LESSON 21

Skills

PHONEMIC AWARENESS: Identify the final sound in a word. Identify a sound as voiced or unvoiced.

SYSTEMATIC PHONICS: Read the sound of the single-letter phonogram \( j \). Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.

Cursive Handwriting: Write lowercase \( j \). Write words with letters connected from the baseline.

MANUSCRIPT HANDWRITING: Write lowercase \( j \). Write words leaving appropriate space between the letters within the word.

SPELLING ANALYSIS: cat, dad, sad, sit, dug

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

Materials

NEEDED: LOE whiteboard, all the Basic Phonogram Flash Cards learned so far and \( j \), Tactile Card \( j \) or \( j \), Doodling Dragons, two sets of Phonogram Game Cards, Spelling Analysis Card

OPTIONAL: Foods, books, and activities for “j” Day, Doodling Dragons ABC Songs, Phonogram Game Tiles

Phonemic Awareness

Identify the Final Sound

21.1 Listening for Sounds at the End of Words – page 67

Today we will listen for sounds at the end of words. You have a page with eight pictures. What do you see on the page? \( brush, bug, boat, leaf, car, desk, teeth, crown \)

I will say a sound. Find the picture that ends in that sound.

Which word ends in the sound /k/? \( desk \)
Let's segment the word *desk* and listen for the /k/ sound. \(/d\-\text{ē}\-s\-k/\)

Now find the word that ends in the sound /t/. *boat*
Let's segment the word *boat* and listen for the /t/ sound. \(/b\-\text{ō}\-t/\)

Now find the word that ends in the sound /th/. *teeth*
Let's segment the word *teeth* and listen for the /th/ sound. \(/t\-\text{ē}\-\text{th}/\)

Now find the word that ends in the sound /g/. *bug*
Let's segment the word *bug* and listen for the /g/ sound. \(/b\-\text{ū}\-g/\)

Now find the word that ends in the sound /sh/. *brush*
Let's segment the word *brush* and listen for the /sh/ sound. \(/b\-r\-\text{ū}\-\text{sh}/\)

Now find the word that ends in the sound /n/. *crown*
Let's segment the word *crown* and listen for the /n/ sound. \(/k\-\text{r}\-\text{ow}\-\text{n}/\)

Now find the word that ends in the sound /l/. *leaf*
Let's segment the word *leaf* and listen for the /l/ sound. \(/l\-\text{ē}\-\text{f}/\)

Now find the word that ends in the sound /ar/. *car*
Let's segment the word *car* and listen for the /ar/ sound. \(/k\-\text{ar}/\)

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**Systematic Phonics**

**The Phonogram** [j]

Show the Basic Phonogram Flash Card [j].

This says /j/. What does it say? \(/j/\)
Can you sing the sound /j/? \(\text{no} \)
Is /j/ a vowel or a consonant? \(\text{consonant}\)
Place your hand on your throat. Is this a voiced or unvoiced sound? \(\text{voiced}\)

I will say a word. If it starts with /j/, do a jumping jack and say /j/ as loud as you can.

<table>
<thead>
<tr>
<th>Word</th>
<th>/j/</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>/j/</td>
</tr>
<tr>
<td>game</td>
<td>/j/</td>
</tr>
<tr>
<td>deer</td>
<td>/j/</td>
</tr>
<tr>
<td>join</td>
<td>/j/</td>
</tr>
<tr>
<td>smile</td>
<td>/j/</td>
</tr>
<tr>
<td>jet</td>
<td>/j/</td>
</tr>
<tr>
<td>juice</td>
<td>/j/</td>
</tr>
<tr>
<td>jam</td>
<td>/j/</td>
</tr>
<tr>
<td>paint</td>
<td>/j/</td>
</tr>
<tr>
<td>desk</td>
<td>/j/</td>
</tr>
<tr>
<td>junk</td>
<td>/j/</td>
</tr>
</tbody>
</table>
Doodling Dragons

Today we will read the /j/ page in Doodling Dragons.

Point to the phonogram \[ j \] on the page.
What does this say? \(/j/\)

Reread the page asking students to listen for /j/. Ask students to jog in place each time they hear /j/.

Handwriting

Write Lowercase \[ j \]
Let’s learn how to write /j/.
Demonstrate how to write /j/ using \[ j \] or \[ j \].

Cursive Only: Show \[ j \] and \[ j \].
How are these two different? *There is a connector stroke at the beginning of the cursive /j/. The swoop comes up to the baseline on the cursive /j/.*

Write /j/ three times using your pointer finger on the Tactile Card.

Write /j/ very large in the air using your arm. Tell me the directions as you write it.

Write /j/ three times on your whiteboard.
Which /j/ has the best swoop?
Which /j/ has the dot right over the top?
Which /j/ sits on the lines the best?
Put a star next to your favorite one.

Optional: listen to the song “Jittery Jellyfish – The sound of j” from the album Doodling Dragons ABC Songs by Logic of English® and sing along!

Sing!
Write on Paper

21.2 Handwriting Practice – page 68

Write /j/ three times on your favorite line size. Circle your favorite /j/.

Systematic Phonics

Moving Phonograms

Say an action. Then show a Basic Phonogram Flash Card. Ask the student to do the action as he says each of the sound(s).

clap  
jump  
tap your head  
tap your nose  
march  
tap your knees  
rub your tummy  
nod your head  
blink your eyes  
wiggle your finger...

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 the ones that have been taught.

Match Bookface and Handwritten Phonograms

Provide the student with one stack of Bookface Game Cards and one stack of either Manuscript or Cursive Game Cards. Have the student match the bookface-style letters to the handwriting-style letters.

1 set of bookface and 1 set of cursive or manuscript Phonogram Game Cards: a, c, d, g, i, j, o, p, qu, s, t, u
Spelling Analysis

The primary purpose of spelling analysis is to develop reading fluency. Each lesson will include three spelling words plus two challenge words shaded in blue. The teacher should decide how many words to introduce, based on the student’s attention span. Use the scripting on the next page to guide you. The steps are listed on the one-syllable word side of the Spelling Analysis Card.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say-to-Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>cat</td>
<td>The cat is purring loudly.</td>
<td>kăt</td>
<td>cat</td>
</tr>
<tr>
<td>2.</td>
<td>dad</td>
<td>My dad likes ice cream.</td>
<td>dăd</td>
<td>dad</td>
</tr>
<tr>
<td>3.</td>
<td>sad</td>
<td>They are sad.</td>
<td>săd</td>
<td>sad</td>
</tr>
<tr>
<td>4.</td>
<td>sit</td>
<td>Please sit down.</td>
<td>sĭt</td>
<td>sit</td>
</tr>
<tr>
<td>5.</td>
<td>dug</td>
<td>He dug a hole.</td>
<td>dŭg</td>
<td>dug</td>
</tr>
</tbody>
</table>

**cat**

Today we will learn how to read and spell our first words. We will learn the words by spelling them.

The first word is *cat*. The cat is purring loudly. *cat*

Before we write it, say the word, then segment the word aloud, just as you have been doing. *cat /k-ă-t/*

**Teacher Tip**

With Logic of English, students spell their way into reading. Once students have learned 10-15 phonograms and have practiced blending and segmenting, they are ready to begin to form words with the phonograms. By beginning with spelling, students construct written words, which helps them to grasp how the phonograms combine together to represent written words.
I will model how to write it. You will drive my marker by sounding out the word. /k-ä-t/

As the student sounds out the word, write it on the board.

**cat**

Watch as I write “cat” again. When do I pick up my marker? *at the end of the word and to cross the /t/**

**cat**

When the letters are connected, this means they are working together to form a word. Notice how close the letters sit to one another. As soon as I finished writing one phonogram, I flowed right into the next one. It is like the letters are blended together on the page.

*Teacher Tip*

For the first spelling word, cat, the teacher demonstrates how to write letters together to form a word before asking the students to write the word. For the remaining words, the students sound it out and write it at the teacher’s instruction. Then the teacher writes the word as teacher and students sound it out together.

Let’s read the word together.

**Point to each sound.**

/k-ä-t/

Erase the board in the direction of reading and writing.

Now it is your turn to write the word *cat*. Before you write it, segment the word aloud. /k-ä-t/

The teacher should hold up one finger for each sound as the student sounds out *cat*. Remind students to use /k-s/.

Now segment *cat* again and write each of the sounds on your whiteboard. As you write it, say each of the sounds so I can hear you. /k-ä-t/

The student writes *cat* on her whiteboard.

It is now my turn to write *cat*. Drive my marker by sounding it out. /k-ä-t/

While the student sounds it out, the teacher writes *cat* on the board.

Let’s read it together. Point to each phonogram as you read it. Then blend the word together. /k-ä-t/ *cat*

Notice how each of the letters sits close together on the baseline. When they are next to each other, it is the signal to blend the sounds together into a word.

If I were to write them far apart like this:

`c a t`

then it would look like three phonograms, and I wouldn’t know that I should blend the sounds into a word.

**Teacher Tip**

While students sound out the word, it is helpful to hold up a finger to indicate each sound. This gives students a visual reference of each sound. It also provides a way to indicate multi-letter phonograms in later lessons. For examples, go to www.logicofenglish.com/topics and watch the videos on spelling analysis and finger spelling.
**dad**

The next word is *dad*. My dad likes ice cream. *dad*

Before we write it, say the word, then segment it into its sounds. **dad** /d-ă-d/

Now segment *dad* again and write each of the sounds on your whiteboard. As you write it, say each of the sounds so I can hear you. /d-ă-d/

**Teacher Tip**

At this stage it is more important to keep students engaged and loving learning to read and write than to practice a lot of words. If a student can only write one or two words, respect their attention span. Try writing additional words at a different time of the day. If a student can focus for five, add the challenge words.

Remember to only pick up your marker at the end of the word.

Remember to write the letters so they sit close together on the line and work together to say **dad**.

The student writes *dad* on her whiteboard.

It is now my turn to write *dad*. Drive my marker by sounding it out. /d-ă-d/

The student sounds out /d-ă-d/ while the teacher writes the word on the board.

Let’s read it together.
Point to each phonogram as you read it. Then blend the word together. /d-ă-d/ **dad**

**sad**

The next word is *sad*. They are sad. *sad*

Before we write *sad*, say the word, then segment it aloud. **sad** /s-ă-d/

Do you know more than one phonogram that says /s/? **Yes.** /k-s/. /s-z/.

Whenever we are learning to spell a word with a sound that can be spelled more than one way, I will let you know which phonogram to use. In *sad*, you will use /s-z/.

Write *sad* on your whiteboard. As you write it, say each of the sounds aloud. /s-ă-d/
Use /s-z/.

The student writes *sad* on her whiteboard.

It is now my turn to write *sad*. Drive my marker by sounding it out. /s-ă-d/

The student sounds out /s-ă-d/ while the teacher writes the word on the board.

Let’s read it together. Point to each phonogram as you read it.
Then blend the word together. /s-ă-d/ **sad**

**Challenge**

If the student shows interest, continue with the challenge words. Or dictate challenge words later in the day.

**Teacher Tip**

For students who struggle with writing, use Phonogram Game Tiles to practice spelling the target words.

Multi-Sensory Fun

In the first few spelling lists no markings are needed, since all the phonograms are saying their first sounds.
Match Words to Pictures

21.3 Reading Words – page 69

Read the words. Draw a line to match the word and the picture.

Act it Out

I will write a word on the board. Sound it out. Blend it. When you know the word, act it out.

sad /s-ā-d/ sad

cat /c-ā-t/ cat

sit /s-ī-t/ sit

dig /d-ī-g/ dig

pig /p-ī-g/ pig
21.1 Listening for Sounds at the End of Words
21.2 Handwriting Practice

Name ________________________

j
j
j
j
j

Foundations A Cursive Workbook

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21.2 Handwriting Practice

Name __________________________

j

j

j

j

j
21.3 Reading Words

Name ____________________

cat

sad

pig

pot