

LESSON 1

Skills

PHONEMIC AWARENESS: Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Listen to two spoken words and blend them into one compound word.

HANDWRITING: Identify the baseline. Identify the top line. Identify the midline. Write the swing stroke.

Materials

NEEDED: LOE whiteboard, Tactile Card  or  (swing)

OPTIONAL: mirror, Dr. Seuss book, table, statue with a base

Phonemic Awareness

Develop a Kinesthetic Awareness of Sounds

Discuss the following questions to help the students begin to think about words.

What is a word? *Answers will vary.*

What are some examples of words?

What makes words different from each other?

Words are made of sounds.

There are 45 sounds that combine to make English words.

Is 45 a lot of sounds? *Answers will vary.*

One of those sounds is /p/. Say /p/. /p/

What does your mouth do when you say the sound /p/? *My lips are closed and then pop open.*

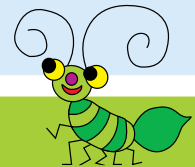
Put your hand in front of your mouth as you say /p/. What do you feel as you say the sound? *air popping*

Can you plug your nose and say /p/? *yes*

Now say /b/. How is your mouth shaped when you say /b/? *My lips are closed and then pop open.*

Mirror

Dr. Seuss books



Teacher Tip

By discussing how sounds are formed, students will develop a kinesthetic awareness of sounds. This will provide students with the additional tool of feeling the difference between sounds, not only listening for the difference. This is vital for kinesthetic learners and for students with weak auditory skills.

Multi-Sensory Fun

Have students look in a mirror while forming the sounds. This can be particularly helpful for students with weak auditory skills.



How is it the same as /p/? *It is exactly the same.*

Can you feel air coming out? *yes*

Can you plug your nose and say /b/? *yes*

Why are these sounds different? *Answers will vary.*

Place your hand on your throat as you say /p/ and /b/. What do you feel? *My throat buzzes or vibrates when I say /b/ but not /p/.*

The place that is vibrating is called your voice box. When you use your voice box to say a sound, it is called a voiced sound. When you do not use your voice box to say the sound, it is called an unvoiced sound. *Un-* means not, so *unvoiced* means not voiced.

Place your hand on your throat and say the sound /p/. /p/

Is /p/ voiced or unvoiced? *unvoiced*

/b/ */b/*

Is /b/ voiced or unvoiced? *voiced*

Now say /f/. How do you say /f/? *I put my top teeth on my bottom lip and blow.*

Put your hand in front of your mouth and feel the air as you say /f/.

Now say /p/ and /f/ and feel the air coming out. How are they different? */p/ has a short puff of air and then it stops.*

For /f/ the air keeps coming out.

Now say /v/. How do you say /v/? *I put my top teeth on my bottom lip and blow.*

Put your hand in front of your mouth and feel the air as you say /v/.

Now say /f/ and /v/. How are they the same? *My mouth is the same for both of them.*

Place your hand on your throat as you say /f/ and /v/.

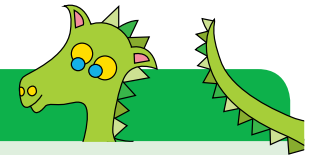
How are they different? */f/ is unvoiced. /v/ is voiced.*

By putting our mouths in different shapes and turning our voice boxes on and off, we can make different sounds. These sounds make up words.

Blend Compound Words

1.1 Compound Words – page 1

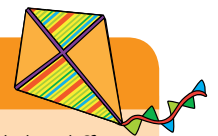
Open your workbook to page 1. On your page you have some pictures. Today we will play a game. I am thinking of a word made of two words that are stuck together. I will say the two words. "Glue" or blend the words together. Shout out the answer and then circle the right picture.



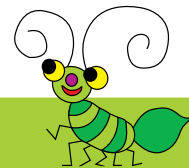
Book List

Read a Dr. Seuss book each day this week. Encourage students to listen to how Dr. Seuss plays with sounds.

Multi-Sensory Fun



If a student is struggling to feel the difference between voiced and unvoiced sounds, have her place her hand on your throat to feel the vibrations.



Teacher Tip

Don't be concerned if students do not master the terms *voiced* and *unvoiced*. Rather, help them to experience how the sounds are formed.

Foundations A Student Workbook

rain bow *rainbow*
 foot ball *football*
 pop corn *popcorn*
 back pack *backpack*

sail boat *sailboat*
 air plane *airplane*
 lap top *laptop*
 butter fly *butterfly*

Handwriting

Learn the Lines

1.2 Optional Handwriting Chart – page 2

Show the LOE Whiteboard with the large lines or the handwriting chart on page 2 of the Student Workbook.

We will use this whiteboard (or chart) to learn how to write our letters.

What do you see on the whiteboard? *lines, a dotted line*

Point to the baseline.

This is the baseline. Point to the baseline and say its name. *baseline*

What does the word baseline remind you of? *baseball, base*
 The baseline is where all the letters will sit.

For students beginning with cursive only: The baseline is also the place all the lowercase letters begin.

Point to the top line.

This is the top line.

Point to the top line and say its name. *top line*

Now point to the baseline and say its name. *baseline*

Point to the midline.

This is the midline.

Can you think of a word that begins with *mid-*? *middle, midnight*

Mid- is another way to say middle.



Do you see that the midline is in the middle?

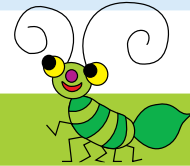
What is the midline between? *the top line and the baseline*

Point to the top line.

Point to the midline.

Whiteboard

Tactile Card  or  (swing)



Teacher Tip

Handwriting Chart 1.2 may be used as an alternative to the LOE Whiteboard. Slide it into a plastic page protector to be re-used in future lessons. Write on the page protector with wet-erase markers.



Vocabulary

Base – Show students the base of a table or of a statue. Discuss how the table and statue rest on the base. In the same way, the letters will all rest on the baseline.

Teacher Tip

Foundations begins with the handwriting strokes that combine to form letters. Some students and teachers find strokes to be essential for developing good handwriting. They clearly see every letter comprised of the strokes. Others find this confusing. They prefer to learn the letters as a whole. We have found that many students have strong learning style preferences in this area. For students who feel confused by strokes, use these activities to develop muscle control for writing. Beginning in Lesson 5 the strokes will be combined to write phonograms.

Point to the baseline.

Buzz the Teacher

Now you tell me where to point. If I point to the wrong line, say, “buzz.” I sometimes get mixed up, so be sure to check me.

Point to the lines as the students call them out. Be sure to get a few wrong so they can “buzz” you.

The Swing Stroke

The lines help us to know where to write the letters. However, before we learn to write letters, we will learn the strokes used to form the letters.

Let's learn our first stroke.

Show the Tactile Card  or .

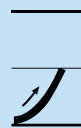
This is called the swing stroke.

What do you notice about the swing stroke? *It sits on the baseline. It touches the midline.*

Demonstrate how to write the stroke using your pointer finger on the card while saying the directions aloud.



Start at the baseline. **Swing** up to the midline.



Start at the baseline. **Swing** up to the midline.

Write the swing stroke on the card (or on the whiteboard) with your finger. Say “swing” as you write it. *swing*

Write the swing stroke in the air. Make it really big. As you

write it, say the name of the stroke. *swing*

Pretend to write the stroke on the ground with your finger. *swing*

Pretend to write the stroke on your leg with your finger. *swing*

Show the student the whiteboard.

Where would you start to write swing on the whiteboard?
the baseline

Point to the baseline.

Write swing with your pointer finger on the whiteboard.



Teacher Tip

The directions in green on the left are for cursive; the directions in blue on the right are for manuscript. The strokes are the same for the first three lessons.

Teacher Tip

If there are more students than Tactile Cards, ask the students to form the letter with their pointer finger using the large lines on the student whiteboard, or use 1.2 Optional Handwriting Chart.

Multi-Sensory Fun



If your student is a reluctant writer, write the stroke on the whiteboard and have the student erase it with a smooth motion with her pointer finger.

swing

Now use a marker and write the swing stroke on the whiteboard.

Write swing three more times. As you write it say, "swing." *swing*

Which swing is the best? *answers vary*

Why? *answers vary*

Point to the one you think is the best and explain why. Draw a silly smiley face next to the best one.

Write on Paper

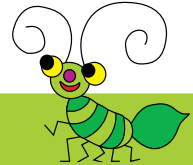
1.3 Handwriting Practice – page 3

Demonstrate to the student the correct way to hold a pencil. The student should grasp the pencil with the thumb and pointer finger while resting the pencil on the middle finger.

Write the swing stroke two times on each line of the worksheet.

Look at your swing strokes. Which one is the neatest?

Which line size feels the easiest to write on?



Teacher Tip

Some children are not ready for writing with a pencil and paper. The handwriting worksheets are optional for all students. Practice writing using large motor movements until the child has developed the needed fine motor skills. Encourage fine motor development by providing opportunities to bead, work with LEGO® bricks, etc.

Teacher Tip

Though allowing some flexibility with pencil grip styles is respectful of students' learning preferences, it is vital for students to develop a grip that allows for fluid range of fine-motor movements. If the grip does not allow for a range of motion, the student's handwriting will suffer. It is always easier to develop good habits from the beginning than to correct ingrained habits later.

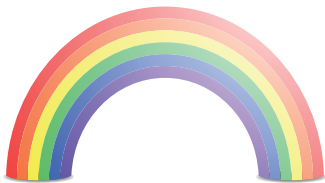
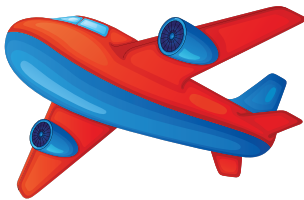
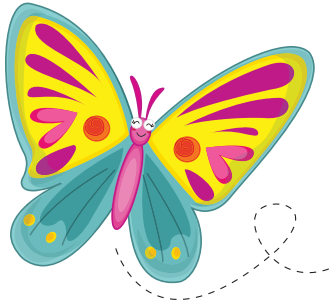
Teacher Tip

In the first few lessons we will encourage students to try each handwriting line size. By Lesson 6, they will begin using their favorite line size, rather than using all four. Remember that writing on paper is a fine-motor activity, with motions that originate from the fingers, rather than using the whole arm. Take note of which line size is easiest for the student to use and on which one the student writes the most neatly. Often, small hands write best on small lines.

LESSON 1

Name _____

1.1 Compound Words



1.2 Optional Handwriting Chart



1.3 Handwriting Practice

Name _____

