

# LESSON 81

## Text

Workbook 81.4 – *Trains*

## Skills

**PHONEMIC AWARENESS:** Listen to two spoken words and blend them into one compound word.

**SYSTEMATIC PHONICS:** Read the sound of the multi-letter phonogram **ir**. Decode words with the multi-letter phonogram **ir**. Decode two one-syllable words using phonograms and spelling rules previously taught, then combine the words and decode the compound word.

**SPELLING ANALYSIS:** girl, bird, slow, long, though

**VOCABULARY:** Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.

**COMPREHENSION & FLUENCY:** Follow written directions to perform a task.

**COMPOSITION:** Create a chart to compare and contrast.

## Materials

**NEEDED:** LOE Whiteboard, Basic Phonogram Flash Cards **ir**, **er**, Bingo game pieces, red and blue dry-erase markers, scissors, glue, a toy train set with track, bridge, and cave

**OPTIONAL:** Phonogram Game Tiles, paper and markers, toy train set including track, tree, and cave, or materials to create a train set

## Systematic Phonics

### The Phonogram **ir**

Show the Phonogram Card **ir**.

This says /er/.

What does it say? /er/

Whiteboard

Phonogram Cards **ir**, **er**

Take out your whiteboard.

Write /er/ three times on your whiteboard.

What other phonogram do we know that says /er/? *ER*

Write it on your whiteboard.

There is more than one way to spell /er/. When you have an /er/ word on your spelling list, I will tell you which one to use.

### 81.1 Words with IR – page 1

Read each sentence aloud. Match it to the correct picture.

## Knitting Knights

Open **Knitting Knights** to the **ir** page and point to the phonogram **ir** on the page.

What does this say? /er/

Listen for this phonogram as I read the words.

Read the page to the students two times. Then look at the page with the students. Segment a word from the picture aloud. Ask the students to point to the correct picture.

## Phonogram Bingo

### 81.2 Phonogram Bingo – page 2-3

Using the Bingo game provided, call out sounds while the students cover them. Play until the board is covered.

Direct the students to read the phonograms back as they uncover each square on the board.

### Teacher Tip



When letters are written in all uppercase, it refers to the letter names. Slashes indicate to say the sounds. For example, ER means the letter names E and R. /er/ is the sound /er/ as heard in *her*.

### Knitting Knights

Pennies, raisins, or other small items to cover the Bingo squares

# Phonemic Awareness

## Compound Words

I will say two words. I want you to blend them together into one word.

rain bow	<i>rainbow</i>
finger nail	<i>finger nail</i>
rain coat	<i>raincoat</i>
foot ball	<i>football</i>
book shelf	<i>bookshelf</i>

When two words are combined to form a new word, it is called a compound word.

# Vocabulary

## Compound Words

Today we are going to learn to read and spell compound words. A compound word is a word that is made up of two words that have been "glued" together.

Red and blue dry-erase markers

Scissors

Glue

The first word is *handstand*. That was a great handstand!

What are the two words that are stuck together to make the word *handstand*? *hand stand*

How many syllables in the word *handstand*? *two*

I will write *handstand* on the board. You will help me to write it by sounding it out.

Write *hand* in blue and *stand* in red as the student sounds it out. *handstand*

What is the first syllable of *handstand*? *hand*

Sound out *hand* as I write it. /h-ă-n-d/

What is the second syllable? *stand*

Sound out *stand* as I write it. /s-t-ă-n-d/

When you see two words stuck together, the syllable break is between the words. What does *handstand* mean? *It means to stand on your hands.*

### Teacher Tip



If needed, review how to count syllables. Students may place their hand under their chin to feel how many times their mouth drops open, or hum the word.

Let's try another one. The next word is *pickup*. My uncle has a blue pickup truck. What two words are in *pickup*? *pick up*

How many syllables in the word *pickup*? *two*

I will write *pickup* on the board. Sound it out as I write it.

Write *pick* in blue and *up* in red. *pickup*

What is the first syllable? *pick*

Sound out *pick* as I write it. /p-ĭ-k/

What is the second syllable? *up*

Sound out *up* as I write it. /ŭ-p/

What is a *pickup*? *It is a type of truck.*

What do you do with a pickup truck? *You can carry things in the back.*

A pickup truck is for picking things up and moving them from place to place.

### 81.3 Compound Words – page 4

Cut out the words in your workbook. I will write a compound word on the board. Read the word and point to the picture in your workbook. Then find the two words that join together to make the compound. Glue them in place under the picture.

backpack  
campfire

beehive  
rowboat

baseball  
sandbox

# Spelling Analysis



## Spelling Analysis

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

Spelling Analysis is the process of dictating a word, guiding students in hearing and segmenting its sounds, applying the phonograms and spelling rules to write it, and analyzing the spelling together.

### Teacher Tip

If you are new to Foundations, you can find samples of spelling dictation at [www.LogicOfEnglish.com](http://www.LogicOfEnglish.com), in Foundations B, and in later spelling lists in Foundations C. See Lesson 82. Keep the Spelling Analysis Quick Reference close at hand by using it as a bookmark in your Teacher's Manual!

Word	Sentence	Say-to-spell	Markings	Spelling Hints
1. girl	The girl went down the slide.	gerl	girl	Underline the /er/.
2. bird	The bird flew up into the tree.	berd	bird	Underline /er/.
3. slow	A slow train rumbled by.	slō	<sup>2</sup> slow	Underline /ō/ and put a 2 over it. /ow-ō/ said its second sound.
4. long	I watched for a long time.	lōng	long	Underline /ng/.
5. though	Though I went to bed early last night, I still feel tired.	THō	<sup>2</sup> <sup>2</sup> though	Underline /TH/. Put a 2 over it. /th-TH/ said its second sound. Underline /ō/. Put a 2 over it. /ō-ō-ō-ow-uf-of/ said its second sound.

# Composition

## Trains

For the next few lessons we will be learning about trains. In the next lesson, you will read a book that is all about trains. However, before we read, it is good to think about what we already know about the subject. So today, I want us to think about trains.

Pretend that I have never seen a train. How would you describe it to me? *answers vary*  
How is a train different from a car?

*Paper and markers*



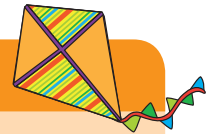
### Teacher Tip

Each week students will read a nonfiction reader. Throughout the week, activities will prepare them to read, reinforce what they are learning, provide opportunities to dig deeper, and help them to write about the topic.

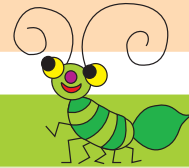
Write train on one side of the board and car on the other. Write one- to two-word summaries of their statements on the board. It is okay to use phonograms they do not know yet. Model sounding out each word as you write it. If it includes a phonogram they have not been taught, briefly comment on the sounds and state that they will learn that phonogram in the future.

Train	Car
tracks	road
big load	small load
steel wheels	rubber wheels
lots of cars	1 car

### Multi-Sensory Fun



Ask the students to draw a picture of a train.



### Teacher Tip

Reading research has consistently demonstrated the value of pre-reading activities for helping students better comprehend texts. Before a student reads the assigned Reader, activities will prepare them for success by helping them to explore or develop prior knowledge about the topic and practice vocabulary words found within the text.

## Comprehension & Fluency

### Reading Comprehension

#### 81.4 Trains – page 7

Read the instructions on the page, then act them out using the train and tracks.

Toy train set, including track, tree, and cave

*Or boxes and paper to create a train set*

### Teacher Tip

If a train set is not available, have the child create tracks with construction paper, make a cave out of a cereal box, etc.



### Challenge

For an additional challenge, write these sentences on the board. If needed, help the student sound out the multi-syllable words.

*Drive the train through the tunnel.*

*The train drives past the tree.*

*The train drives on top of the tunnel.*

# LESSON 81

Name \_\_\_\_\_

## 81.1 Words with IR

The shirts have swirls.



The girl in the skirt  
twirls.



The bird chirps.



The wheel whirls.



**81.2 Phonogram Bingo**

Name \_\_\_\_\_

ar	or	tch	ow
ai	ng	ou	ay
oy	ough	ir	oi
wh	igh	ea	oa

**81.2 Phonogram Bingo continued** Name \_\_\_\_\_

igh	ough	ea	ai
or	wh	ay	tch
ou	ng	oi	ow
ar	oa	ir	oy



81.3 Compound Words

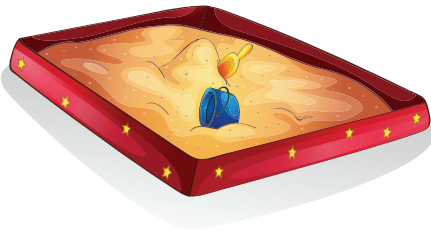
Name \_\_\_\_\_



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**81.3 Compound Words continued** Name \_\_\_\_\_

bee	pack
back	box
row	ball
camp	hive
base	boat
sand	fire

## 81.4 Trains

Name \_\_\_\_\_

1. Drive the train on the tracks.
2. Stop the train.
3. Drive the train through the cave.
4. Drive the train fast.
5. Switch tracks.
6. Drive the train slow.
7. Drive the train up the hill.
8. Drive the train down the hill.
9. Park the train.