

LESSON 41

Objectives



HANDWRITING: Learn uppercase **S**.

MULTI-LETTER PHONOGRAM: Learn **sh**.

PHONEMIC AWARENESS: Review short and long vowel sounds.

WORDS: fish, ship, flash, spot, drum

Materials

NEEDED: LOE whiteboard, Phonogram Card **sh**, Tactile Card  or 

OPTIONAL: Phonogram Wall Chart, ABC Song recording, foods, books and activities for "sh" Day, stamp and ink, letter tiles

Phonemic Awareness

Vowels

Write the vowels **ā ē ī ō ū ă ě ĭ ǒ ŭ** 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 into a long line if it is the long sound and curve your hands over your head if it is the short sound.

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 "buzz." Be sure to read a lot of them wrong. Kids love to correct the teacher!

ABC Song

41.1 Phonogram Desk Chart

Show the students either 41.1 Phonogram Desk Chart or use the Phonogram Wall Chart.

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

41.1 Phonogram Desk Chart
or Phonogram Wall Chart
ABC Song recording

Each of the single-letter phonograms has two ways to write it. The ones we have learned already are called

the lowercase letters. The ones next to them are the uppercase letters, which we sometimes call the 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.

As I point to each phonogram, let's read the sounds it makes.

Point to Aa.

/ă-ā-ä/

Point to Bb.

/b/...

Each of the single letter phonograms also has a name. We will begin to learn the names by singing the ABC Song. As I sing the ABC Song, I will point to the phonograms. The song is about the phonogram names.

Sing the ABC Song, and repeat it a second time.



Teacher Tip

Laminate the Phonogram Desk Chart for durability and use throughout Foundations B.



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.

Handwriting



Teacher Tip

Some teachers may choose to teach the manuscript uppercase letters rather than the cursive to emerging writers. The cursive uppercase letters have more variation in shape, and sometimes are more complex to write.

The goal of teaching the uppercase letters is familiarity. We want students to master writing the lowercase letters and master how to read the uppercase letters. However, they do not need to master how to write the uppercase letters at this level. It is helpful to have a handwriting chart on the wall for reference when students are writing.

Writing Uppercase S

41.2 Uppercase S

Look at the blue and green letters in your workbook. The first two show how upper- and lowercase /s-z/ will appear in

Whiteboard

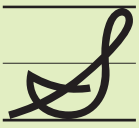
Tactile Card s or S

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. ^①**Loop** up to the top line, ^②**down** to the midline, ^③**scoop** around past the baseline, ^④**glide** across.



Start just below the top line. ^①**Roll** around to the midline, ^②**curve** back past the baseline.

Practice writing the uppercase /s-z/ three times on the Tactile Card or in the air with 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/.



Teacher Tip

Classroom teachers might not have a copy of the Tactile Cards for each student. In this case, demonstrate how to write the letter using the Tactile Card. Ask the students to repeat the steps on their whiteboards using the side with large lines and their pointer finger.

Writing on Paper

41.2 Uppercase S

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

The Phonogram sh



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.

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 doll's hair. Learn the names of shapes. Wear shirts, shorts, and shoes.

Phonogram Practice

Phonogram Tic-Tac-Toe

41.3 Tic-Tac-Toe

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.

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.

Words

Spelling List

Dictate the words for the students to write on their whiteboards or with letter tiles.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. fish	<i>We caught two fish.</i>	fīsh	<u>fish</u>	Underline /sh/.
2. ship	<i>The ship sailed across the ocean.</i>	shīp	<u>ship</u>	Underline /sh/.
3. flash	<i>I saw a bright flash.</i>	flāsh	<u>flash</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-ĭ-sh/

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

The student writes *fish* on his whiteboard.

It is now my turn to write *fish*. Drive my marker by sounding it out. */f-ĭ-sh/*

The student sounds out */f-ĭ-sh/* while the teacher writes the word on the board.

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-ĭ-sh/ fish

Teacher Tip

Teachers who desire to assign a spelling test should select ten words from the previous week's lessons for students to practice. Then give a traditional spelling test at the end of the week.

Reading Practice

41.4 Matching

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/.

Teacher Tip

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

LESSON 42

Objectives

PHONOGRAMS: Learn th.

HANDWRITING: Learn uppercase T.

PHONEMIC AWARENESS: Counting syllables.

WORDS: this, fit, that, drip, quiz

Materials

NEEDED: LOE whiteboard, Phonogram Cards A-Z, th, sh, Tactile Card T or t, Phonogram Desk Chart, buzzer, blocks, timer, scissors

OPTIONAL: Items for "th" Day, music, drum, mirror, letter tiles

The Phonogram th

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.

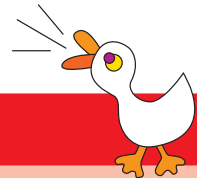
Teacher Tip



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

/TH/ represents the voiced sound as 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/.



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!

Phonogram Practice

Teacher Trouble

Have the student quiz the teacher on reading the phonograms. The teacher should make several "mistakes." When the teacher makes a mistake, the student can ring a buzzer.

Phonogram Cards A-Z, **sh** and **th**

Whiteboard

Buzzer

Handwriting

Writing Uppercase **T**

42.1 Uppercase T



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.*

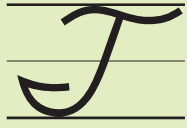
The last two are how we write /t/. What do you notice? **Cursive** – *The uppercase /t/ is taller. It has a scoop at the bottom. The top line has a swerve.* **Manuscript** – *The uppercase /t/ is taller. The line is across the top. The lowercase /t/ has the line across the middle.*

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

Demonstrate how to write /t/ using  or .

Whiteboard

Tactile Card  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 with 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/.

Writing on Paper

42.1 Uppercase T

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

Circle your favorite uppercase /t/.

42.2 Matching Phonograms

Match the handwritten and bookface letters.

Phonemic Awareness

ABC Song

Sing the ABC song as we point to each of the phonograms.

41.1 Phonogram Desk Chart
or Phonogram Wall Chart

Counting Syllables

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

What kind of sound is blocked? *consonant*

Show your hands opening and then coming together and clapping.

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

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 your 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*

man *man one syllable*

pinecone *pinecone two syllables*

slide *slide one syllable*

pen *pen one syllable*

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.

Words

Spelling List

Dictate the words for the students to write on their whiteboards or with letter tiles.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. this	<i>This is my new sweater.</i>	THĭs	² <u>this</u>	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	² <u>that</u>	Underline /TH/. Put a 2 over it. /th-TH/ said its second sound.
4. drip	<i>Wipe up the drip of water.</i>	dřip	drip	All first sounds.
5. quiz	<i>We will have a math quiz tomorrow.</i>	kwĭz	<u>quiz</u>	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*

Reading

High Frequency Word Race

42.3 Fluency Practice

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.

Blocks
Timer
Scissors



Teacher Tip

Save the high frequency word cards for use in later lessons. We suggest laminating only the high frequency word cards for repeated use.

Classroom High Frequency Word Race

42.3 Fluency Practice

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.

Blocks
Timer
Scissors

Teacher Tip

This activity also teaches graphing.

LESSON 43

Objectives

PHONEMIC AWARENESS: Learn about syllables.

SPELLING RULE: A E O U usually say their long sounds at the end of a syllable.

HANDWRITING: Learn uppercase **F**.

WORDS: he, she, go, so, drop

Materials

NEEDED: LOE whiteboard, Tactile Card **F** and **F** or **E**, Phonogram Desk Chart, bowl, pennies, Phonogram Cards, red and black dry-erase markers, letter tiles, Bingo game pieces

OPTIONAL: Sensory tray with shaving cream

Phonemic Awareness

Syllables

43.1 Syllables and Pictures

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.

cow
flag
pencil
sun

book
baby
basket
flower



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 the word by saying the first syllable loudly and the second syllable softly.



ABC Song

Sing the ABC song as we point to each of the phonograms.

41.1 Phonogram Desk Chart
or Phonogram Wall Chart

Phonogram Practice

Phonogram 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.

A safe place for the child to run

Bowl

Pennies

Phonogram Cards that need additional practice. Include additional cards 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 safe place for the children to run

1 bowl per team

Pennies

Phonogram Cards that need additional practice. Include additional cards that are easy for the children to read.

Spelling Rule

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

Using letter 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*

Letter tiles

Whiteboard

Red & black dry erase markers

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 letter tiles write the word *met*.

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 letter tiles write the word *got*.

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

Let's read this word together. /g-*ō*-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*? /*ō*/

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

g	o
---	---

What does this say? *go*

Using letter tiles write the word *not*.

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

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

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 know 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 a syllable.

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

Teacher Tip



Spelling Rule 4 states: A E O U usually say their NAMES at the end of a syllable. However it may be helpful to reinforce the concept of long and short vowel sounds by restating the rule as: A E O U usually say their LONG SOUNDS at the end of a syllable.

Teacher Tip

Syllables are a new concept 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.

end of a 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 a 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 a syllable.*

Handwriting

Writing Uppercase F

43.2 Uppercase F

Compare and contrast the upper- 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 f.

What does this say? /t/

Show the Tactile Card f.

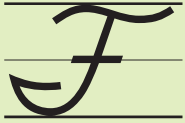
What does this say? /f/

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 f or E.



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 with 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/.

Writing on Paper

43.2 Uppercase F

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

Words

Spelling List

Dictate the words for the students to write on their whiteboards or with letter tiles.

Multi-Sensory Fun



Write words in shaving cream rather than on the whiteboard.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. he	<i>He is at the store.</i>	hē	hē	Draw a line over the /ē/. A E O U usually say their long sounds at the end of a syllable.
2. she	<i>She is my friend.</i>	shē	<u>sh</u> ē	Underline /sh/. Draw a line over the /ē/. A E O U usually say their long sounds at the end of a syllable.
3. go	<i>He will go with us.</i>	gō	gō	Draw a line over the /ō/. A E O U usually say their long sounds at the end of a 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 a 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 a 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*

Reading

Word Bingo

43.3 Word Bingo

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

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.