

Foundations

Equipping teachers to combine the art of teaching
with the science of reading!



Supplies Needed for Foundations B

Foundations B Teacher's Manual

Foundations B Student Workbook - one per student, in either manuscript or cursive

Foundations B Readers

Foundations B Readers: Young Artist Series

Whistling Whales: Beyond the Sounds of ABC

Basic Phonogram Flash Cards

Rhythm of Handwriting Tactile Cards - in either manuscript or cursive

Rhythm of Handwriting Quick Reference - in either manuscript or cursive

Phonogram & Spelling Rule Quick Reference

Spelling Analysis Card

Phonogram Game Cards - two contrasting sets per student or per group of four students

Phonogram Game Tiles - one set per student or per pair of students

LOE Student Whiteboard - one per student, plus whiteboard markers and eraser

Optional:

Rhythm of Handwriting Desk Strip - one per student, in either manuscript or cursive

Bob Books Set 1 and Set 2, by Bobby Lynn Maslen, Scholastic Inc. 2006. Additional book suggestions for Foundations lessons are available at www.LogicOfEnglish.com/Foundations.

Teacher Tip

At the beginning of each Foundations lesson, you will see a list of needed and optional materials. The materials needed for each activity are listed in a box near the page margin, with optional items in italics. A list is also included at the beginning of each lesson. Teachers should look through each lesson in advance in order to gather the necessary materials. Many lessons use items commonly found in a classroom or home such as crayons, glue, scissors, blocks, a mirror, toy cars, stuffed animals, and chalk.

Handwriting

Foundations B includes instructions for writing the uppercase letters in both cursive and manuscript. Students should be comfortable writing the lowercase letters, which are taught in Foundations A, before starting Foundations B lessons. Continue instruction with the uppercase letters in whichever handwriting style the student is learning, either cursive or manuscript.

What Grade Is This For?

Foundations is designed for any child ages 4-7. While students typically begin B after completing Foundations A, level B can also be used as a starting point for Foundations with students in kindergarten, 1st, or 2nd grade if they have already mastered the foundational reading and writing skills taught in level A. For more information, see “Starting Foundations With B” on page 1.

How Long Does a Lesson Take?

Foundations lessons are intentionally flexible so that you can set the pace according to the student's age and attention span. The priority is for students to move at a comfortable pace and to practice the skills daily. This may mean doing part of a lesson, a whole lesson, or more than one lesson a day, or just playing phonogram and reading games some days to practice, and doing new lesson content on other days.

For children who are already reading fluently, some concepts introduced in this level may be review. In this case, feel free to move quite quickly, using Foundations B to fill in gaps and strengthen foundational skills while introducing new phonograms, spelling rules, and language concepts. Note that many of the concepts introduced, such as schwa and some of the less common sounds of certain phonograms, will be unfamiliar to most students. Focus on learning the language concepts and how to apply them for spelling, and feel free to skip or shorten practice activities, or convert reading games into spelling practice games for a greater challenge, once the student demonstrates mastery of a skill.

For tips about adjusting the pace or increasing the level of challenge, see “Adjusting the Pace of Foundations Lessons” and “Starting Foundations with a Child Who Can Read” on the Logic of English® Blog.

Assessments

Every fifth lesson in Foundations is followed by an assessment and practice ideas. At this stage, all students should be taught to the point of mastery. Assessments should not be used to grade students, but rather to determine which skills need further practice.

Each assessment includes a chart with the skills that are being assessed. Skills marked with a 1 should be mastered before the student progresses to the next lesson. Skills marked with a 2 should be familiar to the child, but the child can still be working towards mastery. Level 2 skills will be practiced extensively in the upcoming lessons.

Speech Tips

Some lessons include speech tips for helping students to clearly articulate a phonogram's sound(s). For further ideas we recommend the resource *Eliciting Sounds: Techniques and Strategies for Clinicians 2nd Edition*, by Wayne A. Secord, Cengage Learning 2007.

Spelling Analysis

In each Foundations lesson, students learn how to spell new words through an activity called Spelling Analysis. The process of spelling analysis teaches students to think critically about words rather than memorizing spelling words by rote. With support and guidance from the teacher, students apply the phonograms and rules in new words and analyze why they are spelled the way they are, strengthening both reading and spelling skills. Spelling Analysis is a learning activity, not a spelling test, and it is one of the best ways to build reading and spelling fluency.

The steps for teaching a word through spelling analysis are printed on the Spelling Analysis Card and modeled in the first few lessons. Spelling hints and markings for analyzing the words are provided in each spelling list. If you would like to learn more and see the process modeled, see our free videos about Spelling Analysis and Finger Spelling at www.LogicOfEnglish.com/Video.

Finger Spelling – As the student sounds out each spelling word, hold up one finger for each single-letter phonogram, and if a sound is spelled with a multi-letter phonogram, hold up the same number of fingers as there are letters to spell that phonogram (e.g. 2 fingers for sh).

Spelling Hints – During Spelling Analysis, if a student is segmenting a word with a sound that can be spelled in multiple ways (such as /k/ - spelled C, K, CK, or CH), cue the student by saying the phonogram sound(s) and hints for the correct phonogram. Do not expect students to automatically know which spelling of the sound is correct unless they have learned a rule that makes it clear. For example, tell students whether to use “tall /k/,” “/k-s/,” “two-letter /k/ used only after a single, short vowel,” or “/ch-k-sh/” to spell the /k/ sound in a word.

Terms

Phonogram – A visual representation of a sound. A phonogram may have one, two, three, or four letters (**pen**, **rain**, **night**, **daughter**). Foundations B teaches students 21 multi-letter phonograms and their sounds. The twenty-six single-letter phonograms are taught in Level A.

CVC Word – A word that follows this pattern: consonant-vowel-consonant.

Pronunciation – Letters that are between two slashes should be referred to by the sound(s). For example, /k/ indicates that you should say the sound /k/, not the letter name “kay.”

High-Frequency Words – The 300 most frequently used words make up 65% of all that we read and write. Foundations teaches students how to sound out high-frequency words and analyze the spelling, rather than memorizing words by rote. A chart of the high-frequency words that are explicitly taught or practiced in Foundations B can be found on page XIV.