

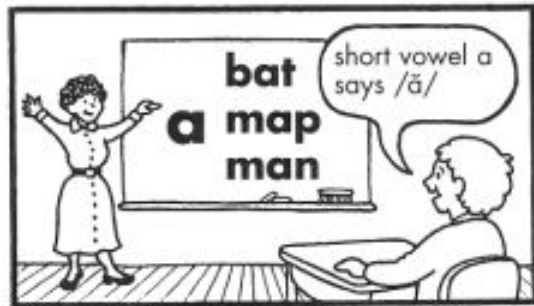
Three Star Phonics - Vowels

Three Star Phonics is a workbook series that teaches alphabet letter recognition, letter sound association, and kinesthetic/motor perception skills. This methodology uses a multisensory delivery technique, along with a visual picture clue. It includes a word collection activity, sentences for each sound and an extended word list.

The following is a detailed step by step teaching dialogue and instruction for the multisensory delivery technique. A shortened version on the back of each student worksheet is specific to the letters and sound being presented on that page. Extended word lists are at the back of the workbook.

Expanded Lesson Plan and Teaching Dialogue

The letter **a** as a short vowel sound is used as the example.



Letter-sound recognition (visual-auditory) introducing the letter and sound

"Today, we are going to learn about the letter **a** as a short vowel sound. (Write the letter **a** on the board.) The short vowel sound for the letter **a** is /ă/. Can you think of any words that begin with /ă/ or have the /ă/ sound in the middle of the word?"

Brainstorm words with the students. Write the words on the board - to the side of the working area. Reinforce the sound each time the letter **a** is written. Remember to say the letter name of each letter as the word is written on the board.

Skywriting (visual-kinesthetic) writing the star letter

"Let's skywrite the letter that makes the sound /ă/. Have you ever seen an airplane skywrite letters in the sky? We are going to practice skywriting our star letter in the air, just like the airplane."

The teacher demonstrates how to skywrite the letter.

"Which hand do you use to write? Hold the first two fingers together on that hand, tuck your thumb over the other two fingers, like you are going to give a salute. Hold your hand up and trace the letters in the air, like an airplane skywrites letters in the air. Say the letter name as you skywrite.

Skywrite the letter **a** three times; **a - a - a.**"

* At this point in the dialogue, provide each student with a copy of the worksheet for short vowel **a**.

The teacher draws three stars on the board and a line under each star, similar to the top portion of the student worksheet.

"We are going to write the letter **a** under the first star. Watch me first. Wait until I ask you to write."

The teacher writes the letter **a** under the first star on the board, saying the name of the letter.

"Now write the letter **a** on your paper under the first star. Say the name of the letter as you write. Together we will trace the letter three times and say the letter name as we trace; **a - a - a.**"

The teacher traces on the board; the children trace on their papers; all say the name of the letter together three times.

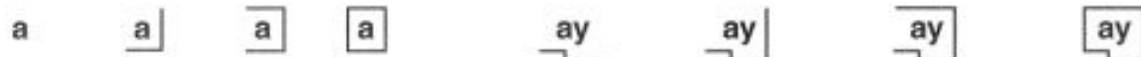




Letter shape box (visual-motor integration)

"Now, we are going to draw lines around the letter(s) **a** to make a letter shape box. Watch me do it first."

The teacher demonstrates by making a series of straight lines around the letter(s) to form the shape of the letter(s). Start at the lower left hand corner of the letter and move from left to right. Use square corners to travel up, then right to left, then down. Use extra lines to accommodate tall letters and letters below the line. Two examples are shown below.



"Let's make a letter box together around the letter **a** under the first star."

Letter-sound recognition (auditory-kinesthetic)

"The short vowel **a** says /ă/. Say the sound with me three times; /ă/ - /ă/ - /ă/. The ant sat on the grass. Repeat the sentence with me. Which words contain the /ă/ sound?"

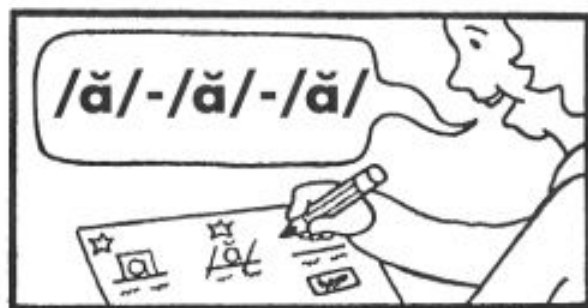
The students say the sentence and reply ant, sat and grass.

"What is the letter that says /ă/?"

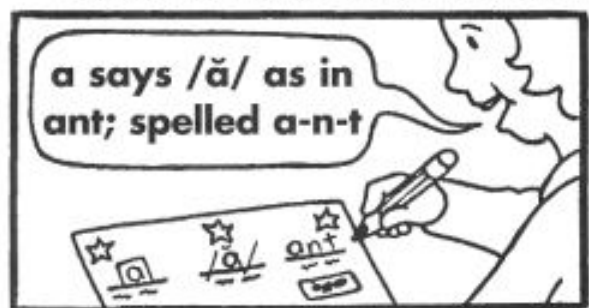
The students reply with **a**.

"We are going to write the letter that makes the /ă/ sound under the second star on your paper.

Watch me as I write the letter and then put a slant line in front and in back of the letter. When we see the slant lines, we know to say the sound the letter makes. We also use a small upward curve above the letter to show it is a short vowel. These marks are often seen in the dictionary to help sound out a word. Let's all write /ă/ on the line under the second star together."



Check to make sure students have used the slant lines and indicated a short vowel sound.



Sound - symbol association (auditory - visual - kinesthetic) introducing the star word

"Our star word is the name of an insect you might find at a picnic that begins with the sound /ă/."

Let the students brainstorm to find the word **ant**. The teacher sounds out each letter of the word, asking the students to say the name of the letter as it is written, by the teacher, on the board under the third star.

"Let's all write the star word **ant** on the line under the third star on our paper. **Ant** is the special

word that will help us remember the short vowel sound the letter **a** makes. Say this sentence with me: (student response is underlined in the following sentence)

Our star sound is /ă/ as in ant spelled a-n-t.

Let's all skywrite the word **ant**. Underline the skywritten word in the air"

Repeat the process with the nine other picture boxes on the student page. Identify the picture; sound out the letters of the word as it is written on the board, emphasizing the /ă/ sound; write the word on the line above the picture box; say, spell and skywrite the word.

Encouraging discussion about each word and it's meaning will also increase vocabulary.

Star sentences (visual-motor integration, vocabulary skills)

The teacher helps the students to formulate, verbalize and write several complete sentences using the ten words on the page. The students copy the sentences from the board onto the lined section at the bottom of the worksheet or on a separate piece of paper. Underline the /ă/ sound wherever it appears in the sentences. (Sample sentences are given on each dialogue page for teacher convenience.)

- * Words from the initial brainstorming can be included in the sentences.
- * Words from the Galaxy Word Lists at the back of the book can be introduced.
- * Weekly spelling lists can be selected from the above word lists.
- * Sentences may be used for dictation as part of a weekly spelling assessment tool.
- * Galaxy words, brainstormed words and sentences can be illustrated.
- * Use a crayon or marker to trace over each /ă/ wherever it appears on the worksheet.
- * Practice the words and write sentences on the computer.

Extended Activities

Practice the words in a tactile way by writing the words on a salt tray.



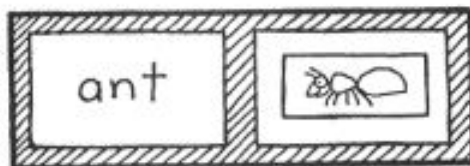
Use a hanging chart to create a word bank for a particular **sound**.



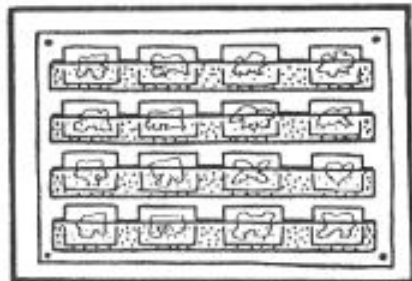
Use a piece of butcher paper on the wall to collect words and magazine pictures for a particular **sound**.



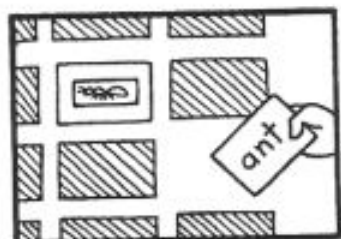
Use 3x5 index cards to make a word deck. Print the word on one side of the card. Cut up the worksheet, use magazine pictures, or let the children illustrate the other side of the card.



Use the word decks as flashcards, to play bingo or in a pocketchart.



* Put pictures and words on only one side of the cards to play concentration, lotto and matching games like "Go Fish".

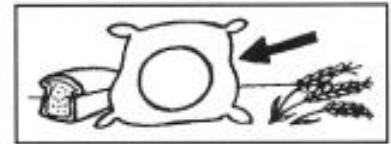
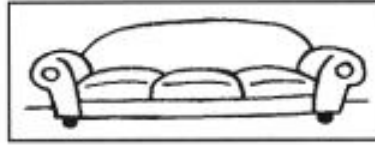
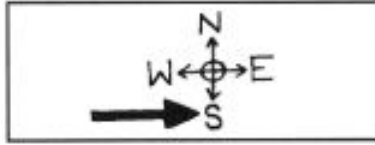
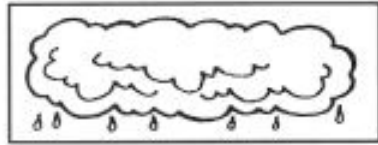




star letter

star sound

star word

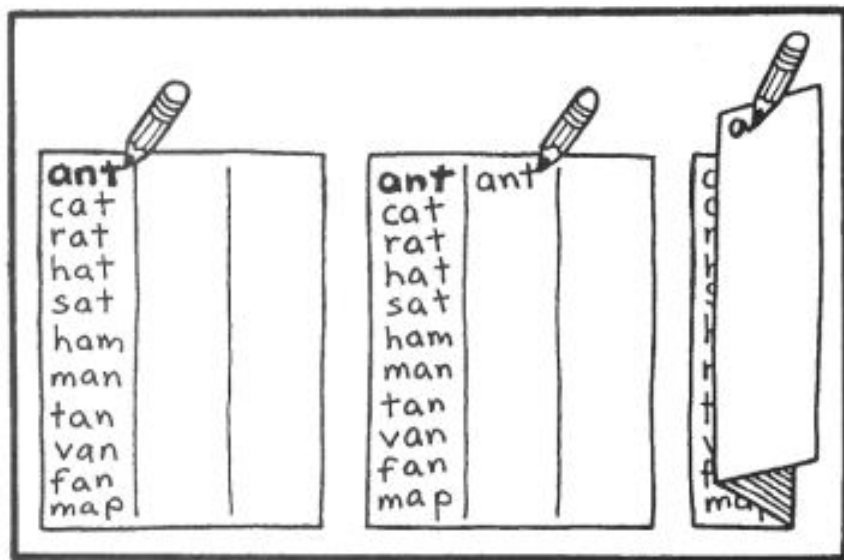


Star Sentences



Use graph paper to make crossword puzzles and word search games using only words for a particular **sound**.

Have a Phonics Spelling Bee; the teacher says a sound and the student has to think of a word that has that sound in it and spell the word.



Spell, Trace, Say and Write: The student folds a piece of lined paper into three vertical sections. Write the word list in the first column. Taking **one word at a time** : **trace** the word in the first column **three times** saying each letter as it is traced; write the word in the second column saying each letter; fold back the third section of the paper and write the word from memory. Unfold the paper to check spelling.

Other alphabet and phonics titles from Wendy's Bookworks:

- WBW 1902 Alphabet Art
- WBW 1912 Paper Plate Phonics 1 – Beginning Sounds
- WBW 1913 Paper Plate Phonics 2 – Word Families
- WBW 1914 Paper Plate Phonics 3 – Rhyming Stories
- WBW 1915 Cartoon Phonics – Beginning Sounds
- WBW 1917 3 Star Phonics - A Kinesthetic Approach – Book 2, Consonant Blends

The Star Word List

star letters **ou**

star sound **/ou/**

star word **mouse**

cloud

south

house

count

couch

blouse

mountain

pouch

flour

Teaching Dialogue - shortened version - refer to pages 5 through 7 for expanded version.

*Letter-sound recognition (visual-auditory)

"Today we are going to learn about the letters **ou** as a unique sound."

(Write the letters **ou** on the board.)

"The letters **ou** make the sound **/ou/**. Can you think of any words that begin with **/ou/** or have the **/ou/** sound in the middle of the word?"

(Brainstorm words and write them on the board - to the side of the working area.)

*Skywriting (visual-kinesthetic)

"Let's skywrite the letters **ou**."

(Follow the detailed instructions pages 5 through 7.)

*Provide each student with a worksheet.

*Letter shape box (visual-motor integration)

"Let's write the letters **ou** together under the first star. Follow along with me as I make a box outlining the shape of the letters."

*Letter-sound recognition (auditory-kinesthetic)

"The letters **ou** say **/ou/**. Say the sound with me three times; **/ou/ - /ou/ - /ou/**. The cat chased the mouse around for an hour. Say the sentence with me. Which words contain the **/ou/** sound?"

(The students say the sentence and respond with the words they think have the **/ou/** sound.)

"What are the letters that say **/ou/**?" (Students respond with **ou**.)

"Let's write the **/ou/** sound under the second star. We use slant lines in front and in back of the letters to indicate sound."

* Star word sound-symbol association (auditory-visual-kinesthetic)

"Our **star word** is the name of a small mammal that cats like to chase that contains the sound **/ou/**."

(Let the students brainstorm to find the word **mouse**. Sound out each letter of the word, writing the letters on the board. When the word is completed, ask the students to write the word **mouse** under the third star.)

"Let's say this sentence together: Our star sound is /ou/ as in mouse spelled m-o-u-s-e. Let's all skywrite the word **mouse**."

(Repeat the process with the other nine pictures on the page, emphasizing the **/ou/** sound.)

*Star sentences (visual-motor integration, vocabulary skills)

1. We counted three clouds south of the mountain.
2. The mouse hid in the couch in our house.
3. She got flour on her blouse when she baked cookies.
4. The mother kangaroo had a joey in her pouch.

(For more activities with the star sentences, refer to page 7.)