Read

1. bank      2. tank      3. rank
4. sank      5. drank      6. thank

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**4. Blend the sounds**

Blend letter combinations taught in this unit. Combine blends with word families from *Phonics Workbook 1, 2 and 3*.

**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.

Phonics Workbook 4 UNIT 1 REVIEW

### 7 Circle and write

1. bang      bank
2. hang      tank
3. rang      rank
4. sang      sank
5. slang      drank
6. sprang      thank
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 22.



Phonics Workbook 4 UNIT 1 REVIEW

# 8

## Read and copy

_ang	_ank
bang _____	bank _____
hang _____	tank _____
rang _____	rank _____
sang _____	sank _____
slang _____	drank _____
sprang _____	thank _____

### Sight Words

my  
then  
first  
water  
been  
called

## Sentence dictation

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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### 8. Read and copy

Practice writing recently learned words.

### Sentence dictation

Practice writing recently learned words, including sight words, in sentences.

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: 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

Phonics Workbook 4
UNIT 1

1

### What sound?



\_ank

bank

### 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 A-N-K. A-N-K says /ank/."
3. "Repeat with me. A-N-K says /ank/. A-N-K says /ank/."
4. Point to the picture: "What is this? This is a bank."
5. "Bank ends with /ank/."
6. "Repeat with me. Bank ends with /ank/. Bank ends with /ank/."
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. "A-N-K says /ank/" is preferable to "A-N-K says 'ankuh'."

## ACTIVITY 2

2

Write

ank

□

### Write

1. Read the activity title as you point to it: "Write."
2. Students write the letters several times on the writing line.
3. Encourage students to repeat the target phrase ["/A-N-K says /ank/"] quietly to themselves as they copy the letters.

**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 include the target letters.