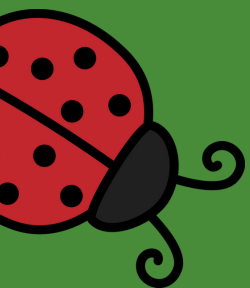
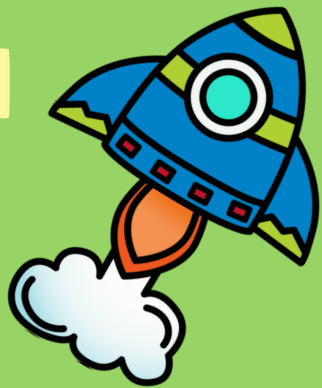


PHONICS CURRICULUM

READY FOR READING

Pre-K and Kindergarten



LEVEL 1

Hello and welcome! I'm so glad you're here!

Teaching your child to read is one of the most rewarding privileges of home education!

After teaching 2nd grade in a public school, I've homeschooled my own children for the last 15 years—and experienced the joy of teaching four of them to read! I am within months of teaching my young twins to read! Drawing from my background in education and homeschool experience, I created this resource, *Ready for Reading: Level 1*. It is designed to give you practical, effective, and creative tools so that you can teach reading with confidence in your own home.

As home educators we want the very best for our children! We want our kids to be excellent readers—and we want them to love reading! At times this task appears daunting, especially when coupled with the importance strong reading skills play in future success! Often parents find themselves second-guessing their ability to teach reading at home.

But you absolutely can teach your kids to read—and do it with fun, hands-on activities!

My heart and hope is that *Ready for Reading: Level 1* will make teaching reading:

- Simple—Phonics lessons that are intuitive, easy to implement, and flexible!
- Organized—A predictable lesson flow for learning each letter of the alphabet and corresponding sound!
- Fun—Activities that incorporate games and play!

Please feel free to reach out to me with questions or feedback! I'd love to hear how the activities are working for you and your kids!

Email: jen@jenmerckling.com

You can also reach me on my [blog](#), [Instagram](#), [Pinterest](#), [Facebook](#), [YouTube](#), and [Twitter](#)!

Best Wishes,

Jen Merckling

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Thank you for your understanding and kind consideration!

Sincerely,

Jennifer Merckling
Owner and Creator

Credits:

Images and Clip Art by Whimsy Clips and Grant Avenue Design (except Readers—illustrations by Jen Merckling).



Overview:

Reading for Reading: Level 1 is a stand alone beginning phonics curriculum, designed to be flexible and meet your individual needs!

Ready for Reading: Level 1 is recommended for ages 4-6.

Course Objectives:

- Recognize and name all letters of the alphabet.
- Recognize initial consonant and short vowel sounds for all 26 letters of the alphabet.
- Begin reading words with short vowel letter patterns.
- Begin reading words with consonant blends.
- Master 20 sight words.

Ready for Reading: Level 1 is divided into the following 9 sections:

- 1) **Lesson Plans:** Each week a letter of the alphabet is introduced and a flow of activities is suggested. *Letters are not introduced in alphabetical order*, but instead are presented in a systematic order so your child will begin reading words more quickly.
- 2) **Thematic Units:** A list of thematic unit ideas for each letter.
- 3) **Reading Tips:** Ideas for guiding your child and promoting reading in your home!
- 4) **Assessment Forms:** Keep track of letter and sight word mastery.
- 5) **Alphabet Strips:** Correspond to flashcards and provide guidance during reading and writing lessons.

- 6) **Flashcards:** All 26 letters, both capital and lowercase. Corresponding sound/picture card for each letter (available in black+white and color). 100 sight word cards.
- 7) **Worksheets:** Each letter of the alphabet has 4 corresponding worksheets.
 - Circle the letters.
 - Write the letters.
 - Color the beginning sound picture.
 - Match the upper and lowercase letters.
- 8) **Games:** 8 games for fun practice, plus ideas for creating and incorporating more games and play into your lessons.
- 9) **Readers:** 10 engaging beginning readers are provided so children can begin reading and experiencing success!

Very flexible lesson plans are provided with a suggested sequence of letter introductions. But if you prefer to teach the letters in alphabetical order, or present letters in context of a thematic unit, please feel free to do so!

Suggested Letter Order:

a, m, t, s, i, p, r, o, g, d, l, h, f, c, b, n, k, v, e, w, j, u, y, x, q, z

Group 1: a, m, t, s, i, p

Group 2: r, o, g, d, l, h, f

Group 3: c, b, n, k, v, e, w

Group 4: j, u, y, x, q, z

Games, worksheets, and readers reflect our suggested letter order.

For example, on the worksheet, when matching the capital and lowercase letters for letter **s**, only previously introduced letters are included (a, m, t, and s).

Game Set 1 includes all letters from Group 1 (see above).

Game Set 2 includes all letters from Group 1 and 2.

Game Set 3 includes all letters from Group 1, 2, and 3.

Game Set 4 includes all letters from Group 1, 2, 3, and 4.

Remember, you can use all our tools without following this order—but the worksheets, games, and readers will incorporate this order.

***Organization Note:** Worksheets are provided in alphabetic order. This was done so all users can easily find and access the letter resources they need.

Table of Contents

(content is hyperlinked)

Overview

Section 1: Lesson Plans

Week 1/ Letter Aa	Week 2/ Letter Mm	Week 3/ Letter Tt	Week 4/ Letter Ss
Week 5/ Letter Ii	Week 6/ Letter Pp	Week 7/ Letter Rr	Week 8/ Letter Oo
Week 9/ Letter Gg	Week 10/ Letter Dd	Week 11/ Letter Ll	Week 12/ Letter Hh
Week 13/ Letter Ff	Week 14/ Letter Cc	Week 15/ Letter Bb	Week 16/ Letter Nn
Week 17/ Letter Kk	Week 18/ Letter Vv	Week 19/ Letter Ee	Week 20/ Letter Ww
Week 21/ Letter Jj	Week 22/ Letter Uu	Week 23/ Letter Yy	Week 24/ Letter Xx
Week 25/ Letter Qq	Week 26/ Letter Zz		

Section 2: Thematic Units

Section 3: Reading Tips

Section 4: Assessment Forms

Section 5: Alphabet Strips

Section 6: Flashcards

Section 7: Worksheets

Letter Aa	Letter Bb	Letter Cc	Letter Dd
Letter Ee	Letter Ff	Letter Gg	Letter Hh
Letter Ii	Letter Jj	Letter Kk	Letter Ll
Letter Mm	Letter Nn	Letter Oo	Letter Pp
Letter Qq	Letter Rr	Letter Ss	Letter Tt
Letter Uu	Letter Vv	Letter Ww	Letter Xx
Letter Yy	Letter Zz		

Section 8: Games

Section 9: Readers

Daily Activities:

1) Alphabet Activity

Start each lesson with a recital of the alphabet.

Choose from one of the following activities:

- Say the letters slowly with your child, while pointing to each letter on the alphabet strip. As they become more independent and confident, allow them to do this independently.
- Jump, hop, skip, or marching– while saying each letter.
- Toss a ball or bean bag–name the next letter with each catch.

When you first begin Ready for Reading: Level 1, teach these important alphabet facts to your child:

- “There are 26 letters in the alphabet!”
- “There are 2 types of letters–vowels and consonants!”
- “The vowels are extra special! They are: **a, e, i, o, u**. All the rest are consonants! Every day we will say the names of the vowels!”

After teaching your child the important alphabet facts, review them daily!

During the alphabet activity time of your lesson:

- Ask how many letters are in the alphabet? (26)
- “There are two types of letters–can you tell me what they are?” (vowels and consonants)
- “Let’s name and point to the vowels on our alphabet strip!” (a, e, i, o, u,)

TIP: You may wish to circle, trace, or underline the vowels on your alphabet strip red, so that your child has visual reminder of the vowels!

2) Sound Activity

Next, play a short “sound game,” that builds phonological awareness.

(Phonological awareness is the awareness of sounds, including the ability to recognize separate words, syllables, rhymes, alliteration, and individual letter sounds in spoken language. Through listening and play, children develop a foundational understanding from which letter-sound relationships will be built.)

Choose from **one** of the following activities (done orally):

- **Here are some words that start with the ____ sound** (give specific sound, NOT name of letter). **Can we think of any others?**
- **How many words can we think of that rhyme with ____?** Choose an ending of your choice such as –at, (cat, hat, mat, sat, rat, bat)
- **Do these words rhyme?** Give your child several pairs of words...for example: cat/hat, play/jump, man/fan, red/bed, dog/fork .
- **How many words are in this sentence?** Tell your child a simple sentence (start with a 3 word sentence, such as “I love you!” And work towards longer sentences). Clapping the words or counting with fingers can help identify the individual words.
- **I am going to tell you a word–tell me the first sound in my word.** Continue with several words, let your child tell you the first sound they hear. Remember this is about sounds only–no letter names. Feel free to practice with sounds of letters you haven’t formally introduced yet!
- **I am going to tell you a word–tell me the last sound in my word.**
- **Here is a compound word (two words that stick together to make one word). Can you tell me the two words that got stuck together?** Give your child a compound word (cupcake, baseball, birthday, underground, etc...)
- **How many sounds do you hear?** Give your child a word (ie...mat). Model using your fingers to count the sounds as you say them, or push a colored chip or square forward for each individual sound.
- **Do these words start with the same sound?** Give your child two words–you can do thumbs up if they start the same, thumbs down if they start differently.
- **Do these words end with the same sound?**

Week 6: Letter Pp

Day One: Introduce Letter

__Alphabet Activity

__Sound Activity

__Flashcards: Introduce New Letter & Picture Cards, Review Previous Cards

__Model Writing Letter–Practice with sand, clay, or write it on paper

__*Circle the Letter* Worksheet

Day Two: Letter Writing

__Alphabet Activity

__Sound Activity

__Flashcards: Review

__Sight Word Practice

__*Write the Letters* Worksheet

Day Three: Letter Sound Review

__Alphabet Activity

__Sound Activity

__Flashcards: Review

__Sight Word Practice or Game

__*Color the Sound* Worksheet

Day Four: Matching Capital and Lowercase Letters

__Alphabet Activity

__Sound Activity

__Flashcards: Review

__Sight Word Practice or Game

__*Capital and Lowercase Matching* Worksheet

Theme Activities:
Games:

Sight words: a, the, and

Review Letter: a, m, t, s, i, p

Reader: Introduce Reader 1

NAME: _____

Circle the letters Pp.



A

p

N

p

p

V

N

Q

n

S

P

p

p

F

P

K

K

n

Y

L

j

p

H

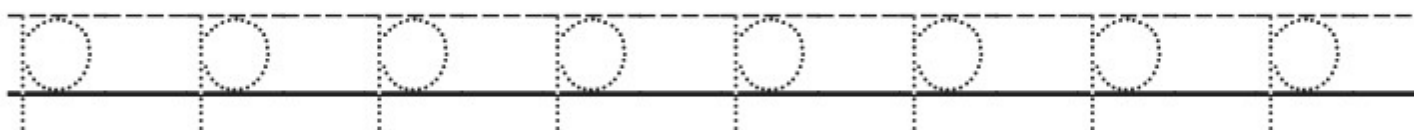
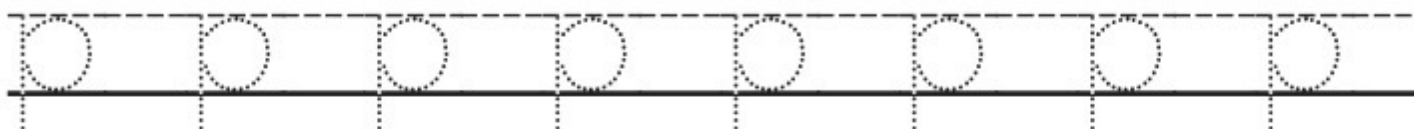
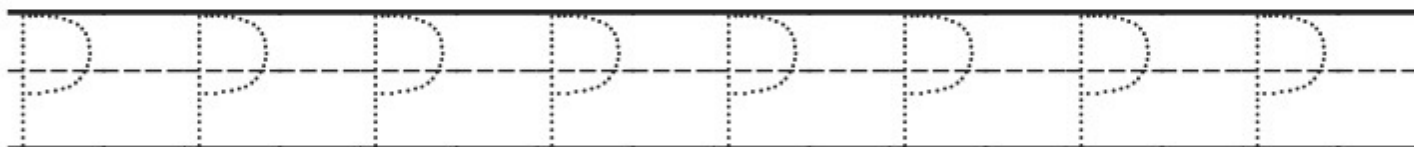
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N

p

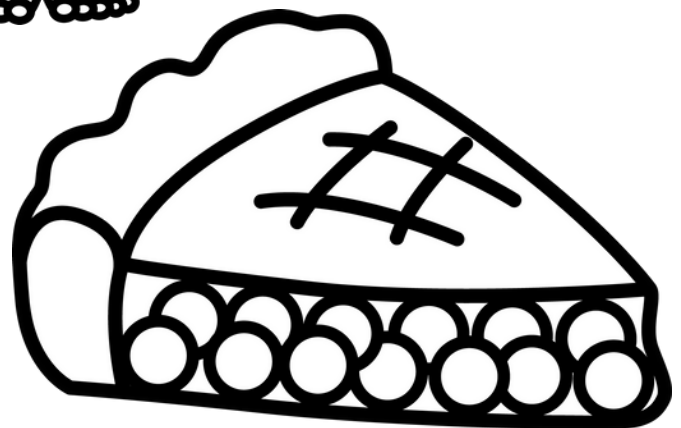
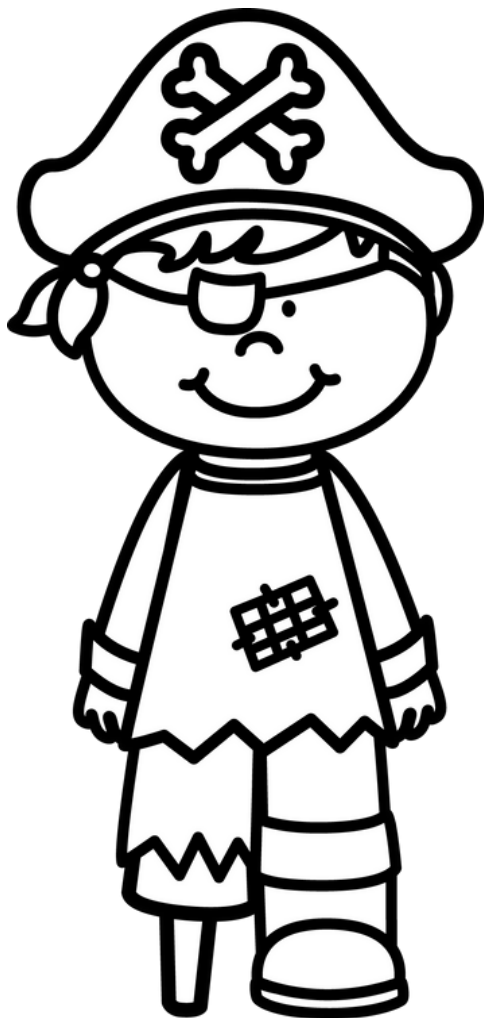
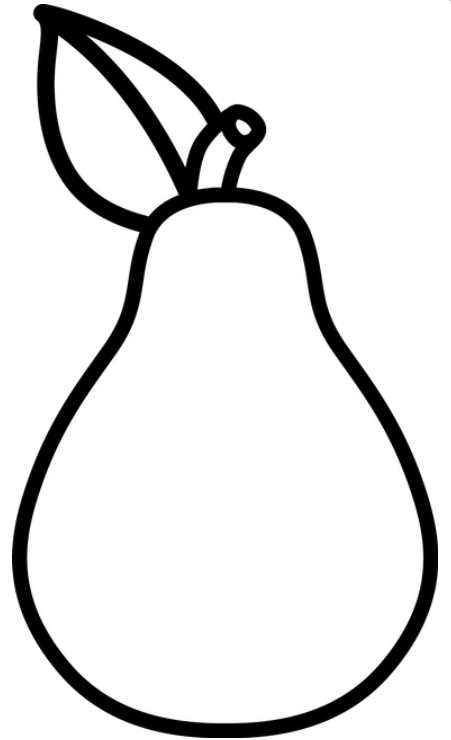
NAME: _____

Let's write the letter Pp.



NAME: _____

Color the pictures that begin
with P.



NAME: _____

Match the capital letters to the lowercase letters.



a

S

I

T

S

p

t

M

P

A

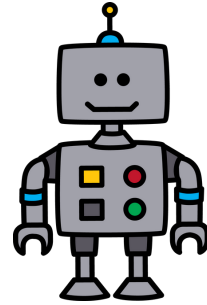
m

i

Qq



Rr



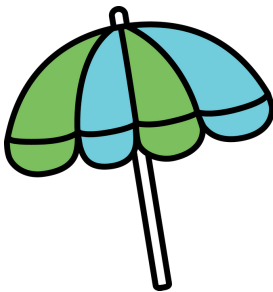
Ss



Tt



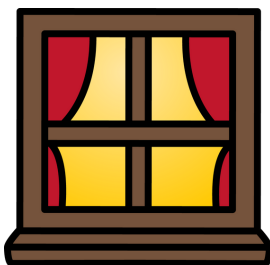
Uu



Vv



Ww



Xx



A

a

B

b

C

c

D

d

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and

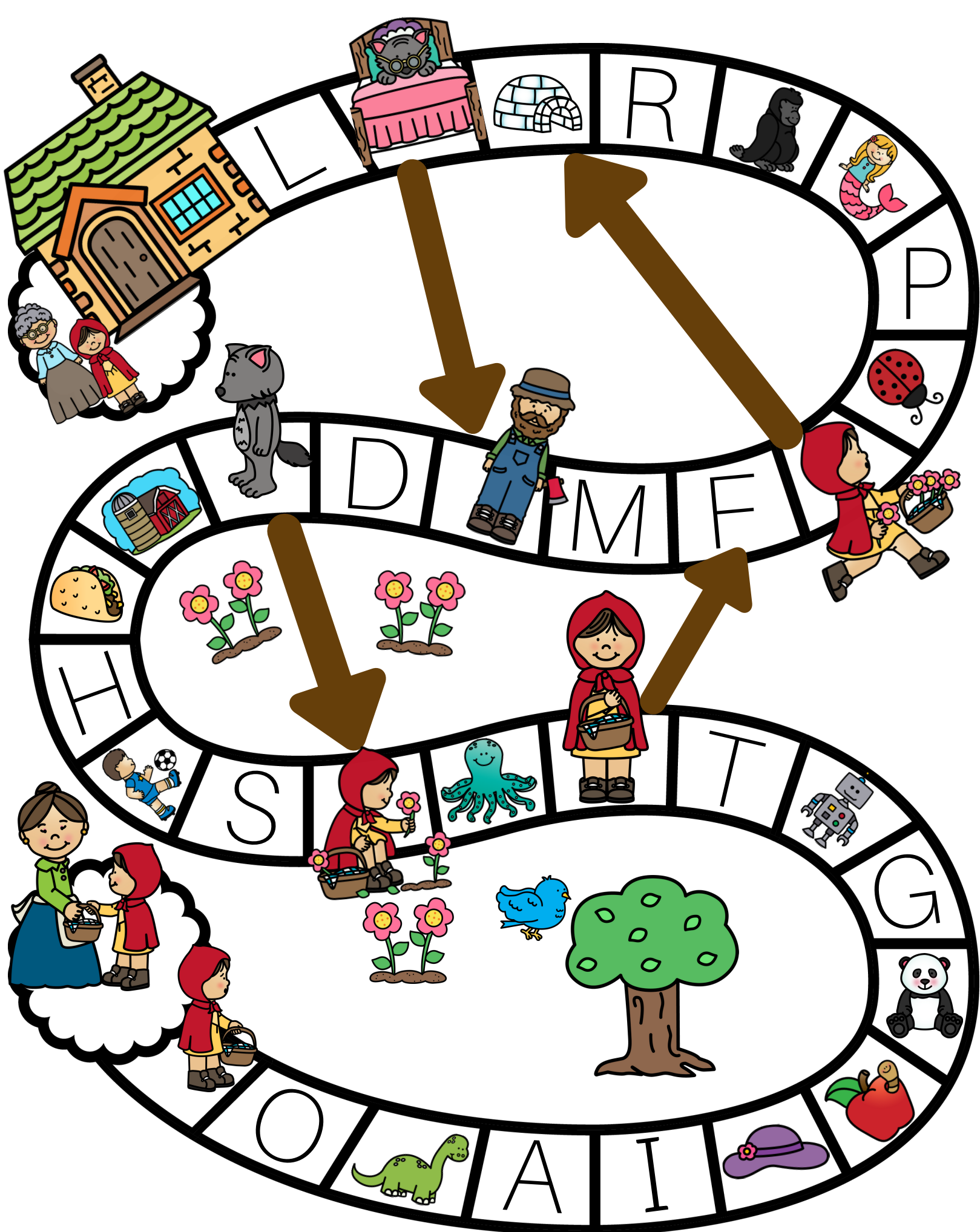
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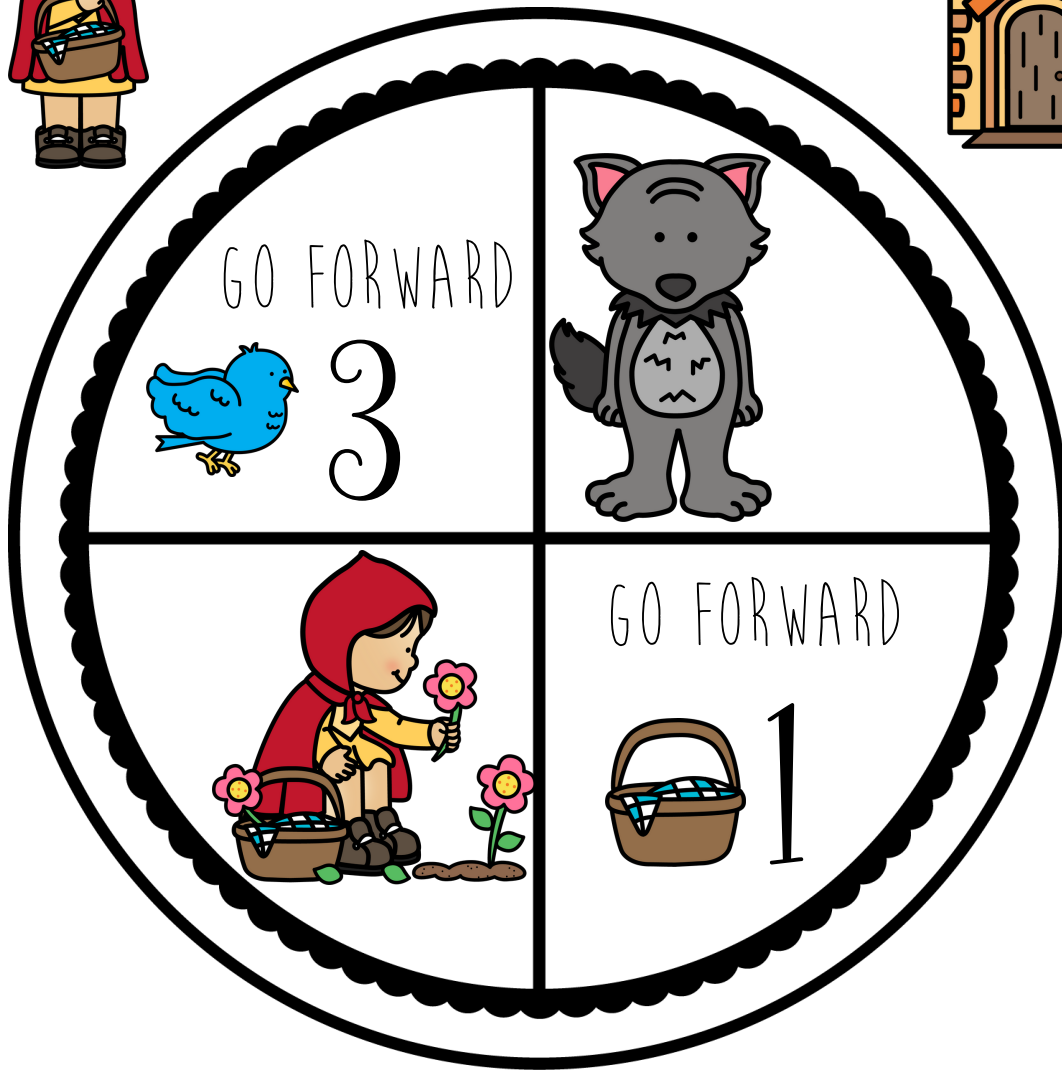
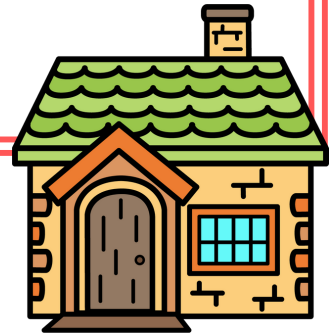
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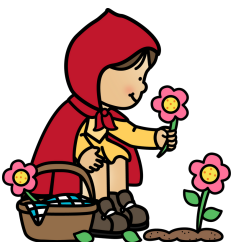
Help Little Red Riding Hood Get to Grandma's House!



*If you spin and land on the:



Oh No! The Wolf is trying to trick Little Red! Lose a turn!



Oh No! Little Red is off the path picking flowers! She should have listened to her mom! Go back 2 spaces!

Section 3: Reading Tips

1. Don't Linger...Keep the Lesson Moving!!

Ready for Reading: Level 1 lessons are structured in a repetitive pattern.

Every day starts with a quick alphabet review. It then moves to a phonemic or phonological awareness activity (which are fancy terms for working with sounds--identifying and manipulating individual sounds in words, rhyming, working with syllables, etc...). After those activities, flashcards of letters and sounds are reviewed.

The trick to getting it all done without a meltdown is to keep the lesson moving!

Don't linger! Your child will undoubtedly struggle with something during the lesson. It may be tempting to stop everything and focus on his or her mistakes...

For Example: Child Struggles With the Alphabet

Child: "A,B,C,D, E, F, G, H, I, J, K, Minnow, Minnow, P..."

Parent: "No, Honey...You know this. It's L, M, N, O, P... NOT Minnow, Minnow, P..."

At this point you may be tempted to spend the next 10 minutes drilling, practicing, and going mad crazy over the ABCs! Don't go down that rabbit hole! Just gently say the letters correctly and move on!

Another Example: Child Struggles With a Sound Game

Parent: "What sound do you hear at the end of man?"

Child: "Pan."

The End

Tom the frog sits.



1

Reader 5

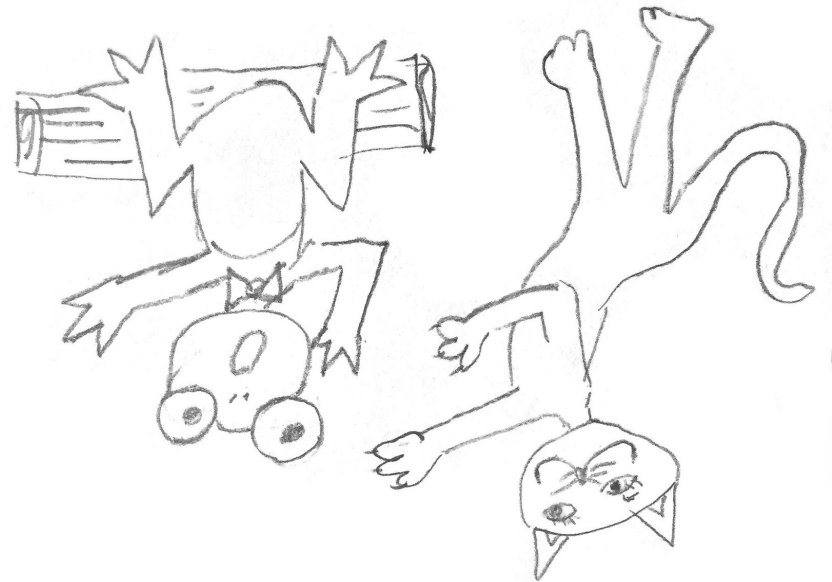
Jen Merckling

L I F E . U N I M A G I N A B L E

Tom the
Frog

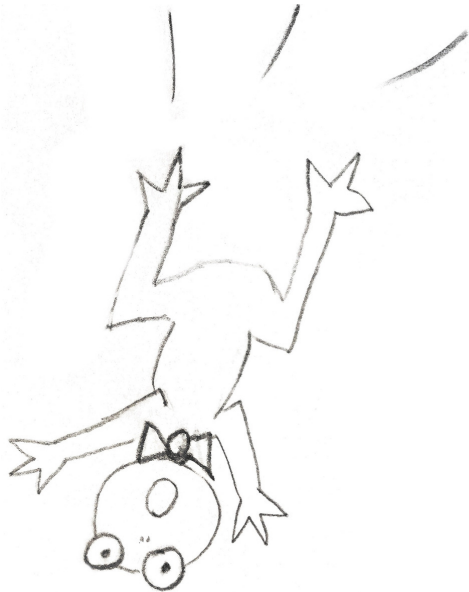


Mits the cat hits Tom.



2

Tom hops!



4



That was bad, Mits!

5



Tom sits on his log.

3