

LESSON 5

Skills

PHONEMIC AWARENESS: Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Distinguish between two different consonant sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.

SYSTEMATIC PHONICS: Read ALL the sounds, in order of frequency, of the single-letter phonogram a.

HANDWRITING: Write lowercase a.

Materials

NEEDED: LOE whiteboard, timer, a children's book, Basic Phonogram Flash Card a, Tactile Card a or a, *Doodling Dragons: An ABC Book of Sounds*

OPTIONAL: Dr. Seuss book, foods and activities for "a" Day, *Doodling Dragons ABC Songs*

Phonemic Awareness

Compare the Sounds /s/, /z/, and /th/

I will say a sound. Join me in saying it. /s-s-s-s/

Hold the sound as the students join you in saying it.

How long can you say /s/?

Time the students.

Put your hand in front of your mouth. Say /s/ and feel the air coming out of your mouth.

I will say a new sound. Repeat the sound with me. /z-z-z-z-z/

What is the same between /s/ and /z/? *The mouth is in the same position.*

Why do they sound different? */s/ is unvoiced and /z/ is voiced.*

Can you change between /s/ and /z/ without letting the air

Timer



Speech Tip

Many young students confuse the sounds /s/ and /th/. Help students to compare the sounds by showing them the shape of your mouth and position of your tongue for each sound. Notice the tongue sticks out slightly in front of the teeth to say /th/, whereas with the /s/ sound the tongue is pulled back inside the mouth behind the top teeth. Allow them to feel the stream of air that is present with both sounds. Explain how the air is flowing over the tongue for both sounds. The difference is the position of the tongue.

stop? /s-s-z-z-s-z/

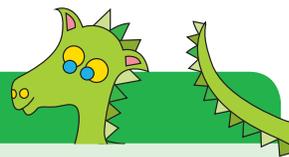
Let's compare /s/ and /th/.

Say /s/. /s/

Now say /th/. /th/

How are these sounds different? *With /th/ my tongue is sticking out a bit between my teeth. With /s/ my tongue is inside my mouth.*

Book List



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

Distinguish Between Sounds

Now we will listen for a sound. The first sound is /t/. When I say /t/, stand up.

What sound are we listening for? /t/

/s/

/j/

/b/

/d/

/g/

/t/ *student stands up*

When you hear me say /ng/, jump. What sound are we listening for? /ng/

/n/

/i/

/m/

/t/

/o/

/ng/ *student jumps*

Now we will listen for /s/. When I say /s/, you should lie down. What sound are we listening for? /s/

/th/

/z/

/w/

/s/ *student lays down*

/TH/

When you hear me say /TH/, clap your hands. What sound are we listening for? /TH/

/p/

/ă/

/z/

/k/

/y/

/s/

/w/

/TH/ *student claps*

Blend One-Syllable Words

I will segment a word. When you know the word, say it, and act it out.

/s-ĭ-t/

sit

/s-ĭ-ng/

sing

/h-ŏ-p/

hop

/s-p-ĭ-n/

spin

/s-t-ă-n-d/

stand

/d-ă-n-s/

dance

/l-ă-f/

laugh

/t-w-er-l/

twirl

/j-u-m-p/

jump

/s-m-ĭ-l/

smile

/w-ă-k/

walk

/k-r-ĭ/

cry

/r-ŭ-n/

run

/t-ă-p/

tap

Systematic Phonics

The Phonogram a

To learn how to read a book, we need to begin by learning how to read the pictures for each sound. These pictures of sounds are called phonograms. A phonogram is a picture of a sound.

Phono means sound. Can you think of any other words that have “phone” in them? *telephone, cell phone, megaphone*
A telephone and a cell phone are both ways to hear sounds. A megaphone makes sounds louder.

When people invented writing, they decided to make up symbols to represent the sounds.

Hold up a book and point to examples of phonograms, words, and sentences.

The phonograms or sounds combine together into words. The words combine together into sentences. And the sentences combine together into books and stories.

In order to learn to read, you need to learn all the pictures for the sounds in English.

Today we will learn our first phonogram. However, before we begin, I have a question. What are some of the sounds a dog makes? *growl, bark, whine, howl*

In the same way that a dog makes more than one sound, some of our phonograms will make more than one sound.

Show the Basic Phonogram Flash Card a.

This phonogram says /ă-ā-ä/.

Say it with me. /ă-ā-ä/

How many sounds is /ă-ā-ä/? *three*

Let’s march around the room saying /ă-ā-ä/. /ă-ā-ä/

5.1 The Phonogram a – page 10

Some phonograms have more than one way they will appear in books. In your workbook is a page with some pictures of /ă-ā-ä/. What do you notice about them?

Let the child make observations.

Whiteboard

Basic Phonogram Flash Card a

A children’s book

Food and activities for “a” Day

Multi-Sensory Fun

A fun way to increase phonemic awareness is to integrate activities, foods, and games that use the target phonogram.

a Day

Eat apples, adzuki beans, apricots, angel food cake, almonds, angel hair pasta, animal crackers, avocados, and asparagus. Find acorns. Learn about animals such as apes, ants, anteaters, alligators, and antelope. Read a book about acrobats. Watch a movie about astronauts.

Teacher Tip

Learning all the sounds for each phonogram right from the beginning helps to prevent confusion, teaches the students there is a pattern to the language, and eliminates unnecessary exceptions. Sample words to demonstrate each of the sounds are printed on the backs of the Basic Phonogram Flash Cards.

Teacher Tip

At this point you should always refer to phonograms by their sound(s). Do not introduce the letter names. In order to learn to read, students must master the sounds. Letter names will be introduced with the uppercase letters beginning in Level B.

Doodling Dragons

Open to the “a” page in *Doodling Dragons*.
Point to the phonogram **a** on the page.

What does this say? /ă-ā-ä/

Listen as I read the poem.

Read the /ă-ā-ä/ page aloud.

Point to the phonogram **a** on the page.

How many sounds does this make? *three*

Now I will read the poem again. If you hear /ă/ in a word, raise your hand.

Read the /ă-ā-ä/ page, exaggerating the /ă/ sound.

Now I will read it again. If you hear /ā/ in a word, shout out /ā/.

Read the /ă-ā-ä/ page aloud, exaggerating the /ā/ sound.

/ä/ sounds like a sleepy sound to me.

Say /ä/ while opening your mouth big and stretching.

Now I will read it again. If you hear /ä/ in a word, stretch and say /ä/.

Read the /ă-ā-ä/ page aloud, exaggerating the /ä/ sound.

Doodling Dragons

Doodling Dragons ABC Songs

Teacher Tip

The purpose of this activity is to build awareness of the sounds in words. Do not expect kids to hear all the instances of the /ă-ā-ä/ phonogram in the words.



Sing!

Optional: listen to the song “Apples and Ants – The three sounds of A” from the album *Doodling Dragons ABC Songs* by Logic of English® and sing along!



Challenge

Look at the “a” page. Segment a word from the picture aloud. For example, /ă-n-t-s/. Ask the student to point to the correct picture.

Handwriting

Write Lowercase **a**

Now we will learn how to write /ă-ā-ä/.

5.1 The Phonogram a – page 10

Show Tactile Card **ā** or **ä**

This is how /ă-ā-ä/ looks when we write it. Look at the pictures of /ă-ā-ä/ in your workbook. Which one does it look the closest to?

Whiteboard

Basic Phonogram Flash Card **a**

Tactile Card **ā** or **ä**



Teacher Tip

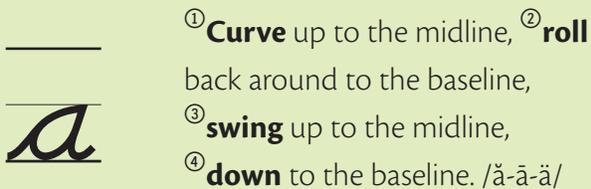
Some students need the full directions for writing, while others prefer the shortened directions which are the same as the stroke names.

Cursive Only: Show the Basic Phonogram Flash Card  and the Tactile Card .

Notice the stroke in front of /ă-ā-ä/. This stroke will help us to connect /ă-ā-ä/ to the other phonograms in a word. Then we will not need to lift up our pencils so much.

When we write phonograms, we will combine the strokes we have been learning. I will show you step by step how to write each phonogram. If you feel confused, let me know and I can show you again.

We will begin by writing each step of the phonogram with our pointer finger on the Tactile Card.



① **Curve** up to the midline, ② **roll** back around to the baseline, ③ **swing** up to the midline, ④ **down** to the baseline. /ă-ā-ä/

All the cursive letters begin on the baseline.

Demonstrate step 1.

Start at the baseline. Curve up to the midline.

Now it is your turn. Tell me the steps as you write it. *Curve up to the midline.*

Demonstrate steps 1 and 2.

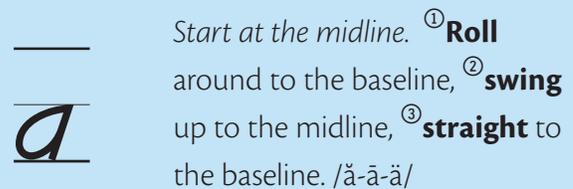
Curve up to the midline, roll back around to the baseline. *Curve up to the midline, roll back around to the baseline.*

Demonstrate steps 1, 2, and 3.

Curve up to the midline, roll back around to the baseline, swing up to the midline. *Curve up to the midline, roll back around to the baseline, swing up to the midline.*

Demonstrate steps 1, 2, 3, and 4.

Curve up to the midline, roll back around to the baseline, swing up to the midline, down to the baseline. /ă-ā-ä/ *Curve up to the midline, roll back around to the baseline, swing up to the midline, down to the baseline. /ă-ā-ä/*



Start at the midline. ① **Roll** around to the baseline, ② **swing** up to the midline, ③ **straight** to the baseline. /ă-ā-ä/

Before writing a phonogram, it is important to know where it starts.

/ă-ā-ä/ begins on the midline.

Demonstrate step 1.

Start at the midline. Roll around to the baseline.

Now it is your turn. Tell me the steps as you write it. *Start at the midline. Roll around to the baseline.*

Demonstrate steps 1 and 2.

Start at the midline. Roll around to the baseline, swing up to the midline. *Start at the midline, roll around to the baseline, swing up to the midline.*

Demonstrate steps 1, 2, and 3.

Start at the midline. Roll around to the baseline, swing up to the midline, straight to the baseline. /ă-ā-ä/ *Start at the midline, roll around to the baseline, swing up to the midline, straight to the baseline. /ă-ā-ä/*

Practice writing /ă-ā-ä/ two times using your pointer finger on the Tactile Card (or on the whiteboard). As you do, tell me the directions aloud.

Each of our phonograms will also have short directions which help us to write the phonogram easily and with rhythm.

This is how we will write /ă-ā-ä/ from now on:

Demonstrate how to write the phonogram emphasizing the rhythm.

Curve, roll, swing, down. /ă-ā-ä/ Your turn. *Curve, roll, swing, down. /ă-ā-ä/*

Start at the midline, roll, swing, straight. /ă-ā-ä/ Your turn. *Start at the midline, roll, swing, straight. /ă-ā-ä/*

Write /ă-ā-ä/ three times with your pointer finger. As you write it, say the short directions.

Let's write /ă-ā-ä/ in the air with our arm.

Write /ă-ā-ä/ in the air with your pinkie finger.

Show the student the whiteboard.

Where would you start to write /ă-ā-ä/ on the whiteboard? *at the baseline (midline)*

Write /ă-ā-ä/ with your pointer finger on the whiteboard.

Now use a marker to write /ă-ā-ä/ on the whiteboard.

Write /ă-ā-ä/ three more times.

Which one is the best? *answers vary*

Why? *answers vary*

Point to the one you think is the best and explain why. Draw a star next to the best one.

Show the Basic Phonogram Flash Card a.

What does this say? /ă-ā-ä/

Write on Paper

5.2 Handwriting Practice – page 11

Write /ă-ā-ä/ three times on each line of the worksheet.

Which one is the neatest?

On which line is it easiest to write /ă-ā-ä/?

Multi-Sensory Fun



If the student is reluctant to write with a marker, write /ă-ā-ä/ on the whiteboard and have the student follow the strokes to erase it with her pointer finger as she says the strokes aloud.

LESSON 5

Name _____

5.1 The Phonogram a

a

a

a

a

a

5.2 Handwriting Practice

Name _____

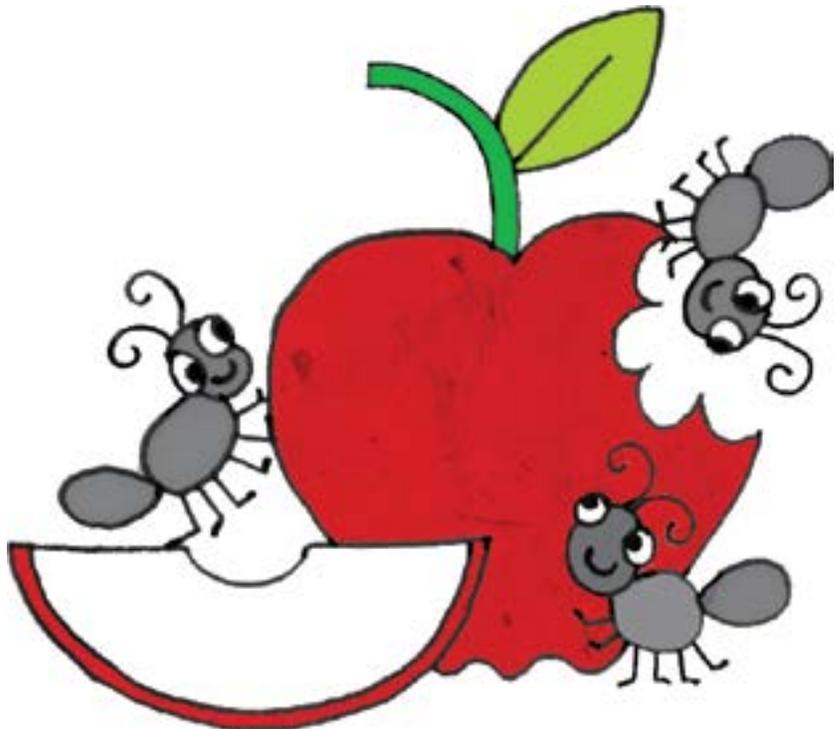
a

a

a

a

SAMPLE OF CURSIVE WORKBOOK



5.2 Handwriting Practice

Name _____

a

a

a

a

SAMPLE OF MANUSCRIPT WORKBOOK

