

LESSON 83

Objectives

PHONOGRAMS: Learn ear.

VOCABULARY: Practice reading compound words.

SPELLING: learn, through, small, bread, outside

COMPREHENSION: Re-reading, explore strategies for understanding unknown words.

WRITING: Copywork

Materials

NEEDED: LOE Whiteboard, Phonogram Cards er, ir, ur, ear, poster board, red marker, scissors, red and blue dry erase markers, Reader 1

OPTIONAL: Paper and markers or crayons, letter tiles

Phonograms

The Phonogram ear

Show the Phonogram Card ear.

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

How many letters are in this spelling of /er/? *three*

Write three-letter /er/ two times on your whiteboard.

Write the other ways we have learned to spell /er/. *ER, IR, UR*

Write *er, ir, ur, ear* on the board.

What is the same about each of these? *They all say /er/. They all have an R.*

With these phonograms can you hear the vowel clearly? *no*

Some people call these the Bossy R phonograms. The R is taking over and we cannot hear the vowel.

On the board write, *Her bird hurt the search.*

To help us remember the sounds of /er/ we will use this sentence. Let's read it together. *Her bird hurt the search.*

Discuss the possible meanings of the sentence together.

Whiteboard

Phonogram Cards er, ir, ur,

ear

Paper and markers

Multi-Sensory Fun

Write the /er/ sentence on a piece of paper and ask the students to illustrate it.



Notice that this sentence uses each of the spellings of /er/. We will call ER the /er/ of her, IR the /er/ of bird, UR the /er/ of hurt, and EAR the /er/ of search.

Show the Phonogram Card **er**.

What did we decide to call this phonogram? *the /er/ of her*

Show the Phonogram Card **ur**.

What did we decide to call this phonogram? *the /er/ of hurt*

Show the Phonogram Card **ir**.

What did we decide to call this phonogram? *the /er/ of bird*

Show the Phonogram Card **ear**.

What did we decide to call this phonogram? *the /er/ of search*

I will say a phonogram. Write it on your whiteboard.

/er/ the /er/ of bird

/er/ the /er/ of hurt

/er/ the /er/ of search

/er/ the /er/ of her

/er/ Poster

Write *Her bird hurt the search* on the top of a poster.

We will begin to collect words that use each of these spellings of /er/.

As we find words that have a spelling of /er/, we will add them to this chart. We will then discover which spelling of /er/ is the most common.

Poster board

Red marker



Teacher Tip

Save the /er/ Poster for use in future lessons. Each time the students encounter an /er/ word in their spelling words or reading, add it to the poster.

Her	bird	hurt	search
	girl		

Phonogram Practice

Phonogram Tic-Tac-Toe

83.1 Phonogram Tic-Tac-Toe

Two students should work together, or the teacher may work with the student. Decide who will play X's and who will play O's.

Choose a phonogram and read the sound(s) aloud. If you read it correctly, you 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 create their own phonogram Tic-Tac-Toe game.

Vocabulary

Compound Words

83.2 Compound Words

Cut out the cards. Mix them up. Find the words that work together to form the compound word. Connect them to form two-car trains.

Scissors

Spelling

Spelling List

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

Red and blue dry erase markers
/er/ Poster

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. learn	I like to learn about history.	lern	<u>learn</u>	Underline three-letter /er/. Use the /er/ of search. Add <i>learn</i> to the /er/ Poster.
2. through	We can go through the tunnel.	throo	<u>th</u> ³ <u>rough</u>	Underline /th/. Underline /oo/ and put a 3 over it. /ō-ō-ō-ow-üff-öff/ said its third sound.
3. small	I see a small fish.	smäl	smäll	Put two dots over the /ä/. /ä-ä-ä/ said its third sound /ä/. We often double F, L, and S after a single vowel at the end of a base word. A often says /ä/ before an L.
4. bread	The fresh bread smells delicious.	bröd	<u>br</u> ² <u>ead</u>	Underline /ë/ and put a 2 over it. /ë-ë-ä/ said its second sound.
5. outside	The dog is outside.	owt sīd	<u>out</u> sī <u>d</u>	Underline /ow/. Put a line over the /i/. Double underline the silent final E. The vowel said its long sound because of the E.

outside

The next word is *outside*. The dog is outside. *outside*

How many syllables in *outside*? **two**

What two words combine to make *outside*? **out and side**

Let's sound out the first syllable *out*. /ow-t/

Use /ow-ō-oo-ü/.

Sound out the second syllable *side*. /s-ī-d/

Silent final E.

Now write *outside* on your whiteboard. Write each syllable in a different color.

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

Let's sound it out together.

As the students sound it out, write **outside** on the whiteboard.

What is the first syllable? *out /ow-t/*

What is the second syllable? *side /s-ī-d/ silent final E*

How will we mark the word *outside*? *Underline /ow/; Put a line over the /ī/; Double underline the silent final E. I said its long sound because of the E.*

Fluency & Comprehension

Trains

Reader 1 - Trains: A Blast of Fast

Take out your train book. Show me the front cover.
Show me the back cover.

Read the first page of Trains.

In the past, why do you think it was slow to cross the land? *People traveled by wagon or had to walk.*

Where on the page did you find that people traveled by wagon? *in the picture*

Do the words say anything about wagons? *no*

The words simply tell us that people traveled slowly. The words provide us information about what we are reading. The pictures will often provide us with additional information. We should not use pictures to guess the words. But we should look at the pictures and see why the author chose each picture. Often we can learn more about the topic by studying the pictures.

Read page two.

How did people feel about trains when they were invented? *shocked*

What does shocked mean? *People were surprised they could go so fast.*

Imagine living in a time when the only way to travel was by foot or by horse. People and horses get tired and they cannot go very fast. Do trains get tired? *no*

Read page three.

How else do people travel today? *cars and airplanes*

Can you think of other ways that people travel today? *boat, bicycle, motorcycle*

Read pages four and five.

What do trains travel on? *tracks*

Teacher Tip



Reading research has clearly demonstrated the value of re-reading for developing fluency. Today you will ask the student to re-read the book to practice fluency, dig deeper into the meaning, explore vocabulary, and enjoy the pictures. Guided questions will help students to dig deeper in their comprehension of the text.

Read pages six and seven.

Where can trains travel? *up a hill, in the mountains, on flat land...*

On page six find the word *landscape*. What do you think *landscape* means? *different places where trains can travel*

Do you see the word *land* in *landscape*? *yes*

Underline the word *land*. A landscape refers to different types of land.

When you find a word that you are unsure what it means what can you do to help you? Think about the meaning of the rest of the sentence. Look for other words within the word that I know. Look at the pictures.

You could also look it up in a dictionary. Let's look up the word *landscape* and see what it means.

Look up the *landscape* and read the definition.

Read pages eight through ten.

What types of trains did you learn about on these pages? *trains with snowplows, trains with beds, and high-speed trains*

Look at the pictures on these pages. What can you learn from the pictures about snowplows, trains with beds, and high-speed trains? *answers vary*



Challenge

Give students a lesson in how to use a dictionary. Practice looking up one word per day for the next week.

Writing



Copywork

83.3 Handwriting

Read the sentence aloud.

Today you will copy the sentence on the lines below it. When you write it, you will begin at the left edge of the line. Point to where you will start your pencil.

The sentence is written in a font like a computer types. However you will write using your best cursive (manuscript). Remember sometimes the letters look a little bit different. Choose the line size you are most comfortable writing on. Copy the sentence on the lines using your best handwriting. Be sure to start the sentence at the left edge of the page.

Teacher Tip

In Foundations C some students will still need a handwriting model to follow to be successful at copywork. Supplemental copywork pages are available for purchase in both manuscript and cursive at www.LogicOfEnglish.com/store/foundations.

Teacher Tip

If a student struggles with handwriting, have him try a different line size. Some students write more neatly on small lines; others find large lines easier.