

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.*

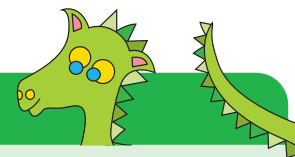
Put your hand in front of your mouth and feel the air as you say /v/.

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.



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.

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.

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 reused 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.



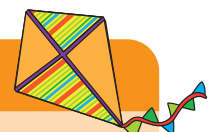
Teacher Tip

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 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.

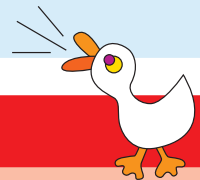
I will say a new sound. Repeat the sound with me. /z-z-z-z-z/

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/

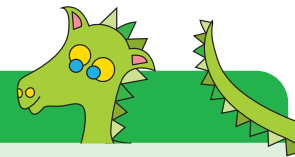
Let's compare /s/ and /th/.

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/

/ö/

/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-ī-l/

smile

/w-ă-k/

walk

/k-r-ī/

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-ă/

Listen as I read the poem.

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

/ă/ sounds like a sleepy sound to me.

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

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

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

5.1 The Phonogram a – page 10

Show Tactile Card a or a

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

Whiteboard


Basic Phonogram Flash Card a

Tactile Card a or a



Teacher Tip

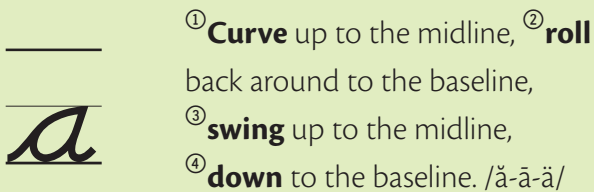
Some students need the full directions for writing, while others prefer the shortened directions which are the same as the stroke names.

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

Notice the stroke in front of /ă-ă-ă/. This stroke will help us to connect /ă-ă-ă/ to the other phonograms in a word. Then we will not need to lift 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.



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.

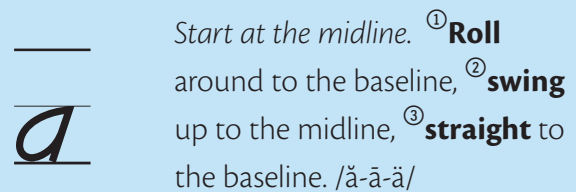
Curve up to the midline, roll back around to the baseline. *Curve up to the midline, roll back around to the baseline.*

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



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

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

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

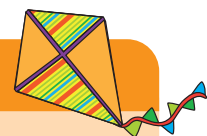
5.2 Handwriting Practice – page 11

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 27

Skills

PHONEMIC AWARENESS: Identify the medial vowel sound in words.

SYSTEMATIC PHONICS: Blend two and three consonants in isolation. Read the sound of the single-letter phonogram **m**. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.

HANDWRITING: Write lowercase **m**. Put a space between words.

COMPREHENSION AND FLUENCY: Demonstrate understanding of a phrase the student has independently decoded.

Materials

NEEDED: LOE whiteboard, all the Basic Phonogram Flash Cards learned so far and **m**, Tactile Card **m** or **m**, Phonogram Game Cards, *Doodling Dragons*, Bingo tokens, highlighter

OPTIONAL: Foods, books, and activities for “m” Day, *Doodling Dragons ABC Songs*

Phonemic Awareness

Identify the Medial Vowel

Show the Basic Phonogram Flash Card **a**.

What does this say? /ă-ā-ä/

Show the Basic Phonogram Flash Card **i**.

What does this say? /ĭ-ī-ē-y/

Show the Basic Phonogram Flash Card **o**.

What does this say? /ō-ō-ö/

Show the Basic Phonogram Flash Card **u**.

What does this say? /ŭ-ū-ō-ü/

Basic Phonogram Flash Cards and
Phonogram Game Cards

a, **i**, **o**, **u**

Whiteboard

Now I will show them to you again. This time say only the first sounds.

Show the Basic Phonogram Flash Card **a**.

What is the first sound? /ă/

Show the Basic Phonogram Flash Card **i**.

What is the first sound? /ĩ/

Show the Basic Phonogram Flash Card **o**.

What is the first sound? /õ/

Show the Basic Phonogram Flash Card **u**.

What is the first sound? /ũ/

Today we will practice listening for these sounds in the middle of words.

Provide the student with the Phonogram Game Cards.

If you hear the first sound of one of these phonograms in the middle of the word, hold up the phonogram.

pat
bug
pit
lap
rug

lip
sit
sat
mitt
mutt

rock
pick
stop

Challenge



Direct the students to write on the whiteboard the phonogram that is heard in the middle of the word.

Systematic Phonics

Blend Consonants

Show the Basic Phonogram Flash Card **d**.

What does this say? /d/

Show the Basic Phonogram Flash Card **r**.

What does this say? /r/

Hold **d** and **r** in each hand so that the students see **d** on the left and **r** on the right. Motion for them to read the first sound /d/. Then motion for them to read /r/. Move the cards closer together until you elicit the blended sound /dr/. Repeat the activity above with tr, gr, and pr.

The Phonogram **m**

Show the Basic Phonogram Flash Card **m**.

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

Can you sing the sound /m/? *yes*

But is your mouth open? *no*

Is /m/ a vowel or a consonant? */m/ is a consonant because my mouth is closed.*

Doodling Dragons

Today we will read the /m/ page in *Doodling Dragons*.

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

What does this say? /m/

Reread the page asking students to listen for /m/. Ask students to say /m/ and rub their tummies each time they hear the sound /m/.

Basic Phonogram Flash Cards

d, **g**, **p**, **r**, **t**

Basic Phonogram Flash Card **m**

m Day

Eat mangos, macaroons, macaroni, maple syrup, marinara sauce, melons, melba toast, matzo balls, mints, mousse, minestrone soup, monterey jack cheese, milk, and museli. Make muffins and malts. Wear mittens and masks. Learn about monkeys, moose, moths, Maltese dogs, manta rays, marsupials, mice, or the moon. Make a maze. Mop the floor. Go to a museum. Make a movie.

Doodling Dragons

Doodling Dragons ABC Songs



Sing!

Optional: listen to the song "Munching Mangos – The sound of M" from the album *Doodling Dragons ABC Songs* by Logic of English® and sing along!

Handwriting

Write Lowercase m

Let's learn how to write /m/.

Demonstrate how to write /m/ using m or m.

Whiteboard

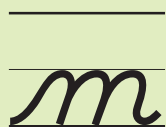
Basic Phonogram Flash Card m

Tactile Card m or m

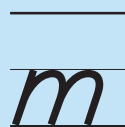
Cursive Only: Show the Basic Phonogram Flash Card m and the Tactile Card m.

How is the cursive /m/ different from the one found in books? *There are three bumps on the cursive /m/ and only two on the bookface /m/.*

Why do you think there would be an extra bump? *So it doesn't look like /n/. The straight line in the bookface version is written as a bump.*



① **Bump** up to the midline,
 ② **straight** to the baseline,
 ③ **bump** up to the midline,
 ④ **straight** to the baseline,
 ⑤ **bump** up to the midline,
 ⑥ **down.** /m/



Start at the midline. ① **Straight** to the baseline, ② **bump** up to the midline, ③ **straight** to the baseline, ④ **bump** up to the midline, ⑤ **straight** to the baseline. /m/

Write /m/ three times in the air using your pointer finger.

Write /m/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one touches the midline in the right places?

Which one looks most like the Tactile Card?

Put a smiley face next to the best /m/.

Write on Paper

27.1 Handwriting Practice – page 88

Write /m/ three times on your favorite line size.

Circle your favorite /m/.

Systematic Phonics

Phonogram Bingo

27.2 Phonogram Bingo – page 89

Pennies, animal crackers, or other game pieces to cover the Bingo squares

Using the Bingo Game provided, call out sounds while the students cover them. Play until the board is covered.

Direct the students to read the phonograms back as they uncover each square on the board.

Comprehension & Fluency

Read Short Phrases

27.3 Reading Phrases – page 91

Highlighter

Look at the first line of your worksheet. How many words do you see in this line? *three*

How do you know that there are three words? *There is a space between the words.*

Highlight each of the words. Be sure to leave a space between each word.

Read the first line on your worksheet. /d-ŏ-g/ dog /ă-n-d/ and /k-ă-t/ cat dog and cat

Draw a line to the picture that matches what you read.

How many words did you read? *three*

How did you know when a word ended? *There is a space.*

Continue in the same manner with the remaining three phrases.

Read and Do

Today we will play a game. I will write a phrase on the board. Read it and then act it out.

sit and pat
run and tap
sit and dig
run and pat
stand and spin
run and jump
stomp and pat
sit and snap
stop and drop



Teacher Tip

Some students are not ready to write eight words in one lesson. In the next section, when a student gets tired, rather than asking them to write the phrases, have them drive your pencil by sounding out the words and telling you when to pick up your pencil and leave a space.

Handwriting

Write Short Phrases

Whiteboard

When we write words in cursive, all the letters are connected. When we want to start a new word, we pick up our pencil and leave a space as wide as our pointer finger, then begin the new word.

When we write more than one word, we need to leave a space that is as wide as our pointer finger. This space tells us where a new word begins.

Watch how I write three words. I will sound them out as I write them.

/d-ö-g/ Leave a space as wide as my finger. /ă-n-d/ Leave a space as wide as my finger. /k-ă-t/

dog and cat

dog and cat

Now it is your turn to write *dog and cat* on your whiteboard. Be sure to sound out each word and leave a space between the words.

Now write *sad dad*.

What will you write? *sad dad*

Sound it out as you write it. /s-ă-d/ Leave a space. /d-ă-d/

Now help me to write it. /s-ă-d/ Leave a space. /d-ă-d/

Write the words as the student sounds them out.

Teacher Tip

The purpose of writing the phrases is for the student to experience the space between the words. Some struggling readers will blend the end of one word with the beginning of the next word. The kinesthetic experience of writing the space between the words helps to emphasize the meaning of the space.

sad dad

sad dad

The last phrase is *pots and pans*.

What will you write? *pots and pans*

Sound it out as you write it. /p-ö-t-s/ Leave a space. /ă-n-d/ Leave a space. /p-ă-n-z/

Now help me to write it. /p-ö-t-s/ Leave a space. /ă-n-d/ Leave a space. /p-ă-n-z/

Write the words as the student sounds them out.

pots and pans

pots and pans

ASSESSMENT G

Area	Skill	Mastery
Phonemic Awareness	Identify the initial sound in words.	1
	Change the initial sound to create a new word.	2
Systematic Phonics	Read ALL the sounds, in order of frequency, of the single-letter phonograms a , d , g , c , o , qu , s , t , i , p , u .	1
	Read the sounds of the single-letter phonograms b , h , k , f , v .	2
Handwriting	Write lowercase n , m , e , l , b , h , k , f , v .	2
Comprehension & Fluency	Demonstrate understanding of a word the student has independently decoded.	2

Phonemic Awareness

Identify the Initial Sound Change the Initial Sound

G.1 Phonemic Awareness – page 127

Read the phonogram. Circle all the pictures which start with that sound.

k - king, kitten, kite

b - ball, barn, baby, bird

Read the word. Which other letters from the letter bank can you substitute to make a new word? Write it in the blank or circle it.

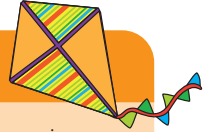
Handwriting

Handwriting

G.2 Handwriting – page 128

Choose the line size that you prefer. Write one of each phonogram.

Multi-Sensory Fun



If the student is not ready to write on paper, show the student the Basic Phonogram Flash Card and have him write the phonogram on a whiteboard or in a sensory box.

Systematic Phonics

What's That Phonogram?

G.3 What's That Phonogram? – page 129

On your page are groups of four phonograms. I will say a phonogram's sound(s). Color the phonogram with your highlighter.

- | | |
|----------|--------|
| 1. /b/ | 6. /f/ |
| 2. /l/ | 7. /v/ |
| 3. /n/ | 8. /h/ |
| 4. /m/ | 9. /k/ |
| 5. /ě-ě/ | |

Highlighter

Challenge



The ideal handwriting and phonogram assessment would be to dictate the phonogram sound(s) for the student to write on a whiteboard or on paper without a visual reference. These phonograms may be considered mastered.

Phonogram Assessment

Ask the student to read each of the following Basic Phonogram Flash Cards: n, m, e, l, b, h, k, f, v

Basic Phonogram Flash Cards

n, m, e, l, b, h, k, f, v

Comprehension & Fluency

Match Words to Pictures

G.4 Reading – page 131

Read the word. Match it to the picture.

Teacher Tip

The first page includes only CVC words. The second page includes blends. Listen to the student read samples from both pages.

Practice Ideas

Identify the Initial Sound

Set out a group of objects such as stuffed animals. Choose a Basic Phonogram Flash Card. Ask the student to place all the objects that begin with the targeted phonogram next to the card.

Give the student a Basic Phonogram Flash Card. Ask him to run around the room finding things in the room that begin with the targeted sound. He should hold up the card, say the sound, then say the object's name.

Handwriting

Reteach how to write any of the phonograms that are difficult for the students using the Tactile Cards. Break down each step and have the student repeat the short, bold directions aloud.

“Phonogram Journey” on page 126

“Blind Writing” on page 142

“Word Quilt” on page 164

“The Phonogram Circuit” on page 171

“Run 'n' Match” on page 176

Systematic Phonics

“Slap It!” on page 122

“Rotten Egg” on page 132

“Snatch the Phonogram” on page 158

“Phonogram Kangaroo” on page 181

“Go Fish” on page 192

Comprehension & Fluency

“Act it Out” on page 119

“Read and Do” on page 149

“Reading Basketball” on page 172

“Charades” on page 193

Blend Consonants

“Blending Consonants Practice” on page 183

“Blending Consonants Practice 2” on page 188

Teacher Tip



Students who struggle with handwriting should practice writing using large motor movements. It is also beneficial for these students to recite the bold, rhythmic directions aloud when writing.

Teacher Tip



If the student is still uncertain about reading CVC words, practice with games that use only this form first. Then move ahead to practicing words with consonant blends. Many students at this stage will still find blending two or more consonants difficult. If the student demonstrates understanding of the concept, continue with Lessons 36-40. Additional practice will be provided.

Teacher Tip

Reading at this stage will still not be fluent. The student should continue to Lessons 36-40 if he is attempting to sound out words, is reading 50% or more of the words in the lessons correctly on his own, and shows a desire to move ahead. Fluency varies greatly among students at this stage.

LESSON 38

Skills

SYSTEMATIC PHONICS: Read the sound of the single-letter phonogram z. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify the short vowel sounds of the six single-letter vowels. Identify the second sound of the six single-letter vowels as a long sound. Read long vowel sounds marked with a macron.

HANDWRITING: Write lowercase z.

SPELLING ANALYSIS: if, zip, fox, flag, flap

COMPREHENSION & FLUENCY: Read high frequency words.

Materials

NEEDED: LOE whiteboard, Basic Phonogram Flash Cards a, e, i, o, u, z, Tactile Card z or z, *Doodling Dragons*, game pieces, die, Spelling Analysis Card, scissors

OPTIONAL: Activities for “z” Day, *Doodling Dragons ABC Songs*, Phonogram Game Tiles

Systematic Phonics

Long Vowels

In the last lessons we learned about short vowels. What is a short vowel? *the first vowel sound*

How do we mark it? *put a curved line over it*

Today we will learn about the second sound of each vowel. This is called the long sound. Let’s try to read the phonograms, but only say the second sound aloud.

Show the Basic Phonogram Flash Card a. /ā/

Show the Basic Phonogram Flash Card e. /ē/

Show the Basic Phonogram Flash Card i. /ī/

Show the Basic Phonogram Flash Card o. /ō/

Show the Basic Phonogram Flash Card u. /ū/

Basic Phonogram Flash Cards

a, e, i, o, u

Teacher Tip

U has two long /ū/ sounds, /ū/ and /ö/. These can be heard by comparing words such as *cute* and *flute*. /ö/ is the sound heard in *flute*. When we compare the sounds made in these words, we discover that /ū/ and /ö/ are very similar. The only difference is the initial sound /y/ is dropped. The fourth sound of U, /ü/, is the broad sound found in words such as *butcher*, *pudding*, and *put*. We will introduce the multiple long /ū/ sounds to students in Level B.

Did you know you just read the names for each of these phonograms? All the single-letter phonograms also have a name. For the vowels, the name is the same as the long sound. Now I will show you how to mark the long vowel sound. We write a straight line over it.

I will write the long vowels on the board. Read each sound.

Write ā. /ā/

Write ī. /ī/

Write ū. /ū/

Write ē. /ē/

Write ō. /ō/

Short and Long Vowels

I will say a vowel sound. If it is a long sound I want you to stretch your arms into a long line and say, "long." If it is a short sound I want you to curve your arms and say, "short."

ŭ

ă

ö

ō

ē

ū

ā

ī

38.1 Long and Short Vowel Sounds – page 141

In your workbook you will see vowels. I will read a sound. Circle the correct sound.

ē

ĩ

ă

ū

ā

The Phonogram z

Show the Basic Phonogram Flash Card z.

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

Can you sing the sound /z/? *no*

Is /z/ a vowel or a consonant? *consonant*

Basic Phonogram Flash Card

z



z Day

Eat zucchini and zwieback toast. Go to the zoo. Learn about zebras and zebra fish. Discover different types of zippers. Draw zig-zag lines.

Doodling Dragons

Today we will read the /z/ page in *Doodling Dragons*.

Point to the phonogram z on the page.

What does this say? /z/

Reread the page asking students to listen for /z/. Ask students to pretend they are asleep each time they hear the /z/ sound.

Doodling Dragons

Doodling Dragons ABC Songs



Sing!

Optional: listen to the song "Zebra Sneezes – The sound of Z" from the album *Doodling Dragons ABC Songs* by Logic of English® and sing along!

Handwriting



Write Lowercase z


Let's learn how to write /z/.

Demonstrate how to write /z/ using  or .

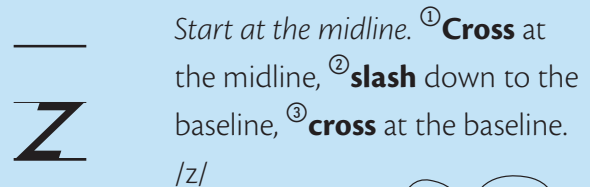
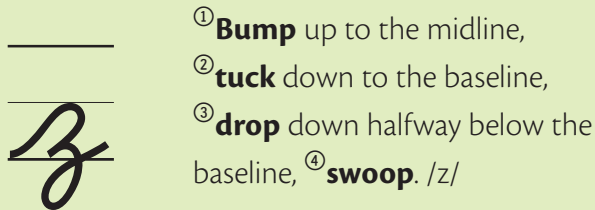
Whiteboard

Basic Phonogram Flash Card z

Tactile Card  or .

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

Compare the two forms of /z/. *They look very different. The cursive /z/ bumps up to the midline. It also swoops below the baseline. The bookface /z/ has straight lines. It sits between the baseline and the midline.*



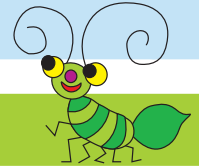
Write /z/ three times using your pointer finger.
Write /z/ three times on your whiteboard.
Which one looks most like the Tactile Card?
Put a smiley face next to the best /z/.

Write on Paper

38.2 Handwriting Practice – page 142

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

Teacher Tip



Z is not commonly used in English. The most common spelling of the /z/ sound is S. However, S never spells the sound /z/ at the beginning of a word. Aside from a few words like *xylophone* that have an X spelling /z/ at the beginning of the word, the sound /z/ at the beginning is always spelled with a Z.

Systematic Phonics

Phonogram Board Game

38.3 Phonogram Board Game – page 143

Game pieces
Die

1) The student rolls the die and advances the number of spaces shown on the die. 2) He must read each of the phonograms as he passes. 3) If the phonograms are read correctly, the student may stay at that spot. 4) If a phonogram is not read correctly, the student must return to the original space.

Spelling Analysis

Spelling Analysis

Dictate the words for the students to write on their whiteboards or with Phonogram Game Tiles.

Whiteboard
Spelling Analysis Card
Phonogram Game Tiles

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. if	<i>If it is hot, we will go to the pool.</i>	īf	if	Use /ī-ī-ē-y/.
2. zip	<i>Zip your coat.</i>	zīp	zip	Use /z/. Use /ī-ī-ē-y/.
3. fox	<i>The fox trotted around the pen.</i>	fōks	fox	Use /ks-z/.
4. flag	<i>That is the American flag.</i>	flăg	flag	
5. flap	<i>The flags flap in the wind.</i>	flăp	flap	

Comprehension & Fluency

High-Frequency Word Maze

38.4 High Frequency Words – page 145

Lay out the words in a maze that winds through the room. As the student reads each word, he may step on it and advance through the maze. In a classroom, set up multiple mazes and divide the class into teams.

Scissors



Teacher Tip

Save the high-frequency word cards to be used in future games. Combine them with the cards from Lesson 36.