

# LESSON 41

## Skills

**PHONEMIC AWARENESS:** Blend two-syllable words from an auditory prompt.



**SYSTEMATIC PHONICS:** Read short vowel sounds marked with a breve. Read long vowel sounds marked with a macron. Read the sound of the multi-letter phonogram **sh**. Identify the name of each letter. Decode words with the multi-letter phonogram **sh**.

**HANDWRITING:** Write uppercase **S**.

**SPELLING ANALYSIS:** fish, ship, flash, spot, drum

**COMPREHENSION & FLUENCY:** Demonstrate understanding of a phrase the student has independently decoded.

## Materials

**NEEDED:** LOE whiteboard, Basic Phonogram Flash Card **sh**, *Whistling Whales*, Tactile Card  or 

**OPTIONAL:** ABC Song recording; Phonogram Wall Chart, Rhythm of Handwriting Desk Strip, or Rhythm of Handwriting Wall Cards; foods, books, and activities for “sh” Day; stamp and ink; Phonogram Game Tiles

## Phonemic Awareness

### Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and find the object in the room.

/w-ĭ-n-d-ō/	<i>window</i>
/p-ĕ-n-c-ĭ-l/	<i>pencil</i>
/b-ü-k-sh-ĕ-l-f/	<i>bookshelf</i>
/k-ē-b-ō-r-d/	<i>keyboard</i>
/b-ă-k-p-ă-k/	<i>backpack</i>
/j-ă-k-ĕ-t/	<i>jacket</i>
/p-ö-k-ĕ-t/	<i>pocket</i>
/t-ā-b-l/	<i>table</i>

# Systematic Phonics

## Short and Long Vowel Sounds

Write the vowels ā ē ī ō ū ă ě ĭ ǒ ů on the board in a random order and in a variety of colors.

As I write a vowel sound, read it aloud to me.

Now I will point to a phonogram. Read the sound. As you read it, stretch your arms in a long line if it is the long sound. Curve your hands over your head if it is the short sound.

## Letter Names

### 41.1 Phonogram Desk Chart – page 1

Show the students 41.1 Phonogram Desk Chart on page 1 of the Foundations B Student Workbook.

What do you see on the chart? *I see all the phonograms I have learned and some other letters too.*

Each of the single-letter phonograms has two ways to write it. The ones we have learned already are called lowercase letters. The ones next to them are uppercase letters, which we sometimes call capital letters.

**Point to a lowercase letter.**

Why do you think we call this the lowercase? *It is smaller and sits lower on the lines.*

**Point to an uppercase letter.**

Why do you think this is called the uppercase? *It is bigger.*

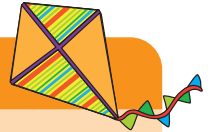
Notice how all the uppercase letters touch the top line. It is as if they live in the upper story.

Each of the single letter phonograms also has a name. I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

Point to Aa.	Point to Bb.	...
A /ă-ā-ä/	B /b/	...ABC

**Optional:** Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

### Multi-Sensory Fun



Play “Buzz the Teacher.” Tell the student to point to a sound. You should read it. If you are right, the student points to the next sound. If you are wrong, the student should indicate you are wrong by saying “bzzz.” Be sure to read a lot of them wrong. Kids love to correct the teacher!

### 41.1 Phonogram Desk Chart

### Teacher Tip

Most lessons call for a phonogram chart to practice the alphabet. You may wish to laminate the Phonogram Desk Chart page from the student workbook to use it throughout Foundations B. Other handwriting charts are available at the Logic of English store.

### Multi-Sensory Fun

Point to a phonogram. Ask the student to crouch down low if it is lowercase, and stretch up high if it is uppercase.

### Multi-Sensory Fun

Vowel names say the vowel's long sound. Most consonant names say their sound plus a vowel sound. The names of C and G say their soft sounds because those were the most common sounds in Latin when the letter names were invented.

# Handwriting

## Write Uppercase S

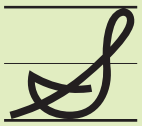
### 41.2 Uppercase S – page 2

Look at the blue and green letters in your workbook. The first two show how uppercase and lowercase /s-z/ will appear in books. What do you notice? *The uppercase and lowercase /s-z/ look the same, but the uppercase is bigger.*

The next two are how we write /s-z/. What do you notice? *Cursive* – *The uppercase /s-z/ is bigger, and it has a loop on the top. It still has a scoop. The uppercase /s-z/ looks more like the cursive lowercase /s-z/ than like the one we see in books.* *Manuscript* – *The manuscript /s-z/ looks like the bookface version.*

Let's learn how to write the uppercase /s-z/.

Demonstrate how to write /s-z/ using the Tactile Card  or .



Start at the baseline. <sup>①</sup>**Loop** up to the top line, <sup>②</sup>**down** to the midline, <sup>③</sup>**scoop** around past the baseline, <sup>④</sup>**glide** across.





Start just below the top line. <sup>①</sup>**Roll** around to the midline, <sup>②</sup>**curve** back past the baseline.

Practice writing the uppercase /s-z/ three times on the Tactile Card or in the air, using your pointer finger. Shout the directions as you write it on your whiteboard. Whisper the directions as you write it on your whiteboard. Sing the directions as you write it on your whiteboard.

Which one sits on the baseline the best?  
Which one goes up and touches the top line the best?  
Which one looks most like the Tactile Card?  
Put a smiley face next to the best /s-z/.

Whiteboard

Tactile Card  or 

### Teacher Tip

Teachers who began with cursive for lowercase may opt to teach the manuscript uppercase letters instead. Some of the cursive uppercase letters have more variation in shape and are sometimes more complex to write than the manuscript form.

### Teacher Tip

Since students do not use the uppercase letters as often, it is common for them to forget how to form them. Post a Handwriting Chart in the classroom for reference, and when needed provide students the prompts using the bold instructions.

## Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

### 41.2 Uppercase S – page 2

Write uppercase /s-z/ three times on your favorite line size.

Circle your favorite uppercase /s-z/.

# Systematic Phonics

## The Phonogram sh

Show the Phonogram Card sh.

This says /sh/. What does it say? /sh/

How many letters are used to write /sh/? *two*

Write /sh/ three times on your whiteboard.

Basic Phonogram Flash Card sh

Whiteboard

*Whistling Whales*

## Whistling Whales

Open to the sh page. Point to the phonogram sh.

What does this say? /sh/

Listen for this phonogram as I read the words. If you hear the sound /sh/, put your fingers up to your lips as if you are telling someone to be quiet and say /sh/.

## sh Day



Look at shells. Sail ships. Make shakes. Eat shortcake, shortbread, shish kabobs, and shredded cheese. Learn about shamrocks, shooting stars, sharks, sheep, shrews, shrimp, and sheepdogs. Shampoo dolls' hair. Learn the names of shapes. Wear shirts, shorts, and shoes.

## Phonogram Tic-Tac-Toe

### 41.3 Tic-Tac-Toe – pages 3-4

Decide who will play X's and who will play O's. One person chooses a phonogram and reads the sound(s) aloud. If he reads it correctly, he may place an X or an O on the square. Proceed as if playing Tic-Tac-Toe until someone places three in a row or a tie is declared.

## Challenge



Ask the students to choose a picture on the page and to segment the word. Then identify or ask other students to identify which word the student has segmented.

## Multi-Sensory Fun



Provide each player with a stamp and ink to use on the Tic-Tac-Toe boards instead of writing X's and O's.

# Spelling Analysis

## Spelling Analysis

Teach the words in the list below, using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

Spelling Analysis involves teaching the spelling of a word by guiding students in hearing and segmenting its sounds, supporting them with any needed clarification as they use their knowledge of the phonograms to write it, and finally analyzing the spelling together.

The steps are modeled for you with the word *fish*, below. They are also listed for teacher reference on the Spelling Analysis Card (skip steps 3-4 until syllables are introduced in lesson 42). In the rest of the lessons, sample scripting is provided as a resource for difficult words.

Whiteboard

or Phonogram Game Tiles



### Teacher Tip

Use finger spelling to cue when to use a multi-letter phonogram. For example, hold up one finger for F, one finger for I, and two fingers for SH.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. fish	<i>We caught two fish.</i>	fīsh	f <u>ish</u>	See below. Underline /sh/.
2. ship	<i>The ship sailed across the ocean.</i>	shīp	sh <u>ip</u>	Underline /sh/.
3. flash	<i>I saw a bright flash.</i>	flāsh	fl <u>ash</u>	Underline /sh/.
4. spot	<i>This shirt has a spot on it.</i>	spōt	spot	All first sounds.
5. drum	<i>The drum is very loud.</i>	drūm	drum	All first sounds.

## fish

The first word is *fish*. We caught two fish. *fish*  
 Now it is your turn to say “fish,” then sound it out.  
*fish /f-ī-sh/*

Write *fish* on your whiteboard. As you write it, say each of the sounds aloud. */f-ī-sh/*

The student writes *fish* on his whiteboard, saying */f-ī-sh/*.

It is now my turn to write *fish*. Drive my marker by sounding it out. */f-ī-sh/*  
 The student sounds out */f-ī-sh/* while the teacher writes the word on the board.

### Teacher Tip

Consonant blends were taught in Foundations A. If the student continues to struggle with blends, help him to sound them out. There will be additional practice on blends in later lessons.

When we have two letters working together to say one sound, we will underline the phonogram. Let's underline /sh/.

fish

Let's read it together. Point to each phonogram as you read it. Then blend the word together.  
*/f-ī-sh/ fish*

## Comprehension & Fluency

### Match Phrases to Pictures

#### 41.4 Matching – pages 5-6

Read the words aloud. If the word has the phonogram /sh/, underline the /sh/. Match the words to the pictures.

#### Teacher Tip



If students struggle to read words with the SH phonogram, underline it in pencil and remind them the two letters are working together to say /sh/.

# LESSON 42

## Skills

**PHONEMIC AWARENESS:** Blend two-syllable words from an auditory prompt.

**SYSTEMATIC PHONICS:** Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter. Match lowercase and uppercase letters. Read the sounds, in order of frequency, of the multi-letter phonogram **th**. Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.

**HANDWRITING:** Write uppercase **T**.

**SPELLING ANALYSIS:** this, fit, that, drip, quiz

**FLUENCY:** Read high-frequency words.

## Materials

**NEEDED:** LOE whiteboard, Basic Phonogram Flash Cards a-z, **th**, **sh**, *Whistling Whales*, Tactile Card **T** or **T**, Phonogram Chart, buzzer, blocks, timer, scissors

**OPTIONAL:** Items for “th” Day, music, drum, mirror, Phonogram Game Tiles

## Phonemic Awareness

### Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and shout the answer.

/sh-ō-l-d-er/	<i>shoulder</i>
/ă-n-k-l/	<i>ankle</i>
/ī-b-r-ow/	<i>eyebrow</i>
/f-ī-n-g-er/	<i>finger</i>
/ĕ-l-b-ō/	<i>elbow</i>

# Systematic Phonics

## The Phonogram th

Show the Phonogram Card th.

This says /th-TH/. What does it say? /th-TH/

How many letters are used to write /th-TH/? *two*

Say /th/ and /TH/. What is the same about how you say these sounds? *My mouth is in the same position. I put my tongue under my teeth and blow.*

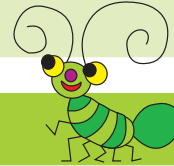
Why do they sound different? *My voice box is on for /TH/ and off for /th/.*

Write /th-TH/ three times on your whiteboard.

Which one is the neatest? Put a smiley face by it.

Basic Phonogram Flash Card th

Whiteboard



### Teacher Tip

/th/ represents the unvoiced sound found in *thin, think, and thought*.

/TH/ represents the voiced sound found in *this, these, and that*.

### Speech Tip

If a student is struggling to say the sound /th/, tell the student to begin by saying /s/. While saying /s/, slowly move the tongue forward until it is touching the bottom of the top teeth. To aid the student in saying /TH/, begin with /z/.



## Whistling Whales

Open to the th page and point to the phonogram th.

What does this say? /th-TH/

Listen for this phonogram as I read the words. If you hear me say /th/ or /TH/, say the sound and point to your tongue.

### Phonogram Game: Teacher Trouble

Have the student quiz the teacher on reading the phonograms (a to z, plus sh and th). The teacher should make several “mistakes.” When the teacher makes a mistake, the student can ring a buzzer.

Whistling Whales



### th Day

Learn to read a thermometer. Measure the thickness of various books. Count to thirteen and thirty. Learn about thunderstorms. Have a thumb war. Read about the first Thanksgiving. Give thanks!

Basic Phonogram Flash Cards a-z, sh

and th

Whiteboard

Buzzer



# Handwriting

## Write Uppercase T

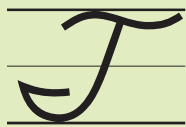
### 42.1 Uppercase T – page 7

In your workbook you will see an uppercase and lowercase /t/ as it is printed in books, and a handwritten uppercase and lowercase /t/. What do you notice about the first two? *The uppercase /t/ is taller and the top sides bend down. The uppercase /t/ has a base that it is standing on. The uppercase /t/ is crossed at the top. The lowercase /t/ has a curve on the bottom and the cross is not at the top.*

The last two are how we write /t/. What do you notice? **Cursive** – *The uppercase /t/ is taller. It has a scoop at the bottom. The top line has a swerve.* **Manuscript** – *The uppercase /t/ is taller. The line is across the top. The lowercase /t/ has the line across the middle.*

Let's learn how to write the uppercase /t/.

Demonstrate how to write /t/ using  or .



*Start just below the top line.*

- ① **Slash** down to the baseline,
- ② **scoop** up to halfway between the baseline and the midline,
- ③ **glide** across, ④ pick up the pencil, ⑤ **swerve** at the top.



- Start at the top line.* ① **Straight** to the baseline, ② pick up the pencil, ③ **cross** at the top line.

Write uppercase /t/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /t/ three times on the whiteboard.

Which one looks most like the Tactile Card?

Put a smiley face next to the best /t/.

## Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

### 42.1 Uppercase T – page 7

Write uppercase /t/ three times on your favorite line size.  
Circle your favorite uppercase /t/.

### 42.2 Matching Phonograms – page 8

Match the handwritten and bookface letters.

# Systematic Phonics

## Letter Names

### 41.1 Phonogram Desk Chart – page 1

I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

#### 41.1 Phonogram Desk Chart

*Music*

*Drum*

*Mirror*

**Optional:** Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

## Syllables

What is a vowel? *A vowel can be sung while the mouth is open.*

What kind of sound is blocked? *consonant*

When you open your mouth to say a vowel and then close it in some way to say a consonant, it makes a beat.

**Show your hands opening and then coming together and clapping.**

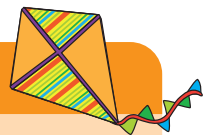
Words have beats. The beats in words are called syllables. We can count the syllables in words by feeling how many times our mouths open to say the vowel sound.

Place your hand under you chin. I will say a word, and you say it back. Feel how many times your mouth opens when you say the word.

bookshelf *bookshelf two syllables*

baby *baby two syllables*

## Multi-Sensory Fun



Before teaching syllables, play music with a strong beat. March, clap, dance, and pound on drums. Feel the beat.

Have students look in a mirror while saying the words. Ask them to count the number of times their mouth opens and closes.

man *man* one syllable  
 pinecone *pinecone* two syllables  
 slide *slide* one syllable  
 pen *pen* one syllable

## Spelling Analysis

### Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. this	<i>This is my new sweater.</i>	THĭs	<sup>2</sup> <u>th</u> is	See below. Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.
2. fit	<i>Do those pants fit?</i>	fĭt	fit	All first sounds.
3. that	<i>That pan is hot.</i>	THăt	<sup>2</sup> <u>th</u> at	See below. Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.
4. drip	<i>Wipe up the drip of water.</i>	dřĭp	drip	All first sounds.
5. quiz	<i>We will have a math quiz tomorrow.</i>	kwĭz	<u>qu</u> iz	Underline the /kw/.

### this

The first word is *this*. This is my new sweater. *this*

Place your hand under your chin and say, "this." How many syllables are in *this*? **this, one**

Let's sound out *this*. /TH-ĭ-s/

Now write *this*.

The student writes *this* on her whiteboard.

It is now my turn to write *this*. Sound it out as I write it. /TH-ĭ-s/

Do you see two letters working together to say one sound? /TH/

Underline /TH/. Which sound of /th-TH/ is it? **second**

To remind us /th-TH/ is saying its second sound, we will write a 2 over it.

Let's sound it out together /TH-ĭ-s/ **this**

## that

The next word is *that*. That pan is hot. *that*

Place your hand under your chin and say, "that." How many syllables are in *that*? *that, one*

Let's sound out *that*. /TH-ă-t/

Now write *that*.

The student writes *that* on her whiteboard.

It is now my turn to write *that*. Sound it out as I write it. /TH-ă-t/

Do you see two letters working together to say one sound? /TH/

Underline /TH/. Which sound of /th-TH/ is it? *second*

To remind us /th-TH/ is saying its second sound, we will write a 2 over it.

Let's sound it out together. /TH-ă-t/ *that*

## Fluency



### Decoding Sounds

How many sounds does /th-TH/ have? *two*

What are some other phonograms we have learned that say more than one sound? /ă-ō-ö/, /s-z/, /k-s/, etc...

When we are reading a word, we will not always know which sound of a phonogram to use. Sometimes there is a rule that lets us know, and we will learn more of these later, but when you aren't sure, you can try the first sound first, and then the next sound, and then the next sound to see if it makes sense.

Write *them* on the board. Underline the phonogram *th*.

Sound out this word. If you don't know which sound of

/th-TH/ to use, try the first sound, /th/, first. If the word does not make sense with that sound, then try the second sound, /TH/. /th-e-m/ *With the first sound, /th/, it doesn't sound like a word that I know.*

/TH-e-m/ *With the second sound, /TH/, it is a word that I know: them.*

Continue with *think* (first sound of /th-TH/), *has* (second sound of /s-z/), and *bus* (first sound of /s-z/).

### Teacher Tip

When students read a word and aren't sure what sound a phonogram should say, they should start with the first, most common sound and then try the additional sounds to see what makes sense. This will happen increasingly quickly with practice. There are often (but not always) rules that limit or determine which sound is used, and these rules will be taught in the coming lessons.

## High-Frequency Word Race

42.3 Fluency Practice – pages 9-10

Cut out the words. Put them in a pile face down. Set a timer for two minutes.

Draw a word. Read it aloud. For each word you read correctly place a block on the tower.

Repeat.

Challenge the student to try again and see if he can read more words in two minutes this time.

## Classroom High-Frequency Word Race

42.3 Fluency Practice – pages 9-10

Cut out the words. Put them in a pile face down. Ask the students to form a line. Assign one student to put the blocks on the tower. Set a timer for two minutes.

Ask the first student to draw a word, then read it aloud. When he reads it correctly have the student add a block to the tower. The next student reads the next word... How many words can the class read in two minutes?

Repeat.

Save the high-frequency word cards for future lessons.

Scissors

Timer

Blocks



### Teacher Tip

Save the high-frequency words from lessons 42, 48, 51, 63, 66-70, 77, and 80 and collect them in a “word bucket.” See the Lesson 66 fluency section for directions for creating a word bucket.

Scissors

Timer

Blocks

### Teacher Tip

High-frequency words are listed in a chart in the introduction to this book in the order these words are introduced in the lessons. Students have already encountered seven high-frequency words before playing this game.

### Teacher Tip

This activity also teaches graphing.

### Teacher Tip

It is highly recommended that teachers save and collect the high-frequency words from lessons 42, 48, 51, 63, 66-70, 77, and 80. Laminate the High-Frequency Word Cards for durability, and save them in a “word bucket.” See the fluency section in Lesson 66 for directions for creating a word bucket.

# LESSON 43

## Skills

**PHONEMIC AWARENESS:** Blend two-syllable words from an auditory prompt.

**SYSTEMATIC PHONICS:** Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter. Decode one-syllable words that follow the rule *A E O U usually say their long sounds at the end of the syllable.*

**HANDWRITING:** Write uppercase F.

**SPELLING ANALYSIS:** he, she, go, so, drop

**FLUENCY:** Read high-frequency words.

## Materials

**NEEDED:** LOE whiteboard, Tactile Card T and F or E, Phonogram Chart, bowl, pennies, Basic Phonogram Flash Cards, red and black dry-erase markers, Phonogram Game Tiles, pennies or tokens for Bingo, space for running

**OPTIONAL:** Sensory tray with shaving cream

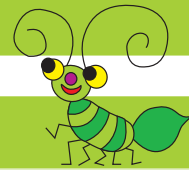
## Phonemic Awareness

### Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and act it out.

/s-p-ĭ-n-ĭ-ng/	<i>spinning</i>
/j-ŭ-m-p-ĭ-ng/	<i>jumping</i>
/s-ĭ-ng-ĭ-ng/	<i>singing</i>
/s-k-r-ă-ch-ĭ-ng/	<i>scratching</i>
/t-ĭ-p-ĭ-ng/	<i>typing</i>
/s-w-ĭ-ng-ĭ-ng/	<i>swinging</i>

# Systematic Phonics



## Syllables

### 43.1 Syllables and Pictures – page 11

In the last lesson we learned about syllables. How do we count how many syllables are in a word? *Feel how many times our mouth opens to say a vowel.*

Today you have a set of pictures. Circle the pictures that have two syllables. Put an X on the pictures that have one syllable.

baby	pencil
basket	sun
book	flag
cow	flower

## Letter Names

### 41.1 Phonogram Desk Chart – page 1

I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

**Optional:** Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

## Phonogram Game: Arcade Race

Designate a “track.” Drop 2-5 pennies into the bowl.

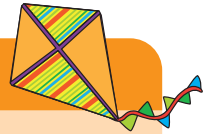
Explain that the student will have a phonogram race. She gets to race whenever the penny bowl is empty.

You will show her a phonogram. If she reads it correctly the first time, she may take out one penny. If she does not read it correctly, she must drop in one penny. When she empties the bowl of pennies, she may race around the track.

### Teacher Tip

Syllables are a difficult concept for some students. If the child is struggling with it, do not be concerned. There will be a lot of practice in future lessons.

### Multi-Sensory Fun



If the student struggles to hear and feel the syllables, say each of these words by saying the first syllable loudly and the second syllable softly.

### 41.1 Phonogram Desk Chart

A safe place for the child to run

Bowl

Pennies

Basic Phonogram Flash Cards that have been taught. Include any cards that need more practice and some that are easy for the child to read.

## Classroom Arcade Race

Designate a “track.” Divide the class into teams with 3-5 children on each team. Drop 2-5 pennies into a bowl for each team. Choose one child from each team to show the cards.

Line up the remaining students on each team. Explain that the students will have a phonogram race. They get to race whenever their penny bowl is empty.

Have the student show the first person in line a phonogram. If she reads it correctly the first time, she may take out one penny and move to the back of the line. If she does not read it correctly, she must drop in one penny and move to the back of the line. The next student then reads the next phonogram... The student who removes the last penny from the bowl races around the track. She then trades places with the student showing the cards to the group.

## A, E, O, U Usually Say Their Long Sounds at the End of a Syllable

Using Phonogram Game Tiles, write the word *wet*.

w	e	t
---	---	---

Let's read this word together. /w-ĕ-t/ *wet*

What happens if I take off the last sound /t/?

w	e
---	---

Listen to me read this new word. /w-ē/ *we*

What did the vowel say? /ē/

Is the E saying its long or short vowel sound? *long*

w	e	t
---	---	---

What does it say like this? *wet*

Point to the E.

What sound does this say in *wet*? /ĕ/

Is /ĕ/ a long or a short sound? *short*

w	e
---	---

What does this say? *we*

This is interesting. Let's see if this happens with other words.

Using Phonogram Game Tiles, write the word *met*.

A safe place for the children to run

1 bowl per team

Pennies

Basic Phonogram Flash Cards that have been taught. Include any cards that need more practice and some that are easy for the children to read.



### Teacher Tip

Keep your Basic Phonogram Flash Cards divided into those that have been taught and those that have not been taught, so that you can easily select from the ones that have been introduced for phonogram practice activities and games. Practice only the phonograms that the students have been taught.

Phonogram Game Tiles

Whiteboard

Red & black dry-erase markers



m	e	t
---	---	---

Let's read this word together. /m-ĕ-t/ *met*

What happens if I take off the last sound /t/?

m	e
---	---

Listen to me read this new word. /m-ē/ *me*

What did the vowel say? /ē/

Is that a long or a short sound? *long*

m	e	t
---	---	---

What does it say like this? *met*

### Point to the E.

What sound does this say in *met*? /ĕ/

Is /ĕ/ a long or a short sound? *short*

m	e
---	---

What does this say? *me*

This is interesting. Do you think other vowels do this?

### Using Phonogram Game Tiles, write the word *got*.

g	o	t
---	---	---

Let's read this word together. /g-ŏ-t/ *got*

What happens if I take off the last sound /t/?

g	o
---	---

You try to read it. /g-ō/ *go*

What did the vowel say? /ō/

Is that a long or a short sound? *long*

g	o	t
---	---	---

What does it say like this? *got*

### Point to the O.

What sound does this say in *got*? /ŏ/

Is /ŏ/ a long or a short sound? *short*

g	o
---	---

What does this say? *go*

### Using Phonogram Game Tiles, write the word *not*.

n	o	t
---	---	---

Let's read this word together. /n-ŏ-t/ *not*



### Teacher Tip

It may be helpful to reinforce the concept of long and short vowel sounds by reciting Spelling Rule 4 as "A E O U usually say their long sounds at the end of the syllable."

What happens if I take off the last sound /t/?

n	o
---	---

You try to read it. /n-ō/ *no*

Describe what you hear happening in these words. *When the vowel is at the end of the syllable/word it says its long sound.*

The words today had a vowel saying its long sound at the end of the word, but this also happens at the end of the syllable in the middle of the word. I will write an example on the board. You do not need to remember this yet, but I want you to see how it works.

**Write *open* on the board. Write the O in red and the rest of the word in black.**

This says *open*.

Let's count the syllables by putting our hand under our chin. /o-pen/ *two syllables*

Do you hear the O saying its long sound at the end of a syllable? *yes*

This leads to our new spelling rule: A E O U usually say their long sounds at the end of the syllable.

Say it with me. *A E O U usually say their long sounds at the end of the syllable.*

Let's march around the room as we say the rule. *A E O U usually say their long sounds at the end of the syllable.*

Let's whisper the rule as we tiptoe around the room. *A E O U usually say their long sounds at the end of the syllable.*

### Teacher Tip

The concept of syllables is still new to the students. Introduce the word "open" to demonstrate the concept of vowels at the end of the syllable in the middle of the word. The students do NOT need to master this concept until Foundations C.

## Handwriting

**Write Uppercase**

F
---

43.2 Uppercase F – page 12

Compare and contrast the uppercase and lowercase /f/ in a bookface font and in the handwriting font.

Whiteboard

Tactile Card 

F
---


 or 

E
---


For cursive only: 

F
---

**Cursive Only**

Show the Tactile Card .

What does this say? /t/

Show the Tactile Card .

What does this say? /f/

What do you notice is the same between uppercase /t/ and uppercase /f/? *They are shaped the same, but /f/ has a cross at the midline.*

Why do you think /f/ has a cross at the midline? *Because when we write it in books it has a cross on the midline.*

Let's learn how to write the uppercase /f/.

Demonstrate how to write /f/ using  or .



Start just below the top line.

① **Slash** down to the baseline,  
 ② **scoop** up to halfway between the baseline and the midline,  
 ③ **glide** across, ④ pick up the pencil, ⑤ **swerve** at the top,  
 ⑥ pick up the pencil, ⑦ **cross** at the midline.



Start at the top line. ① **Straight** to the baseline, ② pick up the pencil ③ **cross** at the top line, ④ pick up the pencil, ⑤ **cross** at the midline.

Write uppercase /f/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /f/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one has the cross right on the midline?

Which one looks most like the Tactile Card?

Put a smiley face next to the best /f/.

**Optional: Writing on Paper**

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

**43.2 Uppercase F – page 12**

Write uppercase /f/ three times on your favorite line size.

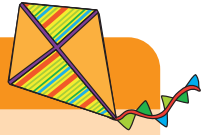
# Spelling Analysis

## Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

### Multi-Sensory Fun

Write the words in shaving cream!



Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. he	<i>He is at the store.</i>	hē	hē	See below. Draw a line over the /ē/. A E O U usually say their long sounds at the end of the syllable.
2. she	<i>She is my friend.</i>	shē	<u>sh</u> ē	See below. Underline /sh/. Draw a line over the /ē/. A E O U usually say their long sounds at the end of the syllable.
3. go	<i>He will go with us.</i>	gō	gō	See below. Draw a line over the /ō/. A E O U usually say their long sounds at the end of the syllable.
4. so	<i>He has so much candy.</i>	sō	sō	Draw a line over the /ō/. A E O U usually say their long sounds at the end of the syllable.
5. drop	<i>Do not drop the glass.</i>	drōp	drop	All first sounds.

## he

The first word is *he*. He is at the store. *he*

Before we write it, segment the word aloud. /h-ē/

Now write *he* on your whiteboard. As you write it, say each of the sounds aloud. /h-ē/

**The student writes *he* on her whiteboard.**

It is now my turn to write *he*. Drive my marker by sounding it out. /h-ē/

**The teacher writes the word on the board.**

Why did the E say its long sound /ē/? *A E O U usually say their long sounds at the end of a syllable.*

Let's read it together. /h-ē/ *he*

**she**

The second word is *she*. She is my friend. *she*

Before we write it, segment the word aloud. /sh-ē/

Write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /sh-ē/

**The student writes *she* on her whiteboard.**

It is now my turn to write *she*. Drive my marker by sounding it out. /sh-ē/

**The teacher writes the word on the board.**

Do you see two letters working together to say one sound?

/sh/

Underline /sh/.

Why did the E say its long sound /ē/? *A E O U usually say their long sounds at the end of the syllable.*

Let's read it together. /sh-ē/ *she*

**go**

The third word is *go*. He will go with us. *go*

Before we write it, segment the word aloud. /g-ō/

Now write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /g-ō/

**The student writes *go* on her whiteboard.**

It is now my turn to write *go*. Drive my marker by sounding it out. /g-ō/

**The student sounds out /g-ō/ while the teacher writes the word on the board.**

Why did the O say its long sound /ō/? *A E O U usually say their long sounds at the end of a syllable.*

Let's read it together. /g-ō/ *go*

**Teacher Tip**

If students are ready for the challenge, teachers who desire to assign a spelling test can select five to ten words from the week's lessons for students to practice through activities and games. Then give a spelling test at the end of the week.

However, if students are still developing fluency with the phonograms they have learned and reading CVC words, **do not** test spelling. In Foundations, spelling is taught as a way to strengthen reading fluency. It does not need to be mastered at this stage and is much less important than developing fluency in reading.

**Fluency****Word Bingo**

43.3 Word Bingo – pages 13-14

Bingo game pieces such as pennies, raisins, or other small tokens

Using the Bingo game provided in the workbook, call out words while the students cover them. Play until the board is covered. Ask the students to read the words as they uncover each square on the board.

# LESSON 44

## Skills

**PHONEMIC AWARENESS:** Blend two-syllable words from an auditory prompt.

**SYSTEMATIC PHONICS:** Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter.

**GRAMMAR:** Identify an uppercase letter at the beginning of a sentence. Identify the end mark at the end of a sentence.

**HANDWRITING:** Write uppercase H.

**SPELLING ANALYSIS:** we, is, thin, had, did

**COMPREHENSION & FLUENCY:** Identify the title. Demonstrate understanding of a sentence the student has independently decoded.

## Materials

**NEEDED:** LOE whiteboard, Basic Phonogram Flash Cards, Tactile Card H or H, Phonogram Chart, a children's book, crayons or markers

**OPTIONAL:** Phonogram Game Tiles, drum, masking tape or balance beam, paper for a poster, scissors

## Phonemic Awareness

### Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and shout out the word.

/p-ĭ-g-l-ĕ-t/

*piglet*

/p-ĭ-n-k-ō-n/

*pinecone*

/n-ō-t-b-ü-k/

*notebook*

/k-r-ā-y-ō-n/

*crayon*

/ch-ĭ-k-ĕ-n/

*chicken*

# Systematic Phonics

## Syllables

I will say a word. Place your hand under your chin, say the word, count the syllables. Then we will say the word again broken into syllables and march to each syllable.

sandbox *sandbox, two*

Student marches two steps while saying *sand box*.

bookshelf *bookshelf, two*

Student marches two steps while saying *book shelf*.

fish *fish, one*

Student marches one step while saying *fish*.

mailman *mailman, two*

Student marches two steps while saying *mail man*.

kangaroo *kangaroo, three*

Student marches three steps while saying *kang a roo*.

umbrella *umbrella, three*

Student marches three steps while saying *um brell a*.

cat *cat, one*

Student marches one step while saying *cat*.

computer *computer, three*

Student marches three steps while saying *com pu ter*.

## Letter Names

### 41.1 Phonogram Desk Chart – page 1

I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

**Optional:** Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

### Multi-Sensory Fun



Provide students with a drum to pound with each syllable.

### 41.1 Phonogram Desk Chart

## Phonogram Tight Rope

Direct the student to stand against the wall. Show her a phonogram. Ask her to read the sounds. If she reads it correctly, she may take one step forward. Her heel must touch her toe for each step. Then she should write the phonogram in the air. If she writes it correctly she may take another step. When she reaches (choose a location) she wins the game.

Basic Phonogram Flash Cards learned  
so far

### Multi-Sensory Fun

Make a line on the floor with masking tape, or use a balance beam.



## Classroom: Phonogram Stop and Go

Choose one student to be the “Stop and Go Light.” This student will hold a set of all the Phonogram Cards that have been learned so far. Line up the remaining students side by side in a line facing the “Stop and Go Light.”

When the student with the Phonogram Cards turns his back to the students, they must remain still. The “Stop and Go Light” announces how the students will move forward. For example: tiptoe, baby steps, giant steps... The “Stop and Go Light” turns around showing a phonogram. The students read all the sounds. For each sound, they can take one step forward. The “Stop and Go Light” turns back around, chooses the next phonogram, and announces how they will move forward. When the students reach the “Stop and Go Light,” a new student is chosen to lead.

Basic Phonogram Flash Cards learned  
so far



# Handwriting

## Write Uppercase H

### 44.1 Uppercase H – page 15

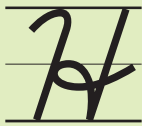
Compare and contrast the uppercase and lowercase /h/ in a bookface font and in the handwriting font.

Let's learn how to write the uppercase /h/.

Demonstrate how to write /h/ using H or H.

Whiteboard

Tactile Card H or H



Start halfway between the midline and the top line. <sup>①</sup>**Curve** up to the top line, <sup>②</sup>**straight** to the baseline, <sup>③</sup>pick up the pencil, start at the top line, <sup>④</sup>**straight** to the baseline, <sup>⑤</sup>slide **up** to the midline, <sup>⑥</sup>**swirl**.



Start at the top line. <sup>①</sup>**Straight** to the baseline, <sup>②</sup>pick up the pencil, start at the top line, <sup>③</sup>**straight** to the baseline, <sup>④</sup>pick up the pencil, <sup>⑤</sup>**cross** at the midline.

Write uppercase /h/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /h/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one looks most like the Tactile Card?

Put a smiley face next to the best /h/.

## Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

### 44.1 Uppercase H – page 15

Write uppercase /h/ three times on your favorite line size.

# Spelling Analysis

## Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. we	<i>We will leave in five minutes.</i>	wē	wē	See below. Draw a line over the /ē/. A E O U usually say their long sounds at the end of the syllable.
2. is	<i>It is a beautiful day.</i>	iz	<sup>2</sup> is	See below. Put a 2 over the /s-z/. It said its second sound /z/.
3. thin	<i>I'd like a thin piece of cheese.</i>	thīn	<u>thin</u>	Underline /th/.
4. had	<i>She had ice cream.</i>	hăd	had	All first sounds.
5. did	<i>He did not like it.</i>	dīd	did	All first sounds.

### we

Today we will write three new words.

The first word is *we*. We will leave in five minutes. *we*

Before we write it, segment the word aloud. /w-ē/

Now write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud.

/w-ē/

**The student writes *we* on her whiteboard.**

It is now my turn to write *we*. Drive my marker by sounding it out. /w-ē/

**The student sounds out /w-ē/ while the teacher writes the word on the board.**

Why did the E say its long sound /ē/? *A E O U usually say their long sounds at the end of the syllable.*

Let's read it together. /w-ē/ *we*

### Teacher Tip



Whenever there is a sound that could be spelled in more than one way, be sure to tell students which phonogram to use. For example, use /s-z/ to spell *is*.

This is a crucial step in Spelling Analysis. The purpose of the spelling list is teaching spelling, not testing it, and when more than one legitimate choice is available, students might not know which is correct until you clarify for them.

**is**

The next word is *is*. It is a beautiful day. *is*

Before we write it, segment the word aloud. /i-z/

You will use /s-z/ to spell *is*. How will you spell /z/? *with a /s-z/*

Now write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /i-z/

**The student writes *is* on her whiteboard.**

It is now my turn to write *is*. Drive my marker by sounding it out. /i-z/

**The teacher writes *is* on the board.**

What sound of /s-z/ do we hear in *is*? /z/

Is this the first or the second sound? *second*

Since /s-z/ is saying its second sound, we will write a 2 over it to remind us that it is saying its second sound /z/.

Let's read it together. /i-z/ *is*

## Grammar

### Sentences

Today we will learn about books.

On the cover of the book we can find the title. The title of this book is \_\_\_\_\_.

Do you see any uppercase letters in the title? *yes*

Point to them.

**Turn to the first page of the story.**

Do you see any uppercase letters on this page? *yes*

**Follow along the lowercase letters in the sentence with your finger.**

Now look closely. These are called sentences. A sentence is one complete thought. Every time the writer wants to begin a new thought, she begins with an uppercase letter. Uppercase letters tell us the writer has a new thought for us.

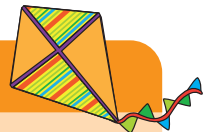
When the writer has finished the thought, she tells us by writing an end mark.

There are three ways a writer can tell us she is finished with her thought.

Children's book with sentences that end in periods.

*Paper for a poster*

### Multi-Sensory Fun



Create a poster of names in your classroom or family. After learning each uppercase letter, add names of people that the students know.

Write a period, exclamation point, and question mark on the board.

This is called a period. This is a question mark. This is an exclamation point.

We use a period to express a thought.

When do you think we use a question mark? *for a question*

We use an exclamation point to show someone has a strong feeling.

Writers also use uppercase letters to write names. Names are important, so we always start them with an uppercase letter.

## Comprehension & Fluency

### Matching Sentences to Pictures

#### 44.2 Matching – pages 16-17

Look at the page. Point to an uppercase letter or a capital letter on the page.

Point to a period.

A sentence begins with a capital (uppercase) letter, ends with an end mark, and tells a complete thought.

Read each sentence and match it to the picture.

Markers or crayons

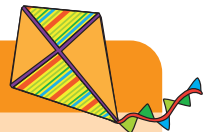
Scissors



#### Challenge

Read one of the sentences and ask the student to write it on the whiteboard.

#### Multi-Sensory Fun



Cut out the sentences and pictures and play a matching game.

#### Multi-Sensory Fun

Cut out the sentences. Ask a boy and a girl to come to the front of the room. Ask a student to choose a sentence and read it aloud. Either the boy or girl acts it out.

# LESSON 45

## Skills

**PHONEMIC AWARENESS:** Blend two-syllable words from an auditory prompt.

**SYSTEMATIC PHONICS:** Identify the name of each letter. Demonstrate an understanding that the schwa vowel sound is a lazy sound where the mouth does not open as far and that the sound is quieter and distorted. Demonstrate an understanding that *Any vowel may say one of the schwa sounds, /u/ or /i/, in an unstressed syllable or unstressed word.* Recognize the symbol for schwa, ə. Decode one-syllable words with the schwa sound.

**HANDWRITING:** Write uppercase M.

**SPELLING ANALYSIS:** a, his, the, then, pink

**COMPREHENSION & FLUENCY:** Read high-frequency words. Identify the title. Make predictions. Recall facts. Explain how illustrations relate to a text. Form and express an opinion.

## Materials

**NEEDED:** LOE whiteboard, Tactile Card m or M, Phonogram Chart, paper or poster board for a Lazy Vowel Chart, chocolate chips or tokens for Bingo, Reader 1: *Fred the Frog*

**OPTIONAL:** Phonogram Game Tiles, books from book list

## Phonemic Awareness

### Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and shout out the word.

/p-ŭ-p-ē/

*puppy*

/g-ō-l-d-f-ī-sh/

*goldfish*

/p-ĕ-n-gw-ī-n/

*penguin*

/t-ī-g-er/

*tiger*

/ē-g-l/

*eagle*

# Systematic Phonics

## Phonogram Practice: Write and Erase

Explain to your student that you will read eight phonogram sounds. The first time she hears the sound, she must write it on her board. The second time she hears the sound she should erase it. Explain that you will not read them all in order, so she must listen carefully and check to see if she has already written it.

Whiteboard

/sh/

Students write "sh."

/y-ĭ-ī-ē/

Students write "y."

/sh/

Students erase "sh."

/z/

Students write "z."

/th-TH/

Students write "th."

/z/

Students erase "z."

/ks/

Students write "x."

/th-TH/

Students erase "th."

/v/

Students write "v."

/y-ĭ-ī-ē/

Students erase "y."

/f/

Students write "f."

/k/

Students write "k."

/k/

Students erase "k."

/f/

Students erase "f."

/v/

Students erase "v."

/ks/

Students erase "x."

## Letter Names

### 41.1 Phonogram Desk Chart – page 1

I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

41.1 Phonogram Desk Chart

**Optional:** Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

# Handwriting

## Write Uppercase M

### 45.1 Uppercase M – page 18

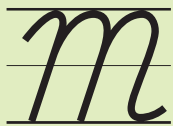
Compare and contrast the uppercase and lowercase /m/ in a bookface font and in the handwriting font.

Let's learn how to write the uppercase /m/.

Demonstrate how to write /m/ using m or M.

Whiteboard

Tactile Card m or M



Start halfway between the mid-line and the top line. <sup>1</sup>**Curve** up to the top line, <sup>2</sup>**straight** to the baseline, <sup>3</sup>**bump** up to the top line, <sup>4</sup>**straight** to the baseline, <sup>5</sup>**bump** up to the top line, <sup>6</sup>**down**.



Start at the top line. <sup>1</sup>**Straight** to the baseline, <sup>2</sup>pick up the pencil, start at the top line, <sup>3</sup>**kick** down to the midline, <sup>4</sup>**angle up** to the top line, <sup>5</sup>**straight** to the baseline.

Write uppercase /m/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /m/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one looks most like the Tactile Card?

Put a smiley face next to the best /m/.

## Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

### 45.1 Uppercase M – page 18

Write uppercase /m/ three times on your favorite line size.

# Systematic Phonics

## Schwa: The Lazy Vowel Sound

In this lesson, you will introduce the schwa sound. Schwa is represented by the symbol ə. It usually sounds like /ʊ/ as in the first vowel sound in “polite” or “about.” It is the vowel sound in the word “from,” and in the first and last syllables of “banana.” Occasionally schwa may also sound like /ɪ/ as in the second vowel sound in “trumpet” or “curtain.” For now, focus on the more common schwa sound, /ʊ/.

Are you ever lazy?

When you are lazy do you want to move around? *no*

Do you try to move as little as possible? *yes*

Today we are going to learn about a special vowel sound in English. It is a lazy vowel sound.

Let's do an experiment. Which sound makes your mouth move more when you say it?

Compare /ā/ and /ə/. */ā/ moves more.*

/ə/ is a lazy sound.

Compare /ē/ and /ə/. */ē/ moves more.*

/ə/ is a lazy sound.

Compare /ǎ/ and /ə/. */ǎ/ moves more.*

/ə/ is a lazy sound.

Sometimes, when we hear the sound /ə/, it is a vowel being lazy. We are not opening our mouths big enough to say the vowel clearly. We call this lazy vowel a schwa sound.

### Write ə on the board.

Dictionaries write this sound like an upside down E. Schwa is so lazy it doesn't even stand up.

Does the schwa sound /ə/ remind you of a phonogram you know? *Yes, /ǔ-ū-ō-ü/.*

When we hear the sound /ʊ/ in a word, we need to be careful to find out if it is this phonogram u, or if it is one of our other vowels being lazy and saying /ə/.

When we are learning our spelling words, two of them will have a vowel saying its schwa sound /ə/. Listen for a lazy vowel and raise your hand when you hear it.

### Teacher Tip

Technically, schwa is an unstressed vowel sound. In English, syllables and words have varying amounts of stress. When a syllable is unstressed, the vowel is sometimes not clearly articulated. When we add affixes to a word, the stress may shift and the vowel may then be clearly pronounced. For more information see *Uncovering the Logic of English* pages 124-127.

### Teacher Tip

Some common words in English such as *the*, *was*, and *from* have a schwa sound in a one-syllable word. This is because these words are not stressed in English sentences. For more information see *Uncovering the Logic of English* pages 124-127.



# Spelling Analysis

## Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

### Teacher Tip

**Pink** - In some dialects the vowel sound widens so that *pink* has a similar vowel sound to *peek*, while in other dialects, it is closer to the sound in *pin*. Emphasize the short /i/ sound for spelling.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. a	<i>A cat ran across the road.</i>	ā	a	See dialog below.
2. his	<i>That is his coat.</i>	hĭz	<sup>2</sup> his	See below. Put a 2 over the /s-z/. It said its second sound /z/.
3. the	<i>The sweater is itchy.</i>	THĕ	<sup>2</sup> <u>th</u> ĕ	See below. Underline /TH/. Put a 2 over the /th-TH/. It said its second sound /TH/. Draw a line over the /ĕ/. A E O U usually say their long sounds at the end of the syllable.
4. then	<i>After we eat dinner, then we will play a game.</i>	THĕn	<sup>2</sup> <u>th</u> en	Underline /TH/. Put a 2 over the /th-TH/. It said its second sound /TH/.
5. pink	<i>Her favorite color is pink.</i>	pĭnk	pink	All first sounds.

## a

Say the word “a” with a schwa sound, rather than a long /ā/.

The first word is *a*. A cat ran across the road. *a*

Did you hear a schwa sound in *a*? **yes**

This time, it is the phonogram /ă-ā-ä/ being lazy and saying /ə/.

If we said the vowel clearly, it would say /ā/.

Let’s sound it out. /ā/

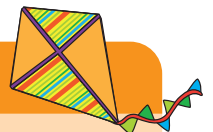
Now write /ā/ on your whiteboard.

**The student writes a on her whiteboard.**

Now help me to write it by sounding it out. /ā/

**The teacher writes a on the board.**

### Multi-Sensory Fun



For fun, when students discover a word with a lazy vowel sound, say “You’ve been schwaed.”

What does the A usually say at the end of the syllable? /ā/  
Why? A E O U usually say their long sounds at the end of the syllable.

But how do we usually read this word? /ə/

## his

The next word is *his*. That is his coat. *his*

Before we write it, segment the word aloud. /h-ĭ-z/

You will use /s-z/ to spell *his*. How will you spell /z/? *with a /s-z/*

Now write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /h-ĭ-z/

**The student writes *his* on her whiteboard.**

It is now my turn to write *his*. Drive my marker by sounding it out. /h-ĭ-z/

**The teacher writes the word on the board.**

What sound of /s-z/ do we hear in *his*? /z/

Is this the first or the second sound? *second*

Since /s-z/ is saying its second sound, we will write a 2 over it to remind us that it is saying its second sound /z/. Let's read it together. /h-ĭ-z/ *his*

## the

Say the word "the" with a schwa sound, rather than a long /ē/.

The third word is *the*. The sweater is itchy. *the*

Did you hear a schwa sound in *the*? *yes*

In this case, it is the phonogram /ě-ē/ being lazy and saying /ə/. If we said the vowel clearly, it would say /TH-ē/. Let's sound it out. /TH-ē/

Now write /TH-ē/ on your whiteboard.

**The student writes *the* on her whiteboard.**

Now help me to write it by sounding it out. /TH-ē/

**The teacher writes *the* on the board.**

Do you see any multi-letter phonograms we should underline? /TH/

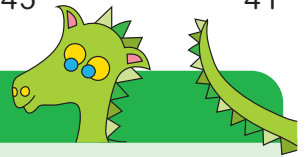
What sound of /th-TH/ is this? *the second sound*

Since it is saying its second sound, let's write a 2 over it.

What will the E say at the end of the syllable? /ē/

But how do we usually read this word? /THə/

## Book List



In some lessons, book lists will be provided. Books in these lists have been evaluated for phonograms, spelling rules, uppercase letters, and tricky high-frequency words. These books can be read successfully by your student at this point in Foundations without guessing. You may choose any books on these lists for your student to read to himself or aloud.

## Book List

Bob Books Set 1

Mat

Sam

Explain O.K. as an abbreviation where we read the letter names, not the sounds. Point out the periods.

Mac



## Teacher Tip

Schwa /ə/ usually sounds like /ü/ as in *polite* or *about*. Occasionally schwa may sound like /i/ as in *trumpet*.

# Fluency

## Lazy Vowel Words

When we find words with a schwa sound, we will add them to a Lazy Vowel Chart.

Large piece of paper or poster board

Write “Lazy Vowels,” “ə,” and “Schwa” at the top of the chart.

Which words did we learn today that have a schwa: a lazy vowel sound? *a, the*  
Let’s add them to our chart.

How do we say-to-spell *a*? /ā/

How do we say-to-spell *the*? /TH-ē/

Write it on the chart while sounding out /TH-ē/.

How do we usually pronounce this word? /THə/

## Word Bingo

45.2 Word Bingo – pages 19-20

Chocolate chips or other small tokens  
to cover the Bingo squares

Play Bingo using the game board provided in the workbook.

Call out a word for the students to put a token on. Play until the board is covered. Ask the student to read the words as he removes each token.

# Comprehension & Fluency

## Reader 1: Fred the Frog

Take out Reader 1: *Fred the Frog*. Point to the title.

This is the title. Read it aloud to me. *Fred the Frog*

What do you think this book will be about? *It will be about a frog named Fred.*

Read *Fred the Frog* aloud to me.

When the student has finished the book, ask:

What kind of animal is Fred? *Fred is a frog.*

Turn to page two. Point to the sign. What does the red X on the sign mean? *The red X means not. Fred thinks he is not a frog.*

Who does Fred think he is? *Fred thinks he is a kid.*

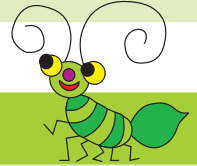
What does Fred want to do? *Fred wants to get a tan.*

Do you think Fred can get a tan? *answers vary*

Did you like the story? Why or why not? *answers vary*

Ask the student to choose someone to read the book to a second time. Or in a classroom, ask the students to bring the book home to read to a parent.

Reader 1: *Fred the Frog*



### Teacher Tip

Some students have not developed the visual muscle memory required to focus on the words when there are images on the page. If the student is struggling to read the words, cover the pictures with a blank piece of paper.

# ASSESSMENT A

Area	Skill	Mastery
<b>Systematic Phonics</b>	Identify the short vowel sounds of the six single-letter vowels. Identify the second sound of the six single-letter vowels as a long sound.	2
	Read the sounds, in order of frequency, of the single-letter phonograms a-z.	1
	Read the sound of the multi-letter phonogram <b>qu</b> .	1
	Read the sounds of the multi-letter phonograms <b>sh</b> , <b>th</b> .	2
<b>Handwriting</b>	Write uppercase S, T, F, H, M.*	2
<b>Comprehension &amp; Fluency</b>	Demonstrate understanding of a sentence the student has independently decoded.	1
	Read high-frequency words.	2

The chart above lists some of the literacy skills that have been introduced in the first five lessons. Skills with a 1 should be mastered before students move on to the next lesson. For skills marked with a 2, students should demonstrate familiarity but not necessarily answer all the questions correctly. These skills will be practiced extensively in the upcoming lessons.

# Systematic Phonics

## Short and Long Vowels

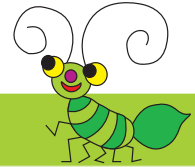
### A.1 Long and Short Vowels – page 21

I will read a vowel sound. Put your finger on it. Then follow my instruction.

/ă/, short /ă/. Circle short /ă/.

/ū/, long /ū/. Underline long /ū/.

/ö/, short /ö/. Put an X on short /ö/.



### Teacher Tip

Alternatively, ask the student to read each of the sounds.

## Phonogram Assessment

Ask the student to read each of the following phonogram cards: v, x, y, z, sh, th

### Basic Phonogram Flash Cards



## What's That Phonogram?

### A.3 What's That Phonogram? – page 23

On your page are groups of four phonograms. I will say a phonogram's sound(s). Color the phonogram with your highlighter.

1. /sh/

2. /th-TH/

3. /v/

4. /ks/

5. /y-ï-î-ē/

### Highlighter

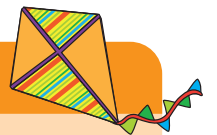
# Handwriting

## Handwriting

### A.2 Handwriting – page 22

Write one of each phonogram on your favorite line size.

### Multi-Sensory Fun



If the student is not ready to write on paper, show the student the phonogram card and have her write the phonogram on a whiteboard or in a sensory box.

# Comprehension

## Sentence Comprehension

### A.4 Reading – page 24

Cover up the pictures on the right with a blank sheet of paper. Ask the student to read the first sentence aloud. Uncover the pictures. Ask the student to point to the picture that matches. Cover the pictures again. Read the second sentence...

### Teacher Tip

Students should be able to sound out the words at this point and comprehend each sentence. If the student stumbles, point to the sound that she is missing and ask him to reread the word. This is not a fluency test. The goal is for the student to have a way to approach each word phonetically. Fluency will be worked on extensively in later lessons.

# Fluency

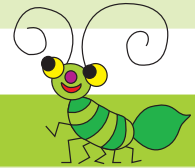
## High-Frequency Words

### A.5 High-Frequency Words – page 25

At this point, students should be beginning to develop strategies to read each of these words. If the student reads eight or more of the words correctly by sounding them out, move on to lessons 46-50. We will continue to work on fluency extensively in the upcoming lessons.

Read each word. If you read it correctly the first time, you may add a block to the tower. When you have completed the list, you may knock down the tower.

LEGO® bricks or blocks



### Teacher Tip

For students struggling with visual distraction, cover the words that are not being read with a blank piece of paper.

# Practice Ideas

## Short and Long Vowels

Review by showing the phonogram cards a, e, i, o, and u and discussing how the first sound is called the short sound and the second sound is called the long sound.

“Short Vowels” on page 5 of the Teacher’s Manual

“Long Vowels” on page 6

“Short and Long Vowel Sounds” on page 9

## Handwriting

Using the Tactile Cards, reteach how to write any of the phonograms which are difficult. Break down each step and have the student repeat the short, bold directions aloud.

Practice writing the phonograms in shaving cream, sand, salt, or other textures.

“Phonogram Tight Rope” on page 31

“Phonogram Practice: Write and Erase” on page 37

## Phonograms

“Phonogram Game: Teacher Trouble” on page 15

“Phonogram Game: Arcade Race” on page 22

“Phonogram Tight Rope” on page 31

“Classroom: Phonogram Stop and Go” on page 31

“Phonogram Practice: Write and Erase” on page 37

## High-Frequency Words

Write the high-frequency words on index cards. Hide them throughout the room. Ask the student to find a word, bring it to you, and read it.

If the student struggles to read multi-letter phonograms within words, underline the multi-letter phonograms on the cards and remind the student that these letters are working together to say one sound.

If a student continues to struggle to sound out the words successfully, play additional phonogram games with the phonograms she is having trouble with in words (see practice ideas above). It may also be helpful to re-teach some of the words through spelling analysis to strengthen the student’s understanding of why they are spelled the way they are and her ability to sound them out.

### Teacher Tip



Students who struggle with handwriting should practice writing using large motor movements. It is also beneficial for these students to recite the bold, rhythmic directions aloud when writing.