

Jolly Phonics Workbook 3

g o u l f b

Sue Lloyd and Sara Wernham Illustrated by Lib Stephen



Jolly Phonics Workbook 3

The Jolly Phonics Workbooks teach progressively, with more to learn in each Workbook. Progress can be assessed on the skills checklist below.

Reading

Recognizes the third group of sounds - g, o, u, l, f, b. pages 2-13

Blends simple three letter words made up from the sounds taught so far. pages 19, 20, 22

Examples that can be used are: sun, dog, rat, bus, set, sit, top, and, fat, hat, lit, fit, leg, peg, hid, cat, cut, man.

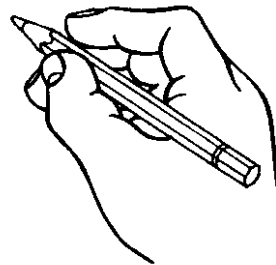
Can hear simple rhymes. page 19

Knows that when two letters next to each other make the same sound, the sound is said only once. page 20

So hill is h-i-ll not (h-i-l-l). This also applies to other doubled consonants in words such as rabbit, duck, carrot, dress, and kitten.

Writing

Holds pencil correctly, between thumb and first two fingers.



Can write the third group of sounds - g, o, u, l, f, b. pages 3-13, 18, 21

Can write simple two or three letter words by listening for the sounds. Examples are: pat, net, bus, run, in, ant

Can hear the middle sound of a word. pages 18, 21

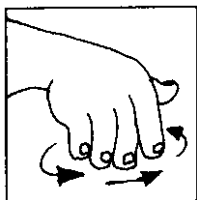
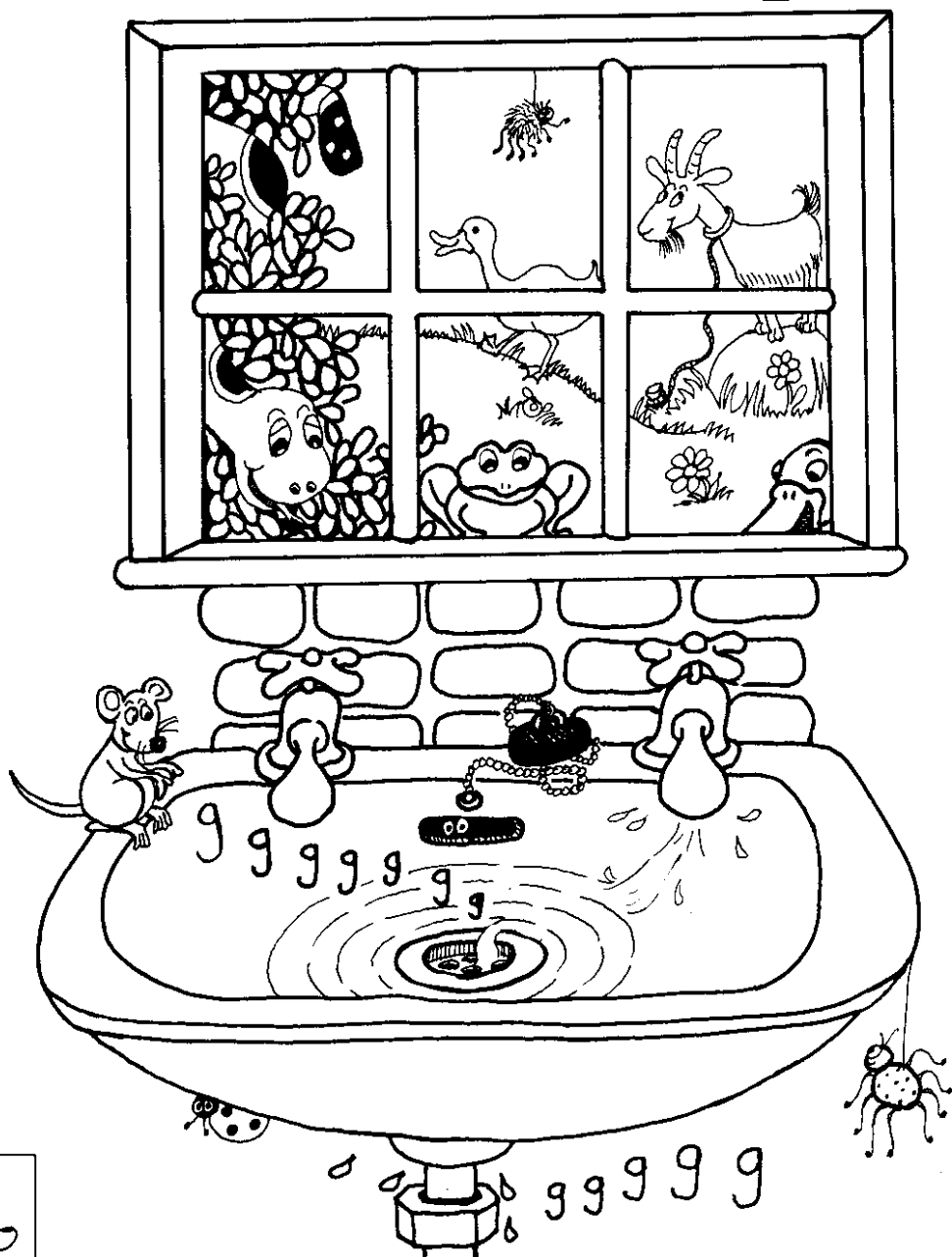
For example, that red has an *eh* sound in the middle. Middle sounds are more difficult than beginning or ending sounds.



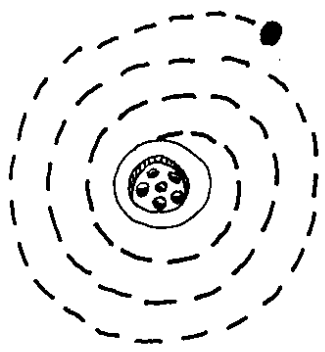
Write your name.

The sink is blocked.
When the water runs away it makes
a glugging, gurgling sound *g, g, g*.

G g

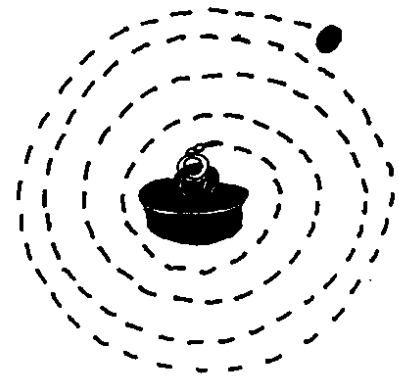


Action: Spiral hand down, as if water going down the drain and say *g, g, g*.



glug glug

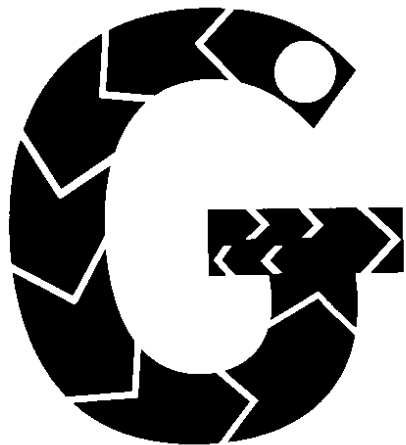
glug glug



g g g g g g g g

g g g g g g g g

g g g g g g g g

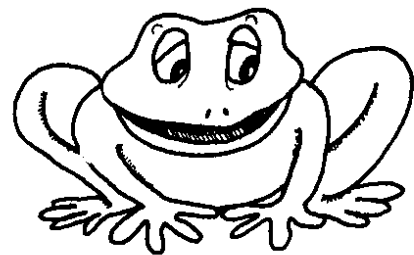
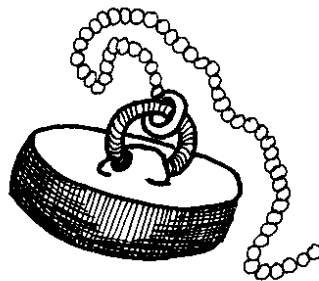


Capital



ift

plu

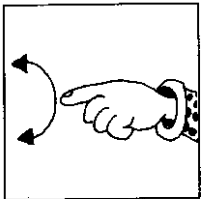
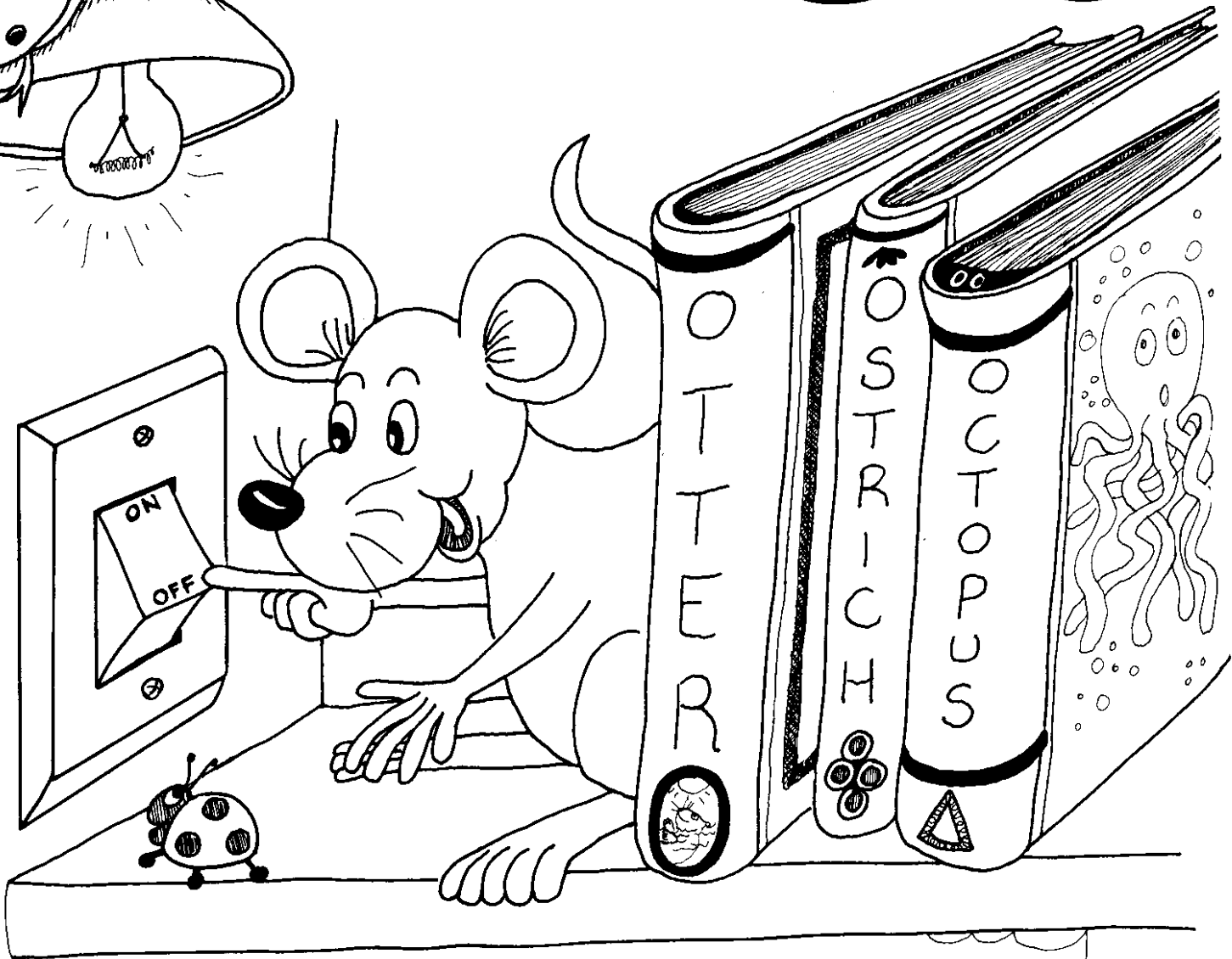


fro

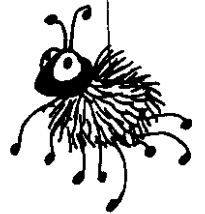
G G G G

By standing on the shelf,
Inky can reach the switch.
She can turn the light on
and off, o, o, o, o, o, o.

O o

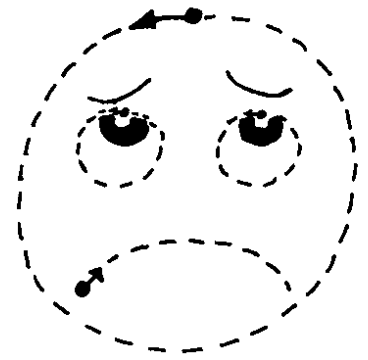


Action: Pretend to turn light switch on and off
and say o, o, o, o.

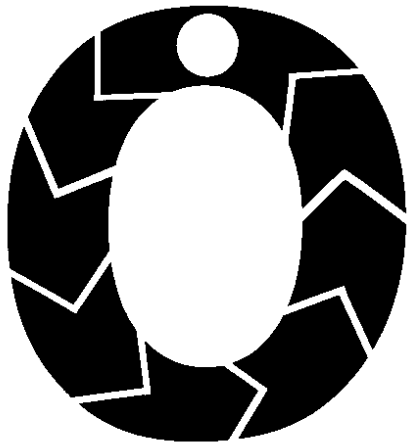
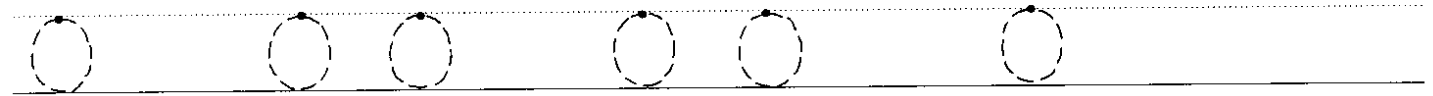
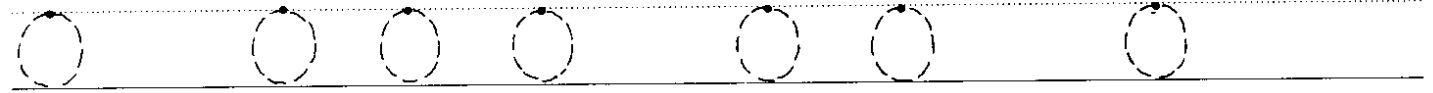
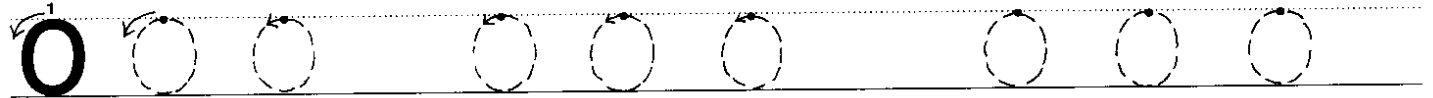




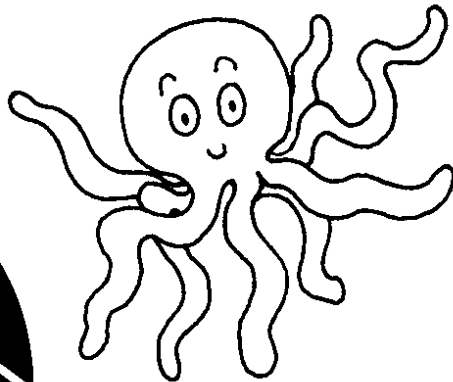
on off on off



on off on off

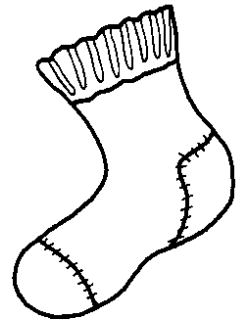
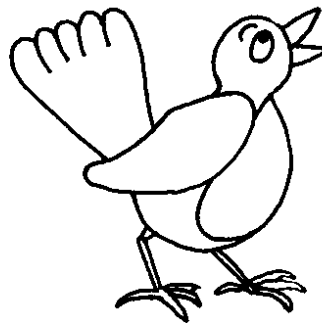


Capital

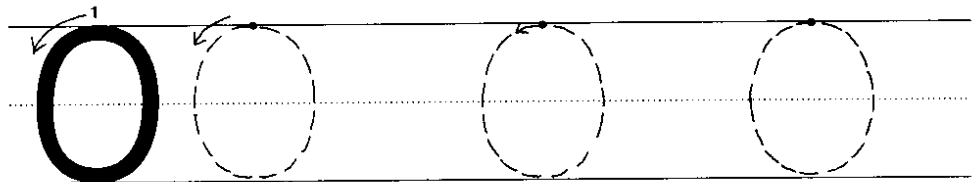


ctopus

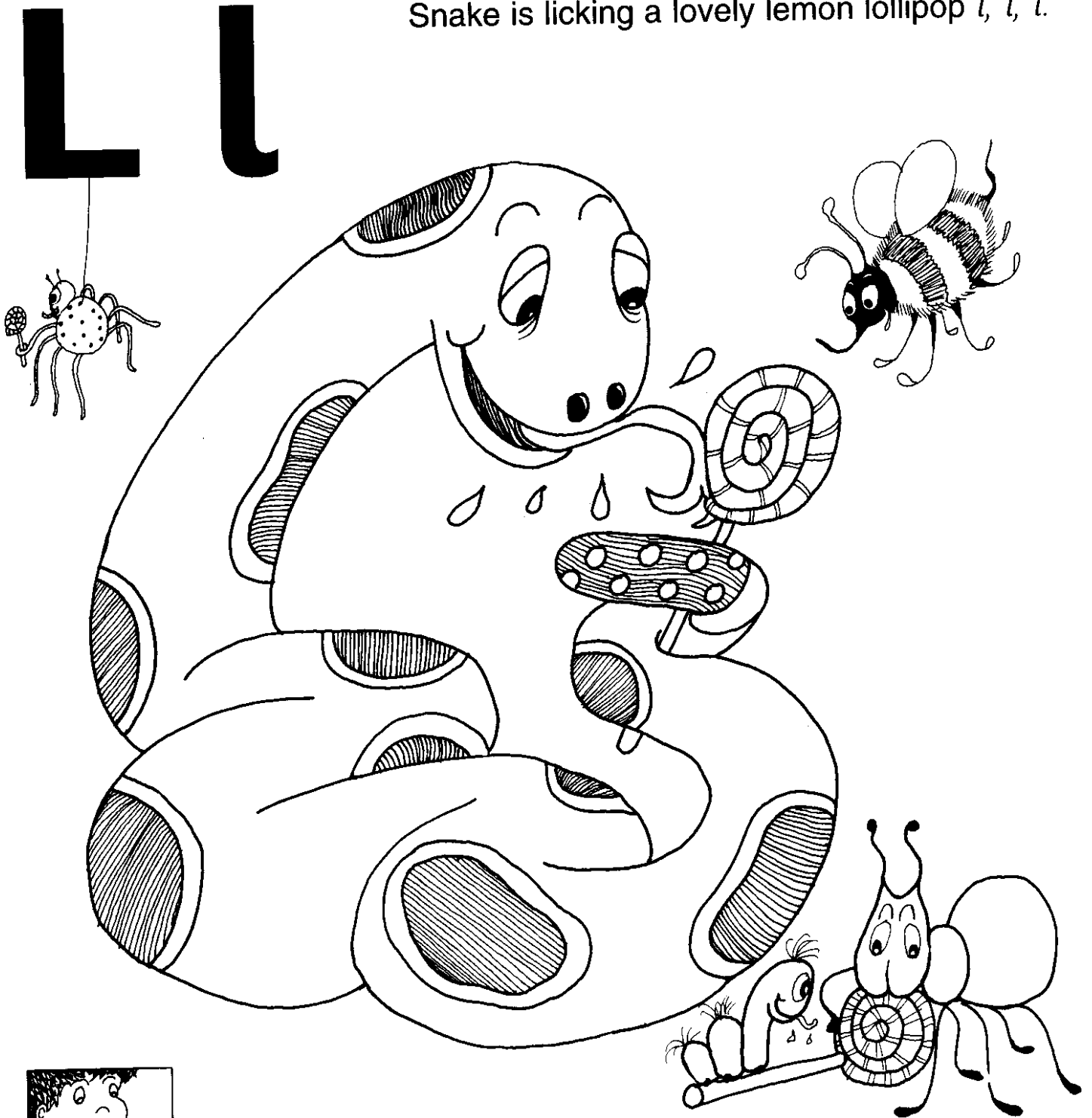
r bin



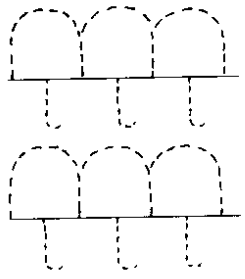
s ck



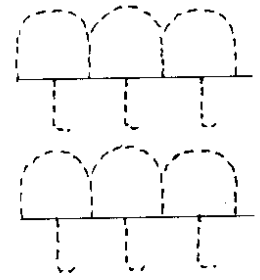
Snake is licking a lovely lemon lollipop *l, l, l.*



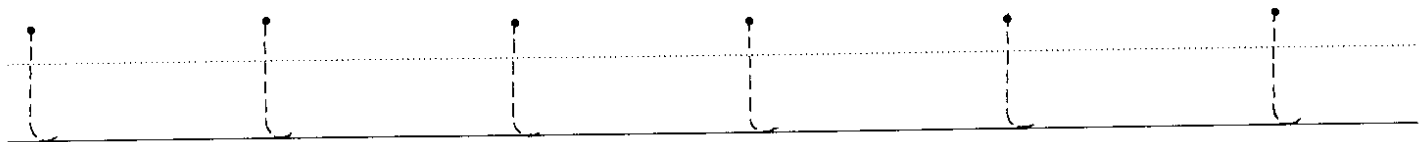
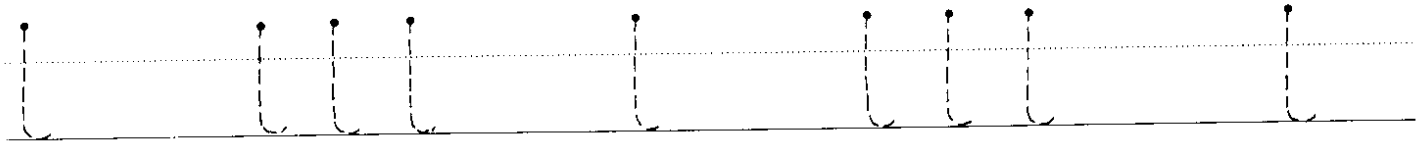
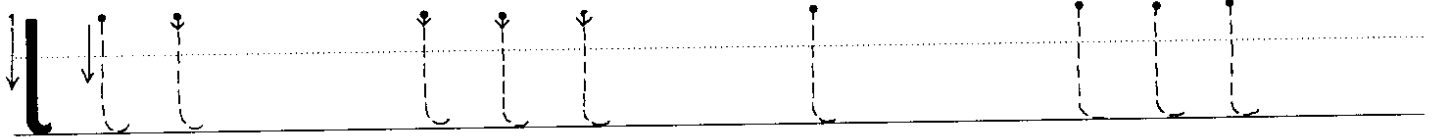
Action: Pretend to lick a lollipop and say *l, l, l, l.*



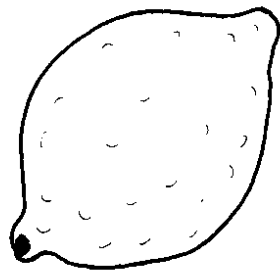
lick a lollipop



lick a lollipop

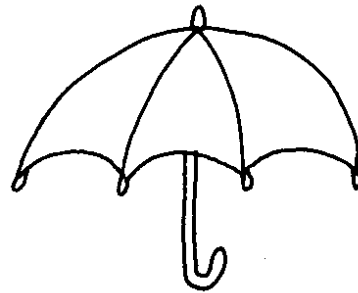


Capital

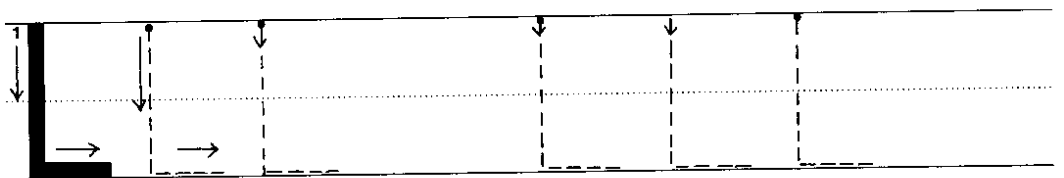


__emon

umbre__a

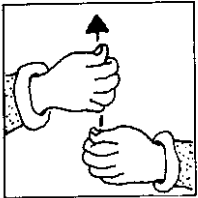


hi__

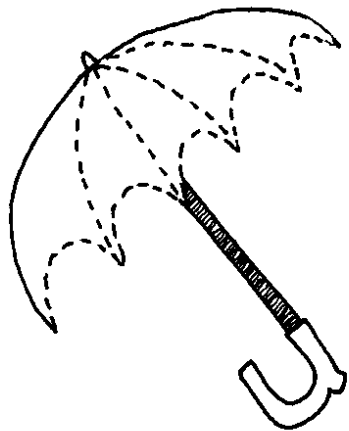


Bee has a new umbrella. She puts it up in the rain *u, u, u, up umbrella.*

U u

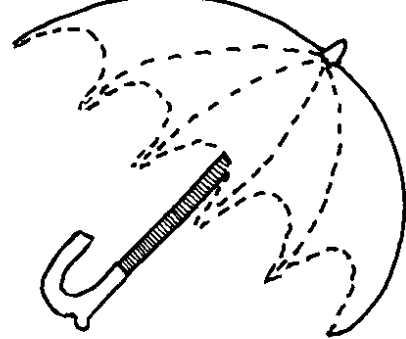


Action: Pretend to be putting up an umbrella and say *u, u, u, u.*



up umbrella

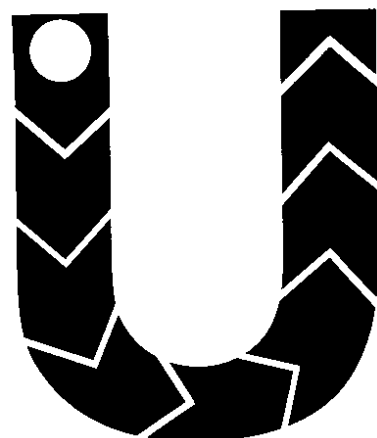
up umbretta



u u u u u u u u u u u u u u u u

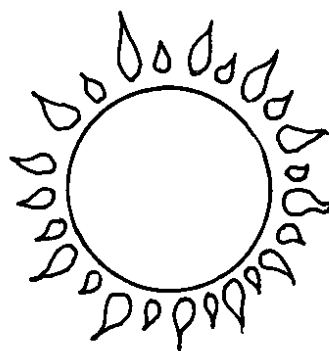
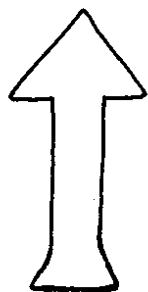
u u u u u u u u u u u u u u u u

u u u u u u u u u u u u u u u u



Capital

p



s n

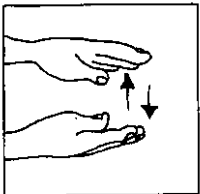
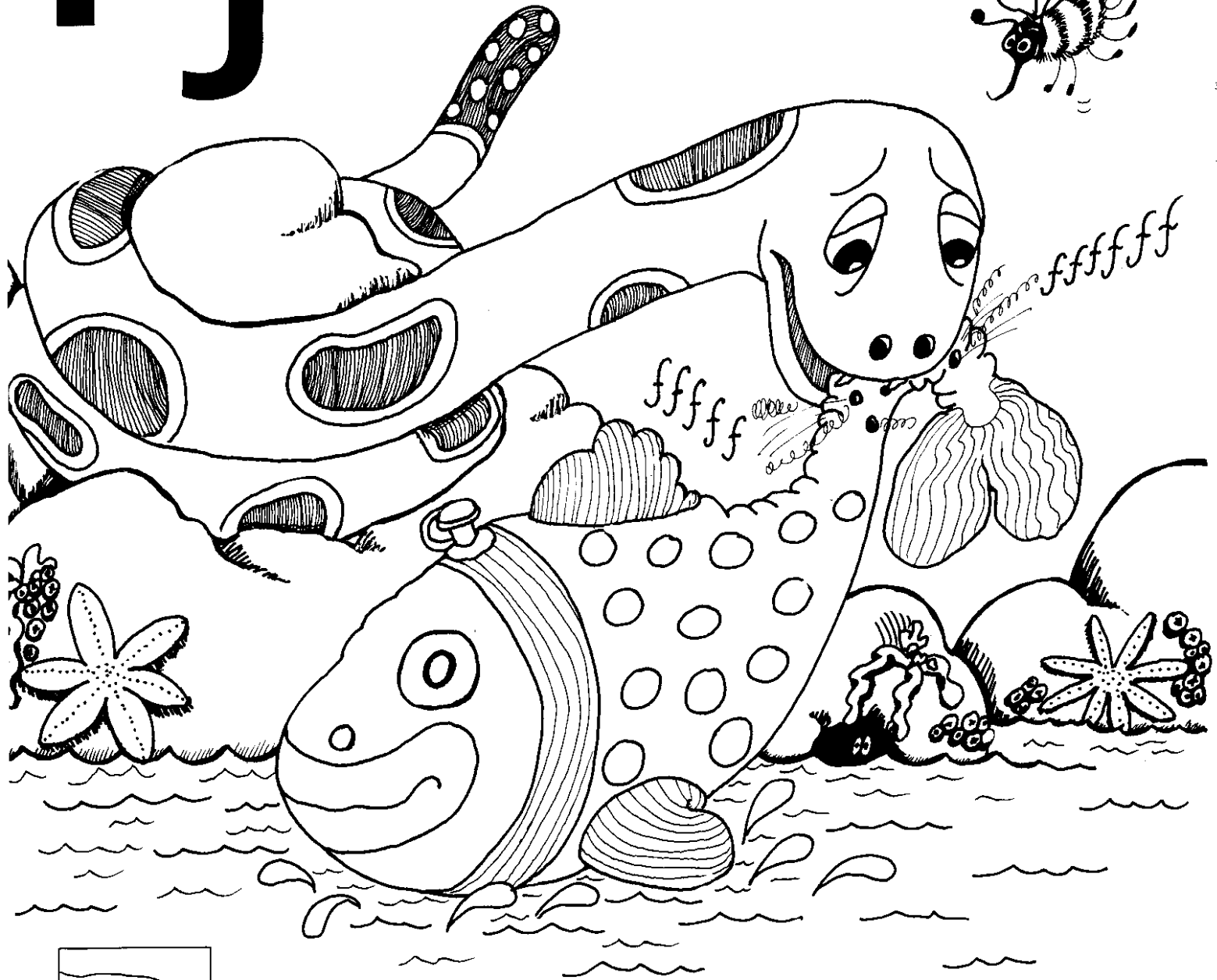
dr m



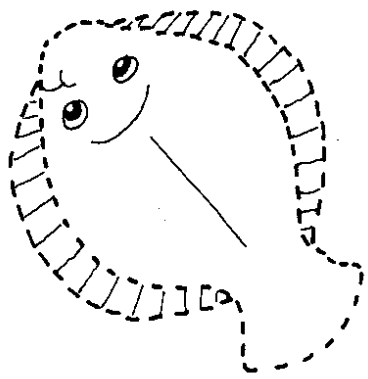
U U U U U U U U U U U U U U U U

Ff

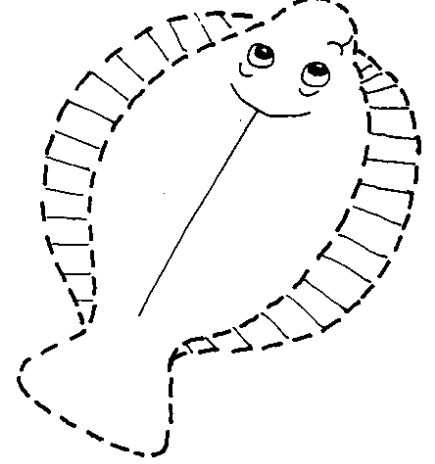
Snake thinks the inflatable fish is real and tries to catch it. His sharp teeth puncture it and it makes a *ffffff* sound as it goes flat.



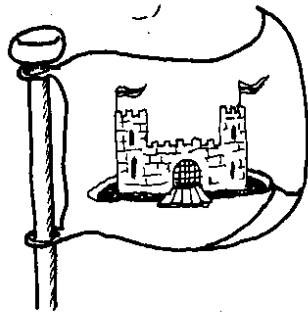
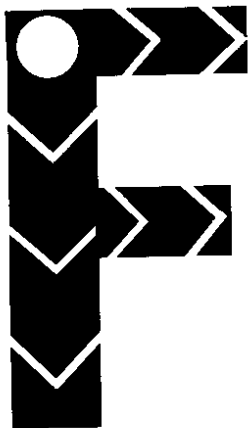
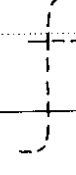
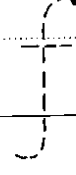
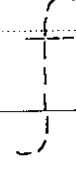
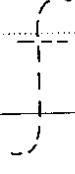
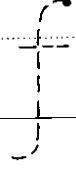
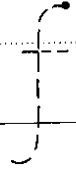
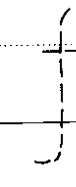
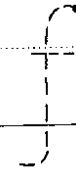
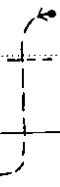
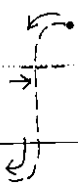
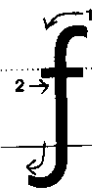
Action: Let hands gently come together as if fish deflating and say *ffffff*.



flat fish

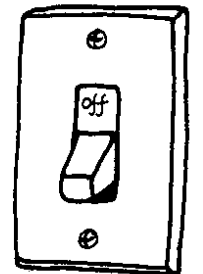
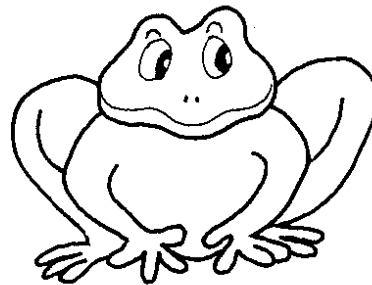


flat fish

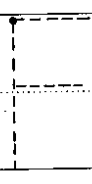
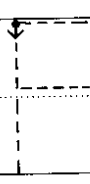
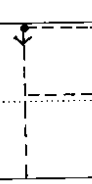
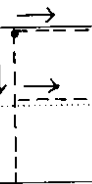
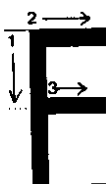


lag

rog



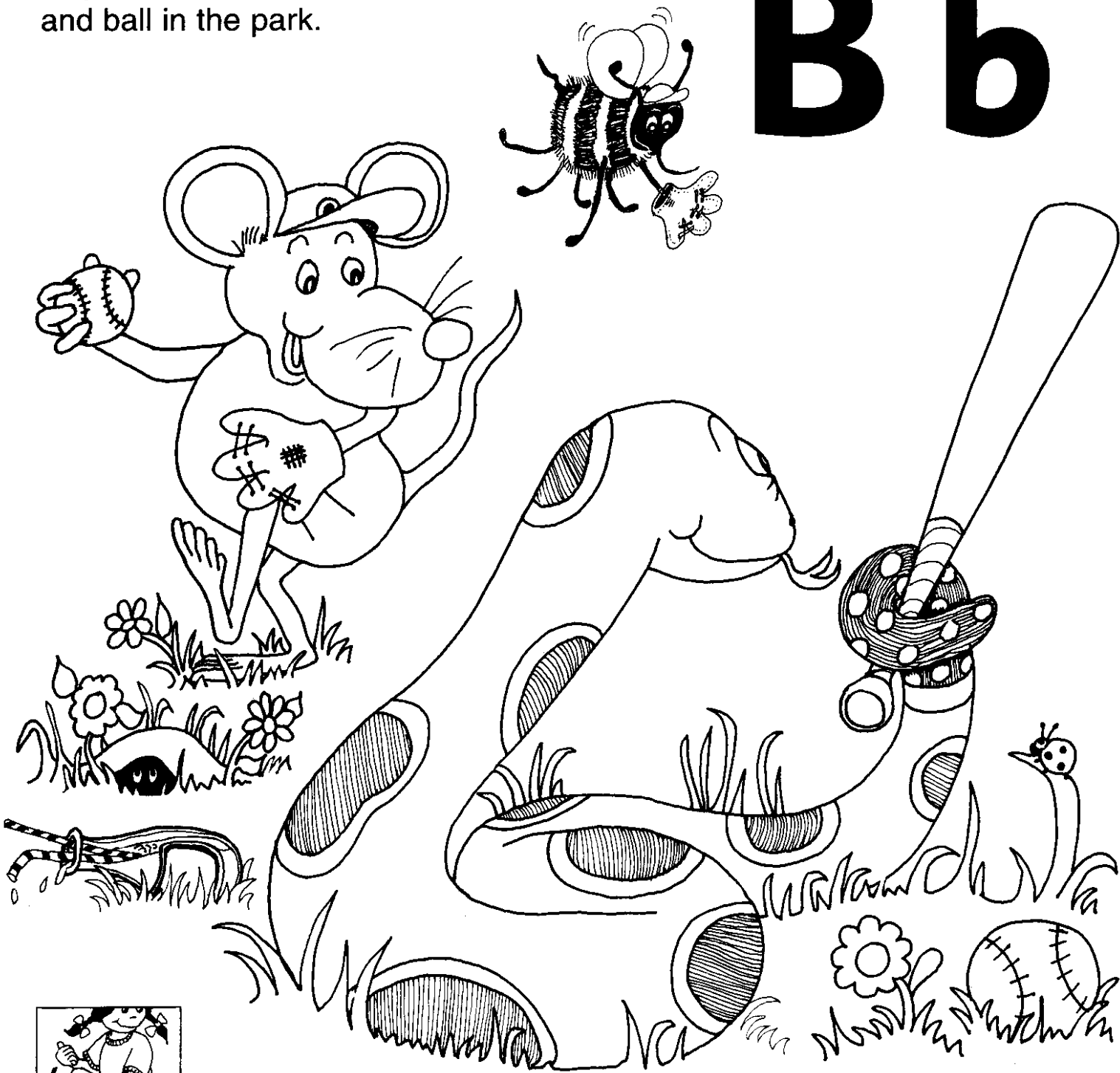
o



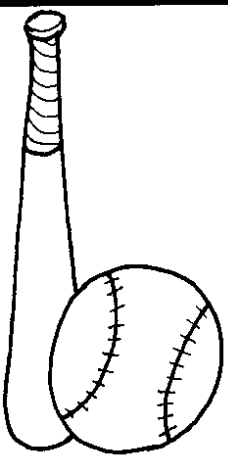
Capital

Inky, Snake, and Bee are playing bat and ball in the park.

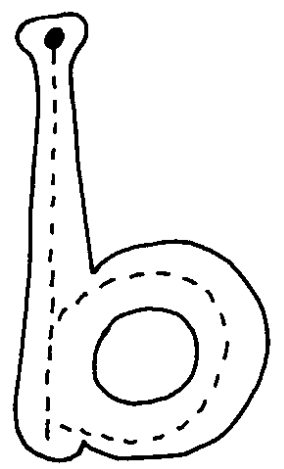
B b



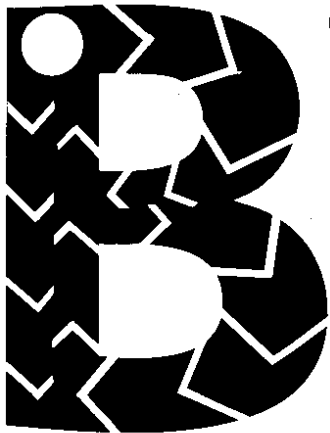
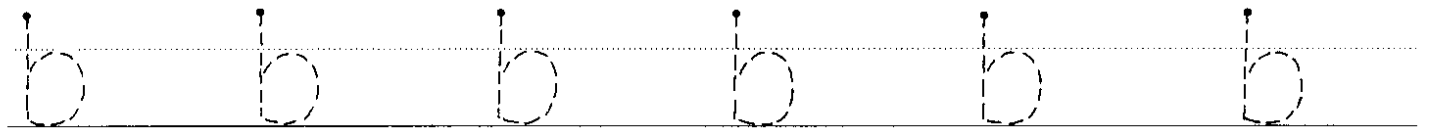
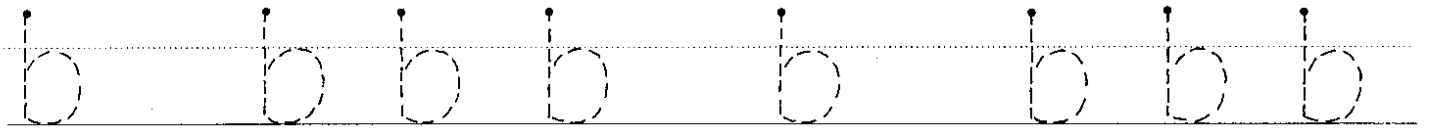
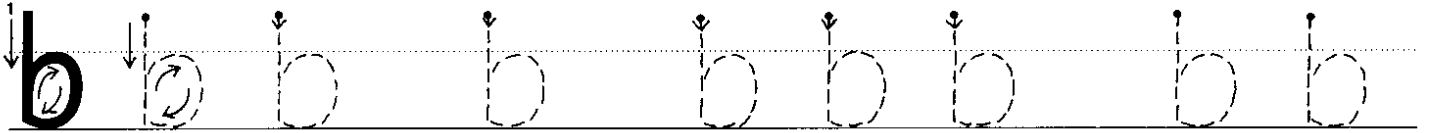
Action: Pretend to hit a ball with a bat and say *b, b, b, b.*



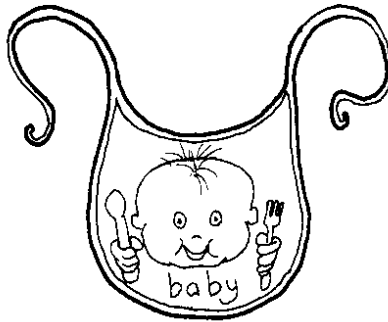
bat and ball



bat and ball

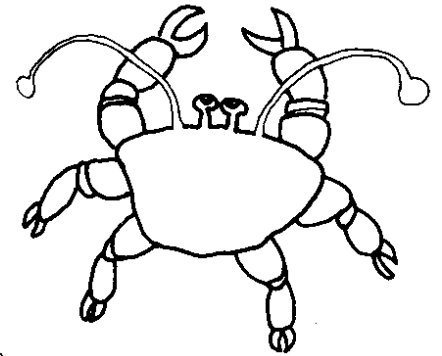
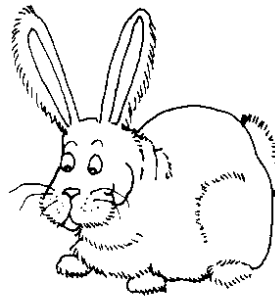


Capital

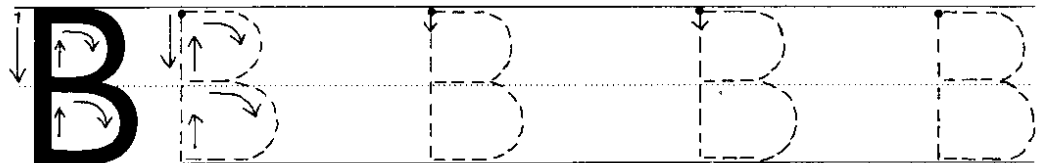


i

ra__it

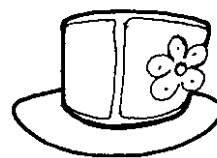


cra__



Some words are tricky and cannot be sounded out.

Here is a way of learning them.



Look

Say the letters.

FOLD

Cover

Try writing them.

FOLD

**Write,
Check**



Have
another go

the

the

are

are

you

you

Fill in the missing letters.

the

ar__

y__u

a__e

t__e


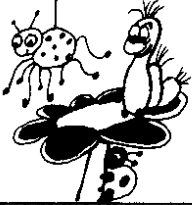



__re

yo__

th__

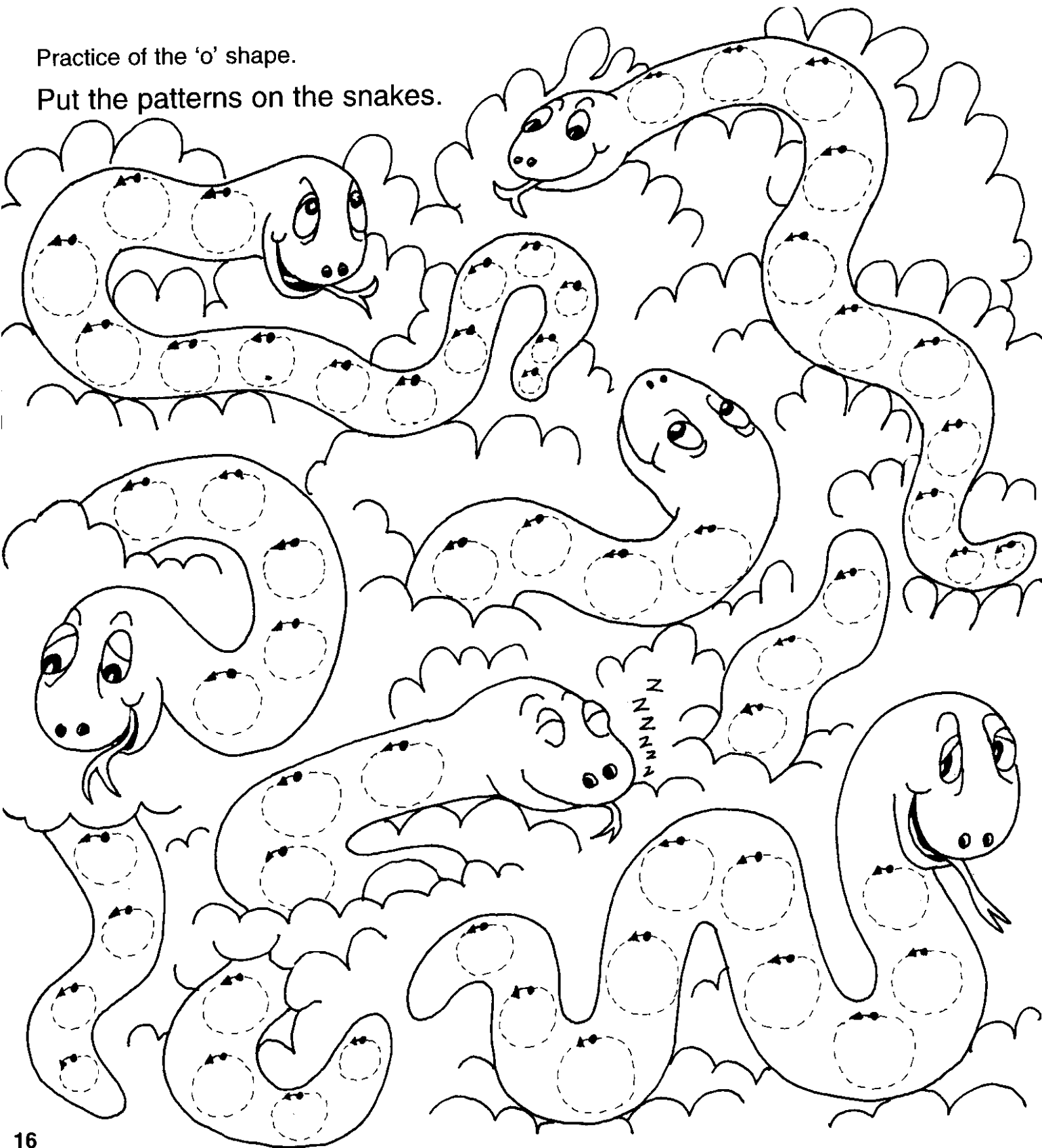
__ou

Match the small letters to the capitals.

	K	L	S	U	D	
G	u i k l					I
A	s d r t					P
	h f a o m					R
F	g e c					E
N	n b p					M
	C	H	O	B	T	

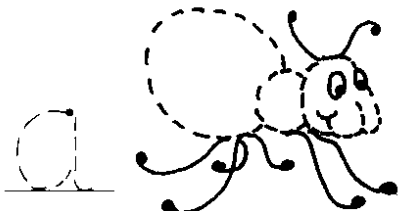
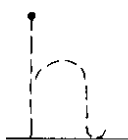
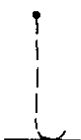





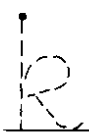


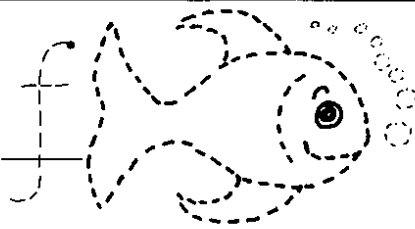



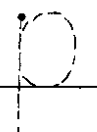


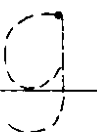
Practice of the 'o' shape.

Put the patterns on the snakes.



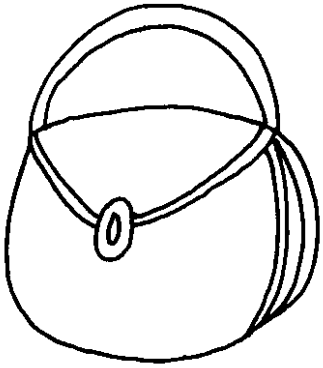
Now check you know these sounds.

Write the letter. Draw a picture of something that begins with it.

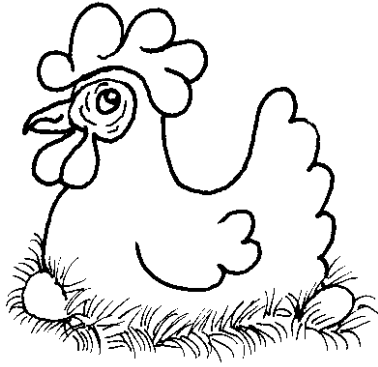
		
		
		
		
		
		
		

How quickly can you say them?

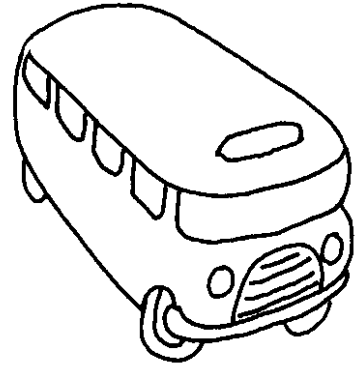
Fill in the missing sound.



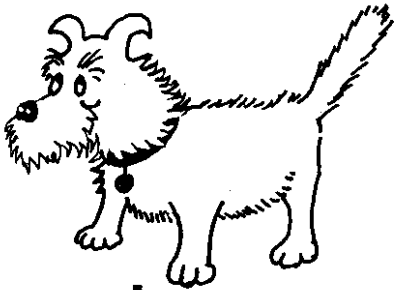
b · g



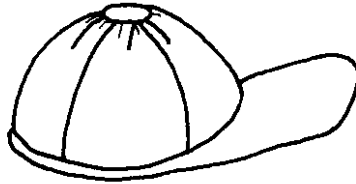
h · n



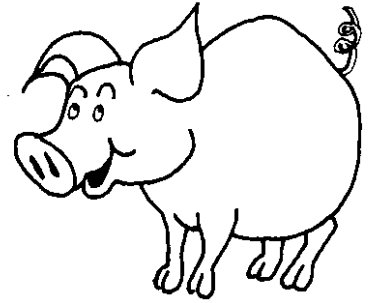
b · s



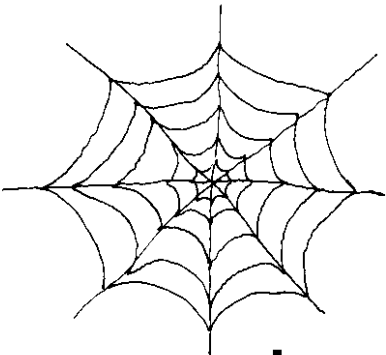
d · g



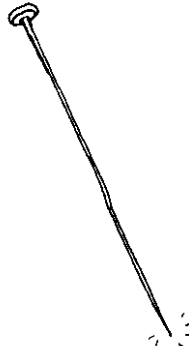
c · p



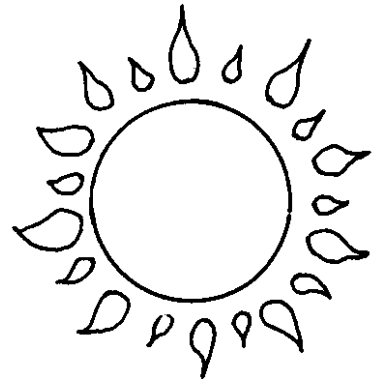
p · g



w · b

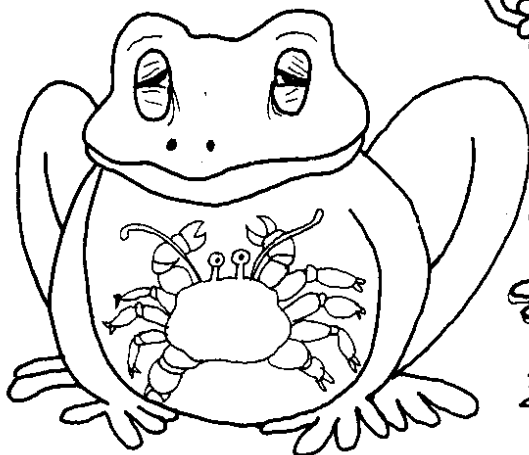
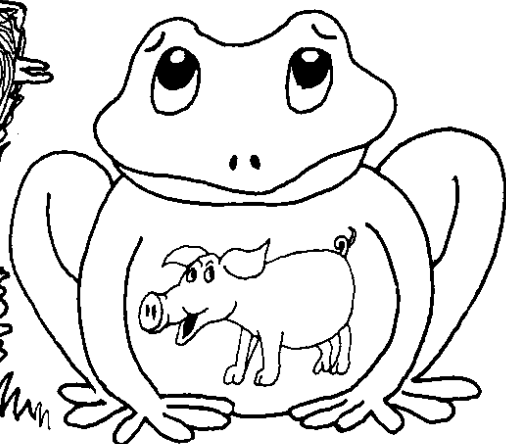
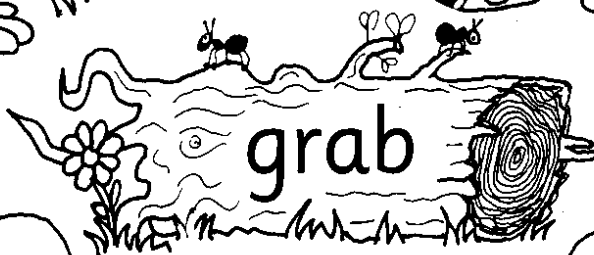
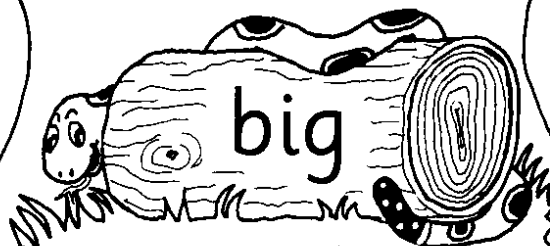
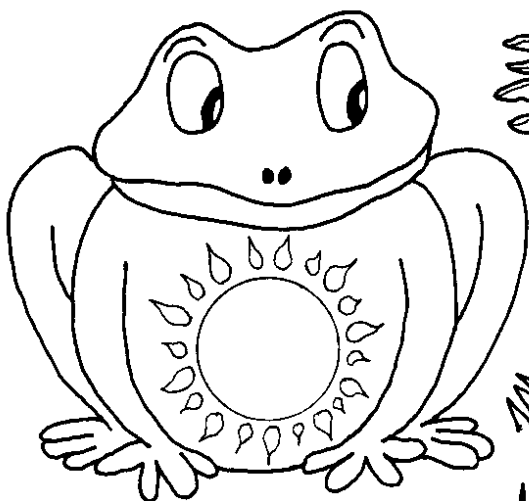
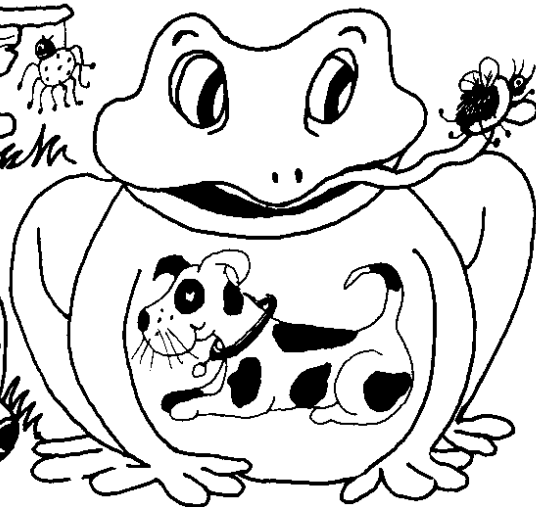
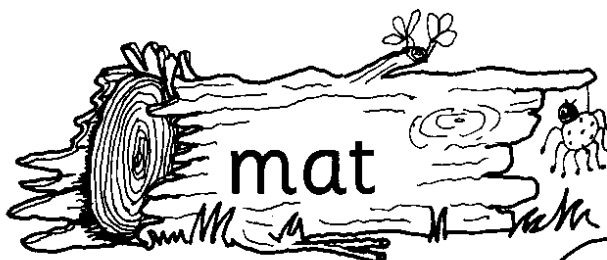
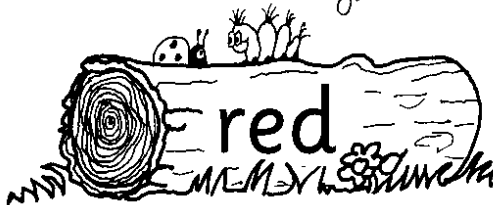
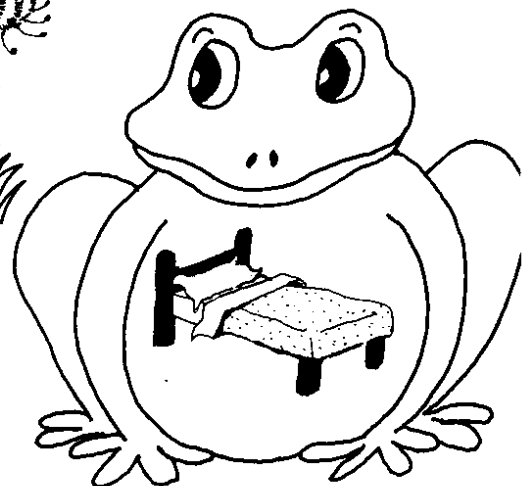
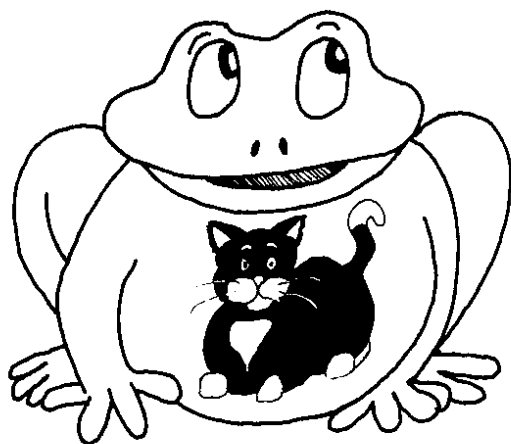


p · n



s · n

Read the words in the logs. Match each word to the picture in the frog that rhymes with it.



When two letters making the same sound come next to each other you only say the sound once - rabbit.

Read each word and draw a picture of it.

rabbit

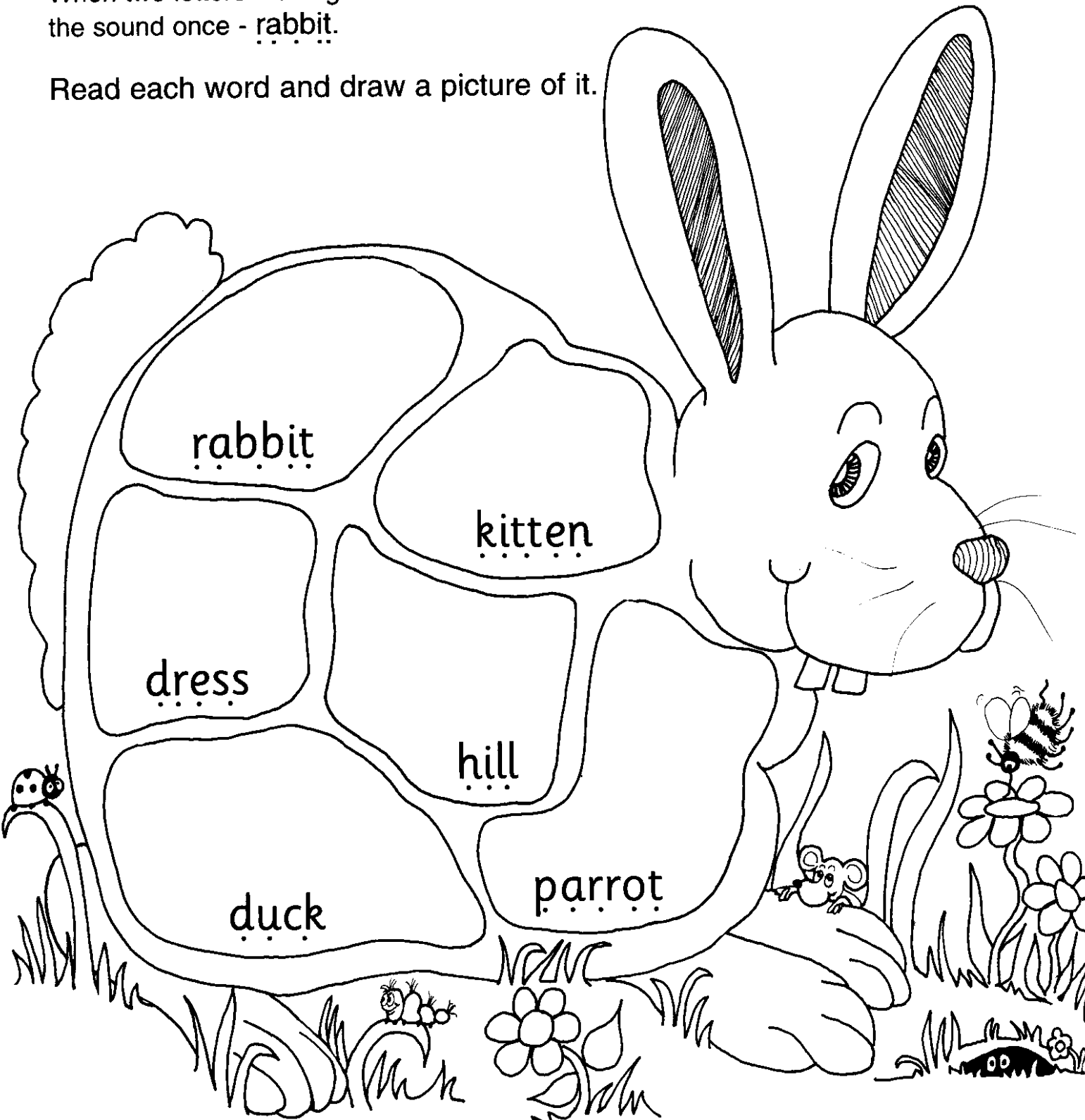
kitten

dress

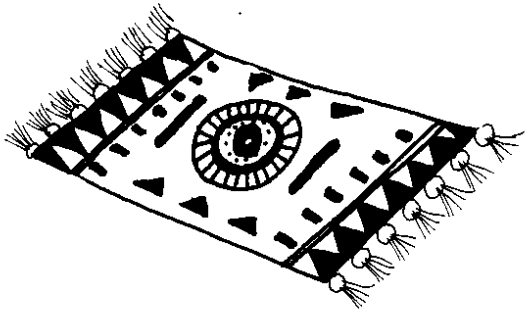
hill

duck

parrot

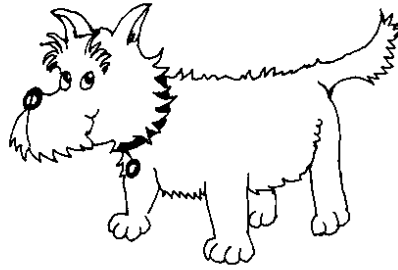


Choose the word and write it underneath.



met mat man

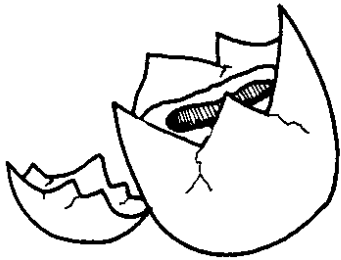
mat



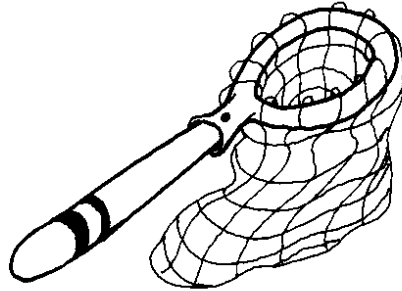
log dig dog



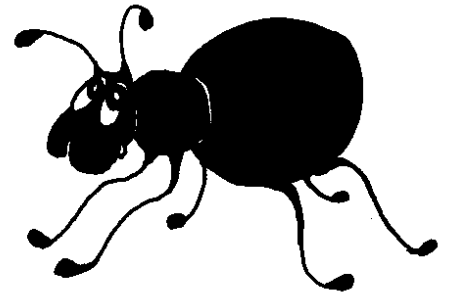
cup cut cap



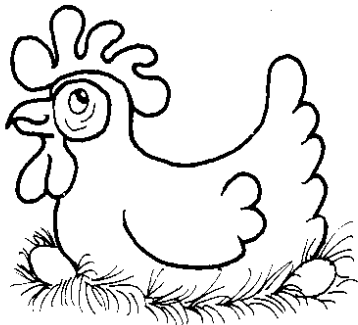
peg egg pig



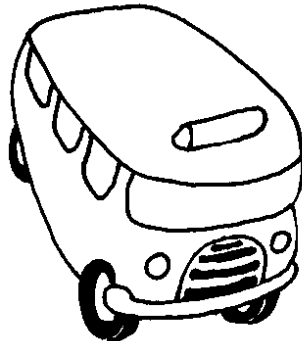
net nut not



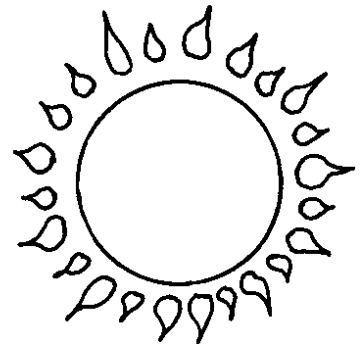
and ant act



hen hat pen

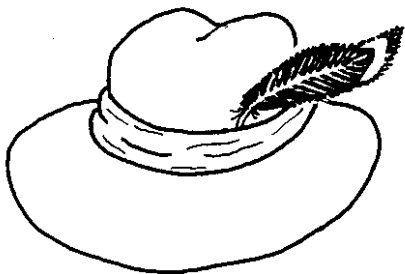


bin bus bug



sub sit sun

Write each word and read it. Then draw a picture of it.



hat

pen

ant

ink

man

cap

bed

dog

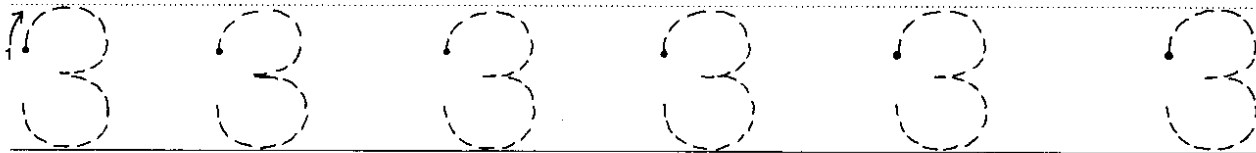
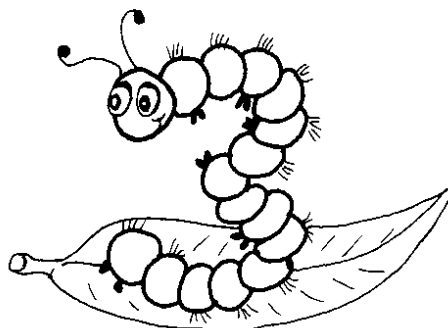
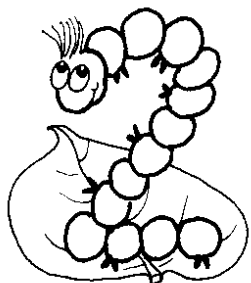
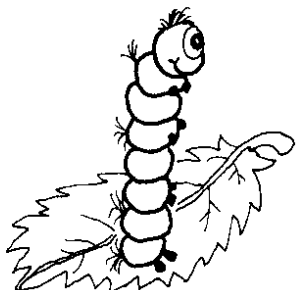
bus

Numbers need correct formation too.

(Workbook 3 - Number 3)

1 2 3

Count the caterpillars.



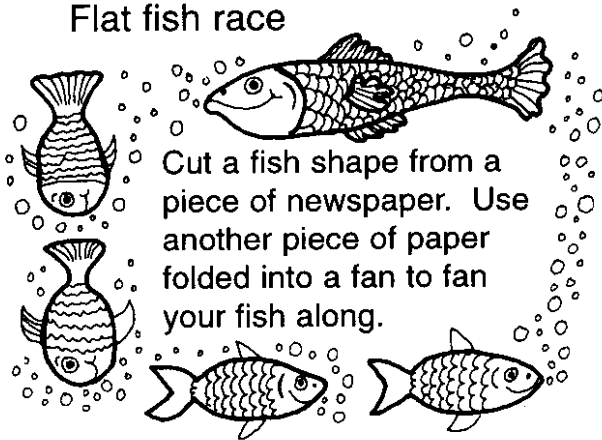
Find the 3 caterpillars.



three three three

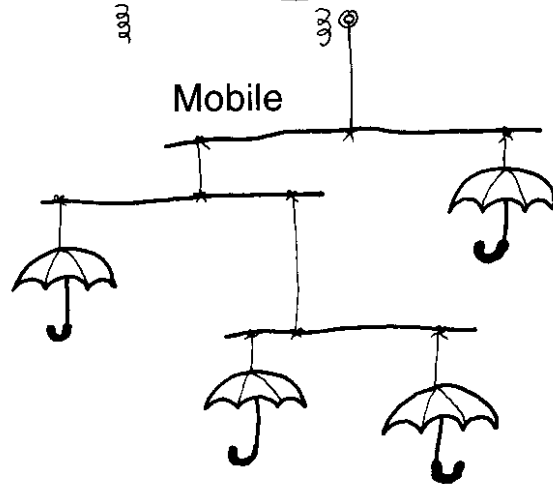
Activity

Flat fish race



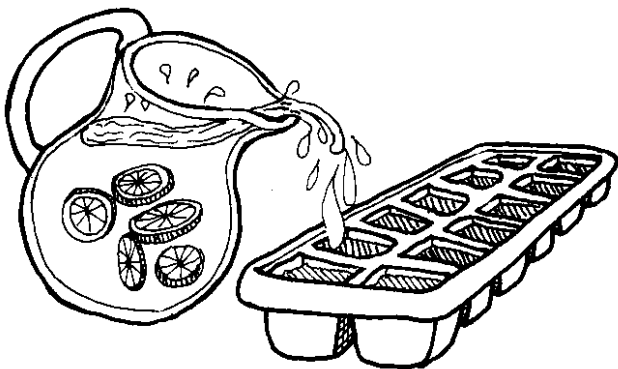
Cut a fish shape from a piece of newspaper. Use another piece of paper folded into a fan to fan your fish along.

Mobile



Cut some umbrella shapes from card. Draw them and hang them as a mobile.

Lemon ice cubes



Make some lemon ice cubes with a lemon drink put into an ice cube mould.

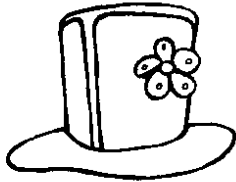


Read the story of the Three Billy Goats Gruff.

Pages 2-13. Sounds.

Learning the sounds is the first step in reading. The storyline with each sound can be embellished to build the child's interest. The letter b is often confused with d at first. It is best to ensure the child recognises and can write d, before introducing b.

Page 14. 'Tricky' Words.



Some words are irregular and have to be learned. The three words on this page can be learned by the 'LOOK, COVER, WRITE, CHECK' method. LOOK - find the irregular part - write the word in the air saying the letters. COVER - the word. WRITE - the word. CHECK - to see if correct.

Pages 15 and 17. Revision.

These pages ensure that all the sounds learned so far are known. The same letters can be picked out in stories and everyday products for revision.

Page 16. Handwriting practice for o.

It is important to go anticlockwise around o.

Page 18. Hearing the Sounds in Words.

Good spellers use the sounds in words to help them. This ability to hear the sounds in words is also called 'phonological awareness' and may need plenty of practice. In this book, children are encouraged to listen for the middle sound in words. Try calling out these words for the child to say what sounds they have. Examples are: pan, hot, tap, pig, hut, log, fat, ten, cup.

Page 19. Rhymes.

Being able to hear rhymes is part of hearing the sounds in words. It helps in writing and reading. Showing the rhymes in nursery rhymes can help too.

Pages 19, 20, 22. Blending.

Practice with blending can be done at any time, while waiting say, or in a car journey. Ask the question 'What am I saying, b-u-s'. Other words that can be used are: sun, hat, pin, pet, lap, cat, dog, fun, man, dig, hop, bat. These words could be written on cards for a child to blend and read.

The Jolly Phonics Workbooks teach the skills for reading and writing

All the letter sounds of English are introduced (not just the alphabet), with an 'action' for each. Exercises show how to use the letter sounds to read and to spell, along with ways of learning the 'tricky' spellings. The correct way to form each letter is shown and in later Workbooks joined-up (cursive) writing is introduced.

**Jolly
Phonics**

Also available: *Jolly Phonics Videos 1 and 2* (for children), *The Phonics Handbook*, *Finger Phonics books*, *Jolly Phonics Letter Sound Poster* and more. A free Parent/Teachers' guide is available from either address below.

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Jolly Learning Ltd

www.jollylearning.co.uk info@jollylearning.co.uk

Tailours House, High Road, Chigwell, Essex, IG7 6DL, UK. Tel: 020 8501 0405 Fax: 020 8500 1696
50 Winter Sport Lane, Williston, VT 05495, USA. Tel: 1-800-488-2665 Fax: (802) 864-7626



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