

## Phonic worksheet instructions

### ⇒ Worksheet 105

- Warmup- Ask student, “what is a compound word.” He/she should say “two words put together to make one word.”
- Now you will practice separating the compound words. For example: you will say, “Let’s practice separating compound words. Say ‘henhouse.’ (child repeats) Now say it without house.” He/she should answer “hen.” Continue this with the following words

01) Filmstrip (without film)

07) Motorboat (without boat)

02) Bulldog (without dog)

08) Driveway (without way)

03) Haystack (without hay)

09) Sunflower (without sun)

04) Spaceship (without space)

10) Shoelace (without shoe)

05) Yardstick (without stick)

11) Notebook (without book)

06) Blueberry (without blue)

- Review the sound each letter makes
- Say each word and have the student repeat after you: he, be, and we. Write these words down on a piece of spare paper. Ask the student what they notice about the last sound and letter at the end of the word. They should notice there is an e saying /ē/ or “long e sound.”
- Ask them if they notice a consonant after the e. They should answer with no. Tell them, “When a vowel is not followed by a consonant, it makes the long sound. When a vowel is long it says it’s name. That’s why this e says...” He/she should answer /ē/.
- Show and read the Vowel Rule card that states “a vowel not followed by a consonant is long. Code it with a macron”
- **Now the worksheet-** Have the student circle all of the vowels he/she sees in the box. On the back of the sheet tell the student to find the words *hi*, *go*, and *me*. The student should read the words at the bottom of the page.

### ⇒ Worksheet 107

- Warmup-review the letters and the sounds they make
- Optional----See if the student is able to write the sight words what, was, and love on his/her own.
- **Now get the worksheet-** Have the student circle all of the vowels in the box. Then have them read the words so, we, go, and me outloud.

- See if the student can read and fill in the blank on his/her own. If the student is not able to read the sentences on his/her own, read the sentences. The student must figure out which word goes into which blank space.
- Read the words on the back

⇒ Worksheet 108

- For numbers 1-26, have the student write each letter of the alphabet. Cross out numbers 27-30.
- On the back of the page, have the student write each lowercase letter beside the capital/ uppercase letters.
- Read the words at the bottom.
- On a spare piece of paper, have the student practice writing some of set 4 sight words.

⇒ Worksheet 125

- Warmup-Let the student know that he/she will learn a new rule today. They are going to learn about mean sneaky e! Show the vowel rule card that states: a vowel followed by a consonant and silent e is long: code this vowel with a macron and cross out the silent e. Explain that e is not always a friend and likes to sneak around the consonants to scare other vowels. When the vowels are scared they say their name.
- Focus on ā-e. Have the child repeat, “I’m ‘sneaky e’ I’m so sneaky that I don’t make a sound. Vowel ‘a’ does not know I’m here. I can sneak behind the consonant that comes after vowel ‘a’ and scare it. When I scare the vowel, it says it’s name.”
- Point out the examples of sneaky e on the vowel rule card.
- **Now get the worksheet-** Say, “put your figure on number 1. What letter says / ā /? (student responds with the letter a) Now how do we code the a so we know that it says / ā / and not / ă /. That’s right we put a macron above it.” Make sure the student writes the macron. Point to the ā-e at the top of the page and make sure the student knows that the a is long because of the “sneaky e”.
- Now have the student read the words and match the words to the picture.
- Read the words on the back.

⇒ Worksheet 126

- Skip numbers 1-12
- Repeat the same procedure that you did for worksheet 125. Replace ā-e with ō-e.
- Have the student read the words and match each word to the picture.
- On the back review the pictures and see if the student can write the words on his/her own.
- Review the words at the bottom of the page.

⇒ Worksheet 127

- Repeat the same procedure that you did for worksheet 125. Replace ā-e with ī-e.
- 2-4 have the student read the words and match each word to the picture.
- 5-7 review the pictures and see if the student can write the words on his/her own.
- Review the words on the back of the page.

⇒ Worksheet 128

- Mark out the front and skip it. Turn to the back of the page.
- Repeat the same procedure that you did for worksheet 125. Replace ā-e with ū-e.

If you have any questions I am just a message away! 😊

- There is also a link to a video on my website [salsabrookteach.weebly.com](http://salsabrookteach.weebly.com)
  - Go to distance learning and find the video tab/ button.