

GENERATIONS **Phonics**

VOLUME 1

R.A. Sheats

Preface by Kevin Swanson



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A Message for Parents

And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.
(Deuteronomy 6:7-9)

It was New Year's Day. Our family was going over our New Year's Resolutions when our five-year-old Abigail piped up with: "This year, I want to ride a bike and read God's Word." And sure enough, by the end of the year, she was reading verses of the Bible with the family in our family devotion time in the morning.

What Abigail shared with us sums up well the purpose for the whole process called *education*. All of us should be reminded from time to time of the reasons why "we're doing all of this." Why learn to read at all? The bottom-line purpose for education is to read the Word of God, so that we may meditate on His Word day and night, so that we may teach diligently these words to our children as we sit in the house, as we walk by the way, as we rise up, and as we lie down.

For 1,400 years, Deuteronomy 6:7-9 has served as the *locus classicus* for all education in the Judeo-Christian world. In fact, this may be taken as the original instruction on education for the whole world. Here was God's instruction for reading and writing, meant for every God-fearing family. From the beginning, God wanted every home

to bear His Word, being written out on every flat surface, with the intent that the children could read it.

When teaching a child to read, parents are encouraged to initiate a daily, side-by-side, one-on-one routine with each child in their home for nine months in order to present the student as a competent reader for life. This investment of 15-20 minutes per day will be of inestimable value, primarily for the reading of God's "Word."

Our design team has worked hard to present a well-thought out, sequential, thorough course, while at the same time keeping it engaging and fun.

This Phonics course has carefully laid out a child's first vocabulary, drawing from Scripture as well as other words of common usage. It is designed to coordinate with the *God's Big Story* reading series presented by Generations.

May the Lord richly bless your family with more of God's truth, faith, and love every day.

Kevin Swanson
Director, Generations

Introduction

Teaching a child to read is one of the most exciting and challenging aspects of home education. It is our joy to partner with you in this important step in your child's development.

This course consists of *Generations Phonics* Volume 1 and 2 and *God's Big Story* Level 1 textbook and workbook.

Course Description

This one-year (36-week) course is intended to be used as a first grade reading curriculum, though some parents may choose to begin this course in kindergarten. The material is designed to guide a child from their first introduction to the alphabet through a working knowledge of phonics and reading. The course also covers elementary concepts of grammar, spelling, composition, and handwriting. Key grammatical concepts such as identification of nouns, verbs, and common punctuation marks are introduced. Students will be given exposure to language concepts such as syllables, rhyming words, and antonyms and synonyms. Scripture verses throughout the course allow children to practice the phonetic concepts they have learned by reading short passages of God's Word.

By the course's completion, children will have a thorough understanding of basic phonetic concepts and will be reading on their own. They will complete the reading of *God's Big Story* Level 1 and will be prepared to advance to a second grade reading curriculum.

This course consists of 180 brief lessons. Each lesson should take approximately 10-15 minutes to complete. It is recommended that

children complete a single lesson per school day. This short but consistent exposure to phonics helps implant concepts in a child's mind and cement them there for future use. If parents desire a faster pace, the child can be assigned two lessons per day.

Parents may find it helpful to create flashcards when sight words or new phonetic concepts are introduced. If parents notice their child struggling with a particular concept, extra time can be spent reinforcing this concept before moving on. Each child learns differently. Parents should therefore feel free to adapt this course to suit their child's needs.

Lesson Index

This index provides a brief overview of the key concepts introduced in each lesson of the course. If a child forgets a phonetic rule or concept, parents can return to the lesson where this concept was introduced in order to reinforce this material and assist the child in moving forward with confidence on their reading journey.

Please note that *God's Big Story* Level 1 textbook and workbook will be introduced at the completion of Lesson 91. At this time, the child should be introduced to these books and will begin reading and working from them as well as *Generations Phonics* Volume 2.

Generations Phonics Volume 1

Lesson 1: Letter A

Lesson 2: Letter S

Lesson 3: Letter M

Lesson 4: Letter T; reading words of up to three letters

Lesson 5: Letter H; introduction of *z* sound for letter S

Lesson 6: Review

Lesson 7: Letter D

Lesson 8: Letter N; introduction to periods

Lesson 9: Letter G

Lesson 10: Letter W; sight word *was*

Lesson 11: Letter O

Lesson 12: Letter I; sight word *is*

Lesson 13: Letter E; sight word *the*

Lesson 14: Introduction of the word *and*

Lesson 15: Letter B

Lesson 16: Letter F

Lesson 17: Letter C

Lesson 18: Letter K; digraph -ck

Lesson 19: Letter L

Lesson 20: Review

Lesson 21: Letter P

Lesson 22: Letter U; blend -nd

Lesson 23: Letter R; blends -fl and -st

Lesson 24: Blend -nk

Lesson 25: Blends -cl and -cr

Lesson 26: Blends -gl and -gr

Lesson 27: Letter V; sight words *of* and *no*; blend -tr

Lesson 28: Ending blends -lf, -lk, -lp, and -lt

Lesson 29: Beginning punctuation

Lesson 30: Blends -sw and -ft

Lesson 31: Letter Y

Lesson 32: Ending blends -sk and -mp

Lesson 33: Letter X

Lesson 34: Blend -nt

Lesson 35: Letters -ing

Lesson 36: Reinforcement of initial blends

Lesson 37: Blends -spr, -str, and -scr

Lesson 38: Letter J

Lesson 39: Letter Z

Lesson 40: Letter Q; letters -qu

Lesson 41: Digraph -th; introduction to quotation marks

Lesson 42: Long E vowel sound

Lesson 43: Long A vowel sound; silent E at end of words

Lesson 44: Formal introduction to vowels; Digraph -ea

Lesson 45: Digraph -ai

Lesson 46: Long I vowel sound

Lesson 47: Letters -igh as in *right*; introduction to rhyming words

Lesson 48: Digraph -ch

Lesson 49: Silent H in -wh

Lesson 50: Digraph -sh

Lesson 51: Long O vowel sound

Lesson 52: Sight words *you* and *said*

Lesson 53: Long O sound in -ow

Lesson 54: Long O sound as in *old* and *so*

Lesson 55: Long U vowel sound; sight word *to*

Lesson 56: Number words *one*, *two*, and *three*

Lesson 57: Digraph -ay as in *hay*

Lesson 58: Soft C sound

Lesson 59: Sight words *have* and *are*

Lesson 60: Personal pronouns

Lesson 61: Ending -er sound; introduction to two-syllable words

Lesson 62: Sounds -ur and -ir

Lesson 63: Letter A sound as in *all*

Lesson 64: Sound -ar

Lesson 65: Sound -or

Lesson 66: Sound -oo as in *food*

Lesson 67: Two-syllable words

Lesson 68: Sight words *were* and *wash*

Lesson 69: Soft G before E and in -dge words

Lesson 70: Sound oo as in *book*

Lesson 71: Sounds -au and -aw

Lesson 72: Ending -tch sound

Lesson 73: Contractions

Lesson 74: Review

Lesson 75: Sounds -ow as in *cow* and -ou as in *house*

Lesson 76: Sounds -oy as in *boy* and -oi as in *coin*

Lesson 77: Final Y sound as long E

Lesson 78: Final Y sound as long I

Lesson 79: Letters -ing as an ending

Lesson 80: Letters -ing as an ending continued

Lesson 81: Review

Lesson 82: Letters -alk as in *talk*

Lesson 83: Letters -ed as an ending

Lesson 84: Initial A sound as *uh* (schwa)

Lesson 85: Sound -ey as in *donkey* and *obey*

Lesson 86: Sight words *your*, *their*, *come*, *some*, *from*, and *our*

Lesson 87: Sound -or as in *word*

Lesson 88: Sound -ould as in *could*

Lesson 89: Digraph -wr

Lesson 90: Letters -ture as an ending

Generations Phonics Volume 2

Lesson 91: Review; introduction of *God's Big Story* Level 1;
introduction to compound words

Lesson 92: Sound -le as in *little*; silent T as in *whistle*

Lesson 93: Sound -ong as in *long*

Lesson 94: Digraph -ea as in *head*

Lesson 95: Sight words *give*, *have*, *love*, *move*, etc.

Lesson 96: Long I sound in -ind ending

Lesson 97: Review of punctuation; introduction of exclamation point

Lesson 98: Initial -ce and -ci

Lesson 99: Sound -ear as in *earth*

Lesson 100: Sight words *Jesus*, *baby*, and *lady*

Lesson 101: Possessive nouns

Lesson 102: Sight words *camel* and *water*; more compound words

Lesson 103: Plural forms of nouns

Lesson 104: Sound -ired as in *tired*

Lesson 105: Sound -ull as in *gull* and *pull*

Lesson 106: Sound -other as in *brother*

Lesson 107: Digraph -ph

Lesson 108: Sound -ild as in *child* and -uild as in *build*

Lesson 109: Sight words *here*, *four*, *risen*, *famine*, etc.

Lesson 110: Review

Lesson 111: Capitalization of names and the first word of a sentence

- Lesson 112: Initial -kn; -ow sound as in *know*
- Lesson 113: Sound -ew as in *new*
- Lesson 114: Letter A as *ah* in *father*
- Lesson 115: Letter Y to -ies plural form
- Lesson 116: Soft -g before -e or -i
- Lesson 117: Letter U sound as in *push* and *put*
- Lesson 118: Review of the possessive case
- Lesson 119: Long vowel rules and exceptions
- Lesson 120: -ought and -aught words
- Lesson 121: Sound -ear as long A sound
- Lesson 122: Sound -pro with short and long O sounds
- Lesson 123: Silent T words
- Lesson 124: Words beginning with be-; introduction to prefixes
- Lesson 125: Letters -ie as long E sound
- Lesson 126: -erry and -arry words
- Lesson 127: Sound -igh as in *high*
- Lesson 128: Sound -eigh as in *sleigh*
- Lesson 129: Sight words *every*, *among*, *does*, *friend*, and *holy*
- Lesson 130: -tion ending; reading three-syllable words
- Lesson 131: -sion ending
- Lesson 132: Review
- Lesson 133: Words ending in -sure
- Lesson 134: Words ending in -ture

Lesson 135: -ife to -ives plural ending

Lesson 136: Letters -ch as -k

Lesson 137: Soft -g and -dge review; -u as in *huge*

Lesson 138: Silent H as initial letter

Lesson 139: Capitalizing names of God and days/months

Lesson 140: Antonyms and synonyms

Lesson 141: Introduction to alphabetical order

Lesson 142: -ie and -ei spelling

Lesson 143: Introduction to nouns and verbs

Lesson 144: Past tense verbs

Lesson 145: Prefix un-

Lesson 146: Introduction to syllables; -ace as in *palace*

Lesson 147: Prefixes dis- and re-

Lesson 148: Future tense verbs

Lesson 149: Final -i as long E sound

Lesson 150: Old English words

Lesson 151: Antonyms and synonyms continued

Lesson 152: -o and -ou as short U sounds as in *come* and *double*

Lesson 153: Sound -or as in *sorry*; present tense verbs

Lesson 154: Adding -ing to words ending in E; changing verb forms

Lesson 155: Alternate -gh spellings; review of -ear sounds

Lesson 156: Letters -ior as in *savior*

Lesson 157: Irregular words such as *shoe*, *canoe*, *woman*, *buy*, and *guy*

- Lesson 158: Divine names and terms
- Lesson 159: Sound -ain as in *stain* and *mountain*
- Lesson 160: Silent B at end of words
- Lesson 161: Introduction to suffixes; suffix -ful
- Lesson 162: Suffix -ness
- Lesson 163: Introduction to root words
- Lesson 164: Pronunciation of -sci
- Lesson 165: Review; changing Y to I before adding suffixes
- Lesson 166: Letters -qu as ck sound
- Lesson 167: Letters -ious as an ending
- Lesson 168: Words *tomb* and *womb*
- Lesson 169: Reviewing contractions and punctuation
- Lesson 170: Introduction to proper nouns
- Lesson 171: Introduction to common nouns
- Lesson 172: Review
- Lesson 173: Sound -ue as in *argue*
- Lesson 174: Prefix mis-
- Lesson 175: Sound -age as in *image*
- Lesson 176: Sight words *wonder*, *country*, *favorite*, etc.
- Lesson 177: Introduction to ordinal numbers
- Lesson 178: Reflexive pronouns
- Lesson 179: Review
- Lesson 180: Review

Dolch Sight Words by Grade

Pre-Primer		Primer		First Grade	
a	look	all	out	after	let
and	make	am	please	again	live
away	me	are	pretty	an	may
big	my	at	ran	any	of
blue	not	ate	ride	as	old
can	one	be	saw	ask	once
come	play	black	say	by	open
down	red	brown	she	could	over
find	run	but	so	every	put
for	said	came	soon	fly	round
funny	see	did	that	from	some
go	the	do	there	give	stop
help	three	eat	they	going	take
here	to	four	this	had	thank
I	two	get	too	has	them
in	up	good	under	her	then
is	we	have	want	him	think
it	where	he	was	his	walk
jump	yellow	into	well	how	were
little	you	like	went	just	when
		must	what	know	
		new	white		
		no	who		
		now	will		
		on	with		
		our	yes		

Lesson 1

Aa



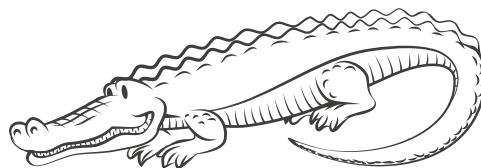
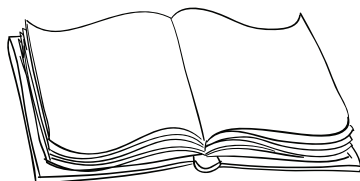
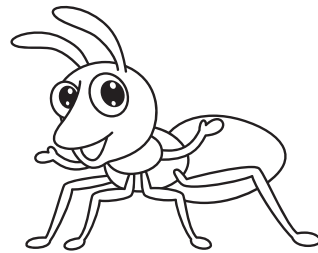
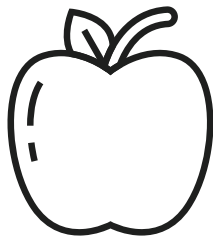
A is for **Adam**, the very first man.

Created by God, he was part of God's plan.



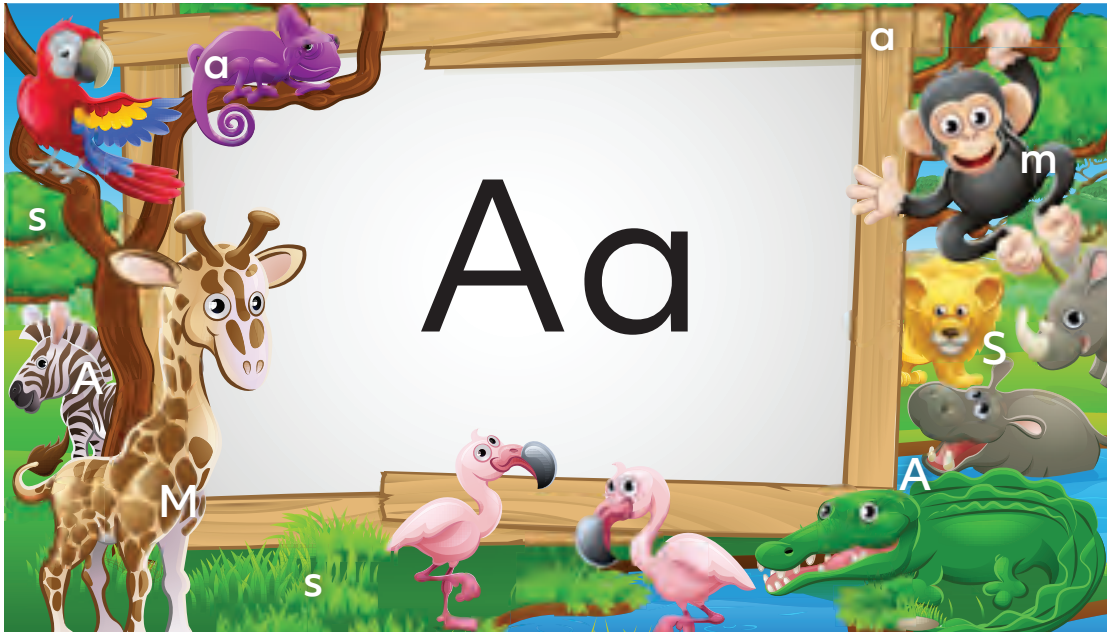
Sound Recognition

The letter **A** makes the sound **a** as in **apple**. Circle or color the pictures that begin with A (apple, rake, ant, book, alligator).



Find the Letter!

Four **A**'s are hiding in this picture. Can you find them? Circle each **A**.



Around the House

Look around your house. Can you find two things that begin with the letter **A**? Draw a picture of them here:





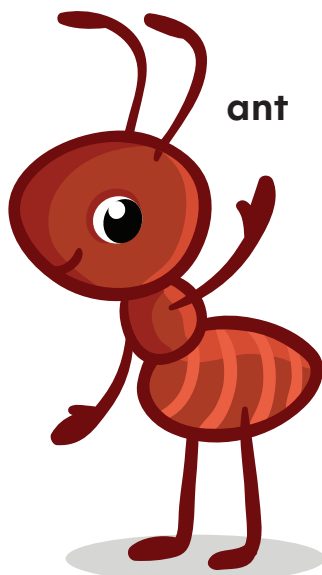
Optional Writing Practice

A

a

a

Aa



Ss

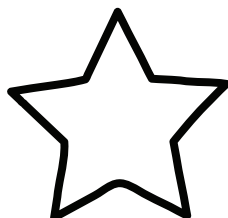
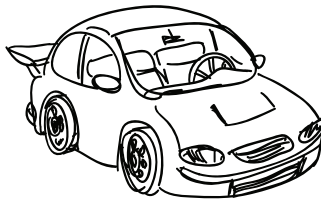


S is for slithering **snake**—what a sight!
It slithers along through the grass and might bite.



Sound Recognition

The letter **S** makes the sound **s** as in **snake**. Circle or color the pictures that begin with **S** (snake, car, sword, star, zebra).



Find the Sound!

Look at the picture. Can you find anything that begins with the letter **S**? Circle each thing that starts with **S**. (Possible answers: snake, sky, snail)



Let's Put It Together

Sound out the letters.

a

s

s

a

s



Optional Writing Practice

S

S

s

s

Ss



Ssssss is
for snake

Lesson 3

Mm

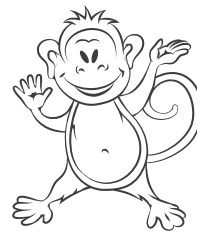
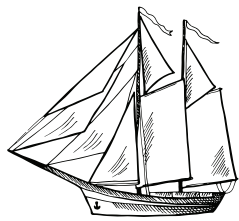


M is for **mountain**, where Moses went near.
Then God spoke His Word so that Moses could hear.



Sound Recognition

The letter **M** makes the sound **m** as in **mountain**. Circle or color the pictures that begin with **M**. (boat, mouse, monkey, flower, milk)



Find the Letter!

Four **M**'s are hiding in this picture.
Can you find them? Circle each **M**.



Let's Put It Together

Sound out the letters.

a s m
a m am
s a m

Sam





Optional Writing Practice

M

M

m

m

Mm

a

s

Sam

am

Tt



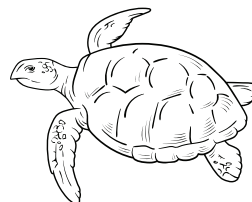
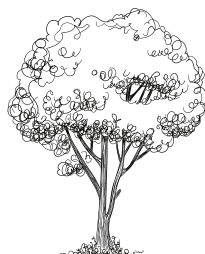
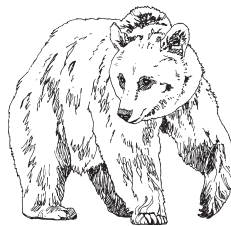
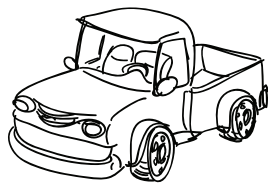
T is for **tree** that God made to grow tall.

It makes apples and fruit we can eat, one and all.



Sound Recognition

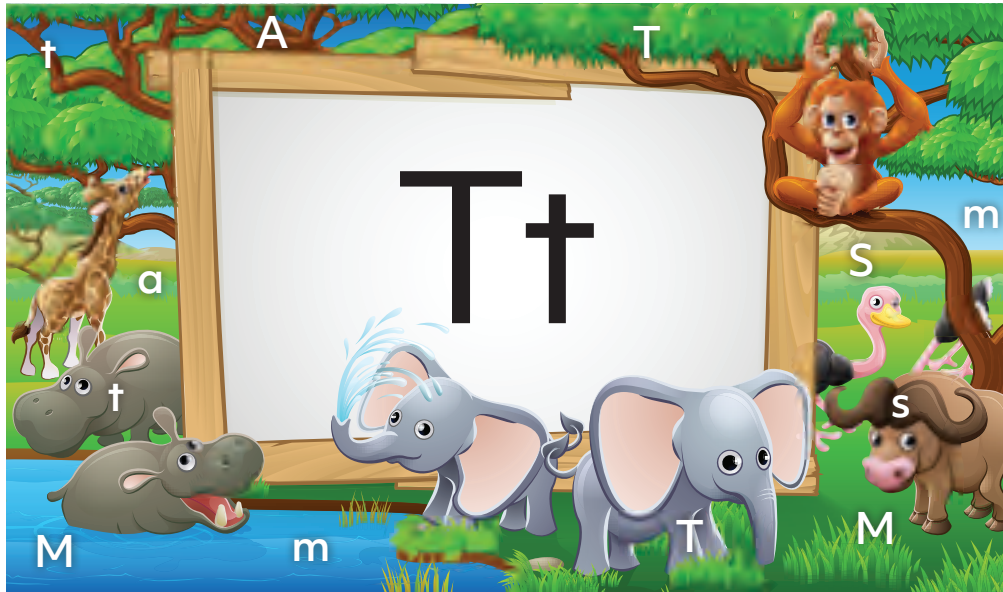
The letter **T** makes the sound **t** as in **tree**. Circle or color the pictures that begin with **T**. (truck, bear, giraffe, tree, turtle)





Find the Letter!

Four **T**'s are hiding in this picture. Can you find them? Circle each **T**.



Let's Put It Together

Sound out the letters. Can you read the words?

s a m **Sam**

m a t **mat**

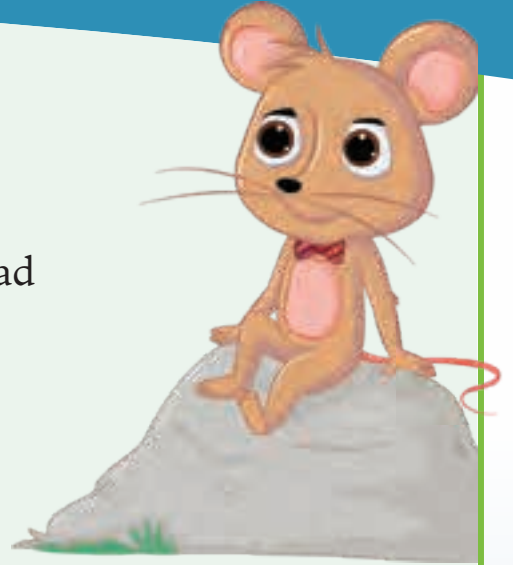
a t **at**

s a t **sat**

Let's Read a Story

Do you see a mouse? His name is Matt. Let's read the story to see what Matt is doing.

Matt sat.



Find the Sound!

Look at the picture. Can you find anything that begins with the letter **T**? Circle each thing that starts with **T**. (Possible answers: tree, tent, tail) Can you find anything that starts with the letter **M**? Draw a box around these things. (Possible answers: mom, mountain)



How Quickly Can You Read?

How quickly can you read these words? Listen as your teacher reads the words out loud to you. Then let your teacher time you as you read the words by yourself. Write down how long it takes you. Then try reading them again as fast as you can. Did you read them faster the second time?



I read this page in: _____