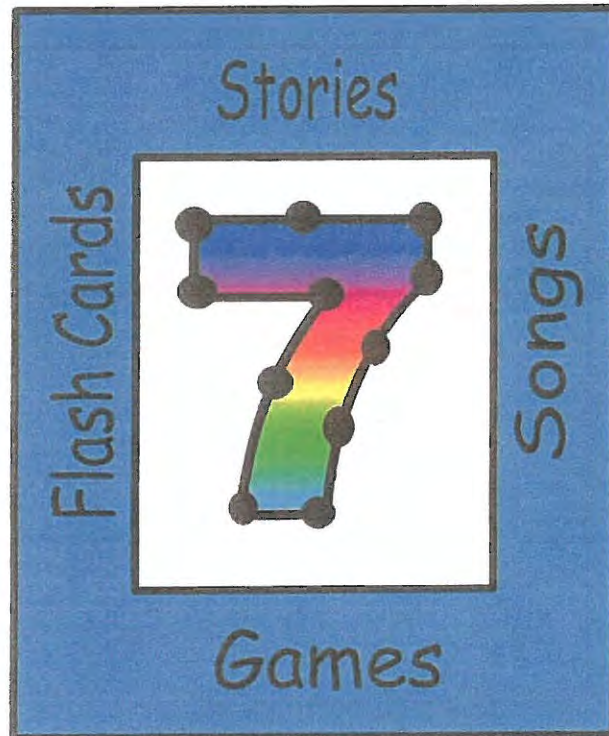


# Connect Phonics

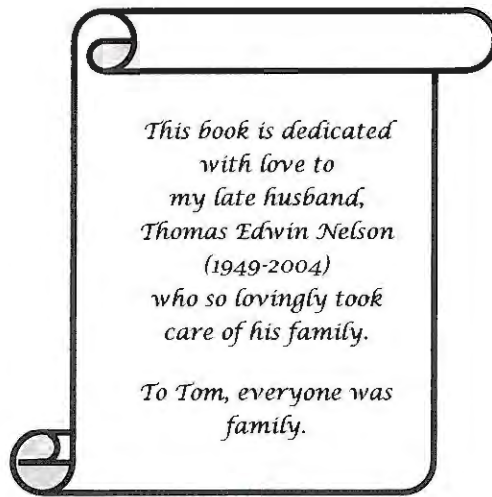


Using the dyslexic method, Dolch sight words and differentiated instruction to find the patterns, connect the dots, and make sense of reading.

20  
Chapters

Everything you  
need to teach  
someone to read.

worksheets  
to practice



*This book is dedicated  
with love to  
my late husband,  
Thomas Edwin Nelson  
(1949-2004)  
who so lovingly took  
care of his family.*

*To Tom, everyone was  
family.*

**Kathryn Parker**

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Teaching someone to read is not a mystery. Anyone can do it.

That's true, anyone. People are neurologically hard wired to make sense of things as fast as they can. They do this by finding patterns. That's exactly what the Orton-Gillingham dyslexic method of instruction does. It teaches the patterns in words, so reading makes sense. (Connect Phonics and Connect Spelling are based on the Orton-Gillingham dyslexic method of instruction.) Connect Phonics is meant to be used by all students, not just those with dyslexia. In fact, average readers tend to excel using the Connect Phonics materials.

It is also known when we have an emotional connection to stories, it stays imprinted in our brain. Connect Phonics has stories, with coloring pages, songs, and games to provide that emotional connection. This permanently fuses recall of the patterns. Using differentiated instruction, this meets the needs of various learning styles. Connect Phonics materials makes reading automatic and fun.

Realistically, a small percentage of people do have other learning issues. In those cases, their instruction needs to be augmented with other accommodations.

The first sixteen chapters of Connect Phonics is created for first graders. Second graders should review chapters 3-15, and then master the materials in chapter 16 and 17. Connect Phonics can be used with students in all grade levels, and has been effective in teaching adults to read.

Be sure to cover the review in Chapter 2. This includes the short vowel song and the story of how the letter C received his first sound. These are important foundational skills.

See the Phonics Schedule and Scope and Sequence immediately following this to see the order and timing of the lessons. Read the stories, sing the songs, color the pictures, do the worksheets, practice the flashcards, syllable cards, and bendy cards. Read the speed drills and play the games. Before you know it, the magic unfolds.....reading has become easy. Before you know it.....reading is fun!

❖ These materials are meant to be printed one sided to two sided (1-2)

Clip art for worksheets and flashcards by [www.edu-clips.com](http://www.edu-clips.com)

## Table of Contents

- Chapter 1- Reading Readiness Assessment, sight words, syllable type synopsis
- Chapter 2- Review Lessons short vowels sounds, first sound of C, syllables
- Chapter 3- Closed Syllable (short vowels) Open Syllable (long vowel) Fred words, Chuck words
- Chapter 4- Magic E Syllable (first vowel is long)
- Chapter 5- H Brothers and Sister (th, ch, wh, sh, tch)
- Chapter 6- Blends ( L blends , R blends and ending blends)
- Chapter 7- Ends in Y ( Y = ī end of a one syllable word, ē at the end of 2 or more syllable words.)
- Chapter 8- Bossy R- ar, or (er, ir, ur) Bert er steals sound at end of words, air, ear, are, etc.
- Chapter 9- Vowel Team- ai, ay, ea, ee, ey, ie, oa, oe, ow, ue, ui )
- Chapter 10- Open Syllable- If the vowel is last it's long like first syllable in frozen.
- Chapter 11- Second Sound of C- C says /s/ in front of e, i, and y like ice, city, and fancy.
- Chapter 12- Turtle Syllable- no talking vowel at end of words ble, cle, kle, dle, fle, gle,ple, sle
- Chapter 13- Second Sound of G- G says /j/ in front of e, i, and y like huge, ginger, and gym.
- Chapter 14- Three Syllable Words-bumped vowels, SOS, er steals sound at end of words.
- Chapter 15- The Three Sounds of ed double the letter before adding "ing" or "ed"-hopping
- Chapter 16- Diphthong Syllable (naughty vowel team) au, aw, ea, oo, oi, oy, ou, ow, eu, ew, igh, ie.
- Chapter 17- Miscellaneous Bossy R- A pair of bears stare over there.
- Chapter 18- Contractions
- Chapter 19- Assortment of Extras including homophone game
- Chapter 20- Spelling- methods for teaching Spelling

## Expanded Version of Table of Contents

| lesson order   | explanation  | notes  |
|--|--|--|
| Chapter 1<br>Reading<br>Readiness<br>Assessment  | Explanation of green, yellow and red words<br>Reading readiness assessment<br>Sight words<br>Syllable type synopsis  | Clip art by www.edu-clips.com  |
|  |  |  |
| Chapter 2<br>short vowels<br>and signals   | Using the vowel song. The kids sing and practice the signals. See short vowel chart. The kids benefit from using the vowel signals as they begin to sound out 3 letter words.  | When a child struggles, use the short vowel signals.   |
| Chapter 2<br><br>The first<br>sound of C   | Mr. C is an orphan. He borrows his first sound from Mr. K. In fact Mr. K is so nice he even lets him use his sound in front of consonants like in the words clip, clock, and clack.<br><br>Later on Mr. K gets tired of Mr. C hanging around and a story explains Mr. C's second sound is loaned to him by Mr. S.  | When introduced to Mr. C's second sound, the kids learn about second sound vowels. They learn c says /k/ in front of first sound vowels (a, o, u) and c says /s/ in front of second sound vowels. (e, i, y)      |
| Chapter 2  | Definition of vowel consonant and syllable   | Also, practice b, d, p, q reversals. A song and poster is provided.  |
| Chapter 3<br><br>Closed syllable<br>and intro to open<br>syllable  | A closed syllable is a syllable with a consonant <u>after</u> the vowel making the vowel say its <u>short</u> sound. The signal for closed syllable is closed hands. (prayer) Cat is the mascot for the closed syllable. Have the kids repeat this over and over: "If the consonant is last, it's short." The words muf*fin and in*sect have two closed syllables. | The closed syllable is the only syllable that says the short vowel sound. The one syllable bendy cards (hi and hit) are especially helpful for kids as a hands on activity to explain open and closed syllables. |
| Chapter 3<br>In spelling one<br>syllable words,<br>the letters<br>f, l, s, z<br>are doubled.<br>Fred Likes<br>Striped Zebras | The kids listen to a story and learn the key sentence: "Fred likes striped zebras." It helps kids remember if a short vowel, one syllable word ends in an f, l, s, or z we need to double it. One letter is for Fred, the other is for his friend. Examples are sniff, will, miss, and buzz.   | There are a few exceptions, bus, if, of, and is to name a few.   |

## Introduction

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| <p><b>Chapter 3</b><br/>In spelling use ck at the end of a short vowel one syllable word.<br/><br/>Chuck the Duck</p>                   | <p>The kids listen to a story about Chuck the Duck. Chuck is stuck in the muck and can't get out. Mr. C. tries to get him out. He can't get out by himself, so he gets his friend Mr. K to help him. It takes the two of them, Mr. C and Mr. K to get Chuck out of the muck. A word ending in ck is a Chuck word. The word fantastic ends in a c because it is more than a one syllable word.</p>  | <p>If the word is a two syllable word; a ck can be used at the end if the word can stand alone. Lipstick and homesick are examples of 2 syllable words with a ck at the end. Usually, it is just a c like in the word fantastic or music.</p>  |
|   | <p>For <b>first grade</b>, it's usually a good idea to spend at least one week on each short vowel.<br/><b>In second grade</b> - review short vowels in 3 weeks.<br/><b>In third grade</b>, review short vowels in 2 weeks.</p>  |  |
| <p><b>Introduced in Chapter 3</b><br/><br/><b>Open Syllable</b><br/><br/>ti ger<br/>(long vowel)</p>                                    | <p>An open syllable is a syllable with the vowel last, making the vowel say the long sound. The signal is open, flat hands. Tiger is the mascot for the open syllable. "If the vowel is last it's long." Have the kids repeat that over and over. Mi*nus and re*lax have an open syllable first and a closed syllable second. Potato has 3 open syllables.</p>   | <p>Teach closed and open syllables together using bendy cards. See chart for the bendy cards to make words that are closed with a short vowel (hit) and open with a long vowel (hi).</p>   |
| <p><b>Chapter 4</b><br/><br/><b>Magic E Syllable</b><br/>(first vowel is long, the e at the end is silent)<br/><b>Magic E Fairy</b></p> | <p>A magic e syllable is a syllable with one vowel and one consonant plus a silent e at the end making the first vowel say the long sound. The signal is wiggling the fingers like you're spreading fairy dust. Connect Phonics uses the Magic E Fairy as the mascot for this syllable. Bit is a closed syllable word. Bite is a magic e word. (See the chart for closed and magic e words.) In*vite has closed and magic e syllables. Ro*tate has open and magic e syllables.</p> | <p>When doing the Magic E Fairy skits, really emphasize: there is one vowel and one consonant before the e. The words fence and dance are not magic e because there are 2 consonants after the vowel. The Bossy R usually bosses the Magic E Fairy around so if the consonant is an r, it usually doesn't count like in shore.</p> |
| <p><b>Chapter 5</b><br/><br/><b>H Brothers</b><br/>(You may want to do this after closed syllable)</p>                                  | <p>The consonants are easy. That is until the H Family came to town. The children meet <b>Charlie, Thad, Whitney</b> making such a noise. Their brother <b>Sherman</b> teaches them to only say their sound at recess.</p>   | <p>The H Brothers are introduced later for spelling. The kids need this lesson early because the diagraphs are used in so many words.</p>  |

## Introduction

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| <p>Chapter 5<br/>H brother's little sis Gretchen</p>  | <p>The kids meet the H Brothers little sister <b>Gretchen</b>. Like Charlie, she says /ch/ all the time. However, her sound has a silent t in front of the ch because she likes trains so much.</p>   | <p>Gretchen never begins a word. She is at the middle or end of short vowel words.</p>  |
| <p>Chapter 6<br/>Blends</p>   | <p>Beginning blends include those when the second letter is:</p> <ul style="list-style-type: none"> <li>○ L, (bl, cl, gl, etc)</li> <li>○ R, (br, gr, cr, etc.)</li> <li>○ the first letter is S (sc, sn, sp, etc) .</li> </ul>   | <p>Ending blends vary more with the next to the last letter is often:</p> <ul style="list-style-type: none"> <li>○ N,(nt, nk etc.)</li> <li>○ S,(st, sk etc.) and</li> <li>○ L (lt, ld etc.).</li> </ul>  |
| <p>Chapter 7<br/>Y at the end of a word<br/>(ī and ē)</p>   | <p>The kids know y is sometimes a vowel. Now they begin to learn the vowel sounds of y.<br/>Y says ī at the end of a one syllable word (try)<br/>Y says ē at the end of a two or more syllable word.( funny) (easily)</p>   | <p>Later they'll learn y says ī in an open syllable (cycle) and y says ĩ in a closed syllable (gym)</p>   |
| <p>Chapter 8<br/>Bossy R Syllable<br/>shark<br/><br/>(It's not long, it's not short, it's the bossy r sound.)</p> | <p>The bossy r syllable is the syllable with an r after the vowel making it say a bossy r sound. The signal is the index finger wagging like you're bossing someone. The mascot is the shark. Mrs. Shark had 5 kids: Mark, Cory and then she had the triplets. The triplets (Bert, Curt, and Shirley) all say the same sound because they were born at the same time. Mama shark is very protective of her children and is very bossy to the vowel. She even bosses the Magic E fairy around like in the word shore. (There's one vowel and one consonant, but the consonant is the bossy r.)</p> | <p>If you're spelling and you don't know which triplet (er, ur, ir ) sound to use, pick Bert (er), because he's the biggest and used in the most words. Bert is also a bully and sometimes steals the sound of Mark (ar) and Cory (or) when it's at the end of a word; like in dollar and doctor.</p> |
| <p>(Some teachers teach Vowel Team before Bossy R.)</p>   |   |   |
| <p>Chapter 9<br/>Vowel Team Syllable<br/>goat<br/>(first vowel says its long sound)</p>                           | <p>A vowel team syllable is a syllable where two vowels go walking, the first one usually does the talking; the first vowel says the long sound. The signal is the index and tall man fingers moving as if walking. A goat is the mascot for the vowel team syllable.<br/>Bee*hive is vowel team and magic e<br/>Oat*meal is two vowel teams.</p>   | <p>In the play, the goats Joe and Moe are confused. So, the magic e fairy helps them find a new way to make a long vowel sound. It's easy to remember which vowel talks; whichever vowel gets there first.</p>  |

## Introduction

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| <p>Chapter 10</p> <p>Open Syllable<br/>Part two</p>             | <p>If the vowel is last, it's long.</p> <p>Practicing two syllable words with one of them open.</p>   | <p>Words like music, relax, silent, frozen, and hotel now make sense.</p>   |
| <p>Chapter 11</p> <p>Second Sound of C</p>                      | <p>The kids learn the second sound of C is /s/. Mr. S lets Mr. C borrow his sound because when you say the letter C, you can hear the /S/ sound. He's not lazy like Mr. K and wants to talk in front of consonants like in the word slip, smile, snort and street. Mr. C can say /S/ in front of second sound vowels only.</p> <p>The first sound vowels are: a, o, u.<br/>The second sound vowels are: e, i, y.</p>  | <p>The C says /K/ in front of first sound vowels. The C says /S/ in front of second sound vowels.</p> <p>In the word <u>circus</u>, the first C says /S/ because it's in front of a second sound vowel. The second C says /K/ because it's in front of a first sound vowel..</p>  |
| <p>Chapter 12</p> <p>Turtle Syllable<br/>(no talking vowel)</p> | <p>The turtle syllable has one consonant plus an le usually at the end of a word. The turtle syllable is <u>the only syllable without a talking vowel</u>.</p> <p>There are usually two consonants in words with turtle endings. It's easy for the kids to figure out where to divide the word because it's between the two consonants.</p>   | <p>The endings are ble, cle, dle, fle, gle, kle, ple, tle, zle, and stle. The ending stle has a silent t. In the word crackle, the 1st syllable is closed (crac). The 2nd syllable is turtle (kle). There is not a ckle turtle ending.</p>  |
| <p>Chapter 13</p> <p>The second sound of G and Ph</p>           | <p>The story is about the Johnsons. They had twin girls. The thought it would be great to have all their names begin with an m. They decided on the names Midge and Marge. The trouble is J never ends a word. Thus goes the story of finding another letter to say the /j/ sound. In the end, the kids learn, g says /j/ in front of second sound vowels. Now we know why in the word hug, the g says /g/ sound, yet in the word huge, the g says the /j/ sound.</p> <p>The H brother's big sister Phyllis likes to wave her fist and play with her toy phone. The kids learn ph says /f/.</p> | <p>g says /j/ in front of skinny vowels<br/>dge says /j/ in a short vowel word</p> <p>These two rules don't hold true all of the time.<br/>G says /j/ in <u>ginger</u> because both g's are in front of skinny vowels. G says /j/ in <u>gym</u> because it is front of a skinny vowel. The e at the end of the word <u>page</u> is both a magic e and a skinny e because it makes the u long and g say the /j/ sound.</p> |



## Introduction

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| <p>Chapter 14<br/>Three Syllable Words</p>                     | <p>This chapter is often the most exciting for both the teacher and the student. Why? Because now they can use all the tools in their toolbox and sound out big words. Students are proud of themselves as they master this skill. Now, recognizing these patterns has become automatic, and students are amazed at the gigantic and difficult words they can read. The excitement in the room is palatable.</p>      | <p>1<sup>st</sup> graders often really take off after these. They learn how to divide the words.</p> <p>Tion and sion are introduced. There is a song about "ti" and "si" says "sh".</p>         |
| <p>Chapter 14<br/>S.O.S.<br/>Bumped vowels</p>                 | <p>This is a good time to introduce S.O.S. or Supposed to be Other Sound. When a word is supposed to be ī and it's ĩ like in the words invitation, sensitive, substitute, gravity, hurricane, accident, and detective.</p> <p>A vowel that is bumped or says the ũ sound. Remember: every vowel can be bumped. Bumped vowels are in elephant, cardinal, potato, important, and buffalo.</p>                           | <p>For some reason SOS happens to i more than any vowel. It should be ī and it's ĩ.</p> <p>Students learned about bumped vowels early in the lessons. In the word "what", the "a" is bumped.</p> |
| <p>Chapter 15<br/>The Three Sounds of ed</p>                   | <p>The kids learn the 3 sounds of ed.</p>   | <p>The 3 sounds of ed are:<br/>ed says /t/ like in hopped<br/>ed say /d/ like in trimmed<br/>ed says /id/ like in dusted</p>   |
| <p>Chapter 15<br/>The Doubling Rule</p>                        | <p>Except for x, if there is only 1 consonant after a short vowel, then you double the last consonant before adding a suffix that begins with a vowel ( ed or ing.) hopped, skipping, running, shopped</p> <p>If the word is a long vowel, bossy r or vowel team you do not double the letter. (dreaming)</p> <p>If the word has two consonants after the vowel, <u>don't</u> double the last consonant. (jumped)</p> | <p>Double the letter only before vowel endings.</p> <p>Words like gladly and sadness do not have doubled letters because the ending of the suffix does not start with a vowel.</p>               |
| <p>Chapter 16<br/>Diphthong Syllable (naughty vowel teams)</p> | <p>A diphthong syllable is a syllable with unusual vowel sounds that are different. We sometimes call diphthongs the naughty vowel teams.</p>   | <p>The kids sing a song to the tune of "Do You Know the Muffin Man" to help them learn the diphthong sounds.</p>   |

| Diphthong<br>key words                          | lesson                                   | story  |
|---|--|--|
| Austin hurt his paw                             | au- aw = au<br>sound<br>(augh, ough, al) | Austin is a dog who hurt his paw when he caught the ball and brought it to Paul. Paul brings Austin to the vet, Dr. Hall.  |
| Eat Bread                                       | ea = ē<br>ea = ě                         | EA was so bored because she hardly ever gets to talk. There are 7 ways to say ē, so during the play she decides the second sound of ea is ě like in the word bread.  |
| Schoolbook                                      | The two<br>sounds of<br>oo               | The key words are school book. Will anyone ever see the book on the top shelf and take him home?   |
| Noisy Boys                                      | oi & oy<br>sound                         | The new teacher Miss Parker had a room full of noisy boys. She went for advice to the H brothers teacher. Mrs. Miller explained there is a time for boys to make noise and a time to enjoy the quiet. They learned to use their loud voice when they cheer for their team. |
| Howie the<br>Proud Clown                        | ow = ou<br>ou = ou                       | Howie was a loud clown who bought a brown and white hound from the pound. He learned to be a responsible pet owner and is now a proud clown.   |
| Piece of Pie<br>change the y to i<br>and add es | ie = ē<br>ie = ī                         | There is not a story, but a song because most of the ie saying the ē is when you have a plural form of a word that ends in y. (lady-ladies)<br>Song = Change the y to i and then you add es.   |
| Nephews Feud<br>and Fight                       | ew & eu =<br>ōō<br>igh = ī               | Andrew and Lewis were nephew's who were always feuding and fighting. With Aunt Lucy's help they discover a way to get along.<br>"igh" isn't considered a diphthong, but it naturally fits in this story.   |

## Introduction

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| <p>Chapter 17</p> <p>The<br/>Miscellaneous<br/>Bossy R<br/>Sounds</p> | <p>Air, ear, are ,ere all say the air sound. The key sentence is "A pair of bears stare over there."</p> <p>Why does scare start with an sc instead of an sk? C says /k/ in front of the first sounds vowels(a, o, u) K says /k/ in front of second sound vowels. (e,i,y )</p> <p>That's why cat is spelled with a c and kitten is spelled with a k.</p> | <p>Homonyms pop up here:<br/>bear/bare,<br/>wear/where.<br/>pear/pair,<br/>there/their</p> |
| <p>Chapter 18</p> <p>Contractions</p>                                 | <p>Contractions with the verbs: not, have, is, will, are and would are included in this chapter along with worksheets and games.</p>   |  |
| <p>Chapter 19</p> <p>Assortment<br/>of Extras</p>                     | <p>The assortment of extras includes:</p> <ul style="list-style-type: none"> <li>➤ Visual miscue practice,</li> <li>➤ Sounding out words</li> <li>➤ Classroom behavior management ideas</li> <li>➤ The telling time song</li> </ul>  |  |
| <p>Chapter 20</p> <p>Spelling</p>                                     | <p>This chapter covers different methods to teach spelling including songs, touch spelling, arm tapping along with other multisensory ideas. Also included is a sound assessment and instruction on using sand trays or other tactile materials to practice spelling.</p>  |  |