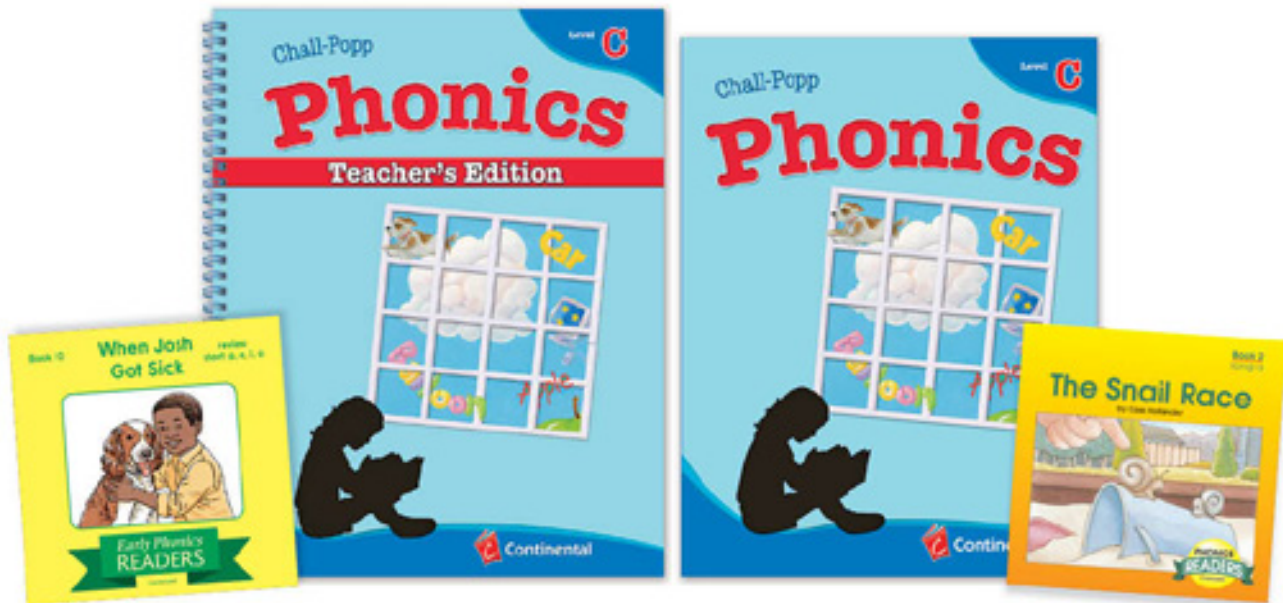


Chall-Popp Phonics

Based on the Science of Reading

Phonemic Awareness ■ Phonics ■ Fluency

Vocabulary ■ Comprehension



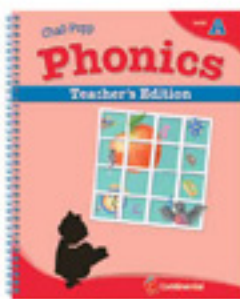
Introduction

The four books in the *Chall-Popp Phonics* program and the 48 *Phonics Readers* that accompany them, provide systematic, explicit instruction in phonemic awareness and phonics and address fluency, vocabulary, and comprehension.



Research-based! Visit our website for details.

Instruction	Chall-Popp Phonics	Readers
Phonemic Awareness	Levels A and B (K and 1)	
Phonics	All Levels (K–3)	Phonics Readers
Fluency	All Levels (K–3)	Phonics Readers
Vocabulary	All Levels (K–3)	Phonics Readers
Comprehension	All Levels	Phonics Readers



Chall-Popp Phonics Level A

Phonemic Awareness

Activities introduce each new sound.

Phoneme Identity

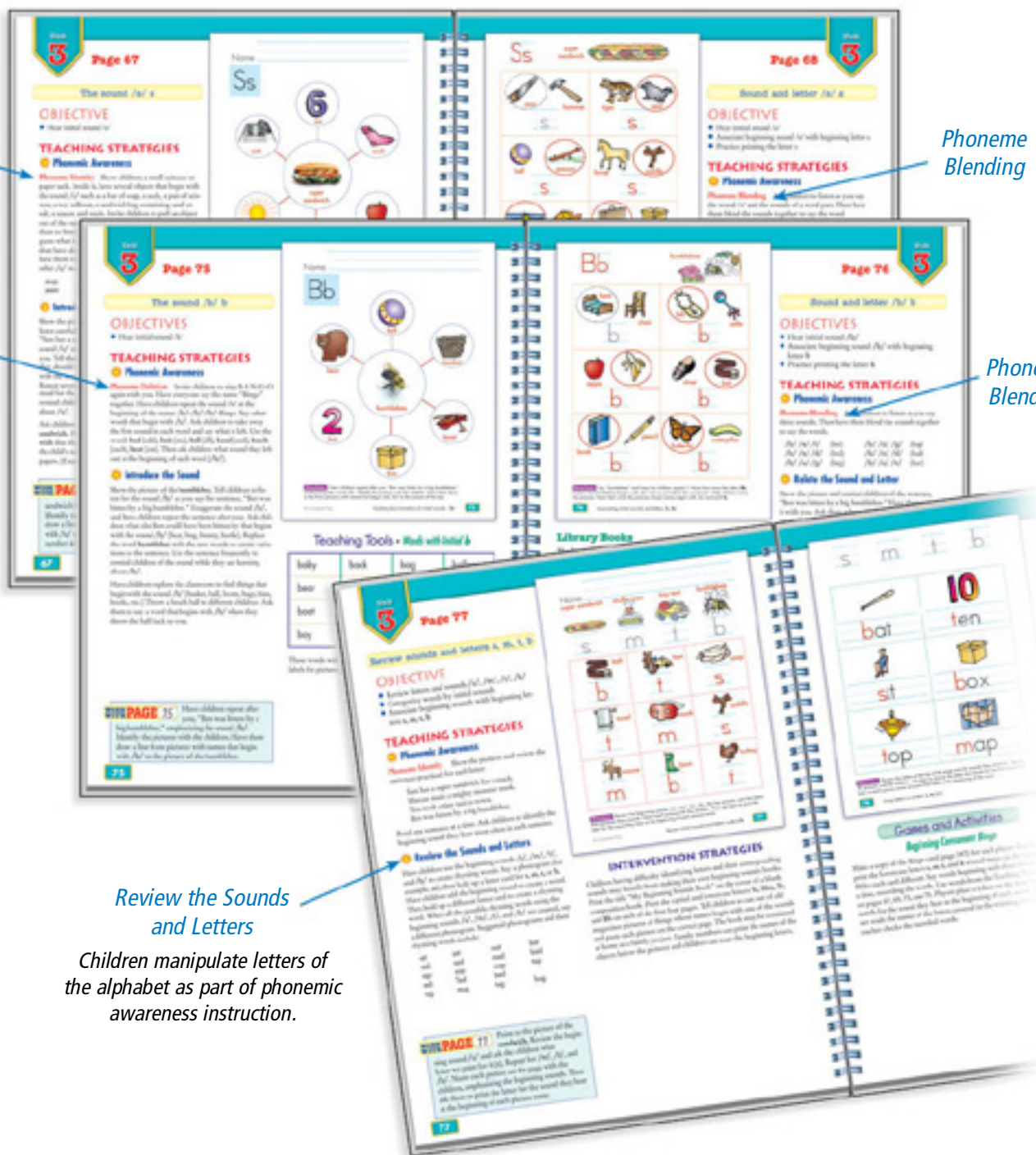
Phoneme Deletion

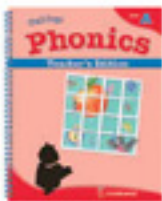
Phoneme Blending

Phoneme Blending

Review the Sounds and Letters

Children manipulate letters of the alphabet as part of phonemic awareness instruction.





Chall-Popp Phonics

Level A *(Continued)*

Phonics

Systematic, explicit instruction in phonics is the core of the program.

Directions Have children repeat after you, "Carol cut up carrots for the carrot cake," emphasizing the sound /k/. Identify the pictures with the children. Have them draw a line from pictures with names that begin with /k/ to the picture of the cook.

© Continental Press

Auditory discrimination of initial sounds: /k/

107

Directions Say "carrot cake" and have children repeat it. Then have them trace the letters Cc. Explain that carrot begins with /k/ and we often print c for the sound /k/. Help children name the pictures. Have them circle the pictures whose names begin with /k/ and print c.

108

Associating initial sounds and letters: c /k/

Fluency

Take-home stories written in natural language provide opportunities for reading controlled text.



**Pages 95-96
continued**

Unit

3

Guided Oral Reading

Read the story together several times. After reading the story chorally, divide the children into pairs. Encourage them to tell the story together in their own words. Remind them to use the picture clues to help them remember the story. Some will remember the story well enough to "read" it with the picture prompts. Have them work together to find and circle the word **Bingo** on each page.

Understanding the Story

To check comprehension, ask children several questions to summarize the story, such as:

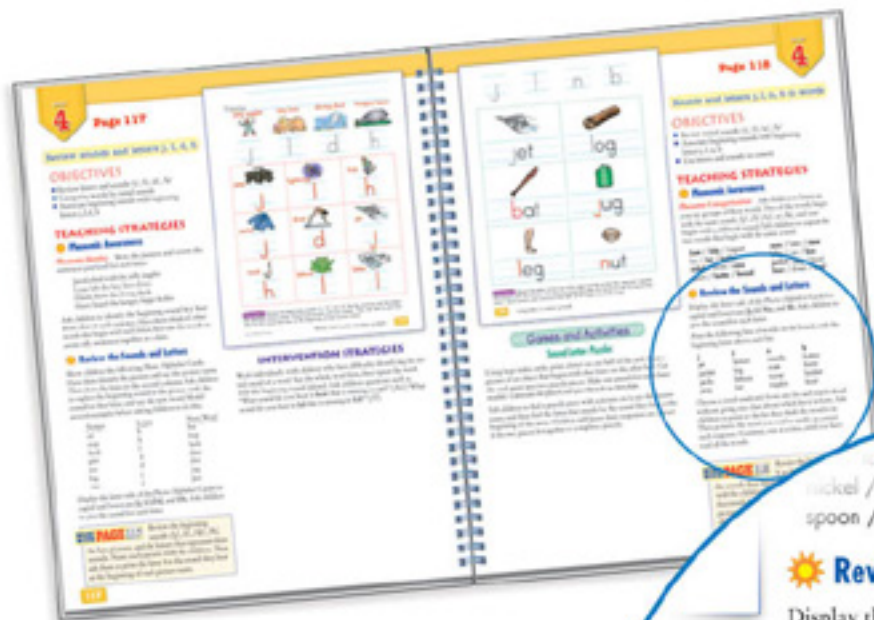




Chall-Popp Phonics Level A (Continued)

Vocabulary

Children acquire vocabulary both directly and indirectly as they learn phonics and read both Take-home stories and *Early Phonics Readers*.



Chall-Popp Phonics
Teacher's Edition, Level A



Review the Sounds and Letters

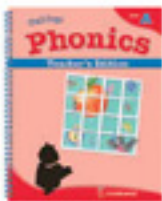
Display the letter side of the Photo Alphabet Cards for capital and lowercase Jj, Ll, Nn, and Bb. Ask children to give the sound for each letter.

Print the following lists of words on the board, with the beginning letter above each list.

j	l	n	b
jet	lemon	needle	button
jacket	log	note	bone
jacks	lettuce	nurse	basket
jeep	list	napkin	boot

Choose a word randomly from any list and read it aloud without giving any clues about which list it is from. Ask children to point to the list they think the word is in. Then point to the word you read to verify or correct each response. Continue, one at a time, until you have read all the words.

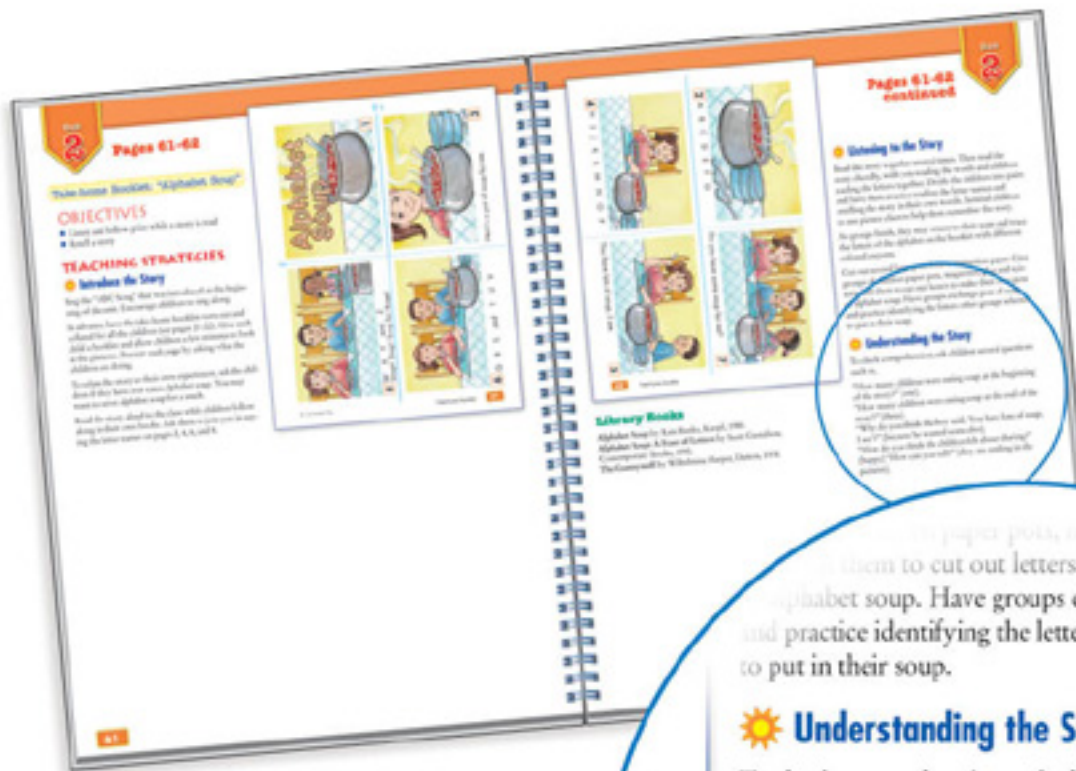
Early Phonics Readers Teacher's Guide,
Short Vowels Set Two



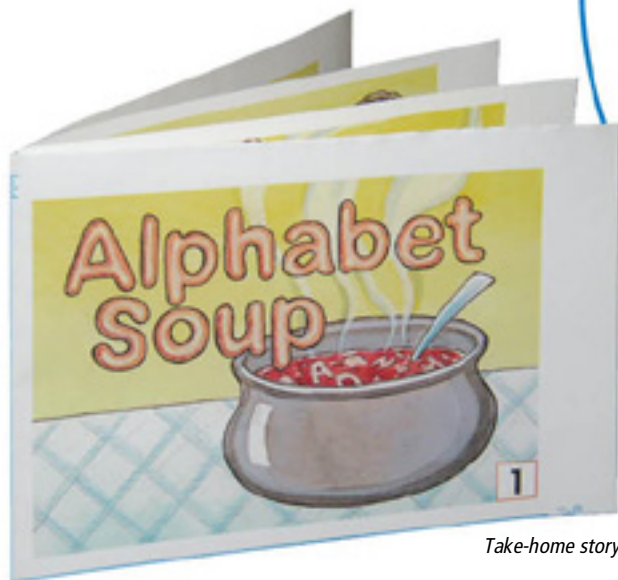
Chall-Popp Phonics Level A (Continued)

Comprehension

Activities and scaffolding questions encourage children to be active readers.



Chall-Popp Phonics Teacher's Edition, Level A

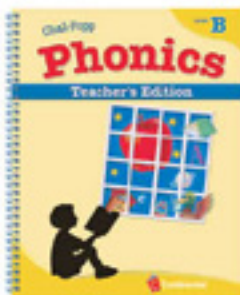


Take-home story

☀ Understanding the Story

To check comprehension, ask children several questions such as,

- "How many children were eating soup at the beginning of the story?" [one].
- "How many children were eating soup at the end of the story?" [three].
- "Why do you think the boy said, 'You have lots of soup, I see'?" [because he wanted some also].
- "How do you think the children felt about sharing?" [happy] "How can you tell?" [they are smiling in the pictures].



Chall-Popp Phonics Level B

Phonemic Awareness

Phonemic awareness activities precede phonics lessons to insure that children have a firm foundation for learning sound-letter relationships.

Unit 3

Page 61

The sound /d/ d

OBJECTIVE

- Hear initial consonant sound /d/

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Identity Use this activity to establish that children recognize /d/ in different environments and can distinguish the sound from other consonants. Say three words at a time, such as **dig, dirt, and dry**. Ask children to tell you what sound is the same in all three words [d/]. Other groups of three you might use include: **time, tick, two; dip, dad, dime; top, tin, tap; deep, duck, did; bite, back, bug; deer, dark, dye; hat, hell, bunch.**

Introduce the Sound

Show the picture of the diving duck and read the following sentences:

Diving duck is determined to dive deep.

Ask children what sound they hear at the beginning of most of the words [d/]. Read the sentence again, emphasizing the sound /d/. Then have children repeat the sentence with you. To reinforce the initial sound /d/, read the sentence again, one word at a time, and have children repeat only the words that begin with /d/.

Have all the children stand up. Read the following words, one at a time. Ask children to sit down if the word you say begins with /d/ and stay standing if the word does not begin with /d/. Children should be standing before you say each word.

dance **dinner** **baby** **pencil**
daughter **partner** **daylight** **December**

Encourage the children to say "diving duck" before new words if they need a reminder of the /d/ sound.

Name _____

Diving duck begins with the sound /d/. We print the letter d for the sound /d/.

D d

Match each picture. If it begins with the sound /d/, circle the picture.

© Continental Press

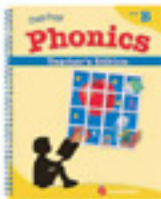
Hearing initial consonant sounds /d/

Teaching Tools • Words with Initial d

dad	damp	dark	day
dear	deep	did	died
dinner	do	does	dog
doing	doll	done	door
down	duck	dull	dye

The words from this list can be used to create rhyming words, build vocabulary, and provide extra practice in recognizing words with initial /d/. Some children may be able to write a short letter using words from this list.

WORK WITH PAGE 61 Read the first two sentences on the page. Have children repeat "diving duck" after you, emphasizing the sound /d/. Then have them trace the letters D and d. Read the directions aloud. Identify the pictures with the children, then let them complete the page independently.



Chall-Popp Phonics Level B (Continued)

Phonics

As part of systematic instruction in phonics, short vowel sounds are introduced using onset and rime.

Unit
2

Page 41

Short a phonograms

OBJECTIVES

- Blend initial consonant sounds with the phonogram -at
- Read and print words with the phonogram -at

TEACHING STRATEGIES

Phonemic Awareness

Phoneme Blending Show pictures of a fan and a man. Ask children to say the picture names and tell you what sound they hear at the beginning of each word. Then say /f/ /an/ in two parts. Have children blend these two parts together, say the word [fan], and point to the picture of the fan. Do the same for man.

Introduce the Phonogram

Say the sentence "Abby is a cat." Ask the children to say the word cat. Then tell them to take away the beginning sound /k/ and tell you what is left [/at/]. Suggest other initial consonant sounds /s/, /m/, /b/, /f/, /r/ to add to the beginning of /at/. Have children blend the sounds and say the words [sat, mat, bat, fat, rat].

Print at on the board and tell the children that the sound these letters stand for is /at/. Print s in front of the letters at, leaving a little space. Ask children to give the sounds for the two parts [/s/ /at/] and blend them together to make a word [sat]. In pairs, print the letters m, b, f, r in front of at and have children blend the sounds and say the words [mat, bat, fat, rat]. Ask volunteers to use these words in sentences.

WORK WITH PAGE 41

Read the directions and name the pictures on the page with the children. Ask children to say the sound for the first letter [/m/], then the sounds for the letters beside it [/at/]. Have children blend the sounds, say the whole word [mat], and draw a line to the picture that goes with it. Then have children print the word mat in the writing space beside the picture. Follow the same procedure for the other words on the page. Circulate and provide guidance as needed.

Name _____


Say the sound for the first letter.
Blend it with -at.
Print the word you say on the line.
Draw a line to the picture for the word.

m at mat

r at rat

b at bat

f at fat



© Continental Press

Blending initial consonants with phonogram -at

41

Teaching Tools • Words with Short a Phonograms

bad	bag	can	bat
dad	log	fan	cat
had	rag	man	fat
lad	sag	pan	hat
mad	tag	ran	mat
pod	wag	tan	pat

The words on this list can be printed on the board or on cards. Children who know all the consonant sounds can practice reading these words with short a.

IN

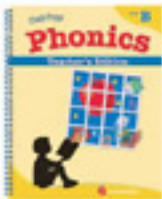
Children who know the middle sound. Work with auditory blending combining the

ab

ag

an

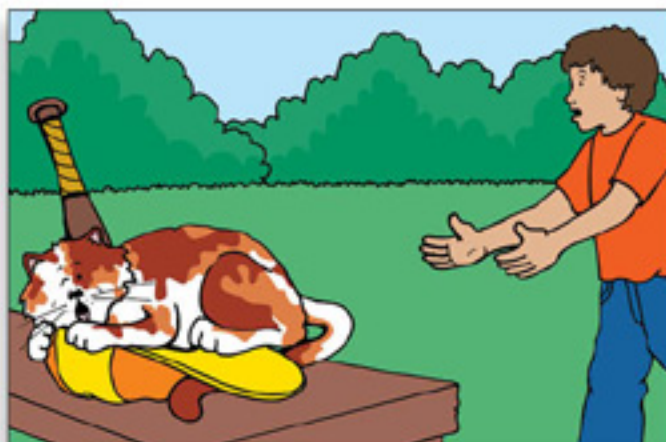
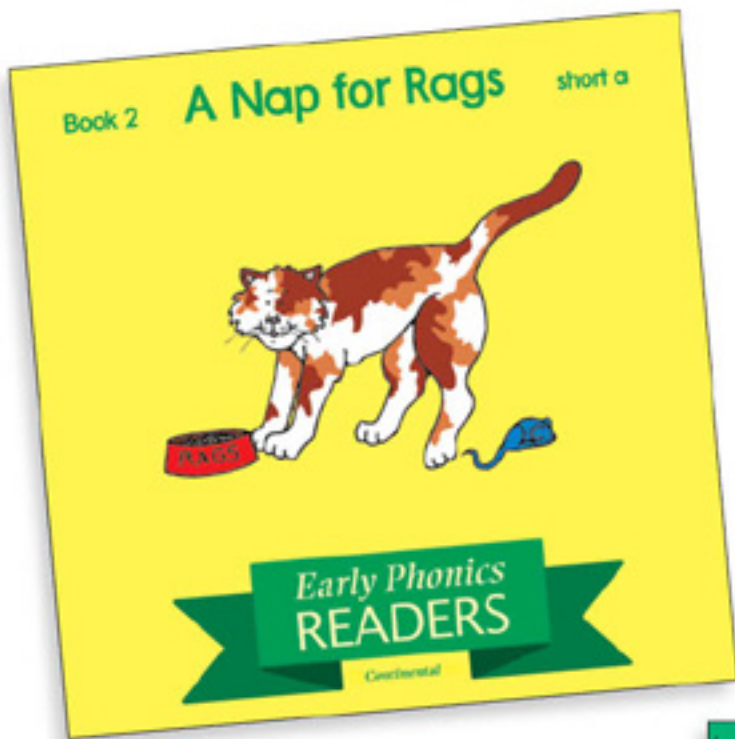
at



Chall-Popp Phonics
Level B (Continued)

Fluency

Take-home books in *Chall-Popp Phonics*, plus *Phonics Readers*, provide many opportunities for children to read aloud using the sound-letter relationships they have learned to achieve fluency.



Can Rags nap in the cap?
No. Scat, cat!

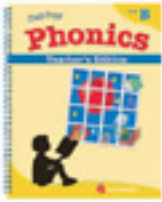
2



Can Rags nap in my lap?
Yes!

8

Early Phonics Reader, Book 2



Chall-Popp Phonics
Level B (Continued)

Vocabulary

Children acquire vocabulary both directly and indirectly as they learn phonics and begin to read stories and use context clues. *Phonics Readers* introduce useful new vocabulary in fiction and nonfiction settings.

Unit 5

Page 132

Reading a story

OBJECTIVES

- Decode words with initial and final consonant blends and digraphs
- Use decoding and context to read a story
- Print words in sentences

TEACHING STRATEGIES

Introduce the Story

Tell children that they will be reading another story with some words missing. They will have to choose a word to put in each blank. Remind them that they can find the right word by paying attention to the letters and sounds and to the meaning of the words.

Print the following sentence on the board or on chart paper:

Mother asked me to go to the store and _____ for her.

Print these words in a column beside the sentence: **path, shop, chop**. Read the sentence aloud. Ask a volunteer to read the word choices and tell which word goes in the blank. When **shop** is selected, print the word in the blank. Have everyone read the sentence together to see if it makes sense.

WORK WITH PAGE 132 Have children look at the picture at the top of page 132. Ask a few questions such as:

- "Where do you think this boy is?"
- "What is he reaching for?"
- "What do you think will happen?"

Lead the directions aloud. Remind the children to read the whole sentence and all three word choices before they decide which word fits the meaning of the sentence. Allow them to complete the page independently.

Guided Oral Reading

After children have completed the page, check to see that their responses are correct and legible. Divide the class into groups of two or three children. Provide time for children to read the story together, then to read it individually. Visit each group, and encourage individual children to read to you.

Phonics Readers

Flash! Crash! (Level E)
Fish and Chip (Level E)

Library Books

Black and White by David Macaulay, Houghton Mifflin, 1990.
Thunder Cake by Patricia Polacco, Philomel, 1990.

Most Digraphs

chip
flash
rush
snatch
whisk

These digraphs are the printed words in this reading.

132

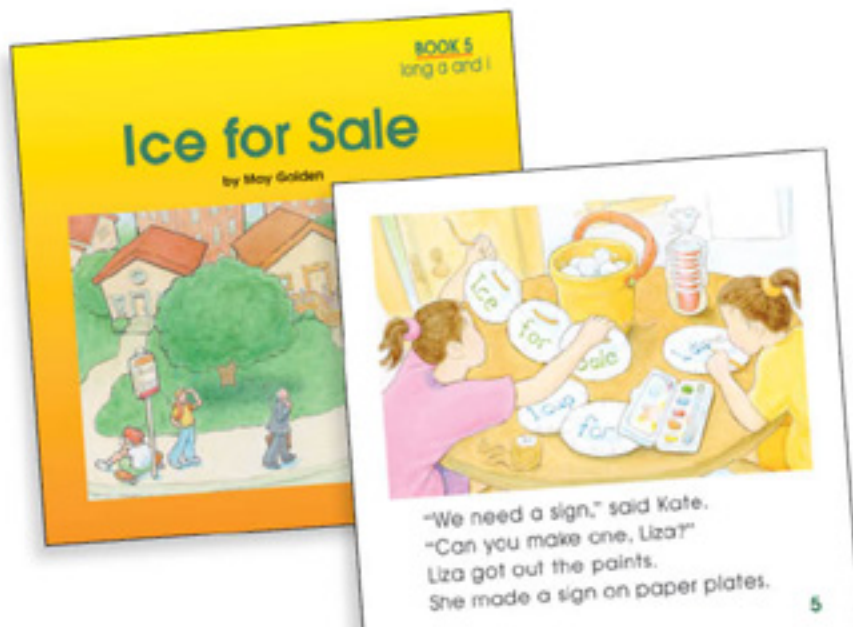


Chall-Popp Phonics Level B (Continued)

Comprehension

Children read decodable stories, including the *Phonics Readers*. The teacher's edition provides suggestions to encourage children to monitor their own reading.

Phonics Readers, Book 5



Unit 6 Page 157

Reading a story

OBJECTIVES

- Decode words with long vowels [CVGc pattern]
- Use decoding and context to read a story
- Print words in sentences

TEACHING STRATEGIES

Introduce the Story

Tell children that they will be reading a story with some words missing. They will have to choose a word to put in each blank. Remind them that the word they put in the blank must make sense in the sentence and that they can read all the words if they pay attention to the letters and sounds.

Print the following sentences on the board or on chart paper:

Mike and James were late. They did not get to the game in ____.

Print these words in a column beside the sentences: slide, home, game, base, side, hole, flute, fuse, June, plume, prune, ruler.

Have children look at the picture at the top of page 157. Have a short discussion about how baseball is played. Be sure children understand what it means to get a hit, steal a base, and hit a home run.

Read the directions aloud. Remind the children to read the whole sentence and all three word choices before they decide which word fits the meaning of the sentence. Allow them to complete the page independently.

Guided Oral Reading

After children have completed the page, check to see that their responses are correct and legible. Divide the class into groups of two or three children. Provide time for children to read the story together, then to read it individually. Visit each group, and encourage individual children to read to you. To develop fluency, have children read the story together as a group.

157

Unit 6 Page 158

Reading a story

OBJECTIVES

- Decode words with long vowels [CVGc pattern]
- Use decoding and context to read a story
- Print words in sentences

TEACHING STRATEGIES

Introduce the Story

Tell children that they will be reading another story with some missing words. Remind them that it is important to look carefully at the word choices—to notice the way words are spelled so they will know how they are sounded, and to choose a word that makes sense in the sentence and the story.

Print the following sentence on the board or on chart paper:

Kate rode his ____ to the baseball game.

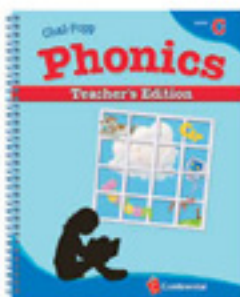
Print these words in a column beside the sentence: Mike, Billy, Luke. Ask a child to read the sentence aloud. Have a volunteer read the word choices and tell you which word goes in the blank. When Mike is selected, print the word in the blank. Then read the sentence together.

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Teaching Tools • Long Vowel Words

a	i	o	u
came	glide	hole	flute
late	chime	joke	fuse
lake	life	pole	June
gave	mine	probe	plume
lake	pride	quote	prune
scale	quite	rose	rude
shake	shine	smoke	ruler
state	wine	vote	

Here are some long vowel decodable words [CVGc pattern] that the children have not seen in print previously in this unit. Children can practice reading these words and using them in sentences, building their reading vocabulary.



Chall-Popp Phonics Level C

Phonics

Early units at this level provide instruction and reinforcement for those students whose skills are not firmly in place. Later units move into language structures and higher level phonics/spelling skills.



Name _____

Read the words. Look at each picture. Circle the word that names each picture. Print the word.

1 weed whale wheel 	2 goat coat kite 	3 scream stain screen 
4 leaf loaf life 	5 strain street stream 	6 meal mail mole 
7 hail heel hole 	8 seal sell sail 	9 speak speed sprey 
10 sleep sweep sneak 	11 team steam steel 	12 peek peel real 

© Continental Press Decoding words: vowel digraphs oi, oy, o

Read the story. Circle the words to complete the sentences. Print the words in the sentences.

The day of the big game is here. We will _____ the kids from PS 15.

They _____ us last year in a close game. We have to win this year.

Our _____ tells us to play a fast game. He feels that the team with speed will win.

Both _____ do very well. We have 27 points, but PS 15 has 28.

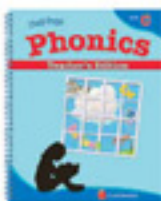
Then Ben, our best player, trips. His _____ is cut. What bad luck!

But then, Ramon makes a shot! The ball _____ into the air and drops into the net. We win 29-26!

please
stay
play
beat
heat
boat
coat
crash
coach
tails
teams
beads
knee
knife
tree
seals
sails
cents

76 Reading a story: vowel digraphs

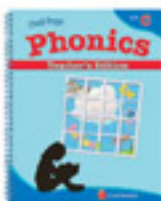
Chall-Popp Phonics Student Book, Level C



Fluency

At this stage, students can be encouraged to read aloud the poems that introduce each unit as well as the Take-home books and *Phonics Readers*.





Vocabulary

The *Phonics Readers* and stories in Level C introduce relevant vocabulary for everyday reading. Prefixes and suffixes, synonyms, antonyms, and homonyms are introduced. Vocabulary for reading nonfiction is introduced as well in the Discover Nature Take-home books.

Unit 6
Page 161

Prefixes: re and un

OBJECTIVES

- Understand the concept of words with prefixes
- Recognize the meanings of the prefixes *re* and *un*
- Read and write prefixed words in sentences

TEACHING STRATEGIES

Introduce the Concept

Print these sentences on the board:

Is the letter opened?
No, it is unopened.
Is the store open?
No, but it will reopen after lunch.

Ask if anyone can figure out what *un* means in *unopened*. Confirm that it means "not" or "the opposite of." *opened*. Ask for the meaning of *re* in *reopen*. Confirm that it means "to do something again."

Explain that *re* and *un* are prefixes. When they are added to base words, we get a new word with a different meaning—*remake* means "to make again"; *unreal* means "not real."

Print these words on the board, leaving a space to the left of each one:

1. fix 2. clean 3. lined
4. wise 5. named 6. trace

Have different students come to the board and add the prefix *re* or *un* to the base word to make a word that fits each definition you give orally:

1. to fix again [*refix*] 2. not clean [*unclean*]
3. not lined [*unlined*] 4. not wise [*unwise*]
5. to name again [*rename*] 6. to trace again [*retrace*]

Read the sentences below. Have students go to the board and read and circle the prefixed word that fits each sentence:

1. These glasses are dirty. They are unclean.
2. I can't see the lines in your design. You should retrace it.
3. My shoelace is loose. I need to refix it.
4. It is difficult to write straight on that paper because it is unlined.

WORK WITH PAGE 161 Read and discuss the information at the top of the page. Read the directions to the students and remind them to look at the examples at the top of the page if they forget what each prefix means.

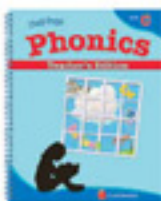
161

Teaching Tools • Words with Prefixes un, dis, re

unable	disagree	rearrange
uncertain	disarm	rehire
unequal	disconnect	remove
unfair	dislike	renumber
unhealthy	disloyal	repack
unknown	disobey	replay
unlucky	disown	retell
untangle	distrust	retrace

Create flashcards of the words above to be used for remediation and vocabulary building.

162



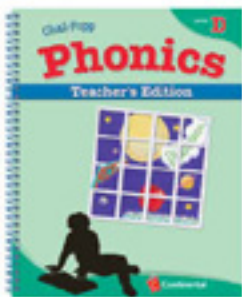
Chall-Popp Phonics Level C (Continued)

Comprehension

The Discover Nature Take-home books and Reading a Story and Writing activities in *Chall-Popp Phonics* Level C, along with recommended library books for reading, help students establish their understanding of text.





Chall-Popp Phonics Teacher's Edition, Level C




Chall-Popp Phonics Level D

Phonics

Units 1, 2, and 3 of Level D provide a complete review of phonics principles for those students who are in need of instruction or review. Older students whose skills are in doubt will benefit from the review.

bonnet
bon net



magnet
mag net

When two consonants come between two vowels, divide the word between the consonants. Try the short sound for the first vowel.

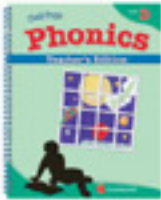
Divide each word below into two syllables. Write each syllable on a line.

compass	_____	_____	helmet	_____	_____
blanket	_____	_____	pretzel	_____	_____
ribbon	_____	_____	insect	_____	_____
blossoms	_____	_____	cotton	_____	_____
trumpet	_____	_____	pencil	_____	_____

Read each word meaning. Choose a word from above that matches the definition and write it on the line.

- | | |
|--|--|
| <p>1. something that will keep your head safe
_____</p> <p>2. something most plants have in the spring
_____</p> <p>3. something you write with
_____</p> <p>4. something that shows north, east, south, and west
_____</p> <p>5. something that is an animal with three pairs of legs
_____</p> | <p>6. something you blow into to make music
_____</p> <p>7. something you put on your bed to keep warm
_____</p> <p>8. something you tie around a gift
_____</p> <p>9. something you eat that is salty and has a twisted shape
_____</p> <p>10. something white and fluffy that grows on a plant
_____</p> |
|--|--|

10 Two-syllable words with short vowels



Chall-Popp Phonics Level D (Continued)

Vocabulary

In addition to story vocabulary taught in earlier units, Unit 4 includes higher level phonics/spelling skills such as silent letters. The last two units focus on language skills that develop vocabulary such as prefixes and suffixes, synonyms and antonyms. Unit 6 introduces the dictionary.

Name _____

An **entry** in a dictionary gives the spelling, pronunciation, and meaning of the entry word. Different dictionaries may give this information in a different order. Here are entries from two dictionaries for the word **huddle**. Compare them.

entry word	part of speech	pronunciation	entry word	part of speech
huddle	verb		huddle	verb
A closely packed group or crowd. There was a huddle around the winner of the contest.			A crowd, group, or gathering. The huddle in the doorway was crowded.	
To crowd close or put close together.			To crowd close or put close together.	
huddle (hūd'el) 0 noun, plural: huddles			huddle (hūd'el) 0 noun, plural: huddles	
0 verb: huddled, huddling			0 verb: huddled, huddling	

There are several meanings for the verb **huddle** in the dictionary entry on the left.

Read each dictionary entry below. Then read the sentence beside it. Number from the dictionary entry of the correct meaning for the word.

canteen noun 1. A small container for carrying liquids (as on a hike). 2. A room, tent, or a camp in which food, drinks, and small supplies are sold. 3. A place of recreation and entertainment for people in military service.

can'ton (kən'tən) 0 noun, plural: cantons

ice noun 1. Frozen water. 2. A frozen desert usually made with crystalline fruit juices. 3. verb 1. To make cold or keep cold with ice. 2. To cool the bodies of water for the game. 3. To cool or become cooled with ice. 4. The study to school level over during the freezing rain. 5. To put on ice. Mom helped me ice the cake.

ice box 0 noun, plural: ice boxes 0 verb: iced, icing

mouse noun 1. Any of numerous small rodents with pointed ears, rather small eyes, and a slender usually scaly tail. 2. A person without spirit or courage. 3. A small hand-operated device used for computer input (as to control cursor and select items on screen).

mouse (maʊs) 0 noun, plural: mice

nose noun 1. The part of the face or head that contains the nostrils and organs of smell. 2. The sense of smell. 3. The part of the face or head that is used for sniffing. 4. Something as a point, edge, or projection like a nose. 5. verb 1. To detect by or as if by smell. 2. To push or move with the nose. 3. To touch or rub with the nose. 4. To search, especially into other people's business. 5. To move about slowly or cautiously. The bear nosed around the tent.

nose (noʊz) 0 noun, plural: noses 0 verb: nosed, nosing

- We will buy some hot food at the canteen. 2
- Fill your canteen with water before hike. 1
- The ice was not yet safe for skating. 3 (noun)
- The pond iced over twice this winter. 2 (verb)
- Our cat caught a mouse. 1
- Ann knows how to use a mouse of words on the computer. 2
- The plane nosed into the nose. 5 (verb)
- A raccoon can nose out ripe dark. 5 (verb)

© Continental Press Entries: Entry word, part of speech, pronunciation, and meaning

Chall-Popp Phonics Student Book, Level D

The dictionary tells us the pronunciation of each entry word. Usually there is a **Full Pronunciation Key** at the front of the dictionary. The key shows the letters or symbols used for each sound. Common sample words to help us recognize the sound and the different ways it is spelled are also given. Notice that there are several sounds for each of the vowels.

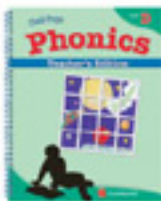
The symbols for the vowel sounds are so important that they are shown often, usually on every other page, in a **Short Pronunciation Key**.

Look at each entry word below and its pronunciation. Then circle the word that rhymes with one of the syllables. If you need help, use the pronunciation key.

- volcano (vōl kă' nō)
- hurricane (hū' rē' kăn)
- hemisphere (hē' mē' sfer)
- agriculture (ăg' rē kăl' chăr)
- accurate (ăk' yur' it)

The second syllable rhymes with: may my me
The last syllable rhymes with: man main mean
The last syllable rhymes with: her hire hear
The first syllable rhymes with: rage rag rig
The last syllable rhymes with: mate met mit

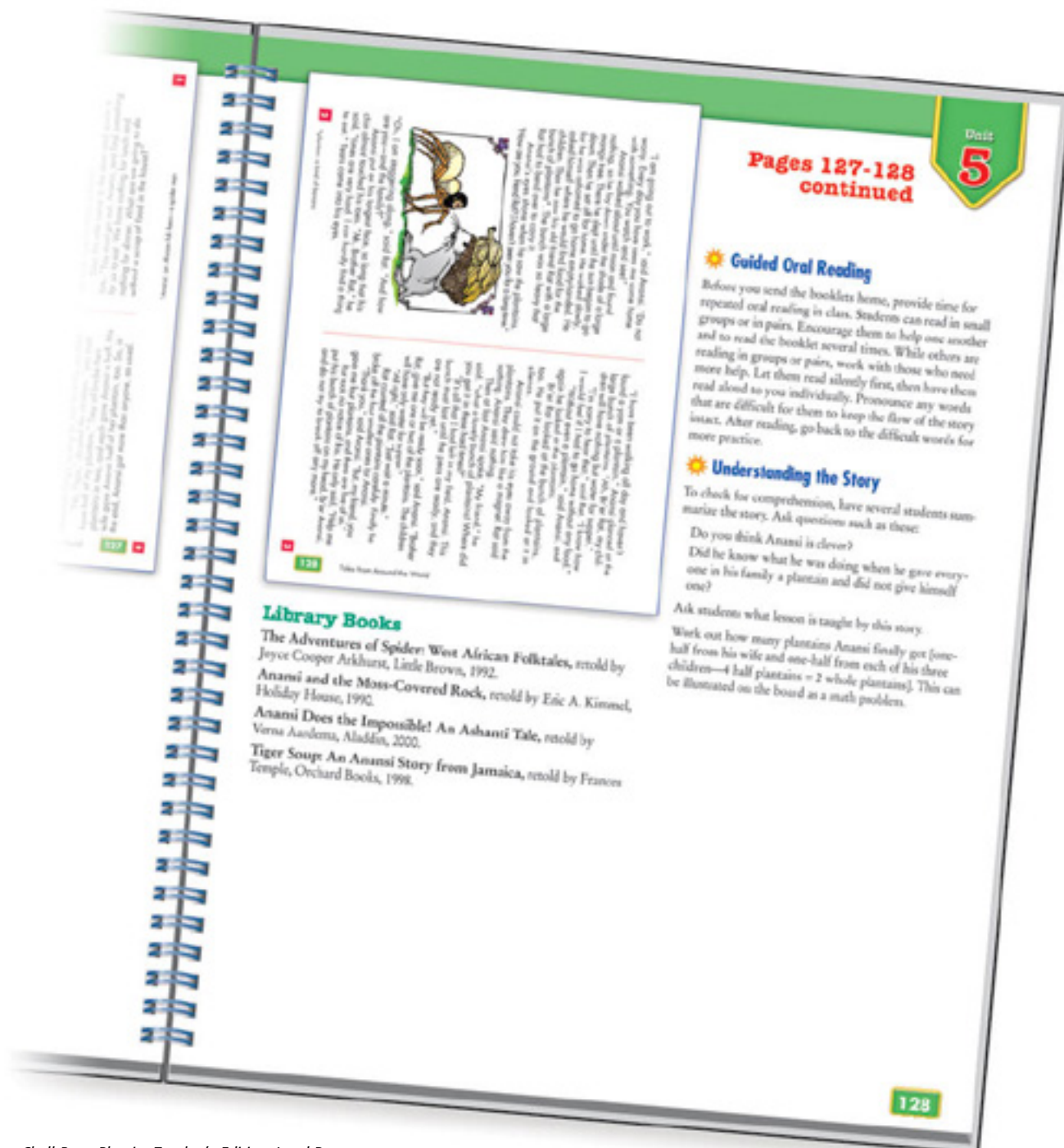
138 Pronunciation key and entry word pronunciation



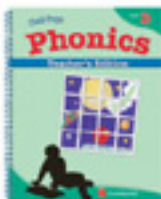
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